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Wednesday, April 29, 1964
Vaisakha 9, 1886 (Saka)

LOK SABHA DEBATES

Seventh Session
(Third Lok Sabha)



LOK SABHA SECRETARIAT
New Delhi

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LOK SABHA

Wednesday, April 29, 1964/Vaisakha
9, 1886 (Saka)

The Lok Sabha met at Eleven of the
Clock.

[MR. SPEAKER in the Chair]

ORAL ANSWERS TO QUESTIONS

Naharkatiya Fertilizer Project

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- *1233. { Shri Subodh Hansda:
Shri S. C. Samanta:
Shri N. R. Laskar:
Shri Maheswar Naik:

Will the Minister of Petroleum and
Chemicals be pleased to state:

(a) whether it is a fact that the
Naharkatiya Fertilizer Factory has
received a set-back due to dislocation
of work on account of the emergency;

(b) if so, how far is has gone
behind schedule;

(c) the progress of work at present;
and

(d) when it is likely to be com-
pleted?

**The Minister of State in the Minis-
try of Petroleum and Chemicals (Shri
Alagesan):** (a) and (b). Yes, Sir. The
time schedule has gone behind by
about a year, partly due to the emer-
gency and incessant rains but main-
ly on account of the difficulty experi-
enced in connection with the design-
ing of compressor and moving mach-
inery foundations on soil with poor
load bearing capacity.

(c) A statement is laid on the Table
of the Sabha.

(d) The factory is expected to be
commissioned by the end of 1966.

Statement

The progress of work on the Nahar-
katiya Fertilizer Project is given
below:—

Survey of the whole area (809.92
acres) for the project has been com-
pleted. Land acquisition is also com-
plete except for an area of 3 acres.
Compensation amounting to nearly
Rs. 20 lakhs has been paid.

2. 100% of the main factory area
and 60% of the township area have
been levelled. Out of 29 KM of road
to be built in the factory and the
township area 6 Km have been con-
structed. Out of 900 residential quar-
ters to be built, 216 houses have been
constructed and service connections
given.

3. 85% of plant design and 35% o
civil design are complete. Out of
16,000 Rft. of 24" diameter pipe for
permanent water supply from the
Dilli river, 11,600 Rft. have been laid.
1995 tonnes of imported plant and
equipment out of a total of 8000 ton-
nes (approximate) have been received
at site. 705 tonnes are on the way.

4. Formal agreement for the pur-
chase of Natural Gas from Oil India
Ltd. for a period of 10 years, is being
executed. Price for power supply is
under negotiation with the Assam
State Electricity Board.

Shri Subodh Hansda: I would like
to know whether it is a fact that the
machinery required for this fertiliser
plant is imported through Kandla

Port. I would also like to know as to what the difficulties are in importing it through Calcutta or a nearby port and whether this would not add to the cost of transport.

Shri Alagesan: I think, we have not yet gone to that stage. I do not know whether it is going to be imported only at Kandla Port or otherwise. I think, the best mode of transport will be arranged.

Shri Subodh Hansda: I would like to know whether the ammonium sulphate plant that is to be installed there will be manufactured in our country or it will be imported from outside and, if it is to be manufactured in our country, I would like to know the name of the factory which will manufacture that plant.

Shri Alagesan: We will call for tenders for the machinery to be imported. A part of it may be made here as we have somewhat advanced in the manufacture of fertiliser machinery. So, to the extent we can fabricate or manufacture them here we shall go in for Indian-made machinery; but the rest of it we will have to import.

Shri S. C. Samanta: From the statement I find that land acquisition is also complete. May I know whether compensation has been given and whether land for land will be arranged for them?

Shri Alagesan: Compensation amounting to Rs. 20 lakhs has been paid. That is mentioned in the statement in the first paragraph.

Shri N. R. Laskar: For the big increase in our national economy I am quite sure that this particular type of industry should be developed immediately in our country. I think, of late the Planning Commission has also realised it. In view of this I would like to know as to what are the steps taken to construct the fertiliser units within the targeted dates.

Shri Alagesan: We would like to have all our projects commissioned

within the target dates; but, unfortunately, certain events intrude and we are not able to fulfil the targets as we desire. In this case there was the emergency. More important than that is the soil condition. Suppose, we put up the factory on poor soil then we will have to rue it. So, we are examining the soil conditions and after a thorough examination if the soil is found fit—I think, we will have to move to a distance somewhat away from the present site chosen—then we will be able to proceed with it.

Shri Hem Barua: May I know if it is a fact that certain imported machineries for this Naharkatiya fertiliser plant were ultimately found to be not up to the standard and some of them did not work satisfactorily? Is that one of the reasons for the dislocation of work in this plant?

Shri Alagesan: We have not yet reached that stage at all.

Shri D. J. Naik: What will be the total cost of the township, when will the township be completed and what will be the percentage of the cost of the township to that of the factory?

Shri Alagesan: As it is, the estimated total cost is Rs. 16 crores and the foreign exchange content is Rs. 6.9 crores. I do not have the break-up and the cost of the township separately.

Shri Bhagwat Jha Azad: The statement shows progress on different fronts. May I know by what time possibly the rest of the work will be completed and once it goes into production, what would be its initial capacity?

Shri Alagesan: This fertiliser factory will produce 1 lakh tons of ammonium sulphate and 55,000 tons of urea. It will be commissioned, as I said, by the end of 1966.

Shri A. P. Sharma: In view of the project being behind schedule by one year, I want to know whether the cost will be the same or it will go up.

Shri Alagesan: I only said it is an estimate. I am not able to say whether it will go up or not.

श्री यशपाल सिंह : प्रश्न के उत्तर में देर का कारण इमरजेन्सी बताया गया है। इमरजेन्सी के टाइम की वजह से तां काम में तेजी आनी चाहिए थी। यह उल्टा कैसे हो गया कि काम में मुस्ती आ गई ?

श्री हुमायून् कबिर : मुश्किल तां यह है कि जमीन है, लेकिन इमारत नहीं बनाई जा सकी है, क्योंकि वह जमीन ज्यादा बांझ नहीं सहन कर सकती हैं। इमरजेन्सी की वजह से उस जमीन का कैरेक्टर तां नहीं बदल जायेगा।

अध्यक्ष महोदय : अगर रुपये की और जगह जरूरत पड़ जाये, तां क्या किया जाये ?

Shri Priya Gupta: The Minister said that there were some soil-bearing difficulties and some other hindrances were there. May I know whether all this was not examined prior to approving the scheme and what are the improvised methods to overcome these soil difficulties and to instal the machinery and what is the extra expenditure involved for that.

Shri Alagesan: It is not a question of extra expenditure. The collaborators were not satisfied with soil conditions. They wanted a second examination. We have asked M/s. Cementation India Ltd. to go into the whole thing and on their report the foundation designs will be made by our collaborators. It is not a question of extra expenditure. Supposing we had gone for a defective site, then it would have meant extra cost.

Perspective Plan for Education

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Shri Sidheshwar Prasad:
Shri Mohan Swarup:
Shri P. R. Chakraverti.
Shri Ram Harkh Yadav:
***1234. Shri Bishan Chander Seth:**

Shri B. P. Yadava:
Shri Dhaon:
Shri Vishwa Nath Pandey:
Shri D. J. Naik:

Will the Minister of Education be pleased to state:

(a) whether it is a fact that a central planning group has been constituted to prepare the broad outlines of a perspective plan to cover next fifteen years ;

(b) if so, the composition of the group and the precise nature of job it has to perform; and

(c) when the group will go into all the stages and aspects of education and submit its report?

The Minister of Education (Shri M. C. Chagla): (a) to (c). A statement is laid on the Table of the House [Placed in Library, See No. LT-2805/64].

श्री सिद्धेश्वर प्रसाद : श्रीमन्, इस स्टेटमेंट में लिखा गया है :

"It will submit its recommendation separately on each issue taken up for study so that early implementation will be possible."

मे यह जानना चाहता हूं कि इस स्टडी ग्रुप के सामने मुख्य इश्यूज क्या हैं ? What are the chief issues and will it also go into the question of implementation?

Shri M. C. Chagla: There are no specific issues. The idea is that this working group should think of the Fourth Five Year Plan and what shape education should take in the context of the future projecting upto 1980 or 1981. It is a small working group which meets once in two months and considers different aspects of education. Working papers are prepared and we are really thinking of how

education should evolve in the Fourth Plan.

श्री सिद्धेश्वर प्रसाद : श्रीमान्, मैं यह जानना चाहता हूँ कि क्या सरकार का ध्यान इस बात की तरफ गया है कि बहुत पहले खैर कमेटी ने यह रिकमेंड किया था कि सेंट्रल रेवेन्यूज का दस परसेंट और स्टेट रेवेन्यूज का बीस परसेंट एड्युकेशन पर खर्च किया जाये ; यदि हाँ, तो क्या इस स्टडी ग्रुप ने इस रिकमेंडेशन पर विचार किया है और यदि किया है, तो वह किस नतीजे पर पहुँचा है ।

Shri M. C. Chagla: The question of expenditure on education was taken up at the State Education Ministers Conference and the Conference unanimously resolved that the Centre should be pressed to spend more on education. The Kher Committee recommended 20 per cent to be spent by the States which they are carrying out. The Centre is spending 4 per cent as against 10 per cent. Today, amongst all the countries of the world, India is the most backward as far as the expenditure on education is concerned.

Shri D. J. Naik: From the statement I find that there are fundamental issues involved in the long-term and short-term development of education in India which will be considered by this group. I would like to know what are those fundamental issues so far as secondary education and primary education is concerned?

Shri M. C. Chagla: The fundamental issue in regard to primary education is to attain the constitutional objective that every child from the age of 5 to 14 years should get free and compulsory education. We are far from that target yet and the question is how to implement that. There are issues, how to improve teachers' training and how to have necessary buildings for schools. These are the problems. The issue is clear that we must attain the constitutional objective laid down in our Constitution.

About secondary education, emphasis is on more colleges, better

teachers, more science education, more diversification, better text-books and all that. These are some of the problems.

Shri P. R. Chakraverti: May I know whether Government appreciate the fact that in making a broad outline of this plan, the first thing which is essential is to remove hierarchy and introduce a measure of autonomy and the second is to have a unified scale of pay for the people concerned so as to remove frustration?

Shri M. C. Chagla: I entirely agree with the hon. Member. One of our objectives is to have uniform scales of pay for all teachers, but there the States have to pay. What the Union Government do is to offer 50 per cent assistance, but the States have no resources even to pay 50 per cent. That is one of the big problems that we have to face.

Shrimati Savitri Nigam: May I know whether this working group is considering how the salaries of the various teachers will be increased in order to provide them with minimum basic wages?

Shri M. C. Chagla: I have just told the other hon. Member that we are offering 50 per cent grant, but the States have not got the resources. We are now considering whether we should do away with these matching grants and give outright grants to the States if the Finance Ministry will agree.

श्री शिव नारायण : इस ग्रुप के चेयरमैन साहब कौन हैं और इस में कितने और कौन कौन के सदस्य हैं ?

श्री मु० क० चागला : चेयरमैन मैं खुद हूँ और कौन कौन के सदस्य हैं, वह सब इस स्टेटमेंट में दिया हुआ है ।

श्री म० ला० द्विवेदी : हमारे देश की शिक्षा पद्धति के सम्बन्ध में राष्ट्रपति जी ने भी कई बार कहा है और वह सब भी है कि उसमें चरित्र निर्माण पर जोर कम दिया जाता

है और जो भावी नागरिक हैं, वे ठीक तरह से नहीं बन रहे हैं। शिक्षा मंत्रालय ने क्या इस पर भी विचार किया है और क्या इस कार्य का दल से काम कराने के लिए कहा है, यदि नहीं, तो इस पर कब तक विचार होगा ?

I am referring to the remodelling of the policy of education.

Shri M. C. Chagla: Yes, we shall certainly look into it. Education without character is no education at all. The working group will certainly look into the questions of student discipline and character-building in schools and colleges.

श्री किशन पटनायक : शिक्षा की बुनियादी बातों पर अभी तक कोई निर्णय नहीं हो सका है। मैं जानना चाहता हूँ कि क्या चौथी योजना के पहले शिक्षा के माध्यम के बारे में कोई अंतिम फैसला ले लिया जाएगा ?

Shri M. C. Chagla: I do not know whether any decision will be taken as regards the medium of instruction. There is no question of the medium of instruction in the secondary schools, because that will be the mother-tongue. The question is about the medium of instruction in the universities. Different States have different ideas, and I do not know whether it will be possible to have a common medium of instruction in all the universities in India.

Shri Ranga: Has the possibility of the Centre alone giving their share to the teachers by way of increase in salaries been considered, especially in those cases where the State Governments are not in a position to give their share, provided the teachers would be satisfied with the 50 per cent that the Union Government would be willing to give?

Shri M. C. Chagla: The difficulty is this. If we give an outright grant to one State, the other States will say that there is discrimination. The majority of the States have been able to find the resources and accept 50 per cent grant from the Centre. But some States, as, for instance, Bihar, are not in a position to do so. Whatever policy we follow must apply uniformly to all the States. We cannot favour one State as against the other.

Mr. Speaker: The hon. Member's question is different. He wants to know whether the Centre would be prepared to give their share of 50 per cent, irrespective of the fact whether the States would give their share or not, provided the teachers would be satisfied with that 50 per cent which the Centre would be prepared to give.

Shri M. C. Chagla: The hon. Member would realise that that would be an outright grant to that extent. Whatever grant we may give, and whatever be the increase in the salary, 50 per cent must be borne by the States. That is the present policy, and that is my difficulty.

Dr. L. M. Singhvi: May I know whether the committee or group has already made any recommendations on any of the fundamental issues, some of which, we are told, have already been considered by them, and if so, whether the recommendations also touch upon the possibility of increasing the Centre's contribution and formulating and implementing educational programmes in the country?

Shri M. C. Chagla: Yes. I am very happy to state that at the Education Ministers' Conference, all the Education Ministers were agreed that the

Centrally sponsored schemes should be vastly expanded so that we shall be in a position, so long as we get the concurrence of the Finance Ministry, to implement many schemes from the Centre, pay for them and implement our own policy.

Shri D. C. Sharma: On what basis is this working group selected and how far does it conform to the oft-repeated proposal of the Education Minister that he will associate teachers with it?

Shri M. C. Chagla: We have some teachers there; for instance, Shri Natarajan has been closely associated with teaching.

Shri D. C. Sharma: He is not a teacher.

Shri M. C. Chagla: In selection of anybody, it is difficult to satisfy all interests. But upto a point it has got to be done.

Shri D. C. Sharma: Mine is a simple question. If the hon. Minister says that he will associate teachers with these things, I would like to know what teachers have been associated with this working group.

Shri Sheo Narain: On a point of order. There is one important point . . .

Mr. Speaker: Order, order. He has to listen to the answer.

Shri M. C. Chagla: If there is an omission, I can always make it good. If the hon. Member feels that active teachers, who are actually teachers, should be associated, I will see to it and make good the omission.

Dr. Sarojini Mahishi: Will this working group concerned with reiterating the same policy and programme which we could not achieve all these years or is it going to enunciate new programmes for achieving the targets in pursuit of our policy?

Shri M. C. Chagla: I do not know whether it is new or old, but we are trying to have a national policy for education.

Central Directorate of Education

*1235. **Dr. L. M. Singhvi:** Will the Minister of Education be pleased to state:

(a) whether it is proposed to establish any Central body for co-ordinating education under the name of Central Directorate of Education or any similar name;

(b) the functions and organisation of this Directorate;

(c) the method of recruitment of staff for this Directorate; and

(d) whether any such body has already been in existence?

The Minister of Education (Shri M. C. Chagla): (a) No, Sir.

(b) and (c). Do not arise.

(d) No, Sir.

Dr. L. M. Singhvi: Has this proposal at any time been under consideration of the Government of India? If not, do Government think that it is possible to co-ordinate and supervise without such an institutional device?

Shri M. C. Chagla: We have a Central Hindi Directorate, which is doing very fine work, because Hindi

presents many problems. But I do not see the necessity for an educational directorate in any other type of education, because the Ministry itself is supposed to do that work. We do not want a directorate for that.

Dr. L. M. Singhvi: What is the organisational structure which is existing in the Ministry for performing these functions at present and in what way could the Minister justify that it is able to discharge those functions which the proposed Central Directorate was supposed to discharge?

Shri M. C. Chagla: The Ministry has a very large number of officers. It has got Secretaries, Joint Secretaries and Deputy Secretaries. They should be good enough to discharge these duties.

Shri Sham Lal Saraf: Will co-ordination of an all-round educational policy from primary education to university education be one of the tasks entrusted to the Directorate so that a uniform policy is followed throughout the country?

Shri M. C. Chagla: We have done three things. We have this planning group. We have just called the Education Ministers' conference. I am setting up a Commission which will review education as a whole. I think with the help of these three bodies, we should be in a position to co-ordinate education as a whole.

Shri Swell: In answer to another question, the Minister stated just now that in the recent conference of Education Ministers, there was agreement that short of a constitutional change, education may be treated as a concurrent subject. In view of this recent decision, does the Minister think that there is a chance of changing his decision of not having a Central Directorate of Education?

Shri M. C. Chagla: I do not think the decision of the Education Ministers to leave more and more of specified subjects to the Union has anything to do with the setting up of a Central Directorate.

Shri Basappa: May I know whether there is going to be greater diversification of courses in the secondary schools and also whether the system of financing education will be radically changed?

Shri M. C. Chagla: Yes, in both respects we hope to have a radical change. We want more diversification at the secondary stage and we want a better system of financing education.

Shri Hem Barua: In view of the fact that during the last 17 years of freedom, our education has followed only an unco-ordinated pattern, different States having different standards and patterns of education, what steps do Government propose to take to co-ordinate education and give a uniform pattern for the whole country?

Shri M. C. Chagla: The glory of India is unity in diversity, and I think that applies to education also. We started our education with making it a State subject. Perhaps it was a mistake. If it is a State subject, we have all States in India which have their own ideas and make their own experiments, but I am very glad to say that there is more and more realisation that there should be a national pattern of education.

श्री शिव नारायण : इस डाइवर्सिटी को समाप्त करने के लिये मैं जानना चाहता हूँ कि क्या गवर्नमेंट तैयार है कि वह एजुकेशन को नेशनलाइज कर दे ।

Shri M. C. Chagla: No, Sir. I think there should be a lot of experimentation in education. Nationalisation is a bad thing for education.

Shri Krishnapal Singh: The universities and the educational institutions are located in the cities. I would like to know if the hon. Minister would like to form a special board for developing the educational institutions in rural areas. As people in the rural areas cannot afford to receive full education now, what special steps are taken by the Ministry to improve the standard of education in the rural areas?

Shri M. C. Chagla: Yes, Sir. I agree with the hon. Member that we should pay much more attention to rural education. It has been neglected, it is not up to the standard we should like it to be, and I assure my hon. friend that we are really paying more attention to improving standards of rural education.

Employment of the Educated Blind

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*1236. { **Dr. Saradish Roy:**
 { **Dr. Ramen Sen:**
 { **Shri Dinen Bhattacharya:**

Will the Minister of Education be pleased to state:

(a) the steps taken by Government to place educated blind persons in suitable jobs; and

(b) the policy of Government in this respect?

The Deputy Minister in the Ministry of Education (Shrimati Soundaram Ramachandram): (a) Eight Special Employment Exchanges have been established to place physically handicapped persons, including the blind. Other Employment Exchanges in the country have also been asked to give every possible assistance to them. Physically handicapped persons including the blind, have been included in priority III for the purpose of submission of candidates by Employment Exchanges against vacancies referred to them by employers.

(b) The policy of the Government of India is to consider the applications of physically handicapped persons, including the blind, for employment with the utmost sympathy.

Dr. Saradish Roy: May I know whether the Central Government has defined jobs that are found suitable for the blind persons, and if so, whether instructions have been sent to the private employers and State Governments?

Shrimati Soundaram Ramachandran: Yes, Sir. We have asked for the co-operation of all the State Governments. These employment exchanges are run by the State Governments with our help; therefore, there is co-ordination.

Dr. Saradish Roy: My question is not answered. I want to know whether the Central Government has defined jobs that are found suitable for the blind persons.

Shrimati Soundaram Ramachandran: Yes, Sir. For the blind person, it is more often the jobs which should be repeated. There are certain jobs for which they are suitable. All these exchanges know them, and they have some instructor who is familiar with the way of job placement for the blind.

Shri Warior: May I know whether blind persons who have qualified academically are debarred from appearance in the UPSC.. tests for employment?

Shrimati Soundaram Ramachandran: Not at all.

Shri S. M. Banerjee: From the statement of the hon. Minister it appears that there is enough opportunity for the blind to seek employment. I would like to know whether definite instructions have been issued to all the employment exchanges either by the Centre or the State Governments to see that those who are enrolled since last one year are given some job at least. Nobody has been given a job in U.P.

Shrimati Soundaram Ramachandran: I will not say we have done everything possible, or that every educated blind person is getting a job. I shall be very humble in my presentation of the case, because it is very difficult to get these well qualified blind persons in suitable jobs because of various difficulties. The attempt of creating these new employment ex-

changes was started only in 1959. After that, I am glad to say that we have placed 1,022 handicapped persons so far in these four years till January, 1964; out of that, only 177 are blind persons. So, we are changing the pattern of training, giving them light engineering training, where there is better scope for their employment, rather than the traditional weaving and basket-making etc.

Mr. Speaker: Shrimati Jyotsna Chanda.

Shrimati Jyotsna Chanda: Sir, I wanted to know how many were employed; the hon. Deputy Minister has already replied to that.

श्री यशपाल सिंह : क्या सरकार बतला सकती है कि देहरादून के सेंट्रल ब्रेल प्रेस में जा कि अन्य व्यक्तियों का बड़ा भारी आयोजनाइजेशन है, कितने अन्य व्यक्ति काम पर लगाय गये ।

Shrimati Soundaram Ramachandran: I do not have that information.

श्री हुकम चन्द कछवाय : मैं जानना चाहता हूँ कि देश में नेत्रहीन व्यक्तियों के कितने कालेज हैं, वहाँ पर कितने व्यक्ति प्रति वर्ष शिक्षा लेने आते हैं और शिक्षा ले कर जात हैं, उनमें महिलायें कितनी हैं और पुरुष कितने हैं और कितनों को काम दिया जाता है ।

Shrimati Soundaram Ramachandran: There is no difficulty for the blind girls and boys in the university colleges because there are no separate colleges and we do not find any difficulty. For the various schools we have got, they are run by the State Governments for the blind boys and girls separately. There is a national institution for the blind in Dehra Dun run by the Central Government for the boys and girls separately.

Shri S. Kandappan: What are the avenues open for the blind—a list of it—and whether the blind school in Poonamalli in Madras receiving any Central assistance?

Shrimati Soundaram Ramachandran: The avenues are self-employment by learning these crafts—cane chair making, cane works, book-binding, weaving, etc. Light engineering and braille press are there which are not very many. Light engineering offers the best scope. I have not got the information about the Poonamalli school because it does not arise from this. As far as I know we are not giving any special assistance except what is given through the States.

श्री हुकम चन्द कछवाय : अध्यक्ष महोदय, मेरे प्रश्न का उत्तर नहीं मिला ।

अध्यक्ष महोदय : इतने जवाब तब आ ही नहीं सकते कि हर एक कालेज में कितनी महिलाये हैं, कितने लड़के हैं, उनकी उम्र क्या है ?

श्री हुकम चन्द कछवाय : टाटल क्या है ।

Shrimati Savitri Nigam: Is one of the reasons for poor placement the fact that adequate training is not being imparted in the existing institutions and the institutions are less in number compared to the large number of candidates who want to get training

Shrimati Soundaram Ramachandran: We need quite a large number of training institutions and we are also trying to run centrally sponsored institutions in various regions. The type of training which was given, the old method of training, was in weaving, etc. and we found it did not help these people very much. That is why we started this institution in Dehra Dun and we are asking the other State Governments to take up this matter, and we would give them assistance according to our pattern. Quite a large number of private institutions also which are catering for training and placement of blind persons, are coming forward and recently we have approved one institute at Ahmedabad. We have now started training teachers in an extensive way so that they may get properly trained teachers.

श्री राज बिहारी मेहरोत्रा : क्या मंत्री महादय बतलाने की कृपा करेंगे कि जो ऐसे अन्धे स्नातक हैं जो कि व्याकरण में और आयुर्वेद में स्नातक प्राप्त कर चुके हैं, उनके एम्प्लायमेंट का कोई इंतजाम है।

Shrimati Soundaram Ramachandran: I have answered the question about steps taken by the Government to place educated blind persons in suitable jobs. We shall try to do our best with the State Governments also. I do not know whether this arises out of this question.

Shri Hem Barua: Those who are educated and yet would not see are worse than the blind. May I know whether Mr. Chagla has made any arrangement for them also?

श्री जगदेव सिंह सिद्धान्ती : प्रायः यह देखा जाता है कि प्रजाचक्षु लांग गाना गाने में बहुत सिद्धहस्त होते हैं। तो क्या सरकार राष्ट्रात्यान के गानों के प्रचार में उनका लगा कर कार्य देगी।

Shrimati Soundaram Ramachandran: Quite a large number of them seem to have talent for music. Scholarships are given to them to go for higher training in music, and many of them are getting employment in the schools as music teachers. I do not know exactly whether some are employed as pracharaks for defence purposes.

Dr. Ranen Sen: Now-a-days, both in offices—at least in some offices—and factories, there is an advancement in mechanisation. So, may I know if the Government have considered this aspect,—whether, due to this mechanisation, blind persons can be utilised more easily in employment, and, if so, what are the steps taken in this respect?

Shrimati Soundaram Ramachandran: Yes, Sir. That is why in the special employment exchanges we are having a craft instructor who would survey the surrounding industries and find out the possible places for the blind persons which are suitable for this

purpose, and then another way is, we are also trying to attach one instructor to other employment exchanges also so that this survey would be done to find out where a blind person can be employed in these industrial estates and industries without any prejudice to the industry as well as the person.

Admission in Delhi Colleges

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*1237. { **Shri Vishwa Nath Pandey:**
Shri Maheswar Naik:
Shri Ram Harkh Yadav:
Shri Murli Manohar:
Shri Prakash Vir Shastri:

Will the Minister of Education be pleased to state:

(a) whether it is a fact that admission to the Degree Course of the colleges under the Delhi University is being restricted to students obtaining certain percentage of marks in their qualifying examination;

(b) if so, on what considerations; and

(c) the steps being suggested for the other students for their higher education?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir; the admission to B.A. (Pass) Course will be restricted to those securing at least 40 per cent marks in the qualifying examination.

(b) The University authorities, after taking into account the report of the Examination Reforms Committee, decided that selective admission was necessary to raise the standard at the under-graduate level.

(c) It is open to students securing less than 40 per cent marks to enrol themselves for the B.A. (Pass) Correspondence Course of the University of Delhi.

श्री विश्वनाथ पाण्डेय : जब यह निर्णय लिया गया था तो इस निर्णय के सम्बंध में दिल्ली यूनीवर्सिटी के उपकुलपति और डिग्री कालेजों के प्रिंसिपल्स से परामर्श कर लिया गया था ?

श्री मु० क० चागला : मुझे मालूम नहीं है, लेकिन यह मालूम है कि दिल्ली यूनिवर्सिटी ने एक कमेटी कायम की थी और उस कमेटी की यह रिपोर्ट है। वह कमेटी थी एग्जामिनेशन रीफार्म्स कमेटी।

श्री विश्वनाथ पाण्डेय : दिल्ली यूनिवर्सिटी में और डिग्री कालेजों में स्थान की कमी है और जो विद्यार्थी वहाँ जाते हैं उनको एडमिशन नहीं मिलना। तो क्या यह निर्णय इसनिये लिया गया है कि वहाँ विद्यार्थियों की संख्या कम रहे ?

Shri M. C. Chagla: No, Sir. We are trying to see that when the next term starts, new colleges will be started. So, those who want to go to colleges will find due accommodation.

Shri P. R. Chakraverti: May I know whether Government has accepted in general the policy of raising the standard in the universities by restricting likewise the admission of students in the colleges, say, on merit basis?

Shri M. C. Chagla: The policy of the Government is that there is much too much pressure on universities and standards must fall unless you do two things: firstly, diversify education at the secondary level, and secondly, give other avenues to students besides opening colleges. One most important thing is the correspondence course.

श्री प्रकाशवीर शास्त्री : दिल्ली विश्व-विद्यालय के उपकुलपति का यह वक्तव्य समाचारपत्रों में प्रकाशित हुआ है कि जिन विद्यार्थियों के ४० प्रतिशत से अधिक अंक हैं उनके लिए भी वह गारंटी नहीं दे सकते कि उनको एडमिशन मिल ही मिल जाएगा। जिन विद्यार्थियों के अंक ४० प्रतिशत या उससे कम हैं उनकी संख्या का कोई अनुमान लगाया गया है और क्या उनको एडमिशन देने के लिए दिल्ली में और नए कालिज खोले जाएंगे जिससे उनको प्रवेश मिल सके ?

श्री मु० क० चागला : जो कारेसपोडेंस कोर्स लेंगे उनको कालिज में दाखिल होने की जरूरत नहीं है। जिनको ४० परसेंट से कम नम्बर मिलेंगे उनको कालिज में जाने की जरूरत नहीं है। वे कारेसपोडेंस कोर्स से पास हो सकते हैं। More colleges are also being opened. I understand that three to four will be opened by the time the next term starts. We are expediting the matter.

Shri Bhagwat Jha Azad: When the Government apply restrictive measures for boys entering universities, may I know if Government are satisfied that the failure of the boys to secure 40 per cent of marks was not due to any fault of theirs, but due to the low standard of teaching at the lower level, lack of proper equipment, etc.?

Shri M. C. Chagla: It is true that examination is not a perfect test of a student's ability. But in this imperfect world, it is the only test.

Shrimati Renuka Ray: May I know what arrangements are actually being made for those who get less than 40 per cent of marks? Apart from the correspondence course, are Government having diversification of education and are polytechnics set up in adequate number in Delhi?

Shri M. C. Chagla: We are fighting it at two levels. We want to have more polytechnics and more junior technical schools. But it takes time. We are also having secondary schools technically biased with job orientation. But as far as the universities are concerned, they have decided that students below 40 per cent are really not fit to go to college; it is a national waste and therefore this is the only alternative.

Dr. P. S. Deshmukh: May I know if some restriction has been imposed by any other university and if so, by how many of them?

Shri M. C. Chagla: This is in the nature of a pilot project. The correspondence course started by Delhi University is a pioneering attempt and, as far as I learn, it has been very successful. If it succeeds, we will certainly introduce it in other universities.

श्री राम सेवक यादव : क्या मंत्री महोदय को मालूम है कि हमारे देश में आर्थिक और सामाजिक विषमता के कारण गरीबों के बच्चों को पढ़ने में कठिनाई है और इसलिये उनको ४० प्रतिशत से अधिक नम्बर मिलना मुश्किल है। क्या इस निर्णय का यह नतीजा नहीं होगा कि उनको आगे पढ़ने का मौका नहीं मिलेगा और जो आगे हैं उनको ही वह मौका मिलता रहेगा ? यदि हाँ, तो इस को रोकने के लिए क्या कदम उठाए जा रहे हैं ?

Shri M. C. Chagla: For students belonging to poorer classes, if they have merit, we give them scholarships. It is not right to say that because of poverty students do not get admission.

श्री रामसेवक यादव : सब लोगों को वहीं मिलता। कितने लोगों को बजीफा मिला है ?

Shri Bhagwat Jha Azad: What percentage of students get scholarships?

Shri M. S. Chagla: It is large. It is proposed to increase the merit-cum-means scholarships.

Shri Alvares: Is it the policy of Government to discourage students who get less than 40 per cent marks and, if so, is it not interference with their right to get higher education?

Shri M. C. Chagla: The correspondence course will give them almost as good education as college education. We want to save them expense. We want to save future failures. If you

look at the failures, 60 per cent of the boys fail.

Shri R. S. Pandey: The Minister said just now that those students who get below 40 per cent marks should not go to college. I want to know where they should go, if they cannot go in for higher study or get a job?

Shri M. C. Chagla: I thought I made the position very clear. Those who do not get 40 per cent will not be deprived of the right to get themselves educated. They will be educated through the correspondence courses.

Shri Sonavane: The Minister just now said that if they get more than 40 per cent marks, they would be entitled to go to college. For centuries the socially backward class people were handicapped. When they cannot get 40 per cent marks, does it mean that those students who come from socially backward classes would be denied the opportunity of getting university education?

Shri M. C. Chagla: The presumption made by my hon. friend is erroneous. It is not true to say that those who do not get 40 per cent come from backward classes. There is more talent among the poor people than among the rich. It has nothing to do with richness.

Whitley Council Scheme

*1238. **Shri S. M. Banerjee:** Will the Minister of Home Affairs be pleased to state:

(a) when the Whitley Council scheme was circulated to various Associations, Unions, Ministries/Departments for obtaining their views;

(b) whether Government have since considered their views and taken certain decisions for its implementation; and

(c) the date from which this scheme will be enforced in various Ministries/Departments of the Government of India?

The Minister of State in the Ministry of Home Affairs (Shri Hathi):

(a) On the 4th October 1963, the scheme for Joint Consultation and Compulsory Arbitration for Central Government employees was forwarded to all Ministries and Departments with the request to circulate it to the Unions and Associations with which they were concerned and with whose representatives consultation was considered necessary.

(b) and (c). Certain points in respect of the scheme have been raised by the Unions and Associations of Government servants. They have been discussed with the representatives of certain employees' organisations and further discussions are to be held with the representatives of the major Federations, Unions and Associations on the 29th April, 1964 that is this afternoon. The scheme will be implemented after the various doubts and difficulties have been resolved by discussion with the employees' organisations.

Shri S. M. Banerjee: I would like to know whether it is a fact that the intention of the hon. Minister, Shri Nanda, was to declare strikes superfluous and not to ban or abjure the right to strike; if so, may I know why the Government insist that any union which accepts this Whitley Council scheme should abjure the right to strike?

Shri Hathi: What the Government have advised is that those unions which want to participate in this scheme of compulsory arbitration or joint councils should abjure strikes. Those who do not want to participate come under a different category.

Shri S. M. Banerjee: I would like to know whether those unions or federations who would not like to abjure this right to strike will be given any negotiating machinery other than the Whitley Council?

Shri Hathi: This scheme does not supersede the existing scheme. This

is supplementary to the existing scheme.

Shri S. M. Banerjee: My point is this.

Mr. Speaker: If in the already existing scheme there are machineries for conciliation, they would continue.

Shri S. M. Banerjee: That is true. The whole thing is this. Certain negotiating machineries were withdrawn after the strike because the Whitley Council scheme was coming up. Certain concessions were withdrawn as a result of the strike on the ground that the Whitley Council was coming up. If the unions or federations do not accept the Whitley Council scheme, may I know whether the same concessions will be restored now?

Shri Hathi: This afternoon, the Labour Ministry and the representatives of the Home Ministry are meeting to discuss this scheme. The hon. Member is one of the invitees, and this point can be raised there.

Shri Mohammad Elias: The representatives of the government employees objected to the clause in the Whitley Council scheme to the effect that outsiders will not be allowed to participate in the discussions although they will be allowed to function in the union. May I know whether this aspect has been considered by the hon. Minister, who was also in the Labour Ministry and who has got experience as to how it is important to have an outsider to guide the discussions.

Shri Hathi: This question has been considered. There are two or three important points which the unions have raised. The first is the question of abjuring strikes. The second is the question of outsiders. So far as the question of outsiders being office bearers of the union is concerned, if it is permissible under the Trade Union Act they will be allowed and

there will be no bar to outsiders being office bearers of the union. But so far as their participation in the joint councils is concerned, the view of the Government at present is that it will be better if the Government servants themselves come and discuss because they are the people who would know actually where the difficulties lie.

Shri Ranga: May I know whether this would be restricted only to the government servants in the various departments or whether there is any scheme for extending it to the labour and staff employed in all the ordinance factories and public undertakings so that what has happened recently in Bhopal and other troubles that they are experiencing at Rourkela like "going slow" and all those things can be avoided?

Shri Hathi: That also may be considered.

Shri A. P. Sharma: May I know the names of those unions and associations that have accepted in principle the Whitley Council scheme and of those that have opposed it?

Shri Hathi: As I said, almost all the unions have had their viewpoints on one or the other different aspects. Some unions have objected to the outsiders.

An Hon. Member: What are their names?

Shri Hathi: There are a number of unions and I cannot give all the names. But, for example, the National Federation of Indian Railwaymen have said that they are not prepared to abjure strike as it is a recognised weapon of trade unionism all over the world. I think, different unions have expressed different views. But we are meeting the representatives of all the 32 unions this afternoon.

Shri Priya Gupta: May I ask if by making this contract at this level, the provisions of the Industrial Disputes

Act and the protections envisaged thereunder to the majority of the Central Government employees, including the 12 lakhs of railwaymen who form more than half the total number of Central Government employees with whom AIRF is also tagged will be taken away and if such forcing by this contract business, of abjuring strike and foregoing other powers and privileges envisaged under the Industrial Disputes Act, will be against the Contract Act and therefore illegal, and whether we are forcing by agreement the illegal....

Mr. Speaker: Order, order; we cannot ask him to give his opinion on a legal proposition.

Shri Priya Gupta: But he may answer the other point. Will they be forced to accept it, and what is the alternative left to them if they do not accept it?

Shri Hathi: The Government is not going to force any union to abjure strike. It is not a question of compulsion. It is actually in a mood of co-operation and goodwill that we want to evolve a pattern whereby the grievances of the Government servants can be redressed without their having any need to go on strike. We are trying in a very co-operative and constructive approach and we hope that the representatives of the workers will also approach the subject in the same manner.

Dr. Ramen Sen: The hon. Minister has just now said that outsiders are allowed to remain in the union but in the case of negotiations outsiders will not be permitted to participate in the Council. I want to know whether this Government policy affects the rights of the workers and the trade unions to choose their representatives. If so, is the Government contemplating to debar the workers from exercising their trade union rights?

Shri Hathi: Government is not at all contemplating to debar the workers from exercising their trade

union rights. What the Government wants is that for the civil servants, so far as three questions, namely, their leave allowances, hours of work etc., are concerned, these councils would function. For other aspects, as I said, the scheme does not supersede the existing machinery, whatever it is; this is supplementary to the existing machinery.

Model Legislation for Universities

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*1239. { Shri Ramachandra Ulaka:
Shri Dhuleshwar Meena:

! Will the Minister of Education be pleased to state:

(a) whether the work relating to the drafting of model legislation for Universities has since been completed; and

(b) if so, the main features thereof?

The Minister of Education (Shri M. C. Chagla): (a) No, Sir.

(b) Does not arise.

Shri Ramachandra Ulaka: May I know whether any interim report has been received from the Committee on Model Legislation; if so, what are the recommendations of the Committee

Shri M. C. Chagla: The position is this. The Committee has held 14 meetings and now a drafting committee of three has been appointed. The final report is expected by the end of May.

Shri Ramachandra Ulaka: May I know whether there will be any substantial change in the system of university education by this legislation; if so, the details thereof?

Shri M. C. Chagla: Till we see the report, I cannot give any answer as to what they are going to recommend.

Shri Dhuleshwar Meena: May I know the constitution of the committee which has been set up for drafting this model legislation for the universities? What are the main functions of this committee?

Shri M. C. Chagla: The names of the members of the drafting committee are: Shri K. L. Joshi, Secretary, University Grants Commission, Shri T. S. Bhatia, Deputy Secretary, Ministry of Education and Shri D. K. Hingorani, Deputy Educational Adviser, Ministry of Education.

श्री सरजू पाण्डेय : सरकार ने काफी दिन पहले हिन्दू यूनिवर्सिटी के बारे में बिल लाने का वादा किया था और प्रॉजिडेंट सहब ने भी अपने एड्रेस में क्या था कि जल्दी ही हिन्दू यूनिवर्सिटी के बारे में बिल लाया जायेगा। मैं यह जानना चाहता हूँ कि वह बिल अब तक आयागा।

श्री मुं० क० चागला : मुझे आशा है कि मैं यह बिल नैकट सेशन में पेश कर सकूंगा। यह रिपोर्ट उस के पहले आ जायेगी।

Shrimati Renu Chakravartty: We have seen in the papers that for the University Act and the rules of the Calcutta University we are going to get expert advice from America. Is it not possible, when we have such legal luminaries and experienced educationists, as our Minister of Education, to do it in our own country?

Shri M. C. Chagla: The hon. Member knows that the Calcutta University is an autonomous body. If they thought fit to invite foreign opinion, well we could not interfere.

Shri Hari Vishnu Kamath: Is it not a fact that in recent years, governmental and partisan political interference in universities, insidiously subverting that autonomy which should characterise the true universi-

ty has been on the increase and, if so, will the proposed legislation help to accentuate or to arrest the process?

Shri M. C. Chagla: It will definitely arrest the process.

Dr. Sarojini Mahishi: May I know the distinguishing features of this piece of legislation which go to make this legislation a model one?

Shri M. C. Chagla: We have yet to see the report and consider it. I do not know what the recommendations are. Our object is to improve administration.

Shri D. C. Sharma: May I know whether this model legislation will be mandatory for the Universities or it will have an advisory function? If it is an advisory function, may I know whether it will have a retrospective effect or it will apply to Universities that will come into existence in future?

Shri M. C. Chagla: The object of appointing this committee and obtaining the report is two-fold. The first is that the model legislation will help us in introducing necessary amendments in the legislation dealing with the Central Universities. That is our concern. With regard to State Universities, that is a State subject and if we have a model legislation, I hope the State Legislatures will also feel that they should copy this legislation. Whether it should have a retrospective effect or not will depend on what the proposals are.

Technical Teachers' Training Centres

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- *1240. { **Shri Ramachandra Ulaka:**
Shri Shree Narayan Das:
Shri Dhuleshwar Meena: ∴
Shri Onkar Lal Berwa:

Will the Minister of Education be pleased to state:

(a) whether any, and if so, what progress has been made towards

starting technical teachers' training centres in each region of the country;

(b) whether any scheme and programme in this respect have been finalised; and

(c) if so, the important features thereof?

The Minister of Education (Shri M. C. Chagla): (a) to (c). The proposal to set up four Regional Technical Teachers' Training Institutes has been approved by the Planning Commission and detailed schemes including estimates of cost, location of the Institutes etc. are being formulated.

Shri Ramachandra Ulaka: In view of the increasing demand of trained technical teachers, may I know whether Government propose to expand the capacities of the existing training centres and, if so, the details thereof?

Shri M. C. Chagla: Yes, Sir. We have a large project in mind to expand the facilities for training technical teachers.

Shri Ramachandra Ulaka: May I know whether any State Governments have expressed their difficulties in establishing such training centres in the State and, if so, what are they and the action taken by the Government in this regard?

Shri M. C. Chagla: We have a scheme for teachers training institutions in all the States. We have promised 75 per cent grant and so far the only two States that have availed themselves of this offer are Madhya Pradesh and Maharashtra.

Shri Dhuleshwar Meena: May I know how many new training centres are likely to be completed by the end of the Third Five Year Plan and the details thereof?

Shri M. C. Chagla: I do not know whether they will be completed by the end of the Third Plan. There is not much time left of the Third Plan. We have a scheme for four regional

training centres and we also have a scheme for State training centres. We are expediting this project as much as possible.

Shri Iqbal Singh: May I know whether the Centre has received any request from the Punjab Government to start such a training centre in Punjab?

Shri M. C. Chagla: No, Sir. As far as I know, only two States that I mentioned have availed of this scheme.

Shri Bhagwat Jha Azad: May I know how far the establishment of the proposed four regional centres that the hon. Minister mentioned will meet the needs of the country? What percentage of the demand for the technical education in the country will be met?

Shri M. C. Chagla: It will still be far far short of the needs of the country. But at least these four regional centres will give an impetus. Really, the problem can only be solved in a big way by the States undertaking the training programme. The Centre can only set up certain model institutions, as I said, to serve as an impetus. But the need for teachers is very great.

Shri Basappa: What are the qualifications required for admission to these training centres?

Shri M. C. Chagla: As regards the Central institutes, as far as I know the scheme is that we admit 100 candidates for graduate studies and 25 for diploma courses. As far as I know, they have all got to be graduates.

Shri P. Venkatasubbaiah: In order to meet the demands of the country, may I know whether Government propose to introduce a short-term course, pending the expansion of the regional technical colleges for technical training?

Shri M. C. Chagla: Yes. The initial idea is to have a short-term course. The term is of 18 months' programme consisting of 12 months' practical training and six months' academic

training. Diploma-holders should undergo a 24-month programme consisting of 12 months' practical training, so that if a person is a graduate, the training is for a shorter period than if he were a diploma-holder.

Shri Bade: The hon. Minister has said that in Madhya Pradesh a technical teachers' training centre has been started. May I know whether the Central Government are giving some aid to Madhya Pradesh or whether Madhya Pradesh is spending its own money?

Shri M. C. Chagla: I could not follow the question.

Mr. Speaker: He wants to know whether the Centre is giving any aid to Madhya Pradesh.

Shri M. C. Chagla: Yes, 75 per cent. That is the scheme.

Shrimati Savitri Nigam: Is the hon. Minister aware that the most talented people are not coming forward to seek admission in these centres, because they know that their future prospects and the remuneration which they are going to get are very unattractive?

Shri M. C. Chagla: I am afraid the hon. Member is not right. We give special stipends to gifted students to join this college, and the employment is almost assured for them, because we are so very short of teachers that there is no difficulty of anyone coming out of these institutions not getting a job.

Re: Starred Question No. 1244

श्री हुकम चन्द कछवाय : अध्यक्ष महोदय मैं निवेदन करना चाहता हूँ कि प्रश्न संख्या १२४४ पहले ले लिया जाये, क्योंकि यह बड़े महत्व का प्रश्न है ।

श्री बड़े : यह बड़ा महत्वपूर्ण प्रश्न है ।

श्री प्रकाशवीर शास्त्री : यह बड़ा जरूरी प्रश्न है । इस को पहले ले लिया जाये ।

Mr. Speaker: I am being asked to take up Q. No. 1244. I can do so only if the hon. Members who have tabled Questions Nos. 1241, 1242 and 1243 forgo their right to ask those questions. Are they prepared to do so?

Some Hon. Members: No.

Mr. Speaker: Then, I am sorry. Now, Q. No. 1241.

Sulphuric Acid Plant

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*1241. { **Shri P. R. Chakraverti:**
Shri R. Barua:

Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether steps have been taken to exploit the newly discovered deposits of pyrites found in the neighbourhood of Amjhore (Shahbad) through the Pyrites and Chemical Development Company;

(b) whether the Finnish authorities have agreed to help India in the venture;

(c) whether the German process of extracting sulphur and working of sulphuric acid plants has been studied; and

(d) the system which is proposed to be introduced in India?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) The Pyrites and Chemicals Development Company Ltd., a Government of India undertaking has planned to set up a 400 tonnes per day capacity plant at Sindri for the production of sulphuric acid directly from Amjhore pyrites ore. The Company is also investigating a suitable process for extraction of elemental sulphur from the ore.

(b) The Finnish Outokumpu process for the extraction of elemental sulphur from pyrites is under study and in the event of the process being found suitable for adoption for the

recovery of sulphur from Indian Ore, the possibility of utilising the Finnish know-how and part of the credit offered by the Metex Corporation Helsinki for purchase of plant and equipment will be considered.

(c) There is no known German process in commercial use for the extraction of sulphur from pyrites ore. The process for the manufacture of sulphuric acid from pyrites ore is standardised.

(d) As already stated, the process for the manufacture of sulphuric acid from pyrites ore is standardised and the question of selection of the plant will be decided on a competitive basis from the global tenders received by the Company. As regards extraction of elemental sulphur from pyrites ore, the Finnish process would be adopted if found suitable after successful completion of pilot plant trials.

Shri P. R. Chakraverti: In view of the fact that so long India had no indigenous sources which form the basic elements of sulphuric acid, are Government taking up the question on a priority basis so as to tap all available resources for its production here?

Shri Alagesan: Yes, that is the idea. We are going to set up a sulphuric acid plant of 400 tonnes per day capacity. We also propose to mine about two to three lakh tonnes of pyrites ore at Amjhore.

Mr. Speaker: Papers to be laid on the Table.

Re: Starred Question No. 1244

श्री हुकम चन्व कछवाय : क्वेश्चन नम्बर १२४४ बड़े महत्व का है ।

अध्यक्ष महोदय : मैं उससे इन्कार नहीं करता । लेकिन इस तरह के सवाल कई बार उठे हैं । अगर दरखास्त की जाए और मिनिस्टर साहब जवाब देना चाहते हों तो अलहदा बात है, वना मरे अखत्यार में यह नहीं है ।

श्री हुकम चन्द कछवाय : मिनिस्टर साहब
जबाब देना चाहते हैं ।

अध्यक्ष महोदय : आपको मालूम होगा ।
शुद्ध कोई कहे तब पता चले ।

WRITTEN ANSWERS TO QUESTIONS

Noonmati Refinery

*1232. { Shri P. C. Borooah:
Shri Mohan Swarup:

Will the Minister of **Petroleum and Chemicals** be pleased to refer to the reply given to Unstarred Question No. 187 on the 20th November, 1963 regarding the supply of gas from Noonmati Refinery and state:

(a) whether the project report has since been prepared; and

(b) if so, its salient features?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) Not yet, Sir. It is likely to be completed by June, 1964.

(b) Does not arise.

Petro-Chemical Project at Haldia

*1242. { Shri S. C. Samanta:
Shri Subodh Hansda:
Shri B. K. Das:
Shri P. C. Barman:

Will the Minister of **Petroleum and Chemicals** be pleased to state:

(a) whether Government propose to set up a Petro-Chemical Project at Haldia;

(b) if so, whether the outline of the Project and pattern of production has been drawn up;

(c) the specific chemicals that can be produced there; and

(d) the estimated cost of the project together with foreign exchange involved?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) Yes, Sir.

(b) to (d). These details have not yet been finalised.

Diversification of Education

*1243. { Shri Yashpal Singh:
Shri P. C. Borooah:

Will the Minister of **Education** be pleased to state:

(a) whether it is intended to diversify education so that students could take to technical and vocational training instead of crowding colleges irrespective of calibre, or aptitude;

(b) if so, the salient features of the scheme; and

(c) how long it will take to finalise and introduce the scheme?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir. This indeed is one of the major recommendations made by the Mudaliar Commission and it was accepted in principle by the country.

(b) The salient feature of this diversification is to provide to the student at secondary stage a vocational and practical bias besides giving him general education.

(c) Over 2300 multipurpose schools, besides junior technical schools, are already functioning and more such institutions are likely to be established as the resources permit.

काश्मीर षड्यंत्र मुकदमा

श्री हुकम चन्द कछवाय :
श्री बड़े :
*१२४४. { श्री सू० ला० वर्मा :
श्री यशपाल सिंह :
श्री उदिया :
श्री प्रकाशवीर शास्त्री :

क्या गृह-कार्य मंत्री यह बताने की
कृपा करेंगे कि :

(क) क्या यह सब है कि काश्मीर षड्यंत्र मुकदमा वापस ले लिया ग. है ;

(ख) केन्द्रीय तथा राज्य सरकारों द्वारा क्रमशः इस मुकदमे पर अब तक कितनी धनराशि व्यय की गई है ; और

(ग) यह रकम किस खाते में डालने का विचार है ?

गृह-कार्य मंत्री (श्री नन्दा) : (क) जी हाँ ।

(ख) मार्च, १९६४ के अन्त तक भारत सरकार ने इस मामले में ३१,५३,७६८ रुपये व्यय किये हैं । राज्य सरकार द्वारा किये गये व्यय के संबंध में मुझे कोई पता नहीं है ।

(ग) यह व्यय गृह मंत्रालय के खाते "१६-सामान्य प्रशासन ए० ४-अदर चार्ज" में विकलित किया गया है ।

Indian Institute of German Studies, Poona

*1245. **Shri Hari Vishnu Kamath:** Will the Minister of Education be pleased to state:

(a) the terms and conditions under which the Indian Institute of German Studies at the Deccan College Post-Graduate and Research Institute, Poona has been allowed to function;

(b) the nature of assistance, if any, which has been rendered by the Government of India towards the working of the institute; and

(c) the nature of control or supervision, if any, exercised by the Government of India over sponsoring, selecting or financing of further studies of Indian students in the Federal Republic of Germany through the auspices of this Institute?

The Minister of Education (Shri M. C. Chagla): (a) A statement is laid on the Table of the House. [Placed in Library, See No. LT-2805/64].

(b) and (c). Nil.

Spurious Text-Books

*1246 { **Shri Sidheshwar Prasad:**
Shri P. R. Chakraverti:
Shri Maheshwar Naik:

Will the Minister of Education be pleased to state:

(a) whether the All India Anti-Spurious Text-Books Committee has submitted its report;

(b) if so, what are its findings; and

(c) the steps taken to check the sale of spurious text-books?

The Minister of Education (Shri M. C. Chagla): (a) The Government of India have not appointed any such Committee.

(b) and (c). Do not arise.

Madras and Haldia Refineries

*1247. { **Shri P. C. Borooah:**
Shri Maheshwar Naik:
Shri M. Rampure:
Shri Ramachandra Ulaka:
Shri Dhuleshwar Meena:
Shri S. C. Samanta:
Shri Subodh Hansda:
Shri B. K. Das:
Shri M. G. Thengondar:

Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether a working group has been set up to study the offers of collaboration received from foreign oil companies for the establishment of refineries in Madras and Haldia;

(b) if so, the precise constitution and terms of reference of the Group; and

(c) whether the working group has since submitted its report?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) Yes, Sir.

(b) The Working Group consists of officials from the Institute of Petro-

leum, the Indian Refineries Ltd. and from the Ministries of Finance and Petroleum & Chemicals. It will make a comparative study of the various offers received and frame a report formulating the various issues that call for Government's decision.

(c) No, Sir.

Production of Chemical Fertilisers

*1248. **Dr. L. M. Singhvi:** Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether any fresh programme for chemical fertilizer production is under the consideration of Government;

(b) if so, the nature of the proposals under consideration and when they are likely to be finalised; and

(c) whether it is proposed to set up a fertilizer plant in Rajasthan where most of gypsum is found?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) and (b). The various proposals for creation of additional capacity for the production of Fertilizers during the Fourth Plan Period are still under examination and have to be regarded as tentative at this stage.

There is no proposal at present to set up a fertilizer plant in Rajasthan utilising gypsum as such. However, the question of locating a fertilizer factory in Rajasthan based on some other raw materials is also under consideration.

Durgapur Fertiliser project

*1249. { **Shri Ramachandra Ulaka:**
 { **Shri Dhuleshwar Meena:**

Will the Minister of Petroleum and Chemicals be pleased to refer to the reply given to Starred Question No 50 on the 12th February, 1964 and state:

(a) whether Government have since taken any final decision on the report of the Fertilizer Corporation of India about the proposed Durgapur Fertiliser Project;

(b) if so, the result thereof?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) Not yet, Sir.

(b) Does not arise.

Pipelines from Haldia

*1250. { **Shri S. C. Samanta:**
 { **Shri Subodh Hansda:**
 { **Shri B. K. Das:**
 { **Shri P. C. Barman:**

Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether any contract for the construction of pipelines from Haldia has been concluded with M/s Snam-Saipem of E.N.I.;

(b) if so, whether construction work has begun;

(c) whether compensation for land has been paid; and

(d) how long it will take to finish the work?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) and (b). Yes, Sir.

(c) A sum of Rs. 4 lakhs has been deposited at the concerned State Treasuries for compensation under the Petroleum Pipelines (Acquisition of Right of User in Land) Act and is being paid by the competent authorities as and when acquisition cases are completed.

(d) The pipeline from Haldia to Barauni is expected to be completed by early 1965 and from Barauni to Kanpur by the middle of 1965.

University Education

*1251. **Shri Sidheshwar Prasad:** Will the Minister of Education be pleased to state:

(a) whether it is fact that the University Education Commission recommended that the President should be the Visitor of all the universities in India and the ratification of the University Acts should rest with him and also that the university education should be financed by the Central Government; and

(b) if so, the steps taken in these directions?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) A statement giving requisite information is laid on the Table of the House.

Statement

The President of India is the Visitor of the four Central Universities viz., Aligarh, Banaras, Delhi, and Visva-Bharati. As regards State Universities, the recommendation of the Commission, that the University Acts should be amended to make the President as the Visitor in their cases also, was brought to notice of all the State Governments in December, 1954.

2. As regards the recommendation that the University Education should be financed by the Central Government, the Government of India have already set up the University Grants Commission under an Act of Parliament. Large lump sum grants are placed at the disposal of the Commission by the Central Government and the Commission gives grants to the State Universities for development schemes and to the Central Universities for development schemes as well as their maintenance.

Admission to Professional Colleges

2604. **Shri Sidheshwar Prasad:** Will the Minister of Education be pleased to state:

(a) whether it is a fact that the Mudaliar Commission on Secondary Education recommended that admission to professional colleges should be opened to the students passing the Higher Secondary Course;

(b) if so, whether it was accepted by the Government and is being implemented by all the Universities or institutes concerned; and

(c) whether the recommendation of the Commission regarding multi-purpose schools and students passing from them are also being implemented?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) Yes, Sir; it is being implemented except in respect of Professional Colleges which have a different qualifying examination (like Inter Science) prescribed.

(c) Yes, Sir.

दक्षिण में हिन्दी विश्वविद्यालय

२६०५. श्री रामचन्द्र वीरप्पा : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) केन्द्रीय सरकार दक्षिण में एक हिन्दी विश्वविद्यालय खोलने का विचार रखती थी उसका क्या हुआ और वह कब तक और कहाँ खोला जायेगा ; और

(ख) क्या शिक्षा उपमंत्री जी ने यह कहा है कि दक्षिण में हिन्दी का विरोध होने के कारण इस विचार को त्याग दिया गया है ?

शिक्षा मंत्री (श्री मु० क० चागला) :

(क) दक्षिण में कोई हिन्दी विश्वविद्यालय स्थापित करने का विचार नहीं है ।

(ख) प्रश्न नहीं उठता ।

Capsule Cover Manufacturing Units

2606. **Shri Yashpal Singh:** Will the Minister of Petroleum and Chemicals be pleased to state:

(a) the number of units engaged in the manufacture of capsule cover

with gelatine in this country;

(b) whether such units cater to the needs of the entire country; and

(c) if not, when the country will be self-sufficient in this respect?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) Two large scale units—one for the manufacture of hard gelatine two piece capsules and other for soft gelatine single piece capsules—are engaged in this manufacture in the country at present. Besides these, a number of small scale units are also manufacturing these items.

(b) These units cater to the requirements of 0 size hard gelatine capsules and one piece soft gelatine capsules.

(c) Two more large scale units are also expected to go into production by the end of 1964 when the country will become self sufficient with regard to all sizes of hard gelatine capsules.

घटिया दर्जे के शिक्षा संबंधी प्रकाशन

२६०७. श्री सिद्धेश्वर प्रसाद : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या उनका ध्यान इस बात की ओर गया है कि स्कूल और कालेजों की ऐसी पाठ्य-पुस्तकों की संख्या निरन्तर बढ़ती जा रही है जिनके तथ्य भ्रामक होते हैं जो छात्रों की भूलों से भरी होती हैं ;

(ख) क्या ऐसे प्रकाशनों का शिक्षा के स्तर पर बड़ा ही अहितकर प्रभाव पड़ता है ; और

(ग) यदि हाँ, तो ऐसे प्रकाशनों पर रोक लगाने के लिये क्या कार्यवाही की गई ?

शिक्षा मंत्री (श्री मु० क० चागला) : (क) से (ग). स्कूलों की पाठ्य-पुस्तकों में मूद्रण की भूलों तथा तथ्यों की अशुद्धियों के बारे में शिकायतें हुई हैं। इन

सभी मामलों में राज्य सरकारों ने, जो पाठ्य-पुस्तकों निर्धारित करने में सर्वोच्च प्राधिकारी हैं तथा जिनमें से अधिकतर ने पाठ्य-पुस्तकों के प्रकाशन का राष्ट्रीयकरण कर दिया है, आवश्यक कार्यवाही की है ताकि पाठ्य पुस्तकों के स्तर में निरन्तर सुधार हो सके और आपत्तिजनक पुस्तकों अनुमोदित सूची से हटाई जा सकें ।

लोकमान्य तिलक का स्मारक

२६०८. श्री विश्वनाथ पाण्डेय : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि स्वर्णय लोका-मान्य तिलक के उपयुक्त स्मारक के रूप में लन्दन में एक भारतीय सांस्कृतिक केन्द्र स्थापित होने जा रहा है ; और

(ख) यदि हाँ, तो इसके सम्बन्ध में सरकार की क्या प्रतिक्रिया है ?

शिक्षा मंत्री (श्री मु० क० चागला) :

(क) और (ख). विषय अभी विचाराधीन है ।

केन्द्रीय हिन्दी निदेशालय

२६०९. डा० लक्ष्मीमल्ल सिंघवी : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) केन्द्रीय हिन्दी निदेशालय के उद्देश्य क्या हैं ;

(ख) गत तीन वर्षों में निदेशालय ने क्या मुख्य कार्य किया है ; और

(ग) आगामी वर्षों के लिये क्या कार्यक्रम निर्धारित किया गया है ?

शिक्षा उपमंत्री (श्री भक्त वर्शन) :

(क) से (ग). विवरण सभा पटल पर रख दिया गया है [पुस्तकालय में रखा गया, देखिये संख्या एल० टी० २८०६।६४]

Writ Petition in Allahabad High Court

2610. Shri Vishwa Nath Pandey: Will the Minister of Home Affairs be

pleased to state the number of writ petitions filed in Allahabad High Court during the period from January, 1963 to January, 1964 and the number out of them, on which judgement has been delivered and the number still pending?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): The information is being obtained and will be laid on the Table of the House.

Indian Students in British Universities

2611. Shri Vishwa Nath Pandey: Will the Minister of Education be pleased to state:

(a) the total number of full-time Indian students studying in British Universities during the academic year 3,268.

(b) the number out of them studying at Oxford and Cambridge Universities during the same period?

The Minister of Education (Shri M. C. Chagla): (a) According to the available information, the total number of Indian students studying in British Universities as on 1-1-1963 was 3,268.

(b) the number out of them studying at Oxford and Cambridge Universities was 66 and 73 respectively.

Development of Urban Land in Delhi

2612. Shri P. R. Chakraverti: Will the Minister of Home Affairs be pleased to state:

(a) whether it is a fact that the Delhi Master Plan envisages the development of 1,10,000 acres of urban land by 1981;

(b) the number of plots developed till the end of March, 1964;

(c) the extent to which the Co-operative Societies have come in the field of development of plots and building of houses; and

(d) the steps taken to assist the house building work through housing loans and making available housing materials

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Misra):

(a) The Master Plan for Delhi envisages a total urbanisable area of 1,10,500 acres by 1981 as against the unbanised area in 1958-59 of 42,700 acres.

(b) The number of plots developed by the Delhi Development Authority upto 31st March, 1964 under the scheme for large scale acquisition, development and disposal of land in Delhi (details of which were given in the Statement laid on the Table of the House on the 23rd March, 1961 in response to the Calls Attention Notice under Rule 197 by Shri P. G. Deb) is 2112 residential plots and 245 industrial plots.

(c) Under the scheme mentioned in reply to part (b) of the question, 1,016 acres of undeveloped land has so far been allotted and possession delivered to the house building co-operative societies for purposes of development and construction of houses there on. A period of three years has been allowed to these societies for completion of the development work and a further period of two years for construction of houses thereon.

(d) Loans for construction of houses in Delhi are being given under the Low Income and the Middle Income Group Housing Schemes. Upto the end of the financial year 1963-64, loans amounting to Rs. 307.10 lakhs under the Low Income Group Housing Scheme and Rs. 131.49 lakhs under the Middle Income Group Housing Scheme have been sanctioned.

The Directorate of Civil Supplies, Delhi Administration, issues permits for building materials such as bricks, steel and cement to persons whose building plans have been approved by the concerned local authority.

Honorary Magistrates

2613. Shri Maheshwar Naik : Will the Minister of Home Affairs be pleased to state:

(a) the number of honorary magistrates now working in Delhi; and

(b) the basis of qualification and the terms on which such magistrates are appointed

The Minister of State in the Ministry of Home Affairs (Shri Jaisukh Lal Hathi) : (a) 31.

(b) A statement is laid on the Table of the House [Placed in Library, See No. LT-2807/64].

Girls Education

2614. Shri Bibhuti Mishra : Will the Minister of Education be pleased to state:

(a) whether it is a fact that a Committee has been appointed by Government to investigate the causes of backwardness in girls' education in the country; and

(b) if so, when the Committee is expected to submit its report?

The Minister of Education (Shri M. C. Chagla) : (a) Government has appointed no such Committee, but the National Council for Women's Education has appointed a Committee to look into the causes for lack of public support, particularly in rural areas, for girls' education and to enlist public cooperation.

(b) Shortly.

Scientific and Technical Cooperation with Poland

2615. Shri Shree Narayan Das :

Will the Minister of Education be pleased to state the nature of programme of cultural, scientific and technical cooperation between India and Poland finalised for 1964-65.

The Minister of Education (Shri M. C. Chagla) : The Agreed Programme which covers the period 1964 to 1966

and includes 52 items, envisages exchanges in the field of Art and Culture, Science Technology and Higher Education, Radio and Films, Public Health and Scholarship and the training of Indian nationals in Poland in the field of Mining.

International Indian Ocean Expedition

2616. Shri Maheswar Naik : Will the Minister of Education be pleased to state:

(a) whether the International Indian Ocean Expedition has now completed its operation;

(b) the countries and the number of ships of each country participating in the expedition; and

(c) the nature of useful data, which has been obtained from the exploration

The Minister of Education (Shri M. C. Chagla) : (a) No, Sir.

(b) Australia-2; France-1; India-4; Indonesia-1; Japan-3; Portugal-1; Pakistan-1; South Africa-2; U.K.-2; U.S.A.-13; U.S.S.R.-1; West Germany-1; the other participating countries namely Ceylon, Israel, Norway, Thailand and Zanzibar have not detailed any ships.

(c) The material and data collected are being investigated at various Centres and it is too early to say anything about its nature.

Annuity for University and College Teachers

**2617. { Shri Ramachandra Ulaka :
Shri Dhuleshwar Meena :**

Will the Minister of Education be pleased to refer to the reply given to Starred Question No. 197 on the 19th February, 1964 and state:

(a) whether the scheme to provide annuities or insurance for University and College teachers has since been finalised;

(b) if so, the broad features thereof; and

(c) when the same will be implemented?

The Minister of Education (Shri M. C. Chagla): (a) No, Sir. However, proposals have now been received from the University Grants Commission and the same are under consideration of the Government.

(b) and (c). Do not arise.

Barauni and Koyali Refineries

2618. { **Shri Ramachandra Ulaka:**
 Shri Dhuleshwar Meena:

Will the Minister of Petroleum and Chemicals be pleased to refer to the reply given to Starred Question No. 42 on the 12th February, 1964 and state:

(a) the latest progress made regarding the preparation of project reports for the expansion of the capacities of the Barauni and Koyali refineries from 2 million to 3 million tons; and

(b) the salient features thereof?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir):

(a) These project reports were received from the U.S.S.R. during March, 1964.

(b) The capacity of each Refinery is to be raised by one million tonnes by adding an Atmospheric Unit, and adding to the number of storage tanks. Necessary modifications will also be made in the Distillation Unit and the Electricity system.

Price of Synthetic Rubber

2619. **Shri Kolla Venkaiah:** Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether the Indian Rubber Industries Association, Bombay has presented a memorandum to Govern-

ment about the high price of Indian synthetic rubber; and

(b) if so, the action taken thereon?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) Yes.

(b) The manufacturers were advised to reduce the selling price of their product which they have done.

Standard of University Education

2620. { **Shri Ramachandra Ulaka:**
 Shri Dhuleshwar Meena:

Will the Minister of Education be pleased to refer to the reply to Starred Question No. 309 on the 26th February, 1964 and state:

(a) whether the committee set up to undertake a study of the standard of university education has since submitted its report; and

(b) if so, the main observations and recommendations thereof?

The Minister of Education (Shri M. C. Chagla): (a) No, Sir.

(b) Does not arise.

Death of a Suspect in Delhi

2621. { **Shri Dhuleshwar Meena:**
 Shri Ramachandra Ulaka:

Will the Minister of Home Affairs be pleased to refer to the reply given to Starred Question No. 326 on the 26th February, 1964 and state the latest progress made in regard to the judicial inquiry into the circumstances leading to the death of a suspect under Police interrogation at Patel Nagar Police Station, New Delhi?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): Judicial Magistrate, Delhi who is holding the inquiry into this case has completed the recording of evidence. He is yet to submit his findings.

बनारस हिन्दू विश्वविद्यालय

२६२२. श्री श्रीकारलाल बेरवा :
क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सत्य है कि बनारस हिन्दू विश्वविद्यालय में विश्वविद्यालय अनुदान आयोग की अप्रोपेडिंग योजना को लेकर बड़ी अशान्ति है ; और

(ख) यदि हाँ, तो इस अशान्ति को मिटाने के लिए सरकार क्या कार्यवाही कर रही है ?

शिक्षा मंत्री (श्री मु० क० चगला) :
(क) जी नहीं ।

(ख) प्रश्न नहीं उठता ।

Administration of Justice

२६२३. { **Shri Shree Narayan Das**
Shri Yashpal Singh:
Shri Vishram Prasad:

Will the Minister of Home Affairs be pleased to state

(a) whether Government participated in any way in the seminar on "the Reorientation of Procedural and other Laws with a view to avoiding delay in the administration of justice" recently held in Delhi;

(b) if so, the nature of participation;

(c) whether proceedings and the conclusions reached at the seminar have been studied and considered; and

(d) if so, the result of study and consideration by Government?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) and (b). Government did not formally or otherwise participate in the Seminar. The Minister of Law, however, addressed its inaugural session

on invitation from the Bar Association of India which organised the Seminar.

(c) These have not yet been referred to Government.

(d) Does not arise.

New Delhi Municipal Committee

2624. **Shri Yashpal Singh:** Will the Minister of Home Affairs be pleased to state:

(a) whether the association of New Delhi traders have submitted a memorandum asking for their representation on the New Delhi Municipal Committee; and

(b) if so, the reaction of the Government thereto?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) Yes, Sir.

(b) Apart from the whole time President the New Delhi Municipal Committee consists of 8 members, of whom, four are ex-officio members and the other four non-officials nominated from the general public in New Delhi. These nominations are made to give representation to different sections of the people of New Delhi. No association or organisation as such is given representation on the Committee.

Exploration in Godavari-Krishna Delta

2625. **Shrimati Yashoda Reddy:** Will the Minister of Petroleum and Chemicals be pleased to state:

(a) the present position of exploration for Godavari-Krishna Delta area of about 5,000 square miles by the Oil and Natural Gas Commission; and

(b) whether there is a proposal to send two seismic geophysical parties to the area in 1964-65 field season, and also to start simultaneously structural drilling upto 1200 metres on the basis of the work done so far?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) A total area of 4200 squares miles has been covered by geological mapping and Gravity-cum-Magnetic surveys

(b) No, Sir.

Extension Library at Udaipur

2626. **Shri Yashpal Singh:** Will the Minister of Education be pleased to state:

(a) whether it is proposed to shift the Extension Library Centre established at Udaipur by utilizing funds made available under Indian Wheat Loan Exchange Programme (P.L. 48);

(b) if so, the reasons therefor; and

(c) where it will be shifted?

The Minister of Education (Shri M. C. Chagla): (a) There is no such proposal at present under consideration.

(b) and (c). Does not arise.

Graphic Arts

2627. **Shri Yashpal Singh:** Will the Minister of Education be pleased to state:

(a) whether the Eleventh All India Printers' Conference have urged Government to institute Graphic Arts Section in one of our National Laboratories until such time a Central Research Laboratory for Graphic Arts is established; and

(b) if so, the reaction of Government thereto?

The Minister of Education (Shri M. C. Chagla): (a) No such proposal has been received from the Printers' Conference.

(b) Does not arise.

Publication of American and British Text Books

2628. { **Shri Dhuleshwar Meena:**
Shri Ramachandra Ulaka:

Will the Minister of Education be pleased to state the number and nature of books published under the programme of low-priced publications of American text books (with the help of PL 480 funds) and British standard books and reference books during 1963-64?

The Minister of Education (Shri M. C. Chagla): The number of books published during 1963-64 under the Scheme for Low-priced Republication of Standard American Educational Works and the Scheme for Low-priced Republication of Standard British Educational Works is 64 and 36 respectively. These are mainly for University and College students. The subject-wise details are:

American Books 64

Administration:	6
Biology:	13
Chemistry:	7
Psychology:	2
Engineering:	14
Philosophy:	1
History:	1
Indology:	1
Physics:	3
Education:	3
Political Science	3
Sociology:	3
Mathematics:	3
Economics:	4

British Books 36

Chemistry:	1
Chemical Technology	1
Social Psychology:	1
Engineering:	2
Veterinary Medicine:	2
History:	2
Agriculture:	3
Business Administration:	3
Law:	3
Economics:	4
Physics:	7
Mathematics:	7

Salaries of University Teachers of Delhi

2629. Shri Shree Narayan Das: Will the Minister of Education be pleased to state:

(a) whether it is a fact that the question of upgrading the salaries of the teachers of the Delhi University is being considered;

(b) whether the Government or the University Grants Commission has been sounded on this point; and

(c) if so, Government's reaction thereto?

The Minister of Education (Shri M. C. Chagla): (a) The Academic Council of the University of Delhi decided at their meeting held on 2nd April, 1964 that the University Grants Commission be approached with a proposal for revision of the grade of Professors from Rs. 1,000—1,500 to Rs. 1,000—1,800 p.m.

(b) Not yet.

(c) Does not arise.

Delhi Polytechnic

2630. { Shri Bhagwat Jha Azad;
Shri Yashpal Singh:

Will the Minister of Education be pleased to state:

(a) the final shape of re-organisation of the Delhi Polytechnic which has so far been brought about;

(b) the nature of development schemes of the Polytechnic, which have yet to be completed; and

(c) the intake capacity of students for each branch of study in the Polytechnic for the ensuing academic session 1964-65?

The Minister of Education (Shri M. C. Chagla): (a) and (b). The final shape and reorganisation of the Delhi Polytechnic is still under consideration. It is, however, proposed to develop Delhi Polytechnic into an

engineering college under the management of an autonomous society.

The administrative control of Delhi Polytechnic has been transferred to the Delhi Administration with effect from 1st of April, 1963. In accordance with the accepted policy not to run degree and diploma courses in the same institution, Delhi Polytechnic is now admitting students to courses of degree standard only.

The Art Department till recently functioning in the Delhi Polytechnic has been transferred to a separate site as an independent college of Art.

(c) Degree courses

B.Sc. (Elect.)	80
B.Sc. (Mech.)	80
B.Sc. (Civil)	40

National Diploma courses

N.D. (Engg.) (Elect.)	40
N.D. (Engg.) (Mech.)	40
N.D. (Engg.) (Civil)	30

Scholarships to S.C. and S.T. Students

2631. Shri G. Mohanty: Will the Minister of Home Affairs be pleased to state:

(a) whether in view of increase in cost of living Central Government grants for scholarships to students of Scheduled Castes and Scheduled Tribes of Orissa were enhanced last year under a scheme of rationalisation; and

(b) whether any additional grant has been made this year in view of further increase in cost of living?

The Deputy Minister in the Ministry of Home Affairs (Shrimati Chandrasekhar): (a) There was an increase in the amount granted to the Government of Orissa last year for this scheme.

(b) The increased provision asked for by the State Government for this year, as compared to the last year, has been agreed to.

सोवियत सर्कस

२६३२. { श्री हुकम चन्द्र कछवाय :
श्री यशपाल सिंह :
श्री सौंकार लाल बेरवा :

क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) दिल्ली में कितने लोगों ने खुसी सर्कस देखा ;

(ख) शिक्षा मंत्रालय और अन्य सम्बद्ध व्यक्तियों द्वारा कितने फ्री पास दिये गये ;

(ग) फ्री पास देने का आधार क्या था ; और

(घ) सरकार को टिकटों की बिक्री से कुल कितना रुपया मिला और वह किस खाते में जमा किया गया ?

शिक्षा मंत्री (श्री मु० क० चागला) :

(क) लगभग १,५०,००० ;

(ख) ४,३४५ ;

(ग) मुफ्त पास मुख्यतः, उन संस्थाओं तथा विभिन्न क्षेत्रों के उन व्यक्तियों को दिये गये थे जिन्होंने सरकार प्रदर्शन के आयोजन में सक्रिय सहयोग दिया था। प्रार्थना करने पर उच्च संभ्रांतजनों को भी मुफ्त पास भेजे गए थे।

(घ) दिल्ली में ३,०३,६६५.०० रुपये की राशि एकत्रित हुई। यह राशि किसी विशेष खाते में जमा नहीं की गई है और लेखों को अन्तिम रूप दिए जाने तक स्टेट बैंक आफ इण्डिया में जमा है।

Building Materials in Delhi

2633. { **Shri Hukam Chand Kachhavaia:**
Shri Yashpal Singh:

Will the Minister of Home Affairs be pleased to state:

(a) whether it is a fact that people of Delhi have to wait for months before their applications for quotas of building materials are sanctioned by the Delhi Administration;

(b) if so, the main reasons therefor; and

(c) the action being taken to overcome this?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) and (b). No, Sir, except in respect of cement, where quota available is falling short of rapidly rising demand, the position of other building materials is easy.

(c) Request has been made by the Delhi Administration for the increase in the quarterly quota of cement.

मध्य प्रदेश वनवासी सेवामंडल

२६३४. श्रीमती जोहराबेन चावडा :

क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या मध्य प्रदेश वनवासी सेवा मंडल को केन्द्र सरकार वार्षिक अनुदान देती है ; और

(ख) यदि हाँ, तो कितना और द्वितीय तथा तृतीय पंचवर्षीय योजनाओं में अब तक कितनी रकम दी जा चुकी है ?

गृह-कार्य मंत्रालय में उपमंत्री (श्रीमती चन्द्रशेखर) : (क) केन्द्रीय सरकार द्वारा इस संस्था को कोई अनुदान नहीं दिया जाता है।

(ख) प्रश्न ही नहीं उठता।

Retired I.C.S. Officers

2635. { **Shri A. V. Raghavan:**
Shri Pottekkatt:

Will the Minister of Home Affairs be pleased to state:

(a) the number of retired I.C.S. officers who are now employed under private employers;

(b) their names and the business houses in which they are employed; and

(c) the pay, allowances and other perquisites enjoyed by them?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): (a) to (c). Government do not have complete information.

Lube Oil Plant

2636. { **Shri M. Rampure:**
Shri D. D. Mantri:

Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether it is a fact that a Lube Oil Plant each at Bombay and Koyali is proposed to be set up;

(b) if so, the capacity thereof; and

(c) when the actual work is likely to be taken up?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) Yes, Sir.

(b) and (c). These are under discussion.

Chlorine and Caustic Soda Plants

2637. { **Shri D. D. Mantri:**
Shri M. Rampure:

Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether it is a fact that Chlorine and Caustic Soda plants have been acquired from a Swiss firm; and

(b) if so, when they are likely to be installed and commissioned?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) Recently, four Industrial Units in the private sector have acquired caustic soda and Chlorine plants from a Swiss firm.

524 (A) LSD—3.

(b) According to present indications the four units are likely to be commissioned during June-October, 1964.

A Trophy for Arjuna Awards

2638. { **Shri Karni Singhji:**
Shri Lalit Sen:

Will the Minister of Education be pleased to state whether the decision of instituting a trophy has finally been approved for the ARJUNA Awards to be given to all recipients of the award along with their citations?

The Deputy Minister of Education (Shri Bhakt Darshan): A decision has been taken to give a statuette along with the citation scroll to every winner of the Arjuna Award.

Standard Terminology

2639. { **Shri Vishwa Nath Pandey:**
Shri Rajdeo Singh:

Will the Minister of Education be pleased to state:

(a) whether it is a fact that his Ministry has suggested to all Ministries that all scientific and technical books and publications brought out in Hindi by their attached offices should contain the standard terminology evolved by the Commission for Scientific and Technical Terminology; and

(b) if so, the reaction of the other Ministries thereto?

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): (a) Yes, Sir.

(b) No Ministry has so far indicated any difficulty in acceding to the request of this Ministry.

Museum at Vaisali (Bihar)

2640. **Shri Shree Narayan Das:** Will the Minister of Education be pleased to state:

(a) whether Government have decided to set up a museum at Vaisali in Bihar;

(b) if so, the precise nature of the decision taken; and

(c) the estimated cost of the scheme?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) It has been decided to set up a museum to house the antiquities recovered from the site at Vaisali.

(c) Rs. 2,80,120.

Fertiliser Plant at Kothagudium

2641. Shri R. N. Reddi: Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether land has since been acquired for setting up a fertilizer plant at Kothagudium (Andhra Pradesh);

(b) if no, the reasons therefor; and

(c) whether it is a fact that this plant cannot be commissioned till 1967.

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) No.

(b) The party to whom a licence was granted for the establishment of the factory has addressed the Government of Andhra Pradesh for further action in regard to the acquisition under the Land Acquisition (Companies) Rules, 1963.

(c) The promoters expect the plant to go into production by December, 1966.

Script for Adivasi Language in Dandakaranya

2642. Shri G. Mohanty: Will the Minister of Education be pleased to state:

(a) the script which Government recognised for education of children

of people using non-script languages; and

(b) the script which is taught to Adivasi children of primary schools in Dandakaranya project area?

The Deputy Minister of Education (Shrimati Soundaram Ramachandran):

(a) Decision regarding the script in such cases is taken by the State Government concerned.

(b) The information is being collected and will be laid on the Table of the House.

Model Jail Manual

2643. Shri G. Mohanty: Will the Minister of Home Affairs be pleased to state:

(a) whether comments of all State Governments on the model jail manual have been received; and

(b) if so, the views and recommendations made by the State Governments?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) No, Sir.

(b) Does not arise.

Removal of Irwin Statue in Delhi

2644. { Shri Hari Vishnu Kamath:
Shri Bagri:
Shri Onkar Lal Berwa:
Shri Gokaran Prasad:
Shri Vishram Prasad:

Will the Minister of Home Affairs be pleased to state:

(a) whether it is a fact that Government propose to remove the Irwin Statue in Delhi from the site where it now stands; and

(b) whether Government propose to erect a statue of someone else on the same site?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): (a) No decision has yet been

taken regarding the removal of this statue.

(b) No such proposal is under consideration.

केन्द्रीय हायर सेकेंडरी स्कूल

२६४५. { श्री श्रींकार लाल बेरवा :
श्री गोकरन प्रसाद :
श्री विश्राम प्रसाद :
श्री राम हरल्ल यादव :

क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) सरकार ने देश भर में ४३ केन्द्रीय हायर सेकेंडरी स्कूल खोलने की योजना बनाई है;

(ख) यदि हाँ, तो वे कहाँ-कहाँ और कब तक खोले जायेंगे; और

(ग) राजस्थान में ऐसा स्कूल कहाँ खोला जायेगा ?

शिक्षा मंत्री (श्री मु० क० चागला) :

(क) और (ख). सरकार द्वारा तैयार की गई केन्द्रीय स्कूल योजना के अन्तर्गत, ऐसे स्थानों पर, जहाँ केन्द्रीय सरकार (जिनमें रक्षा कर्मचारी भी शामिल हैं) के स्थानान्तरणीय कर्मचारी काफी मात्रा में हैं, १०० हायर सेकेंडरी स्कूल खोलने का विचार है। आशा है कि ६४-६५ शैक्षिक सत्र से निम्नलिखित स्थानों पर ५७ केन्द्रीय स्कूल कार्य करने लगेंगे ।

१. त्रिमलघेरी, २. हैदराबाद, ३. सीतापुर कैंट, ४. पटना, ५. बड़ौदा, ६. जामनगर, ७. अहमदाबाद, ८. श्रीनगर, ९. कोचीन, १०. त्रिवेन्द्रम, ११. आमला, १२. पचमड़ी, १३. सागर, १४. भोपाल, १५. इन्दौर, १६. अवाड़ी, १७. मद्रास, १८. ताम्बरम, १९. अहमदनगर, २०. बम्बई (२ स्कूल), २१. देहू रोड कैंट, २२. खड्गवासला, २३. किरकी, २४. सीनावाला, २५. नासिक रोड कैम्प,

२६. पूना, २७. बंगलौर (४ स्कूल) २८. अम्बाला कैंट (२ स्कूल), २९., फिरोजपुर कैंट, ३०. जलधर कैंट, ३१. शिमला, ३२. बीकानेर, ३३. जोधपुर, ३४. जयपुर, ३५. आगरा (२ स्कूल) ३६. बरेली (२ स्कूल), ३७. देहरादून, ३८. झांसी, ३९. कानपुर, ४०. रानीखेत ४१. लंसडाउन, ४२. लखनऊ कैंट, ४३. मन्तारी, ४४. मेरठ (२ स्कूल), ४५. रुड़की (२ स्कूल), ४६. बैरकपुर, ४७. दिल्ली कैंट, ४८. नई दिल्ली ।

(ग) बीकानेर, जोधपुर और जयपुर

Reservation for S.Cs. and S.Ts.

2646. Shri H. C. Soy: Will the Minister of Home Affairs be pleased to state:

(a) the number and categories of appointments and posts in public services that still continue to be outside the scope of Government orders regarding reservation for Scheduled Castes and Scheduled Tribes; and

(b) the reasons for such exclusion?

The Deputy Minister in the Ministry of Home Affairs (Shrimati M. Chandrasekhar): (a) and (b). The information is being collected and a statement will be laid on the Table of the House, as soon as possible.

Affiliation of Schools in Andamans

2647. Shrimati Savitri Nigam: Will the Minister of Education be pleased to refer to the reply given to Unstarred Question No. 1790 on the 11th September, 1963 and state:

(a) whether the notice of de-affiliation of Government Higher Secondary Schools in the Andaman Islands has since been given to the West Bengal Board of Secondary Education; and

(b) if not, the reasons therefor, in view of the fact that failure to give

such timely notice upset the affiliation of Andaman Islands' Schools to the Central Board of Secondary Education in 1964.

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) Does not arise.

फ्रांस सरकार की छात्रवृत्तियाँ

२६४८. श्री ओंकार लाल बेरवा :
क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि फ्रांस सरकार ने कुछ विद्यार्थी छात्रवृत्ति के लिये चुने हैं ;

(ख) यदि हाँ, तो कितने ; और

(ग) यह छात्रवृत्ति किस आधार पर दी जायेगी ?

शिक्षा मंत्री (श्री मु० क० छागला) :

(क) जी नहीं ।

(ख) सवाल पैदा नहीं होता ।

(ग) छात्रवृत्तियाँ उन उम्मीदवारों को दी जायेंगी जिन्हें भारत सरकार, हमेशा की ही तरह अखिल भारतीय स्तर पर और केवल योग्यता के आधार पर चुनेगी ।

Aligarh Muslim University

2649. Shri Bishanchander Seth: Will the Minister of Education be pleased to state:

(a) the number of students who have so far qualified in Engineering as well as in Medical Sciences from the Aligarh Muslim University during the period from 1959 to 1964;

(b) how many of them are serving in India and abroad; and

(c) whether it is also a fact that most of these students are working in

Pakistan after taking education from the Aligarh Muslim University?

The Minister of Education (Shri M. C. Chagla): (a) The information in respect of number of students who have qualified in Engineering from the Aligarh Muslim University during the years 1959 to 1964 is being collected and will be laid on the Table of the Sabha in due course.

The Medical College of the University was established only two years ago and therefore no Medical graduates have yet passed out from the College.

(b) and (c). No record is maintained by the University authorities of the whereabouts of students after they leave the University.

दिल्ली में भिखारियों की समस्या

२६५०. { श्री हुसैन चन्द कछवाय :
श्री बड़े :
श्री प्रकाशवीर शास्त्री :

क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि दिल्ली में भिखारियों की संख्या इतनी बढ़ गई है कि दिल्ली प्रशासन को पुनः भिखारियों के विरुद्ध अभियान शुरू करना पड़ रहा है ; और

(ख) इस समस्या को समाप्त करने के लिए सरकार क्या कदम उठाने जा रही है ?

गृह-कार्य मंत्रालय में राज्य मंत्री (श्री हाथी) : (क) और (ख). राजधानी में समय-समय पर भिखारियों की संख्या का कोई रिकार्ड नहीं रखा गया है, अतः यह नहीं कहा जा सकता कि क्या पिछले दिनों में उनकी संख्या बढ़ गई है । बम्बई भिक्षा-वृत्ति निरोध अधिनियम, १९५६ दिल्ली के संघ राज्य क्षेत्र में पहली मार्च, १९६१ से लागू है । यह अधिनियम लगातार लागू है, और कोई विशेष अभियान नहीं चलाया जा रहा है ।

**Indian Institute of German Studies,
Poona**

2651. Shri Hari Vishnu Kamath: Will the Minister of Education be pleased to state:

(a) the names and qualifications of the Indian students selected and sent to the Federal Republic of Germany for further studies through the auspices of the Indian Institute of German Studies at the Deccan College Post Graduate and Research Institute, Poona since its inception; and

(b) the number of cases in which the Government of India have associated themselves in the selection of the students and the number of cases in which they have not done so?

The Minister of Education (Shri M. C. Chagla): (a) and (b). The particulars of the Indian students sent to the Federal Republic of Germany through the auspices of the Indian Institute of German Studies at the Deccan College Post Graduate and Research, Poona are given in the statement laid on the Table of the House. [Placed in Library. See No. LT-2808/64].

They had all completed the first part of their training at the Indian Institute of German Studies, Poona, atleast in second division.

The Government of India is not associated with selection of students for further studies in the Federal Republic of Germany.

PAPERS LAID ON THE TABLE

PART I OF THE REPORT OF THE COMMITTEE ON DISTRIBUTION OF INCOME AND LEVELS OF LIVING AND STATEMENT BY GOVERNMENT THEREON; JUDGMENT OF SUPREME COURT IN CIVIL APPEALS Nos. 221/222.

The Minister of Planning (Shri B. R. Bhagat): On behalf of Shri T. T. Krishnamachari, I beg to lay on the Table a copy of each of the following papers:

- (i) Part I of the Report on Distribution of Income and Wealth and Concentration of Economic Power submitted by the Committee on Distribution of Income and Levels of Living and a Statement by Government thereon.

[Placed in Library. See No. LT-2801/64].

- (ii) Judgment of the Supreme Court of India in Income-tax Officer, Kolar and Another versus Seghu Buchiah Setty (Civil Appeals Nos. 221 and 222 of 1963). [Placed in Library. See No. LT-2802/64].

Shri Hari Vishnu Kamath (Hoshangabad): On a point of information. May I ask if time will be found for a discussion of the Report of the Mahalanobis Committee in this session? It is a very important report. It has come after such a long time. We have been waiting for it so long.

Mr. Speaker: When the Minister of Parliamentary Affairs announces Government business, he might ask.

Shri Hari Vishnu Kamath: He is just coming in. When will he announce it?—He might keep it in mind when he announces the business on Friday.

Shri H. N. Mukerjee (Calcutta Central): I want a direction from you that the Report of this Committee may be distributed to all Members of the House.

Mr. Speaker: All right; that would be done.

**ANNUAL REPORT AND AUDITED ACCOUNTS
OF SALAR JUNG MUSEUM BOARD**

The Minister of Education (Shri M. C. Chagla): I beg to lay on the Table a copy of each of the Annual Report and the Audited Accounts of the Salar Jung Museum Board, Hyderabad, for the year 1962-63. [Placed in Library. See No. LT-2803/64].

COMMITTEE ON PRIVATE MEMBERS' BILLS AND RESOLUTIONS

FORTY-THIRD REPORT

Shri Krishnamoorthy Rao (Shimoga): I beg to present the Forty-third Report of the Committee on Private Members' Bills and Resolutions.

ELECTIONS TO COMMITTEES

**CENTRAL ADVISORY BOARD OF
ARCHAEOLOGY**

The Minister of Education (Shri M. C. Chagla): I beg to move:

"That in pursuance of paragraph 1(g) of the Ministry of Education Resolution No. F.11-3/64-C 1, dated the 9th April, 1964, the members of Lok Sabha do proceed to elect in such manner as the Speaker may direct, two members from among themselves to serve as members of the Central Advisory Board of Archaeology, the next term commencing from 1st August, 1964, subject to the other provisions of the said Resolution."

Mr. Speaker: The question is:

"That in pursuance of paragraph 1(g) of the Ministry of Education Resolution No. F.11-3/64-C 1, dated the 9th April, 1964, the members of Lok Sabha do proceed to elect in such manner as the Speaker may direct, two members from among themselves to serve as members of the Central Advisory Board of Archaeology, the next term commencing from 1st August, 1964, subject to the other provisions of the said Resolution."

The motion was adopted.

CENTRAL ADVISORY BOARD OF EDUCATION

Shri M. C. Chagla: I beg to move:

"That in pursuance of paragraph 3(2)(d) of the late Department of Education, Health and Lands Resolution No. F.122-3/35-E, dated the 8th August, 1935 as amended from time to time, the members of Lok Sabha do proceed to elect in such manner as the Speaker may direct, one additional member from among themselves to serve as a member of the Central Advisory Board of Education, subject to the other provisions of the said Resolution."

Mr. Speaker: The question is:

"That in pursuance of paragraph 3(2)(d) of the late Department of Education, Health and Lands Resolution No. F.122-3/35-E, dated the 8th August, 1935 as amended from time to time, the members of Lok Sabha do proceed to elect in such manner as the Speaker may direct, one additional member from among themselves to serve as a member of the Central Advisory Board of Education, subject to the other provisions of the said Resolution."

The motion was adopted.

TAXATION LAWS (CONTINUATION AND VALIDATION OF RECOVERY PROCEEDINGS) BILL*

Shri B. R. Bhagat: On behalf of Shri T. T. Krishnamachari, I beg to move for leave to introduce a Bill to provide for the continuation and validation of proceedings in relation to Government dues and for matters connected therewith.

Mr. Speaker: The question is:

"That leave be granted to introduce a Bill to provide for the continuation and validation of proceedings in relation to Government dues and for matters connected therewith."

The motion was adopted.

Shri B. R. Bhagat: I introduce the Bill.

12.05 hrs.

EAST PUNJAB AYURVEDIC AND UNANI PRACTITIONERS (DELHI AMENDMENT) BILL*

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): On behalf of Dr. Sushila Nayar, I beg to move for leave to introduce a Bill further to amend the East Punjab Ayurvedic and Unani Practitioners' Act, 1949 as in force in the Union Territory of Delhi.

Mr. Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the East Punjab Ayurvedic and Unani Practitioners' Act, 1949 as in force in the Union territory of Delhi."

The motion was adopted.

Dr. D. S. Raju: I introduce the Bill.

12.06 hrs.

INDIAN MEDICAL COUNCIL (AMENDMENT) BILL—contd.

Mr. Speaker: Further consideration of the following motion moved by Dr. D. S. Raju on the 28th April, 1964, namely:—

"That the Bill further to amend the Indian Medical Council Act, 1956, be taken into consideration."

Shri C. K. Bhattacharyya.

Shri Tridib Kumar Chaudhuri (Bengal): What is the time left?

Mr. Speaker: Time was not allotted in the first instance. The time taken is two hours. Another one hour we might require..

Shri Tridib Kumar Chaudhuri: There is clause by clause consideration.

Mr. Speaker: For that I am reserving that one hour. Otherwise, discussion has taken place now. Almost all persons have spoken.

Shri C. K. Bhattacharyya (Rajganj): I want to speak on medical education, but before I take it up, I want to make some observations on the way in which this amending Bill has been prepared.

[Shri C. K. Bhattacharyya]

Clause 17 of the Bill amends the Second Schedule of the principal Act by substituting in the place of United Kingdom, the names of the universities of the United Kingdom, but there is another amendment to the Second Schedule of the Act which should have been brought, but which has been omitted in the present amending Bill. I suggest that even at this late stage, that amendment might be moved by the hon. Minister, and you might permit the amendment to be put before the House.

The Act as it was originally passed in the House, did not contain the name of Pondicherry in the Second Schedule. Under the Second Schedule, the Act gave a list of foreign universities which were recognised on a reciprocal basis under the Indian Medical Council Act. In that list, the name of Pondicherry did not occur, but the Government, by a notification in 1959,—the Act was passed in 1956—introduced Pondicherry in the Second Schedule, and Pondicherry in that Schedule is ranked with New Zealand, Pakistan, Union of South Africa, the Straits Settlements and the Federation of Malay States. The copy of the Act which I have taken from the Library is corrected up to July, 1960. So, Pondicherry is there.

But Pondicherry is not foreign to India at present. If we pass the amending Bill as it is today, it will go out of the House and be put before the world declaring that we consider Pondicherry as a foreign university. Should that go? Since we are amending the Act, that amendment should also have been made, and Pondicherry should have been removed from the Second Schedule and put in the First Schedule, (that is in the list of Indian universities. I do not know how this has escaped the notice of the person who drafted the Bill or the Minister. I suggest it might be put in even now, so that the Act may not go out with the defect that Pondicherry is in the list of foreign

universities.) That is my suggestion.

I believe somebody must have drafted it hastily. When the Second Schedule itself is being amended, it is surprising that the draftsman did not notice that Pondicherry was in the Second Schedule and that it should be put in the First Schedule. Apparently it did not strike anybody, and Pondicherry is still there in the list of foreign universities.

That is my comment on the way the amending Bill has been brought in but my main point is about the medical education in India. The Indian Medical Council controls medical education in India and even in the present amending Bill there are certain clauses which seek to give the Council more power to bring about uniformity and to standardise medical education. I may mention that the Indian Medical Council is not the only body in this field. There are three All India bodies dealing with medical education in India and the Indian Medical Council is only one of them, the other two bodies being the All India Institute of Medical Sciences and the Indian Academy of Medical Sciences. The first two of these three are statutory bodies. The Indian Medical Council and the All India Institute of Medical Sciences have been set up by an Act of Parliament. The Indian Academy of Medical Sciences is a voluntary organisation with the President of India as its patron. When I go through their work and objectives, I find there is a good amount of overlapping. If sections 13 and 14, the objectives and functions of the All India Institute of Medical Sciences as well as sections 23 and 21 of the Act, are compared to clause 11 of the present Bill, it would be found that the two overlap. Both these bodies seek and try to control granting of diplomas and examinations for medical education and services, etc. I believe that this should have been done in a way that the Indian Medical Council should retain only the

powers for checking and controlling the professional standards and professional codes of ethics. So far as the supervisory powers over medical education in India is concerned, it might be given over to the other body, All India Institute of Medical Sciences. I do not know the present position but if the Indian Academy of Medical Sciences comes prominently into existence ultimately that will also have a very good voice in controlling medical education in India. The Ministry should take into consideration all these three institutions and their schemes and bring about uniformity in the work of all the three All India bodies so that they can successfully check and control and standardise medical education and bring about uniformity in education.

My second suggestion would be that medical education should go under the Ministry of Education itself, instead of being under the Health Ministry. At present medical education suffers from being under two masters. As part of the university education it is under the Education Ministry; as part of the All India Medical Council it is under the Health Ministry. This diarchy in medical education should go. Medical education and all other education of this type should come under the Education Ministry and be put under one control and one organisation. Somehow we have adopted a system whereby medical education comes under the Health Ministry and agricultural education comes under the Food and Agriculture Ministry. If education is vivisectioned in this way amongst the Ministries themselves, that is of no use. Instead, education itself ought to be integrated and put under one Ministry.

I shall now mention an example to show the defect of such a system. The University College of Medicine in Calcutta under the Calcutta University; sometime back, the Central Government here, either the Education Ministry or the Health Ministry, sent to

the West Bengal Government a large amount of money—perhaps it was Rs. 50 lakhs—for helping post-graduate education in West Bengal. What happened was, instead of that money going to the University College of Medicine, which deals with post-graduate education in medicine, the West Bengal Government set up another institution for giving post-graduate training in medical education and the money went to that purpose. Thus, in post-graduate education itself, bifurcation came; and there is this diarchy. This happens because the medical education is put under two or more Ministries. This thing should be abolished and it should be put under one single Ministry.

“There is one point more; with which I shall finish. Arrangements should be made under any of these three organisations for the highest degree of medical education being made available in India. It may be possible under the Indian Academy of Medical Sciences, or rather, the All-India Institute of Medical Sciences, to make available the highest degree in medical education in India, instead of our boys going out for FRCS, MRCS or MRCP. India itself should be able to give them the highest degrees, but before that is done, the degree in education and the system of education have got to be standardised amongst the different universities of India. An integration has to be brought about between the different parts of education, one controlled by the Education Ministry and the other controlled by the Health Ministry. I believe this will receive care and attention of the Minister of Health.

Shri Priya Gupta (Katihar): Sir, I rise to support the Bill to further amend the Indian Medical Council Act, 1956, with some observations, with the hope that the Ministry of Health will kindly take note of them and do the needful. Today, in India, whatever has been enshrined in the Constitution the general masses are deprived of them. Whether it is a question of food, shelter, clothing or edu-

[Shri Priya Gupta]

cation, the position is the same. Similar is the case with medical assistance and medical help. When we are not getting food and even when getting it, we are getting adulterated food, we should at least get better medical facilities to cope with the circumstances around us and to enable us to live comfortably and in peace.

Recently, the statistics published by the Government of India shows that the number of TB patients is far more than the TB patient seats available in the sanatoria. Admitting this, and instead of facing the fact as it is, as accommodation is not available, what the Ministry of Health in the Government of India has done is that it has introduced a new system of domiciliary treatment for the TB patients. You know domiciliary treatment means bringing the TB patients back to their homes, and normally in India we have got only one or two room tenements accommodation, with no separate accommodation for the TB patients who are to undergo the domiciliary treatment. Moreover, suppose the TB patient, for domiciliary treatment, belongs to a village and the BDO's office or the doctor's house and dispensary is four to five miles away, how can the streptomycin injection be taken over there and given to the patient? When I say this, I say this because under the BDOs there are doctors and there are jeeps also. But the standing order is that none of the doctors ought to go to the villager's house even when dire necessity arises. All the time, the villagers are to go to the dispensaries for the treatment. That being so, the Health Department should have faced the actual crisis by saying that we have no seats in sanatorium and that is why we cannot accommodate the TB patients. Instead of that, they have offered the other thing—domiciliary treatment—which will not only not give the treatment to the patients, but also affect the other inhabitants in the family including the children, amongst whom the domiciliary patients are to live.

A code of conduct for doctors is a very fine thing. Nowadays in Government service, I have found that code of conduct is buttering the officers and pleasing them, keeping the executive committee members satisfied by doing whatever they want. The code of conduct is not judged by the actual efficiency or misbehaviour according to the circumstances; it is judged by how far a doctor is prepared to please the boss. I do not mean thereby that there is no doctor with patriotism. I do admit there are. But here I want to assert that the relation between an Under Secretary and a clerk or between a District Magistrate and a clerk or between SP and an inspector should not obtain between a non-gazetted doctor and a Gazetted medical officer. After all, a doctor is a doctor and in some cases, an ordinary non-gazetted doctor is much more efficient and capable than the District Medical Officers who do file work and other work. While laying down the code of conduct, these aspects may be kept in mind.

For checking and controlling medical standards, I have got the same observations in respect of that. Here I want to quote the words of Emperor Aurangzeb which he uttered to his son Muazzam. Muazzam said, "You are the best administrator. Why is this country like this?" Aurangzeb replied:

“बेटे, हुकम तो हम से मिल ही जाता है,
लेकिन दरबारियों ने होशियार रहना वहां
लागू नहीं होता।”

I have to submit the same thing here. The orders may be clear and categorical, but they are not being implemented and they can not percolate down below because there are so much screening arrangements like red-tapism, nepotism, corruption in between.

There is dearth of doctors all over the country, no doubt. But how far is it correct to open a dispensary and run it with a compounder to attend to the patients, and having no doctor

at all? In the railways, most of the railway hospitals are short of doctors. The patient is not being attended properly. Similar is the case in the villages. In the British time—I am a lay man in respect of medical science since this long course of five or six years would take time to produce doctors, they had the shorter course for meeting the other normal requirements, other than diagnosis and treatment of a specialised character. The Ministry may kindly keep in view that this dearth of doctors cannot be remedied within the coming 10 or 20 years and they must find out some solution in this respect instead of allowing quacks.

Government have got equal opportunities for everybody regarding medical reimbursements and treatment. The open circular is that whosoever goes to the hospital, the required medicine should be prescribed by the doctor and administered to the patient. But internal confidential circulars are otherwise. There are internal confidential circulars saying that you must not prescribe such medicines even if required for the disease which are not obtaining in your dispensary.

It is not only that. I have seen personally that the wife of a class IV employee after delivery gets the ordinary iron tablets, the wife of a class III employee gets a better type of tablets and if it is a gazetted officer's wife she gets the best quality tonics. I can quote thousands of such instances in villages also. At least in this case there should be similarity and equal treatment. When I say this in this august House I say this with all responsibility. It is correct and I have seen it myself. That is why am bringing it to the kind notice of the Health Ministry.

Regarding appointment of teachers for the medical institutions, some hon. friends have suggested that they should be full-time teachers and they should have nothing to do with hospitals. There I beg to differ from them. Teaching staff for graduate and

post graduate courses in medical institutions should be in close touch with hospitals so that along with the theoretical side they can give the students an idea of the practical side of it like the history of diseases, how they are to be diagnosed, what is the treatment to be given etc. etc. Therefore, the teaching staff of the medical institutions should always be attached to the hospitals. But I want to impress that the system of personal examination of the patients in the private chamber and then giving admissions to hospitals should be stopped and it should be seen that they do not do it.

With these words, Sir, I would request the hon. Minister to consider the points that I have placed before her.

~Shri Warrier (Trichur): Sir, I have to make only one or two observations. The hands of the Medical Council of India are really being strengthened by this piece of legislation. But how they will tackle this problem, this malady that has entered into the education of medical science in India is the question. This is a deeper problem, a chronic problem. At one end there is the necessity for more graduates to be turned out of the colleges. There is dearth of medical personnel in the rural areas and also in the urban areas. But, at the same time, to meet such a situation, are we going to allow all sorts of institutions and all sorts of organisations to have their own medical colleges without proper equipment, with proper clinical and other facilities, without well qualified teaching staff and all that? If we do that, we cannot, with all our aspirations and all the legislative enactments, improve the standard of teaching in the medical colleges.

It has come to our notice that even after technical investigation as to where and how medical colleges should be started, on other considerations which are more political than otherwise institutions are given permission to start colleges. They do not have even a proper building to teach the

[Shri Warior]

students. By setting up a single office room they start colleges. Students are sent 80 to 100 miles away to take what-ever part-time courses they can in the established institutions here. Permits are given to such institutions against the technical advice rendered by the committees sent by the Central Government. Their advice is overlooked.

There are certain colleges started in places where there are absolutely no hospitals at all within a range of ten miles, no clinical services near about and where no clinical training could be imparted. I do know about the other regions of this country, but in my part of the country the private agencies have come in a big way to establish medical colleges as well as engineering and other colleges. There is one college there. There was some trouble in that. The main reason was that when the Government colleges do not impose upon the entrants any fee, the private institutions charge such fees to the tune of Rs. 10,000. At times they are recorded as donations or not at all recorded and no receipts given. Even before the pre-professional course is completed, the names of the students are registered for admission into the medical colleges by paying Rs. 10,000; the only consideration is whether the parents or the guardians of the students have got sufficient funds raised and, this must be paid in cash and not by cheque.

Shri Shinkre (Marmagoa): They are built by those funds.

Shri Warior: Might be so, but they can straightforwardly say that they collect this money for the building of their institution.

That will be a great help to the public. They can say that, but for that the normal practice of issuing a receipt must be observed; even that is discarded.

Whereas the annual fees charged by Government colleges is only Rs 800/-,

some of these private colleges are said to be imposing a fee of Rs. 3,600 and odd per annum. There was so much trouble on the part of the students and their parents that the college authorities were finally forced to close it down for a period of time.

An Hon Member: Where are such colleges?

Shri Warior: There are; the Department knows that. It has come in the press.

An Hon Member: Name the place.

Shri Warior: It is in Alleppey. The trouble started in Alleppey, but almost all other private colleges, except some of the well established and well recognised high standard colleges like the Vellore Medical College and Hospital, are of this type. I do not name them particularly because they are almost of the same pattern.

This *pagri* money of Rs. 10,000 has increased from this year onwards to Rs. 13,000 or Rs 15,000. Some of my very close friends have told me that they have actually paid it. They do not accept it by cheque or in any other form of money except as round cash, in currency notes of denomination not above Rs. 100/- because they do not want to be caught redhanded or that some evidence should be brought against them. Then, how can we expect that better education will be available in medical colleges run by these private agencies? Hence, I will suggest to the Government that colleges should not be permitted to be run by private agencies unless certain conditions are satisfied, for example, sufficient number of clinics with the various clinical services being available for the training of the students. Unless the private agencies themselves run those clinics, it will be very difficult for the students of the private colleges to attend the clinical services and training in Government colleges.

When this question was raised one civil surgeon asked me whether he could allow these students to tamper with the lives of the patients under him. The students are there for training only. The patients are under the care and treatment of the civil surgeon. Who will take the responsibility of the mishandling by the students? Will the civil surgeon and the surgeons employed in Government hospitals take the responsibility when they rely upon them? So, these private institutions are devoid of any such facility and still they want to maintain these colleges. How do you expect that students will come of these colleges well-equipped for treating the patients?

So, these difficulties are there. Without considering all these aspects of the question if Government are also going to continue to allow these private agencies, from whichever motive good or bad, I do not know—

An Hon. Member: Good motive.

Shri Warior: God, apparently; but not very good otherwise. So, the Government must look to this aspect of the question also and see that Government it self takes this responsibility in this primary need in life. To keep the health of the nation the Government itself should come forward to establish as many colleges under it as possible wherever facilities, equipment and teaching staff are available. This is my suggestion and this is the only cure we can have for the falling standard in medical education and treatment of the patients. I hope, the Government will look at this aspect in its own way and then evolve a method and a scheme for higher and widespread education in the medical field.

Shri Ranga (Chittoor): We must have more and more of these private colleges.

Shri Himatsingka (Godda): Sir, I was provoked to speak after hearing

the hon. Member, Shri Priya Gupta, who criticized domiciliary treatment of TB. I feel from personal experience that the only method that can solve the problem of treatment of people suffering from TB is the domiciliary treatment. What happens is that there is a hospital for TB patients but the number of beds is generally limited and if these hospitals arrange treatment at the residence of the patients suffering from TB the cost is very little compared to what it would have been if they had all been hospitalised. Also, it would have been impossible to take so many patients in the hospital. Therefore these hospitals arrange to go to the houses of the patients periodically, weekly or every 10 or 15 days—give them medicines for a number of days and the patients get treatment. In almost all cases the benefit is almost the same. When any operation or any other act is to be done in the hospital, such patients are brought to the hospital. Therefore, I feel that this kind of treatment should be encouraged as far as possible and to a larger extent it should be extended to almost all the districts.

Another thing to which I would invite the attention of the hon. Minister is the spread of what is known as nature cure. There again I speak from my personal experience. If a patient is allowed not to be given any medicine for two or three days, most of the diseases are cured. Diseases which are now being treated almost as incurable, like asthma and diabetes, are being cured completely. Patients suffering for a large number of years, for 15, 20 or 25 years, had been cured by some regulation of diet and certain other clinical processes which remove the foreign matters, as they are called, in their bodies.

I am glad that the Health Ministry has taken up that system of treatment also and a college is going to be started in Calcutta very soon—I think, this year from July. I feel that that kind of treatment should be arranged. I speak from personal experience. Hundreds of such patients are being

[Shri Himatsingka]

treated with very good results at Jasidih in the Santhal Parganas which is very near my constituency. I shall be glad if the hon. Health Minister takes steps to have that place visited by herself and by her Deputy and other officers of the department, find out the results and evaluate the work that is being done.

With these remarks I support the Bill.

Shri P. Venkatasubbaiah (Adoni): While supporting this Amendment Bill I would like to offer a few suggestions. This Bill is intended to extend the jurisdiction of the Act to Jammu and Kashmir which will go a long way in bringing that part of the country closer to our country.

I do not want to waste the time of the House and I shall only highlight certain important points regarding the duties that this Medical Council is to perform. First is regarding empowering inspectors and visitors of the Medical Council of India to inspect medical institutions as regards staff, equipment and other requirements necessary for maintaining the prescribed standards of medical education in addition to inspection of examinations. The previous speaker, Shri Warior, was speaking about some of these medical colleges that have been set up by the private agencies in this country. It is a fact that the Government was not able to cope with the growing demands of the people so far as health facilities are concerned; so, some of the private agencies have come forward and on a voluntary basis they have been starting medical institutions in this country to give the best medical education to students in our country.

In this regard I may point out that with very few exceptions the performance of some of these medical institutions that are being run by private agencies is satisfactory. I could quote an instance. The hon. Deputy Minister of Health has himself started a private medical college in his own place and it has gained very good reputation and it can compare very well with

any other governmental institution. So, the empowering of these powers to the Medical Council will go a long way to have a comprehensive view of the medical system and to see how the institutions are working. In some of the cases, it is also a fact that because of various other reasons, these institutions are not able to come upto the standard and it is very necessary and incumbent upon the Government to come to their aid. Once they have been started, there is no going back and the institutions cannot be closed and it will be the duty of the Government also to come to the help of such of these institutions. I would remind the hon. Minister for Health that Mr. Karmarkar, when he was the Health Minister, made the announcement on the floor of the House that he will be able to give substantial financial assistance to some of the medical colleges in this country and he will see that they also come upto the standard. I hope this Minister also will follow the example set by her predecessor.

About admissions in these medical colleges, really it is agonising to see that to get an admission, people have to pay thousands of rupees and even then they have to stand in queue for many years to get an admission. It only goes to show to what extent medical education in our country is inadequate to meet the demands of the people. Also, the impression that has been gained amongst the people and the parents is that a medical profession is a coveted profession as compared with other professions or other jobs in the country. In my part of the country, it is no exaggeration to say that a medical graduate could easily get a lakh of rupees as a dowry. So, unfortunately, the tendency in this country is growing towards that and more and more people are coming into the medical profession.

12.43 hrs.

[MR. DEPUTY SPEAKER in the Chair]

But at the same time the motto of service, the spirit of service is deter-

orating even amongst the young medical graduates that are coming out in our country. Unless that aspect of the matter is properly tackled, we will not be able to meet the demands of the people and also to protect the health of the nation. Thousands of medical graduates are being turned out from these colleges every year but we still see the sad spectacle in the rural areas where many hospitals are without doctors. It is the same position today as was existing some 50 or 60 years back. I am reminded of the speech made by the Prime Minister the other day that whatever be our advancement in the medical education in this country, it is yet to see that the modern system of medical science reaches the village. As it is, the various experiments or the medical advance in every branch of medical education, are only confined to the cities. Even today there is no proper facility so far as the rural population is concerned. The illiterate and poor farmer or a peasant or a labourer has to suffer a lot before he gets a proper medical education and it is no exaggeration to say that all the medical graduates that have come out from the colleges are concentrating their energy more in the cities and towns rather than going to the rural areas. So, it would be in the fitness of things that this Government should fix a certain period of probation for medical graduates to serve in the rural areas and then only they should be entitled to a higher promotion or for better emoluments.

With these few remarks, I support the Bill.

Shri P. B. Chakraverti (Dhanbad): Mr. Deputy-Speaker, Sir, I congratulate the Ministry for bringing in the State of Jammu and Kashmir under the purview of this Act which was long overdue and which forms an integral part of India. About the standards of medical education, I am prompted to endorse the suggestion of my hon. friend Shri C. K. Bhattacharyya. The original concept, so far as Indians are concerned, was somehow to get a medical degree, if possible,

within India or outside India preferably to get some foreign degree and come here as a full-fledged foreign-returned person. But today it is a question of raising the standards of the medical graduates who have ultimately to serve India. The Medical Council today is taking under its own supervision the question of appointing inspectors and observers to go round and see how far the laboratories and other accessories are fully equipped and how far the education standard has improved. That is a salient feature of the Bill which brings before the Council the lapses, the deficiencies which the present form of educational institutions have been suffering from. If a uniform standard is maintained or is sought to be introduced in the entire medical system of India, it is essential that the question of education must be taken up seriously. Of course, how far the Education Ministry or the Health Ministry will come into the picture will have to be decided at a very high level. What we are concerned with today is that medical graduates coming out of medical institutions should have all the attainments which can compare favourably to other graduates coming from foreign countries.

As you know, Sir, there has been a flow of our students outside India, going to Great Britain or other countries and staying there because of the income or some other facilities that may be made available to them. In U.K. itself, I found hundreds of Indian graduates staying there and trying to get themselves appointed in the national security health scheme and other organisations. I had an occasion to take it up with them and in reply they said that our emoluments and research and laboratory facilities in India are such that they are not prompted to come back to our country. As a result of that, about 10,000 medical people are outside India especially in U. K. and U. S. A. We have to give them an assurance that here in India they will get all the facilities, research and laboratory work to improve their knowledge and at the same time ask

[Shri P. R. Chakraverti]

them to do useful service to the country which is needed so urgently today. This amendment has been brought forward to remove the deficiencies which had been experienced earlier and to improve the tone of the entire medical system itself. It is a healthy attempt and it will be really encouraging to the people.

So far as the private institutions are concerned, in one State I found that a medical college had been set up with public charity. What is the condition? Any student who seeks an admission has to pay a few thousands of rupees. That is what is going on. I asked them, "How are you maintaining the standard?". They said, "We prescribe certain standards and we try to conform to them to the extent the scanty resources of the private charity permit." That aspect of the matter has to be pursued seriously whether we can allow these educational shops to run in the medical sector. It is only a sort of business of taking money from the people and giving them some education which is not so perfect as that. So, those factors have to be considered seriously. We hope that the Indian Medical Council today will examine all those factors and see that an improved pattern of medical system is allowed to operate in this country.

Shri Ranga: I wish to say a few words only on one or two points. First of all, I am afraid that I cannot agree to the idea that has been put forward by one of the speakers namely the need to discourage the private medical colleges. In view of the inability of Government to start as many medical colleges as are needed, it is most essential that public institutions and philanthropic leaders should be encouraged and should be allowed to organise these private medical colleges by collecting charities and donations from various people to organise and run these colleges, and since they would only be making a very good contribution to medical education and to the general progress of our people, their efforts ought not to be discouraged.

Also, just because students who are capable of making some contribution

towards their own studies contribute Rs. 5000 or Rs. 6000 towards these colleges, it ought not be thought that there is something wrong with the college authorities or anything wrong with the students and their parents. In our days, parents used to incur heavy expenditure in order to send their boys and girls to England, America and other countries and get them educated in the technical colleges there so that they were very well equipped in the various sciences. Similarly, why should we not be prepared today to appreciate the sacrifices that the parents of these young boys and girls are prepared to make, by making these donations to these medical colleges and sending their children there to get properly equipped and qualified?

Indeed, some of our friends have made very great contributions in this direction. In fact, one of our hon. friends, Shri Rāmpure an honoured Member of this House has built quite a number of highly developed technical institutions in a place called Gulbarga in Mysore. I think that it is nearly half of university which he has built there through his own spirit of enterprise. I am glad that the former Health Minister Shri Karmarkar heeded our advice and gave him every possible advice, and the local Government also had given him assistance, and thus he has made, according to me, a notable contribution to the educational development of Mysore State. There are several other friends also like him. There is one such, I know, somewhere near that famous shrine of Udupi, near Manipal, I think, and also in Bangalore and one or two other places. Our own friend, the present Deputy Minister of Health was himself responsible for taking the initiative and taking the courage in his hands and approaching rich people in Andhra Pradesh and getting from them huge munificent donations, and then with the help of so many of us, he was able to convince the then Minister of Health, and was able to develop that college which has come to be one of our first rate colleges in Kakinada in Andhra Pradesh. I am sure that the Andhra Pradesh Gov-

ernment were not in a position then, and even today, are not in a position, to develop such colleges to meet the demands for medical education which are there in Andhra Pradesh today. So, I consider my hon. friend's contribution to have been a great contribution indeed to our national development.

Therefore, I submit that all such institutions ought to be helped in every possible manner. I hope that my hon. friend, the Minister incharge of this Ministry, would not in any way resile from the present policy of Government of giving encouragement to these institutions.

I would also like to express my satisfaction over the present trend in this Ministry. Whereas in the past there appeared to have been some kind of a stepmotherly treatment shown towards naturopathy, homeopathy, Ayurveda and various other systems of medicine as compared to that shown towards the Western system of medicine, today, there seems to be an effort being made to look at all these systems as contributory systems for providing help and assistance and ministrations to the people who need such medical assistance. I hope that this tendency will come to be further strengthened by the hon. Minister of Health as well as by her Deputy.

Mr. Deputy-Speaker: Now, the hon. Minister.

Shrimati Yashoda Reddy (Kurnool): May I have just five minutes to speak?

Mr. Deputy-Speaker: I am sorry. There is no time now. We have to finish this Bill by 1:15 P.M.

The Minister of Health (Dr. Sushila Nayar): I am most grateful to all sections of the House for the support that they have given to this Bill. I have very carefully listened to the speeches both yesterday and today, and I would endeavour to answer some of the points that have been raised.

First of all, taking the point raised by the last speaker, I would submit that the question of private medical colleges has to be divided into two parts. There are private medical colleges that are being run by philanthropic organisations and charitable organisations that collect money and are trying to give very good education, keeping high standards as well as principles of service in front of them. Nobody has at any time criticised these missionary institutions because they are of any religious denomination.

Then, there are some other institutions which have been referred to by my hon. friend Shri P. R. Chakraverti as teaching shops. It is these institutions which take quite substantial sums of money from the students and then admit them to these medical institutions for training, which have come in for criticism. It is very difficult for us to come to a clear decision as to what the wishes of the House are. On the one hand, Shri Ranga has advocated their cause. On the other, they have been unequivocally condemned by several hon. Members inside and outside the House.....

Shri Ranga: The hon. Minister may go by experience.

Shrimati Yashoda Reddy: Nobody has condemned them.

Dr. Sushila Nayar: It has been agreed that all of them are not above criticism. There are certain practices to be followed in these institutions which are undesirable, as for instance, the practice of their registering a medical student ten or fifteen years ahead of the time when he will be ready to enter the medical college. They cannot know beforehand whether that student will secure the necessary grades in the high school. There are some other things also which are not very credit-worthy. On the other hand it is stated that there are parents who can contribute towards

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their children's education, and I do not see why we should say 'No' to them. They can pay just as in the case of public schools that are run in this country where parents pay big sums to give good education to their children. Therefore the crux of the matter is some of these undesirable practices that have crept in should be removed and the question is whether they can be removed or whether they cannot be removed. It is, therefore, necessary that we should examine this matter very carefully. Are the organisers of these colleges willing to have State Governments representatives and completely independent agencies on their governing councils so that they can have a voice not nominal but an effective voice—therein and they can see the way the selections are made, the amount of money that is collected, how it is spent and so on and so forth. If the abuses cannot be removed, I have no doubt in my mind that these teaching shops should be closed.

13.00 hrs.

Shri Ranga: There are abuses in government colleges also.

Dr. Sushila Nayar: The abuses in the government colleges, I am afraid, are not of that nature. They are not run on a commercial basis, as some of these institutions are. The institution started by my hon. colleague, Shri Raju, the Deputy Minister, may not necessarily be of the same nature as some of the others that are being run, on commercial basis about some of which we have received some very serious complaints. It was in view of these factors that at the last meeting of the Central Council of Health at Madras we appointed a high power committee to study the question of all these private medical colleges and to advise the Government as to what we should do about them. We are still awaiting the report of that committee.

It was stated that some of these institutions take students with very low marks etc. etc. It is true money is their prime consideration. So long as students are above a basic minimum, and can pay the capitation fee they generally take them. Their argument is that 'when the State Governments take students not on the basis of merit but on the basis of castes, communities, regions, certain districts and so on, how are we any different from them?' I would go all along with my friends here if they would all strongly support the view that admissions to medical colleges should be only on the basis of merit, because doctors are to be entrusted with life and death, and it is very necessary that they should be the most competent people.

Shri N. C. Chatterjee (Burdwan): Certainly.

Dr. Sushila Nayar: When my friends say here yes, I am happy, but I am afraid in other places, the representatives of the people come forward and put pressure and say, 'in these districts, only two boys came up for training as doctors; in those districts, three became doctors. Therefore, you must keep a certain number of seats in the medical colleges for these districts'. Now that makes it very difficult. If you are to give seats on the basis of districts, you cannot select on the basis of merit. You have to make up your mind. Do you want reservation for regions, for castes and communities or do you want admissions on the basis of merit? I wholeheartedly support the principle that admissions to medical colleges should be on the basis of merit. If not hon. friends will stick to that and support that ideology in their own States, things will be easy. But if they are going to support one ideology in their own States and a different one here, then it makes things very different.

Now I come to the other points. Dr. Singhvi asked why we give recognition to some foreign degrees and not

to others. Somebody was angry saying that we are still carrying on with the hangover of the days gone by; we recognise UK degrees/ and do not recognise US degrees. The plain fact of the matter is that the Medical Council of India works on the basis of reciprocity. Those who recognise our degrees we recognise theirs. It is in the interest of national prestige and honour that we adopt this policy. We asked the USA to have reciprocity with us. They said they are not able to do so, because even among their own states, there is no reciprocity. So how can they have reciprocity with another country? If that be the case, we are helpless. So all that we can do is to recognise the degrees of those who recognise our degrees, and there the matter stands.

Shri Sham Lal Saraf: (Nominated Jammu and Kashmir) : How is that Indian doctors are able to get jobs in America?

Dr. Sushila Nayar: They have some kind of easy arrangement, a very simple/ yes and no type of questionnaire which they give to these students, and those who pass that test became eligible/ for employment.

Dr. Singhvi asked: Why are we having a code of ethics in the Medical Council Act now? Why have we not had it so far? The truth of the matter is that there has been a code of ethics. But it was administered by the State Medical Councils and not by the Central Council. Here and there cases occurred where we have come across defects and difficulties and so we have come to the conclusion that let there be a uniform code of ethics and let the Central Council come into the field in this respect. That is why this change is being brought about.

A very strange point was raised by Dr. Singhvi again. He asked: why do you make a fetish of registration? Missionaries and others come. Foreign

doctors should be allowed to practice here without insisting on registration in their own countries or here. I would say that foreigners coming into India are not necessarily all missionaries or service-motivated. I know of some doctors who have been minting money in this country and some of them are not terribly well qualified also. Some of them have been here for many years. Somehow in our country, some of the richer classes particularly, think that if a doctor has white skin he must be a very competent doctor, irrespective of his merits.

An Hon. Member: That is so in all professions, not only the medical profession.

Dr. Sushila Nayar: It is necessary for us to protect people against such practitioners who may not be properly qualified, and therefore, we have said that if a foreigner wants to practise in India he must be registered so that we know what his qualifications and background are. Then we have said that we shall register them for registration if they are registered in their own country, because we cannot go back those countries and check the bona fides of every one and everything that might have happened in those people's background. So we go by the registration in their own country. If he or she has been considered fit for registration in their own country we shall consider them fit for registration here, provided the condition of reciprocity is fulfilled. That is how we are regulating foreigners practice in this country.

Then a very strange statement has been made by another hon. Member who said that in the British times there were shorter courses for doctors and we are not doing the right thing in having a uniform type of medical education all over. In the British times, they were the bare sahebs. They wanted Indians to be more or less their juniors and inferiors, some kind of subordinates, and did not

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want Indian doctors to have the same high qualifications as they themselves had. Many of them came with MBBS. So they wanted our people to be nothing more than licentiates. A class of licentiates grew up. In free India, it was decided by the whole of the medical profession, including licentiates, that there should be one course of medical education and that should be the degree course.

Shri Priya Gupta: The suggestion for a shorter course was made in the context of the requirements of the emergency and dearth of doctors and to save patients from quacks.

Dr. Sushila Nayar: I wish to submit to my hon. friend that a 4 year course against a 4½ year course does not give us very much of a shorter period for training doctors so as to solve that problem.

The problem of the shortage of medical doctors, particularly in the rural areas, is a very real problem, but the solution, as the Prime Minister also stated in his speech at the All India Institute of Medical Sciences, does not lie in merely training more doctors, but in the more equitable distribution of the doctors. For that a good deal can be done if in the States the State Governments enforce certain rules fairly and uniformly. We have suggested to them that within the first five years of a man's service when he is usually confirmed, he or she should serve for two years in the rural areas. Similarly, in the first 15 years, when they are due for crossing the efficiency bar, let them serve rural areas for five years. But what happens is that anybody who is posted to a hilly area or rural area or a difficult area, goes to some of us, whether Members of Parliament or Members of the legislature or other influential people,....

Shri Priya Gupta: Also to the Minister.

Dr. Sushila Nayar:...and pressure

and the State officers to change them. I have had very painful representations made to me by some of the officers as to how they pass an order today, and they are made to eat their words and withdraw that order tomorrow, which is a very undesirable thing. If Members of Parliament support us in this view, that everybody should have a turn in the rural areas and the difficult areas, irrespective of who he or she may be, I am sure this problem can be very largely mitigated, if not hundred per cent solved.

We have admitted 10,200 medical students last year. It is a very good number. The growth of medical education in India has been phenomenal. People are amazed at the growth of medical education in India. What is necessary is to give the students good teaching, so that many of them pass, and there is not a very high casualty rate. Secondly, we have to see that after graduation they are distributed properly. The Medical Council has already taken powers in this Bill for giving provisional registration for a specified period. Already this period is one year, out of which three months are to be spent in the rural areas. We are thinking of increasing this period of service in the rural areas. We will not post completely raw graduates to the rural areas, but after the first year of housemanship, it may be possible to post them for a year or so to the rural areas before they are allowed to set up practice or go for higher studies. Most of the State Governments are now taking a bond from the medical students to serve the Government for three years before they are allowed to set themselves up in private practice.

Somebody said that medical education should be run by the Education Ministry. This question was very carefully considered by the Government of India after independence, and we came to the conclusion, or our predecessors came to the conclusion, that medical education is essentially an education where the hospital tra-

that if the hospitals and the colleges are run by different authorities, there would be difficulties and complications. Several Members quoted the USSR as having very good doctors and specialist. There, the medical education is with the Health Ministry and not with the Education Ministry. Some people seem to think that the moment the word "education" comes in, it is a matter for the Education Ministry. Some have even said that health education should be with the Education Ministry. Health education is something that has to be carried out day and night, from morning till night; every doctor, every nurse everybody in the medical field will have to carry it out.

Shri Hari Vishnu Kamath: (Hoshangabad): There should be better co-ordination.

Shri Priya Gupta: What about engineering education?

Dr. Sushila Nayar: I do not know about engineering education, but it is not carried out in the factories. For engineering education, some workshops are set up, but it is not that regular factories are used as the training field for the engineers.

Shri Priya Gupta: They are.

Dr. Sushila Nayar: I am afraid that is not correct.

But for medical education regular hospitals are the training field, and what is more, we are working out a way to make the medical college the pivot of medical service the centre, linked up with the district hospital, with the primary health centres, the whole flow of technical know-how going from the centre to the periphery, and similarly the requirements and need flowing in from the periphery into the medical colleges, so that they can prepare the young doctors to meet the needs of the people at the periphery.

Much was said about the quality of teachers, and I am in entire agreement

with my friends that it will be useful to have full-time non-practising teachers. We have conveyed this opinion of ours to the State Governments, and in fact, the Government of India had offered to meet the extra expenditure involved on a fifty-fifty basis in the Second Plan. Very few States, Maharashtra and one or two others, made use of that offer. So, provision was not made in the Third Plan. If the State Governments are willing, we would be prepared to make provision to help them with the extra expenditure involved, because full-time teachers will have to be paid more than they are paid at present in the fourth plan.

Shri Priya Gupta: Causing proportionate reduction in the cadre of doctors.

Dr. Sushila Nayar: I do not know what is meant by reduction in the cadre of doctors. The point is that medical teachers are working as doctors in the hospitals in every place. If they do not go and see people by accepting fees, they do not cease to be doctors. They continue to serve the community all the same.

I was very sorry to hear some very unwarranted attacks against the doctors calling them exploiters, minters of money, and all kinds of things, particularly from a venerable old member like Shri D. C. Sharma, from whom one would have expected more wisdom in the light of all the experience that he has had in life.

Shri D. C. Sharma (Gurdaspur): When there is a conflict in my mind between truth and wisdom, I always tell the truth.

Shri Hari Vishnu Kamath: He meant only some, not all.

Dr. Sushila Nayar: I wish to ask one question. Why is there not a hue and cry against the fees charged by the lawyers? The doctor, at any rate is somebody who is at your beck and call day and night.

Shri D. C. Sharma: Certainly not.

Dr. Sushila Nayar: May I tell my hon. friend, that the statistics belie his prejudiced views? There are so many doctors who die young of coronary disease because they have to work so hard. Further, doctors who are having practice rights have told me in a number of States that they would be very happy to have better salaries and non-practicing allowance, that they have no desire for these practice rights for the simple reason that they have always treated the poor patients free and they cannot charge them as they are not in a position to pay, while those whom they used to charge and who can pay, now very often bring some leader with them so that they cannot charge them. So, they say they would be very happy to have better salaries and not charge fees to the people.

May I say that I am in agreement with this hon. House in the desire that it has expressed that, as we have the health insurance scheme for Members of Parliament, Government servants and industrial labour, it will be a very good thing to have some kind of health insurance for the population at large. We are thinking along these lines and trying to make experiments. We are not in a position to say today that we can cover the whole country, but we are certainly working towards that end, for the day when we can have a national health scheme in India, so that people do not have to spend money when they are ill. It will be our job to look after them when they are ill, and to give them such advice as may be necessary, to keep them fit and prevent illness.

Dr. Mahishi said something about the need for uniformity of nomenclature and internship period and various things. The Bill that is before the House seeks to bring about uniformity in various matters. That is why we have brought this Bill before the House. There were one or two other remarks that needed some answer

given the answer and so I will not take the time of the House. For instance, there is the domiciliary treatment for TB which is one of the notable developments of modern times. It has given us the hope that we can deal with the problem of TB in our lifetime, which we did not think possible ten years ago.

Shri Priya Gupta: Where will he live? With children in the house?

Dr. Sushila Nayar: He will certainly stay in the House. (*Interruptions.*) I would like the hon. Member to try to understand the problem. Before a patient is diagnosed as a case of TB he has lived with his wife and children in the family; for many months he has had enough chances of infecting them.

Shri Priya Gupta: It is a very good plea by the Health Minister!

Dr. Sushila Nayar: If he does not want to understand what can I do? If he does not want information, I am helpless. I shall repeat. Once a patient is diagnosed and is put on the modern drugs that we have, he becomes non-infective within a few weeks. He has been infecting the family for months.... (*Interruptions.*)

Mr. Deputy-Speaker: Order order. Hon. Member cannot go on commenting like this.

Dr. Sushila Nayar: There is no more danger of infection in that family after the patient is put on treatment than there had been earlier. We are not going on theory. We have actually experimented. We have followed 1000 families in Madras. The Madras Chemo-therapy Centre has looked after them under very careful research conditions. It is amazing how well they did. There is no increased danger to the family....

Shri Priya Gupta: Come and see in the villages of Bihar.

Dr. Sushila Nayar: Whatever his

Member to know that there are only 34,000 TB beds in this country and with the best will in the world we cannot provide five million beds for TB patients or even 1.5 million beds for patients who are open cases, infectious cases. All the Plan provision will have to go to TB beds. Even then the money may not be enough. We are very happy and very grateful to our doctors and research workers who have given us a tool with which we can fight TB today and we can hope to clear it in the time. With these few words, I once again thank this House for the support it has given to this Bill and request that the Bill be taken into consideration.

Shri P. N. Kayal (Joynagar): What is your programme for increasing the number of medical colleges?

Dr. Sushila Nayar: The number of medical colleges has risen to 80. It is possible that it may increase by one or two or three more during the Third Plan. Hon. Member talked about the need for a medical college in U.P. U.P. has provision for those colleges that are within their Plan; they are free to start those colleges. I do not know why their medical college at Meerut is being held up. But generally it is our policy for the remaining part of the Third Plan to emphasise the post graduate teaching so that we can have more teachers and better teachers and better results in the existing medical colleges than go on increasing the number of colleges, half backed medical colleges without adequate facilities, where the pass rate is in some cases 40 per cent or 50 per cent. It is unfair to the medical students and it is undesirable. We must have better teaching and better results.

Mr. Deputy-Speaker: The question is:

"That the Bill further to amend the Indian Medical Council Act, 1956, be taken into consideration."

Mr. Deputy-Speaker: There are no amendments to clauses 2 to 16. The question is:

"That clauses 2 to 16 stand part of the Bill."

The motion was adopted.

Clauses 2 to 16 were added to the Bill.

Mr. Deputy-Speaker: There are two Government amendments to clause 17.

(Amendment made)

(i) On page 7,—

(a) in line 41. for "University of Glasgo", substitute "University of Glasgow".

(b) in line 44, in column 1. for "University of Andrews", substitute "University of St. Andrews".

(ii) On page 8,—

(a) in lines 4 and 5, in column 3, against the entry "University of Dublin", for Bachelor of Medicine and Bachelor of Surgery", substitute "Bachelor in Medicine and Bachelor in Surgery";

(b) in line 11, in column 1, for "National University Ireland", substitute "National University of Ireland";

(c) in line 19, in column 2, for "M.R.C.P.", substitute "M.R.C.S";

(d) in line 27,—

(i) in column 2, for "M.R.C.S." substitute "L.R.C.S.";

(ii) in column 3, for "Member". substitute "Licentiate".

(Dr. D. S. Raju).

Shri C. K. Bhattacharyya: Sir, I want to speak on clause 17. In my ~~speech~~ I drew the attention of the

[Shri C. K. Bhattacharyya]

Ministry that the word 'pondicherry' occurs in the Second Schedule, in the list of foreign universities and while amending this Bill that should have been amended. The hon. Minister dealt with various points but on this point I would like to know from her as to why this schedule is allowed to be passed in this form. Will she kindly enlighten us?

Dr. Sushila Nayar: I am sorry; I forgot to mention this has already been done. The Schedule has been corrected.

Mr. Deputy-Speaker: The question is:

"That clause 17, as amended, stand part of the Bill."

The motion was adopted.

Clause 17, as amended, was added to the Bill.

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

Dr. Sushila Nayar: Sir, I move:

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

Mr. Deputy-Speaker: The question is:

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

The motion was adopted.

13.28 hrs.

DAKSHINA BHARAT HINDI PRACHAR SABHA BILL

The Minister of Education (Shri M. C. Chagla): Sir, I move:

"That the Bill to declare the institution known as Dakshina Bharat Hindi Prachar Sabha, having at present its registered office

at Madras, to be an institution of national importance and to provide for certain matters connected therewith, as passed by Rajya Sabha, be taken into consideration."

I hope this is not a controversial Bill. This Sabha has been doing excellent national work. It was established in 1918 under the inspired guidance of Mahatma Gandhi and its main purpose is to spread the knowledge of Hindi in the South. May I remind this House that unless we carry the South with us, we will never succeed in making Hindi the official language as declared by the Constitution. Therefore, all the work that is done to propagate a knowledge of Hindi in the South is a work of the greatest possible national importance. The Sabha has covered about 6000 centres so far and has on its role nearly 7000 trained workers and more than seven million people have learnt Hindi during the last 45 years due to its untiring efforts. It has got its headquarters at Madras; it has four affiliated branches in the four Southern States: at Trichinopoly in Madras, Hyderabad in Andhra Pradesh, Ernakulam in Kerala and Dharwar in Karnataka. At present this society is a registered society and the intention is to make it an institute of national importance. This provision is under entry no. 63 of the Union List. I think the Society has done such important and national work that it deserves to be considered an institution of national importance. I do not think a longer speech from me is necessary and with these remarks I request the House to take the Bill into consideration.

Mr. Deputy-Speaker: Motion moved:

"That the Bill to declare the institution known as the Dakshina Bharat Hindi Prachar Sabha, having at present its registered office at Madras, to be an institution of national importance and to provide for certain matters connected

therewith, as passed by Rajya Sabha, be taken into consideration."

Shri Sham Lal Saraf (Nominated Jammu and Kashmir): On a point of information. In the Bill, audit is mentioned, but it is not mentioned as to wherefrom the funds will come. He will have to say wherefrom the funds are being raised as far as the Sabha is concerned. Does the Government contribute to it? May I request the hon. Minister to tell us and throw some light on these matters: how the funds are to be raised, wherefrom do they come and what is the scope of the Sabha?

Shri M. C. Chagla: It is like other universities and those institutions which are declared to be institutions of national importance. Under section 3, the money, to the extent that is necessary will be advanced by the Education Ministry. To the extent of its own resources, it will carry on. To the extent that it needs assistance from the Centre, it will receive it.

Shri Warior (Trichur): Sir, I welcome this measure, but actually when I say that I welcome this measure, I have some serious doubts about the necessity for such a measure. The Hindi Prachar Sabha has been functioning for the last 45 years. Apart from the question whether it has done meritorious service or not, why should the Government take it under its control and then make it also a stereotyped institution just like any other institution and hampering its unfettered activity in the field of Hindi prachar? For the last 45 years this institution has been functioning and flourishing in the south of India, with about 7,000 pracharaks under it and it has done some meritorious service. Why not the Government find its own way to help it apart from the University Grants funds? Simply by tagging in the holy name of Mahatma Gandhi we should not do such a thing as to take away from the institution the independence and autonomy which it had been enjoying all this time.

Rather, will it not be more advisable, for the growth and expansion of the activities of this institution, that it is left alone, of course, with sufficient aid in the form of finances, in the form of sending professors or teachers or pracharaks to the South, in the form of supplying sufficient literature, and in the form of translating the local literature of various southern States into Hindi? All these things can be done by the Government through other ways. Why should Government take this institution under its wing, so that it will also be hamstrung by one or other departments of the Government? That is one point.

The second point is this. At present, in most of the States, Hindi has been taught in the primary and secondary classes also. For instance, in Kerala, the State to which I belong, it is taught at a very early age, and there is absolutely no objection in the State from any quarter, such as there might be some objection in some States; I do not know. At least in Kerala, I have seen no objection from any quarter, so to say, in introducing Hindi in the very early stages of education in the educational institutions. Why not the Government find out some method to strengthen the Hindi education in the educational institutions themselves, rather than go to strengthen an institution which had been doing some good work? Let it continue to be doing good work, and if the Government have sufficient finances, let it help it; but why not channelise all the activities and the resources of the Central Government through the educational institutions already functioning in this respect? I think that will be giving a much more effective fillip for the propagation of Hindi.

Another aspect of the question is this. It is said in the Statement of Objects and Reasons, that the Hindi Prachar Sabha has been functioning for about 45 years now. In the early stages, it is well-known that the learning of Hindi and the propagation of Hindi was taken up as a national

[Shri Warior]

cause, as an anti-imperialist cause, and the people were inspired because of that particular aspect of the question; not that they were averse to learning another language. But Hindi, just like khadi, became a national symbol, a national platform against imperialism and imperialistic domination. So, if that inspiring aspect is taken out, instead—I do not know and I do not want to say that—another sort of imperialist domination is coming into the picture. There will be much resistance, and the present resistance is on that account. The anti-imperialist character of the propagation of Hindi must be sustained, and the Hindi Prachar Sabha had gone something in that direction, and that is why, even now, it is living. I hope that by taking over by the Government of this institute, this particular character which the Dakshina Bharat Hindi Prachar Sabha had in former years will not be done away with. If that is done away with, then naturally I think the day will not be bright for Hindi in the South, because, at present, the main difficulty in the propagation of Hindi in the South is that whose mother-tongue is Hindi are insisting upon it. That is all. They must keep quiet for some time. I am asking, why don't the Hindi enthusiasts behind me keep quiet at least for some time, so that we take it up in the South as a common State language in India for the present? It can be developed; everybody, likes his own language. Whether my language is very much developed or not, I am very much loyal to my language. That is my mother-tongue; that has come to me through my mother. So, I cherish a love for my language which I cannot cherish for any other language. In that respect, the wisdom and forethought of our national leaders have been enshrined in the resolution of the Congress from 1928 or 1929 onwards. In the first report on national integration, which report also envisaged the goal of Indian independence in the form of dominion status it was particularly mentioned

that any language other than the mother-tongue should be considered an alien language. Some differ; many may differ; or all may differ. But it is there in it. The point is that if anybody compels me to learn a language which is other than my own mother-tongue, it is considered that an alien language is imposed upon me. It is not because that we are Indians: it is not because we have not got several other considerations for other languages; it is not because that we do not want a national language, a *lingua franca*, in India. But this sentiment is there, and that has been found out by our national leaders. If we look back to the annals of history of the Congress, we will find it. Unless and until we take into cognizance all these factors. I do not think that the resistance at present felt in some parts of the southern region can be obliterated or removed. That is the point.

So, my humble submission is that as far as possible the Government should not come directly in the way of the functioning of this organisation. That must be left free, just like anybody coming from the north or the Hindi-speaking area to the south and learning some of our languages. There is no objection. I have seen very many Sikh soldiers' children in the army and the navy staying in the Cochin Harbour, in the Willingdon army headquarters, learning Malayalam very well. I was amazed at it. The father and mother do not know the language, but the children speak Malayalam among themselves. I have found this in the train when I have travelled from here to the south. That happens because there is no such resistance to learn the language. This must be left to the will and pleasure of the people, if you want to achieve an objective like this. I am all for one national common language for communication and other purposes in India and that language must be, should be and will be only Hindi, whether I like it or not, it will be Hindi only

The point is, I will appeal to the Hindi enthusiasts from Hindi-speaking areas that they should not bring in force which had been brought in by the British dominators in their time. The same thing is seen even now. Whenever another gentleman who speaks another language says that this must be your language, at once the old idea comes back to the mind. We remember that prior to 1947, the Britishers had been doing the same thing, saying the same thing and acting the same way. The difference is, instead of a white gentleman, a brown gentleman has come. That aspect must be very carefully considered. Otherwise, resistance will grow more and more with the misunderstanding that this is a sort of domination and imposition. Hence, more we encourage voluntary organisations which can go to the people without any inhibition or restriction or any sort of administrative or other colouring, those things will be accepted by the people *suo motu*. Otherwise, we think this is a sort of imposition on the people either overtly or covertly and so the natural tendency to resist such imposition comes there.

Hence my appeal is that this aspect must be looked into before Government comes to any conclusion that similar institutions should be taken over under the control of the Government. If the Government are satisfied, then well and good; they may take it over. But there are other methods which must be adhered to and it must be left to their autonomous and independent functioning. Only then it will help. I hope Government will take into consideration the submissions I have made.

Mr. Deputy-Speaker: Hon. Members should take not more than 10 minutes.

Some Hon. Members: That will not be enough.

Shri Basappa (Tiptur): Time may

Mr. Deputy-Speaker: We will see as the debate proceeds. Members should take not more than 10 minutes each.

डा० गोविन्द दास (जबलपुर): उपाध्यक्ष जी, सब से पहले मैं हमारे शिक्षा मंत्री, श्री चागला जी को इस बात पर बधाई देता हूँ कि इस प्रकार का विधेयक वे यहाँ इस सभा में लाये हैं। शिक्षा मंत्री और दूसरे मंत्री आते जाते रहते हैं, इसलिए इन पदों का मेरी दृष्टि में विशेष महत्व नहीं है। लेकिन कभी कभी ऐसे अवसर आ जाते हैं कि जब उन मंत्रियों के हाथों से कुछ ऐसे काम हो जाते हैं जिनका कि ऐतिहासिक महत्व रहता है और उस दृष्टि से...

Shri Muthu Gounder (Tiruppattur): I have a request to make. This is a subject in which we are very much interested and we are not able to follow Hindi. I think our Seth will be kind enough to speak in English.

Mr. Deputy-Speaker: Order, order.

डा० गोविन्द दास : इस प्रकार के एक ऐतिहासिक महत्व का विधेयक जब चागला साहब के द्वारा लाया गया है, तो उसके लिए मैं उन्हें हृदय से बधाई देता हूँ।

अभी मेरे पूर्व केरल के जिन सदस्य का भाषण हुआ है, उसे मैं ने बड़े ध्यान से सुना है और मुझे यह देख कर हर्ष हुआ है कि उन्होंने इस विधेयक का कोई विरोध नहीं किया। परन्तु उन्होंने कुछ बातें ऐसी भी कहीं जिनको मैं बहुत दूर तक बेबुनियाद मानता हूँ।

हिन्दी का दक्षिण पर या किसी राज्य पर लादने का सवाल है ही नहीं और जब यह बात कही जाती है कि हिन्दी वाले हिन्दी को दक्षिण पर या किसी अहिन्दी भाषा भाषी क्षेत्र पर लादना चाहते हैं तो वह बात एक दम गलत है। उन्होंने

[डा० गोविन्द दास]

के लोगों पर छोड़ देना चाहिये। मैं इसको मानता हूँ। यदि आप देखें तो आपको मालूम होगा कि दक्षिण भारत हिन्दी प्रचार सभा के जो कार्यकर्ता हैं उन में से ६६ प्रतिशत कार्यकर्ता या तो तेलुगू भाषा भाषी हैं या मलयालम भाषा भाषी हैं या कन्नड भाषी हैं या तमिल भाषा भाषी हैं।

जहाँ तक दक्षिण भारत हिन्दी प्रचार सभा का सम्बन्ध है, शिक्षा मंत्री जो ने कुछ बातें आपको कही हैं। लेकिन इस ऐतिहासिक अवसर पर मैं कुछ बातें और कहना चाहता हूँ जिन को मैं चाहता हूँ कि वे लोक सभा की कार्रवाई में दर्ज रहें ताकि आगे भी उन से लोग लाभ उठा सकें।

दक्षिण भारत हिन्दी प्रचार सभा की स्थापना सन् १९१८ में महात्मा गांधी जी की प्रेरणा से हुई। मुझे उस समय का स्मरण है जब मैं मद्रास में तो नहीं था, पर समाचार पत्रों में बड़े चाव से सारा हाल पढ़ा था। गोखले हाल में श्री सी० पी० रामस्वामी अय्यर की अध्यक्षता में डा० एन० वेसेंट ने इस दक्षिण भारत हिन्दी प्रचार सभा का उद्घाटन किया। यह बात १९१८ के जून में हुई थी। महात्मा गांधी हमारे देश के ऐसे युग पुरुष थे, ऐसे नेता थे जिन्होंने इस देश के हर जीवन को और हर क्षेत्र को प्रभावित किया। वे त्रिकालज्ञ थे जो कुछ हो चुका उस के आधार पर जो कुछ हो रहा है उसके आधार पर भविष्य में क्या होने वाला है, इसे वे जानते थे। वे जानते थे कि इस देश की एकता के लिए एक भाषा की आवश्यकता है और वह एक भाषा हिन्दी, केवल हिन्दी हो सकती है। यह बात नहीं कि हिन्दी कुछ दूसरी भाषाओं से ऊँची भाषा है, लेकिन इस देश के ४२ प्रतिशत लोगों की वह मातृभाषा है और दक्षिण के कुछ क्षेत्रों को अगर छोड़ दें तो शेष भारत में वह अच्छी तरह से

समझी जाती है। इस प्रकार की कोई भाषा दूसरी नहीं है। हमारे संविधान में हमने जितनी भाषायें स्वीकार की हैं वे सब हमारी राष्ट्र भाषायें हैं, मैं इसको अनेक बार कहता रहता हूँ। जब हिन्दी साहित्य सम्मेलन का मैं अध्यक्ष था और उस हैसियत से मैंने सारे देश का दौरा किया था उस वक्त भी मैंने इस बात को कहा था। मैं मानता हूँ कि जिन राज्यों की या जन क्षेत्रों की मातृभाषा हिन्दी नहीं है वहाँ शिक्षा का माध्यम वहाँ की माया होनी चाहिये, वहाँ सचिवालय में वहाँ की भाषा होनी चाहिये, वहाँ न्यायालय में वहाँ की भाषा होनी चाहिये। लेकिन केन्द्र में तो एक ही भाषा हो सकती है। डा० लोहिया या उनकी तरह के दूसरे लोग जो यह कहा करते हैं कि केन्द्र का कार्य चौदह भाषाओं में चले, उसका अर्थ यह होता है कि वे अंग्रेजों को चलते रहने देना चाहते हैं...

श्री सिद्धेश्वर प्रसाद (नालदा) : भ्रम उत्पन्न करते हैं।

डा० गोविन्द दास : ठीक वे भ्रम उत्पन्न करते हैं। केन्द्र का कार्य एक ही भाषा में चल सकता है। गांधी जी इस बात को जानते थे, इसीलिये उन्होंने हिन्दी की इतनी बात कही और दक्षिण में वे जानते थे कि हिन्दी के प्रचार की सबसे अधिक आवश्यकता है, इसलिये उन्होंने दक्षिण भारत में हिन्दी प्रचार सभा की स्थापना की।

अब आप देखिये इस हिन्दी प्रचार सभा के बाँड़ से इतिहास को। सन् १९१६ में केवल ८० युवकों ने वहाँ पर शिक्षा पाई। आज वहाँ की क्या स्थिति है, इस को भी आप देखिये। आज समूचे दक्षिण में ७,००० कार्यकर्ता हैं और ६,००० केन्द्रों में हिन्दी के प्रचार का कार्य हो रहा है। सभा तरफ से जो परीक्षायें चलाई जाती हैं उन में

अब तक ७५ लाख विद्यार्थी पढ़ चुके हैं और १८,३२,५४७ परीक्षार्थी परीक्षाओं में बैठ चुके हैं। उन में ३० प्रतिशत महिलाएँ हैं। सभा ने अब तक ३१४ पुस्तकें प्रकाशित की हैं जिन में से अधिकांश विभिन्न परीक्षाओं की पाठ्य पुस्तकें हैं। इसके सिवा सारे दक्षिण में सभा ने १८०० प्रकार की २ करोड़ २० लाख पुस्तकें वितरित की हैं। सभा का वार्षिक बजट १५ लाख रुपये का है और अब तक १ करोड़ रुपये सभा इस कार्य में खर्च कर चुकी हैं।

फिर आप देखिये कि पांच पंचवर्षीय अवधियों में सभा का कार्य किस प्रकार बढ़ा है। सन् १९३६ से १९४१ तक केन्द्रों की संख्या ४४१ थी तथा विद्यार्थियों की संख्या ८६, ८५३, सन् १९४२ से १९४६ तक केन्द्रों की संख्या ४६८ तथा विद्यार्थियों की संख्या १,००,२८२ हुई, सन् १९४६ से १९५१ तक केन्द्रों की संख्या ७६० हुई तथा विद्यार्थियों की संख्या ३,२२,९६८, सन् १९५२ से १९५६ तक केन्द्रों की संख्या १,००० हुई तो विद्यार्थियों की संख्या ४,८६,४५५ और सन् १९५७ से १९६१ तक केन्द्रों की संख्या १३५० हुई तो विद्यार्थियों की संख्या ६,५८,०४६ हुई।

सभा के पुस्तकालय में इस समय १९,८६१ पुस्तकें मौजूद हैं।

आज कुछ लोग कहते हैं जैसे कि अभी कहा गया, कि हिन्दी लादी जा रही है। मैं जानना चाहता हूँ कि जब दक्षिण भारत हिन्दी प्रचार सभा का गत चार दशाब्दियों में इतना कार्य बढ़ा और उस ने इतना कार्य किया, तथा उस कार्य में लगे हुए कार्यकर्त्ताओं में से ६९ प्रतिशत कार्यकर्त्ता वहाँ के भाषा भाषी हैं, तब कैसे इस बात को कहा जा सकता है और कौन इस बात को कह सकता है कि हिन्दी को लादने का प्रयत्न किया जा रहा

मैं, विशेषकर दक्षिण में, लोग हिन्दी का विरोध करते हैं वे भी जरा देखें दक्षिण भारत हिन्दी प्रचार सभा के कार्य से कि वहाँ हिन्दी का विरोध है या नहीं। हिन्दी का विरोध यथार्थ में कौन सोच करते हैं इस पर भी जरा विचार करने की आवश्यकता है। मैं कहना चाहता हूँ कि जो यह कहा जाता है कि हिन्दी का विरोध अहिन्दी भाषा भाषी करते हैं, यह गलत बात है। हिन्दी का विरोध अहिन्दी भाषा भाषी तथा हिन्दी भाषा भाषी दोनों कर रहे हैं। वे क्यों कर रहे हैं। इसलिये कर रहे हैं कि वे १ प्रतिशत लोग जो इस देश में अंग्रेजी जानते हैं, जिन की संख्या दाल में नमक के बराबर है, इस देश में समस्त क्षेत्रों में छाये रहना चाहते हैं।

एक माननीय सदस्य : नोकियों में।

डा० गोविन्द दास : अपने स्वार्थों के कारण वे हिन्दी का विरोध कर रहे हैं। हाँ कुछ लोग जरूर दक्षिण में हिन्दी का विरोध कर रहे हैं। लेकिन दक्षिण के सब प्रान्तों में नहीं, केरल में नहीं, आन्ध्र में नहीं, मैसूर में नहीं, केवल तमिलनाडु में, पूर्व में असम और उड़ीसा में नहीं, केवल बंगाल में और पश्चिम में गुजरात और महाराष्ट्र में नहीं, अर्थात् देश भर में अहिन्दी भाषा-भाषी राज्यों में से केवल दो राज्यों में, एक तो मद्रास में और दूसरे बंगाल में, हिन्दी का विरोध हो रहा है। फिर वहाँ भी हिन्दी का यह विरोध कुछ शोर मचाने वाले कर रहे हैं। जिन का स्वार्थ अंग्रेजी में सघता है वे कर रहे हैं, वहाँ की जनता नहीं कर रही है। यह दक्षिण भारत हिन्दी प्रचार सभा की जो रिपोर्टें हैं उन से, राष्ट्र भाषा प्रचार सभा को जो कार्य बंगाल में हुआ उस से और हिन्दी सोखने वालों की संख्या मद्रास में और बंगाल में भी जो दिन दूनी और रात चाँगुनी बढ़ रही है उस से साबित हो जाता है।

दक्षिण भारत हिन्दी प्रचार सभा को

[डा० गोविन्द दास]

साथ उसे पर्याप्त आर्थिक सहायता भी देनी चाहिये। शिक्षा मंत्री जी ने अभी कहा कि यह बात की भी जायेगी। इस के सिवा दक्षिण भारत में और शेष अहिन्दी भाषाभाषी क्षेत्रों में सरकार को एक विस्तृत योजना बनाने की आवश्यकता है। मैं कहना चाहता हूँ कि हमारे संविधान की भावनाओं और धाराओं के अनुसार यह योजना सरकार ने अब तक नहीं बनाई। जिस समय खेर आयोग की नियुक्ति हुई और खेर आयोग के प्रतिवेदन पर विचार करने के लिये संसदीय समिति बनी खेर आयोग के सामने और संसदीय समिति के सामने कोई योजना सरकार ने रखी। इस के बाद इस सम्बन्ध में जो हमारे भूतपूर्व राष्ट्रपति जी का आदेश निकला वह भी कार्य रूप में परिणत नहीं हुआ। यदि आप ने अप्रैल, १९६३ में अंग्रेजी, को अनिश्चित काल तक चलाने के लिये एक विधेयक पास किया है, तो चूंकि हिन्दी भाषा-भाषी शोर मचाने वाले नहीं हैं, क्योंकि शोर मचाने वालों को आप सब कुछ देने के लिये तैयार हैं, जो चुपचाप रह कर आप से कुछ करने को कहना चाहते हैं, उन को आप सन्तुष्ट करने के लिये तैयार नहीं हैं, हिन्दी भाषाभाषी दक्षिण या बंगाल के लोगों सदृश शोर नहीं मचाना चाहते, लेकिन आप से बार बार कहना चाहते हैं कि हिन्दी के सम्बन्ध में, कम से कम दक्षिण भारत में हिन्दी किस प्रकार चलाई जायेगी और अहिन्दी भाषाभाषी क्षेत्रों में हिन्दी किस प्रकार चलाई जायेगी, इस के बारे में आप को एक व्योरेवार योजना बनानी चाहिये, और उस योजना में निम्न बातें अत्यन्त आवश्यक हैं।

१. हिन्दी की सारे देश में अनिवार्य शिक्षा। यदि हिन्दी की अनिवार्य शिक्षा सारे देश में नहीं की गई तो आज कल या परसों हिन्दी इस देश की राज भाषा होने वाली है और जिन क्षेत्रों की मातृ भाषा हिन्दी नहीं है वहाँ के लोगों के हितों

के विरोध में होगा। आज उन को यह बात नहीं सूझती लेकिन अगले वर्षों में यदि इन क्षेत्रों के लोगों को हिन्दी की अनिवार्य शिक्षा नहीं दी गई तो यह बात उन के हितों के विरुद्ध जायेगी, वह हिन्दी भाषाभाषी लोगों के हितों के विरुद्ध नहीं जायेगी।

२. पाठ्यक्रम के अनुसार साहित्य तैयार होना चाहिये। मैं कई बार इस बात को कह चुका हूँ और आज फिर कहता हूँ कि इस समय जिस प्रकार साहित्य तैयार कराया जा रहा है उस से जल्दी साहित्य तैयार होने वाला नहीं है। आप ने विश्व-विद्यालयों के प्राध्यापकों को यह काम सौंप दिया है वे अपनी इच्छानुसार फाजिल समय में साहित्य को तैयार करते हैं। मैं ने पहले भी कहा है कि आप को इस प्रकार के विद्वानों को केन्द्र में उधार लेना चाहिये और यहाँ पर ही आप को इस प्रकार का साहित्य तैयार करवाना चाहिये और वह हिन्दी में ही नहीं, सारी भारतीय भाषाओं में तैयार होना चाहिये। यदि आपने इस प्रकार के लोगों को केन्द्र में ला कर रक्खा तो मेरा निश्चित मत है कि कोई भी ग्रंथ ऐसा नहीं है जो एक वर्ष के भीतर तैयार न हो जाये, और एक वर्ष के भीतर तैयार होने वाले ग्रंथ के छपने में चार या छः महीने लगेंगे। इस प्रकार डेढ़ या दो वर्ष में हम अपनी आवश्यकता के पाठ्यक्रम का साहित्य तैयार कर सकते हैं।

३. पुस्तकालयों को अधिक से अधिक हिन्दी की पुस्तकें दी जायें। जब डा० श्रीमाली शिक्षा मंत्री थे उस समय इस प्रकार की प्रणाली चलाई गई थी। कुछ पुस्तकें खरीद कर दक्षिण में बाँटी गई। मैं चाहता हूँ कि यह बात और बढ़ाई जाये।

सब से बड़ी बात यह है कि हिन्दी के पक्ष में हिन्दी भाषाभाषी क्षेत्रों में और

अहिन्दी भाषाभाषी क्षेत्रों में वायुमंडल तैयार करना चाहिये। कोई भी बड़ा काम बिना एक प्रकार का वायुमंडल तैयार किये नहीं होता। गांधी जी ने जितने बड़े बड़े काम किये उन के लिये वायुमंडल तैयार किये। लेकिन हमारी सरकार भूल गई कि किसी भी बड़े काम के लिये एक वायुमंडल आवश्यक है। तो हिन्दी के पक्ष में कम से कम अहिन्दी भाषाभाषी क्षेत्रों में एक वायुमंडल के निर्माण की आवश्यकता है। जितने उपाय मैं ने बतलाये हैं वे तथा और भी उपाये सोचे जायें, इस वायुमंडल के निर्माण में उन सब उपायों को आप का काम में लाना चाहिये।

अन्त में मैं एक और बात कहूंगा कि देश को एक सूत्र में बांधने के लिये हिन्दी ही एकमात्र उपाय है।

संविधान सभा में इसी लिए हिन्दी को बहुमत से नहीं सर्वमत से राज्य भाषा माना गया। इस लिए हमें उस तरफ पूरा-पूरा ध्यान देना पड़ेगा।

14.00 hrs.

अन्त में महात्मा गांधी जी के एक वक्तव्य को आपके सामने रख कर मैं अपने भाषण को समाप्त करूंगा। गांधी जी ने कहा था :

“भारतीय मस्तिष्क का उच्चतम विकास अंग्रेजी के ज्ञान के बिना सम्भव होना चाहिए। हमारे बालकों और बालिकाओं के मन में यह विचार पैदा करना कि अंग्रेजी ज्ञान के बिना सुसंस्कृत समाज में प्रवेश सम्भव नहीं है, भारतीयों के प्रति, विशेषतः नारी जाति के प्रति, घोर अन्याय है। हमारे लिए यह अपमानजनक विचार असह्य होना

चाहिए। अंग्रेजी के मोह से मुक्ति स्वराज्य की एक प्रधान आधार-शिला है।”

श्री यशपाल सिंह (कैराना) : उपाध्यक्ष महोदय, मैं इस मुन्दर बिल के लिए अपने माननीय शिक्षा मंत्री को मुबारकबाद देता हूँ। माननीय शिक्षा मंत्री ने भारत की आत्मा का सब से ज्यादा रिगार्ड करके भारत की ४४ करोड़ जनता की मातृभाषा को सर्वोपरि मान कर यह बिल पेश किया है। इस के लिए मैं माननीय शिक्षा मंत्री को मुबारकबाद देता हूँ।

लेकिन यह जो दक्षिण भारत हिन्दी प्रचार सभा बिल लाया गया है, यह आज से दस साल पहले लाया जाता तब श्रेयस्कर होता। आज तो हिन्दी इतनी आगे जा चुकी कि सरकार उस को रोक नहीं सकती, न पीछे डाल सकती है। सरकार आज पीछे है जनता आगे जा चुकी है। आज सरकार हिन्दी प्रचार सभा के लिए यह बिल लायी है। लेकिन मैं अपने माननीय उप मंत्री जी से कहना चाहता हूँ कि सरकार की अयोग्यता का इससे बड़ा और क्या सबूत हो सकता है कि हिन्दी प्रचार सभा का बिल भी अंग्रेजी में आया है। इसके लिए सरकार हिन्दी में बिल नहीं ला सकी। आज हिन्दी का प्रचार अंग्रेजी में किया जा रहा है इससे बड़ी और अयोग्यता की बात क्या हो सकती है। आज अगर घर में हिन्दी नहीं होगी, अगर आज पालियामेंट में, जो कि जनतंत्र का मंदिर है, हम हिन्दी का प्रचार नहीं करेंगे, तो बाहर इसका प्रचार नहीं हो सकता। ये जो पालियामेंटरी पेपर्स दिए जाते हैं, इन में लिखा है “नीच उल्लिखित व्यक्तियों के लिए . . .”। यह शब्द “नीच” बुरा है, अगर इसको “नीचे” भी कर दिया जाए तो भी गलत रहेगा। तो जज घर में ही हिन्दी की यह हालत है तो इसका बाहर क्या प्रचार होगा। हिन्दी का प्रचार करने के लिए आपको पालियामेंट से प्रारम्भ करना होगा।

[श्री यशपाल सिंह]

आज हिन्दी को लादे जाने की बात कही जाती है। मैं कहना चाहता हूँ कि जब तक देश में चार महान व्यक्ति रहे उस वक्त तक किसी ने यह बात नहीं कही। जब तक भारतीय राजनीति के रंगमंच पर महात्मा गांधी विराजमान थे, जब सरदार बल्लभ भाई पटेल विराजमान थे, जब राजर्षि पुरुषोत्तम दाम टंडन विराजमान थे और जब बन्दीय डा० राजेन्द्र प्रसाद विराजमान थे, उस समय तक किसी को यह कहने की हिम्मत नहीं हुई कि हिन्दी लादी जा रही है। आज भी जो लोग हिन्दी लादे जाने की बात करते हैं, वे वही लोग हैं जो अंग्रेजी की गुलामी करना चाहते हैं, जो अंग्रेजी की दासता में बंधे रहना चाहते हैं। हिन्दी के प्रचार के लिए सरकार को अपनी नीति में आमूलचूल परिवर्तन करना होगा और इस काम को पानिया-मेंट से शुरू करना होगा।

हम सारी दुनिया में देखते हैं कि जो भी देश आजाद हुए हैं उन्होंने अपनी भाषा को राज भाषा का स्थान दिया है। हम देखते हैं कि इजराइल ने दो हजार वर्ष पुरानी हिब्रू भाषा को, जो कि बोसीदा हो चुकी है, जिसकी रूट्स बहुत पुरानी हो गयी हैं, राजभाषा बनाया है। हमारे लिए यह कलंक की बात है कि स्वतंत्र होने के १७ साल बाद भी आज हमारे यहां संसद में बिल अंग्रेजी में पेश किए जाते हैं और सुप्रीम कोर्ट के फैसले हिन्दी में नहीं लिखे जाते। यह राष्ट्र के लिए कलंक है और मैं माननीय शिक्षा मंत्री तथा उप मंत्री जी से अनुरोध करूंगा कि वे इस कलंक को जल्दी से जल्दी धोने का प्रयत्न करें।

इस बिल को लाकर ही आप ने क्या किया। महात्मा गांधी आज से ४५ साल पहले यह पौधा लगा गए थे। आज यह पौधा काफी बड़ा हो गया है। ... इस संस्था को यूनोवर-

सिटी का दर्जा दिया जाना चाहिए था। आपने इसको जो अधिकार दिए हैं वे नाकाफी हैं। आपने उसको यह अधिकार दिया है कि वह लड़कों को हिन्दी में प्रोफीशेंसी के लिए उपाधि दे। आपको इस संस्था को यह अधिकार देना चाहिए था कि वह हिन्दी में बी० ए० और एम० ए० की डिग्रियां दे सके। आप ने ऐसा नहीं किया। मैं पूछता हूँ कि आप ने गांधी की तपस्या से क्या लाभ उठाया। जिन लोगों ने आज ४५ साल से अपना तन मन और धन लगा कर इस संस्था को जिन्दा रखा उपको लिए आपने क्या किया? अगर आपको महात्मा गांधी में निष्ठा है तो आपको इस संस्था को यूनोवरसिटी का दर्जा देना चाहिए ताकि वह एम० ए० और बी० ए० की डिग्रियां दे सके और उसका स्थान एक विश्वविद्यालय के बराबर का हो।

दक्षिण भारत के लोग हिन्दी पढ़ना चाहते हैं। मैं आपको एक उदाहरण दूँ। माननीय मसानी जी के चुनाव के सिलसिले में कुछ लोग उस तरफ गए। जब वे स्टेशन से बाहर आए और तांगे वालों और रिक्शा वालों से पूछा कि यहां पोलिंग स्टेशन किधर है तो उन्होंने कहा कि हम नहीं जानते। पर जब उन को कहा गया कि मतदान केन्द्र कहाँ है तो वे उन लोगों को वहाँ ल गए। मैं कहना चाहता हूँ कि दक्षिण के लोगों में हिन्दी के प्रति निष्ठा है श्रद्धा है और आस्था है, और वे हिन्दी सीखना चाहते हैं। कुछ थोड़े से आदमी जो अंग्रेजी की गुलामी करना चाहते हैं वे आज हिन्दी की प्रगति को रोक नहीं सकते।

एक माननीय सदस्य : श्री मसानी और राजा जी तो हिन्दी के विरुद्ध हैं।

श्री यशपाल सिंह : हिन्दी इन से ऊंची है। अगर कोई व्यक्ति आज कहे कि मैं ४० साल का पोलिटिशियन हूँ तो भी उसकी बात को मैं हिन्दी के विरोध में नहीं मान सकता।

अगर आज कोई यह कह कर हिन्दी का विरोध करे कि मैं अंग्रेजी पढ़ा लिखा हूँ या मैं करोड़-पति हूँ और हिन्दी की रेलगाड़ी को रोकने के लिए उसके सामने आवेगा तो वह उसे नहीं रोक सकेगा, उल्टी उसकी हड्डियाँ चूर-चूर हो जायेंगी। आज हिन्दी एक अटल सत्य बन चुकी है, उसको कोई नहीं रोक सकता। सरकार से मेरा निवेदन है कि दक्षिण भारत में विश्ववन्द्य बापू ने ४४ साल पहले यह पीघा लगाया था। इसके लिए सरकार को विशेष ध्यान देना चाहिए, इसके लिए ज्यादा से ज्यादा धन की व्यवस्था करनी चाहिए और अध्यापकों का समुचित प्रवन्ध होना चाहिए। और जो लोग हिन्दी का प्रचार करने वाले हैं उनको सरकार की ओर से ज्यादा से ज्यादा सम्मान मिलना चाहिए। अगर राज्य की ओर से इन लोगों का सम्मान नहीं किया जायेगा तो हमारी भाषा भागे नहीं बढ़ सकती।

सब से ज्यादा नुकसान हिन्दी को यहाँ पालियामेंट में पहुँचाया जा रहा है, यहाँ हिन्दी के प्रति अनर्थ किया जा रहा है। जो हमारा अनुवाद विभाग है वह सरासर गलत अनुवाद करता है। उदाहरण के लिए डिप्टी प्रेसीडेंट का अनुवाद किया गया है "उप-राष्ट्रपति"। इससे ऐसा प्रतीत होता है कि हमारा राष्ट्र कोई छोटा राष्ट्र है। यह अनुवाद "राष्ट्र उपपति" या "राष्ट्र उप प्रधान" किया जा सकता था। आज हमारा देश तो संसार में सब से बड़ा है। इसके लिए कहा गया है :

एतद्देश प्रसूतस्य सकाशात् अभ्रजन्मना
स्वस्वं चरित्रं शिखरैर्नृपयिव्यां सर्वमानवाः।

आज हिन्दी में जो अनुवाद किया जा रहा है वह गलत है। मैंने पहले भी एक बार अर्थ किया था कि "उप गन्ना विकास अधिकारी" यह अनुवाद गलत है। इसको ठीक किया जाना चाहिए। इसका अर्थ तो यह होगा कि उप-गन्ना यानी छोटे गन्ने के विकास का अधिकारी। अनुवाद इस प्रकार किया जा

सकता था "गन्ना विकास उप अधिकारी", लेकिन "उपगन्ना विकास अधिकारी" तो सौ फीसदी गलत अनुवाद है। इन लोगों के जो अनुवाद करते हैं वह कि वे ऐसा करने से बाज आये। आप इस काम के लिए ऐसे लोगों को रखें जिनका हिन्दी से प्रेम हो, स्नेह हो, श्रद्धा हो और भक्ति हो।

मैं एक और उदाहरण आपके सामने रखना चाहता हूँ। अनुवाद किया जाता है "राष्ट्रीय मलेरिया"। मैं उप मंत्री जी से जानना चाहता हूँ कि यह राष्ट्रीय मलेरिया क्या चीज है। क्या यह कोई संविधान सभा है, या कोई पालियामेंट है ? इसका कोई अर्थ नहीं है।

आज मुझे दिल्ली विश्वविद्यालय के एक हिन्दी प्रेमी एम० ए० के विद्यार्थी ने, जो कि फस्ट क्लास का विद्यार्थी है, बताया कि रेलवे सिगनल का अनुवाद किया गया है :

धक धक यान गमनागमान संकेत हरित
लाल लौह पट्टिका
अगर यह बात सही है तो बड़ी दुःखदायी बात है कि ऐसा अनुवाद किया जाता है। ऐसा अनुवाद करना तो देशद्रोह करना है और राष्ट्र की जड़ों में कुठाराघात करने के समान है। मेरा निवेदन है कि ऐसे लोगों से यह काम से लिया जाये। अगर मंत्रालय तीन महीने के लिए मुझे यह काम दे दे तो मैं इस सारी गन्दगी को दूर कर सकता हूँ।

आज देश के लिए भाषा का सवाल सब से बड़ा सवाल है। लेकिन कुछ लोग इसका विरोध कर रहे हैं और कहते हैं कि हिन्दी धीरे धीरे भानी चाहिए। मैं कहता हूँ कि अंग्रेजी तो रातों रात आ गयी। जो लोग आज यह कहते हैं कि हिन्दी धीरे धीरे आवेगी वे वही हैं जो अंग्रेजी की गुलामी करना चाहते हैं। मैं कहता हूँ कि अगर हिन्दी को भाना है तो वह रातों रात आवेगी। मैं आपको इस सम्बन्ध में जापान का उदाहरण देना चाहता हूँ। जापान

[श्री यशपाल सिंह]

जब भ्रजाद हुआ तो वहाँ की सरकार ने यह कानून बना दिया कि जिन घरों में बच्चे अपने माता पिता को सम्मी और डीडो कह कर पुकारेंगे, उन मात पिताओं को ६ साल की सजा दी आयेगी। तो जो यह कहते हैं कि हिन्दी धीरे धीरे आवेगी वे देश की भावना को व्यक्त नहीं करते। हिन्दी प्रोवर नाइट आ कर रहेगी। सरकार चाहे पीछे रह जाए लेकिन हिन्दी नहीं रुक सकती जैसे कि मूरज का प्रकाश नहीं रुक सकता। अगर आप मूरज का प्रकाश को चादर या पर्दा डाल कर रोकना चाहें तो वह नहीं रुक सकता।

आज आप दक्षिण भारत हिन्दी प्रचार सभा को जो अधिकार देने जा रहे हैं वे बहुत कम हैं। आज यह संस्था स्वयं बहुत बड़ी बन चुकी है। इस सम्बन्ध में मुझे एक उदाहरण याद आता है। एक पठान को गवर्नर जनरल ने खान बहादुर की उपाधि दी तो उस ने कहा कि आपने मुझे क्या दिया। खान तो मेरी जाति ही है और बहादुर मैं इसलिए हूँ कि मैं १० दुश्मनों के सिर काटे हूँ। तो इसी तरह आप जो अधिकार दक्षिण भारत हिन्दी प्रचार सभा को दे रहे हैं वे बहुत नाकामी हैं। फिर भी मुझे प्रसन्नता है कि सरकार का ध्यान इस ओर गया है। जहाँ मैं अपने माननीय डिप्टी मिनिस्टर को इस के लिए मुबारकबाद देता हूँ वहाँ मैं यह भी कहता हूँ कि अगर वाकई आप को कोई प्रचार करना है तो आप के हाथों में तेजी आनी चाहिए, इलेक्ट्रिसिटी आनी चाहिए। आप के पैरों में बिजली के बूँद लगने चाहिए। जितना काम आप आज कर रहे हैं उस से हजार गुना काम जब होगा तब यह काम पूरा होगा वरना यह काम पूरा नहीं हो सकेगा।

Shri Subbaraman (Madurai): Mr. Deputy-Speaker, Sir, I thank you for the opportunity you have given me to speak on this Bill. I congratulate the Government for having brought this Bill. The Dakshina Bharat Hindi

Prachar Sabha has done very well in spreading Hindi in Southern States. As is given in the Statement of objects and Reasons, it was established in 1918. During all these years, that is, in 45 years, it has produced 7000 trained Pracharaks and established more than 6000 centres all over the southern States and several millions of people have learnt Hindi till now. Hindi is one of the subjects which Mahatama Gandhi placed before the country to achieve freedom and unite the country. During the struggle for freedom, he placed several items of programmes for us to follow, namely, khadi and village industries, Hindu-Muslim unity, prohibition, national language, education through regional languages, rural uplift etc. All these were considered as very important and essential to achieve freedom and after getting freedom they were considered necessary to build up the country. Hindi was and is one of the subjects for the constructive programme for the building of the country. Through Hindi, not only the learning of a language or teaching of a language had been spread but also a kind of patriotism has been kindled and spread. Integration has also been done.....

Shri Rajaram (Krishnaguri):
Through Hindi?

Shri Subbaraman: through Hindi to a great extent. In the southern States, except in Tamilnad, the language is supported and the propaganda is done to a great extent. Even in Tamilnad, in spite of the opposition to a certain extent, it has spread and is spreading fast. The D.M.K., which was in some other form in earlier years is opposed to Hindi not as a language but because of an apprehension that it will affect the growth of Tamil and regional languages. In the House and outside, it has been repeatedly said that introduction and the use of Hindi will not affect the regional languages. On

the other hand, it will help the growth of regional languages also. The Dakshina Bharat Hindi Prachar Sabha has done it from its very inception. While propagating Hindi, it has encouraged the growth of the regional languages also. When one goes to learn Hindi in the Hindi Prachar centres, one learns along with it more of his own language. Besides, good treasures of regional languages are also translated and given to the people where Hindi is spoken and used. In this way, it has helped several provinces especially the northern provinces to know more of southern States and the literature of southern States.

Sir, only a few months back, we passed the Official Languages Bill. There also it has been made clear that regional languages will not be affected. Hindi language is made use of only as a link language. It is used for carrying on the administration of the Central Government and as one which can be and may be used for correspondence between a State and a State.

This Bill has been brought in a way to give recognition to the Dakshina Bharat Hindi Prachar Sabha for all the services it has rendered. The Sabha is conducting examinations and giving diplomas and certificates even now. But, I think, there is no official recognition to these diplomas and certificates. This Bill has been brought forward to give an official recognition to these.

There is some apprehension amongst some Members here that once this Bill is passed, it will become a part and parcel of the Government and that it will lose its national character which it has had all these years, and it may become a department of Government and all that. I think there is no justification for such an apprehension. There are so many universities that we have in this country. All have their own autonomy. Though the Government

have recognised them, they do not become part and parcel of the Government. So also, in the same manner, if we recognise this institution it will not become a department of the Government. At the same time, the Government has taken powers to see it runs efficiently. Powers have been taken to supervise their proceedings, their conduct and their accounts. These things are quite necessary as, I think, the Government does in regard to universities.

I would like to repeat that the Dakshina Bharat Hindi Prachar Sabha has been serving to bring all the languages together and nearer. I would like to say a few words as regards the publication of books. Millions of people do not require deep knowledge of Hindi. They only require some basic knowledge of Hindi. That will do. So, simple text-books should be brought out so that they can serve millions of people. I know there are many books of that kind but still books should be written in such a way that millions of people can make use of them and get the benefit. Especially in Tamilnad, there is one difficulty. In other southern States, they have got all letters for all sounds. But in Tamilnad, we do not have certain letters. So, the Roman script can be made use of so that the students can learn the language easily. I would also like the Hindi language to be made easier. Rules may be made to make the verbs depend upon the subjects. There is also the gender difficulty. These are new to the south.

Shri D. C. Sharma (Gurdaspur): Gender may be abolished.

Shri Subbaraman: In Malayalam or Bengali this difficulty is not there. Such changes can be adopted here. If these things are done, then I think the language will become easier and a greater number of people will learn it easily. With these few words, I support the Bill.

श्री श्रीकारलास बेरबा (कोटा) : उपाध्यक्ष महोदय, मैं इस बिल का समर्थन करता हूँ और दक्षिण भारत हिन्दी प्रचार समाज ने हिन्दी-प्रचार के लिए जो काम किया है, उस के लिए उस को धन्यवाद देता हूँ। १९१८ में उस की स्थापना हुई थी और इन कुछ ही सालों में उस ने तरुनीबन सात मिलियन लोगों को हिन्दी सिखाई।

जहाँ तक सरकार का सम्बन्ध है, उस से इस संस्था का मदद देने की तरफ कोई ध्यान नहीं दिया है। हमारे पूज्य बापू ने दक्षिण में हिन्दी-प्रचार को गुरुप्राप्त की। अगर हमारी सरकार भी इस तरफ ध्यान देती, तो शायद आज हिन्दी का प्रचार दक्षिण के गांव-गांव में हो जाता और वह बच्चे-बच्चे के मुँह पर होती। लेकिन हिन्दी के प्रचार तथा प्रसार के लिए न तो वहाँ पर कोई अलग कालेज खोले गए और न दैनिक या साप्ताहिक पत्र-पत्रिकाएँ चलाई गईं। सरकार की ओर से हिन्दी-प्रचार के कार्य को कोई मान्यता नहीं दी गई।

दक्षिण के लोग अंग्रेजों के पीछे क्यों गए इस का कारण यह है कि आज-कल अंग्रेजों ही रोजगार का साधन बन गई है। अगर कोई व्यक्ति नौकरी के लिए कहीं भी जाता है, तो सब से पहले उस से यह प्रश्न किया जाता है कि वह अंग्रेजी कितनी जानता है। अगर वह कहीं से झूठा-सच्चा अंग्रेजों का डिप्लोमा ला कर दिखा दे, तो उस को नौकरी मिल सकती है, बर्ना नहीं। इस के मुकाबले में हिन्दी को कोई मान्यता नहीं दी गई है।

संविधान के अनुच्छेद २४३ में हिन्दी को राष्ट्र-भाषा मान लिया गया है, लेकिन कुछ चक्करों के कारण, कुछ दबाव के कारण, कुछ विदेशी दबाव के कारण, हम ने इसको मान्यता नहीं दी है और इस को पीछे रख दिया है। जब राष्ट्र भाषा बनाने का सवाल आया, तो पूज्य बापू ने सब से पहले हिन्दी की ओर ही ध्यान आकर्षित किया और हिन्दी

को राष्ट्र भाषा के रूप में मान्यता दी। उन्होंने कहा था कि हिन्दी एक जोड़ने वाली कड़ी है, वह तोड़ने वाली भाषा नहीं है। हम देखते हैं कि अगर मद्रास का कोई आदमी राजस्थान में जाता है और मद्रासी बोलता है, तो राजस्थान के लोग उस की बात को समझ नहीं सकते हैं, लेकिन अगर वह टटी फूटी हिन्दी भी बोलता है, तो वहाँ के लोग उसकी बात को समझ जाते हैं। इसी तरह अगर राजस्थान का कोई आदमी मद्रास या किसी अन्य जगह जाता है, और वहाँ पर राजस्थानी मिली हुई टटी-फूटी हिन्दी बोलता है, तो वहाँ के लोग उस की बात को समझ जाते हैं।

मैं आपको उदाहरण देना चाहता हूँ कि मोरा राजस्थान की थी, लेकिन चुँक वह हिन्दी जानती थी, इसलिए देश भर में, बिहार मद्रास और बंगाल आदि में, लोग उस के गीतों को समझ सकते हैं—सारे देश में उस की मान्यता है। इसी प्रकार विद्यावती को भी उड़ीसा, बंगाल और मद्रास आदि में मान्यता मिली थी। इन उदाहरणों से प्रकट होता है कि हिन्दी एक जोड़ने वाली भाषा है, तोड़ने वाली भाषा नहीं है।

अगर हम हिन्दी को प्रोत्साहन दें, तो वह बहुत कुछ आगे बढ़ सकती है, लेकिन हम ने उस को प्रोत्साहन देने के लिए बिल्कुल कोई काम नहीं किया। जितना पैसा हम इस समय और ऊल-जलूल बातों पर खर्च कर रहे हैं, अगर उतना पैसा हम हिन्दी के प्रचार तथा प्रसार पर खर्च करते, तो आज सारे विश्व में हिन्दी भाषा फैल जाती।

अगर अंग्रेजी को नौकरी के लिए आवश्यक न मान कर उस को केवल एक भाषा के रूप में मान्यता दी जाये और हिन्दी भाषा के ज्ञान को नौकरी का आधार बना दिया जाये, तो उस की तरक्की हो सकती है।

हिन्दी के प्रचार और प्रसार में सहयोग देना हम सब का कर्ज है ।

आन्ध्र प्रदेश में एक सम्मेलन का आयोजन किया गया था, जिस में राष्ट्रपति, गृह-मंत्री, आन्ध्र प्रदेश के राज्यपाल और मुख्यमंत्री सम्मिलित हुए । उन के सामने वहां के कार्यकर्ताओं से यह पूछा गया कि आप के सामने क्या भ्रष्टाचार है । उन कार्यकर्ताओं ने कहा कि एक तो हिन्दी पढ़ाने वाले पंडितों को टाइटम नहीं दिया जाता है, उनके पास टाइटम की कमी है और दूसरे, उन को जो तन्काह मिलती है, वह कम है । सन्तानम् साहब ने भी कहा है कि हिन्दी पढ़ाने वाले पंडितों का पूरी तन्काह मिलनी चाहिए और उन को टाइटम दिया जाना चाहिये । लेकिन वहां के राज्यपाल और मुख्यमंत्री ने इस तरह कोई ध्यान नहीं दिया है । अगर वे इस तरह ध्यान देते, तो हिन्दी के प्रचार में प्रगति हो सकती थी ।

यह संस्था पहले प्राइवेट तौर पर चलाई जाती थी और अब यह गवर्नमेंट के हाथों में आ जायेगी । हम देखते हैं कि कुछ कानूनों को तो सरकार अपनी स्वार्थ-सिद्धि के लिए फ़ोरन लागू कर देती है और कुछ ऐसे कानून हैं, जो कि रद्दी की टोकरी में पड़े हुए हैं, जैसे कि अस्पृश्यता-निवारण कानून है, शराब-बन्दी का कानून है । कुछ कानून ऐसे हैं, जिनकी तरफ़ सरकार का बिल्कुल ध्यान नहीं है । अगर इस बिल के सम्बन्ध में भी ऐसी ही नीति अपनाई गई, तो यह हिन्दी के साथ बड़ा अत्याचार होगा । मुझे आशा है कि सरकार इस संस्था को अपने कब्ज़ में ले कर इस तरह कोई ध्यान नहीं देगी और उस के साथ अन्याय होगा ।

अगर सरकार हिन्दी के प्रचार की तरफ़ पूरा ध्यान दे, तो यह कोई इतना ज्यादा मसला नहीं है, जो कि हल न किया जा सके ।

सरकार हिन्दी को ज्यादा से ज्यादा प्रोत्साहक दे । वह दक्षिण में जगह जगह पर नाइट स्कूल खोले और प्राइमरी स्टेज से ही हिन्दी की पढ़ाई शुरू करे । मुगल साम्राज्य के दौरान में पठानों ने हैदराबाद तक हिन्दी का प्रचार कर दिया था । जितने भी राजा हुए, उन्होंने हिन्दी की दूर दूर तक फैला दिया था ।

जहां तक अंग्रेजी का संबंध है, अंग्रेजों ने ढंडे के जोर से अंग्रेजी भाषा चलाई । इस देश की गरीब जनता भी उस से प्रभावित हुए बग़ैर न रह सकी । लोगों ने सोचा कि अगर वे अंग्रेजी नहीं पढ़ेंगे, तो उन को मान्यता नहीं मिलेगी और इस तरह खानसाभा से ले कर डायरेक्टर तक ने उस विद्या को पढ़ा, क्योंकि वह भाषा रोजी-रोटी का आधार बन गई थी । अगर उसी सिद्धान्त की हिन्दी के विषय में भी लागू कर दिया जाये और यह नियम बना दिया जाये कि बग़ैर हिन्दी के जाने हुए हम किसी को अब सचिव में स्थान नहीं देंगे, तो कोई कारण नहीं है कि देश का बच्चा बच्चा उस को न सीखे ।

दक्षिण के जो भाई यहां पर आते हैं, जिन में पालियामेंट के सदस्य, भी हैं, उन में भी हिन्दी का प्रचार किया जाये । पालियामेंट के चार चार सदस्यों को इकट्ठा कर के उनको हिन्दी की शिक्षा दी जाये । जहां तक आक्रिसरों का सम्बन्ध है, कितने ही आक्रिसर दक्षिण के हैं । जब हम हिन्दी बोलते हैं, तो वे आकते हैं, इसका कारण यह है कि उन्होंने अंग्रेजी भाषा में शिक्षा प्राप्त की है । इसलिए आक्रिसरों को भी हिन्दी की शिक्षा देने की व्यवस्था की जानी चाहिए ।

अंग्रेजी भाषा ने देश की सभी भाषाओं को दबा कर रखा हुआ है । इस समय उस भाषा को अपने देश के विकास के लिए कोई निश्चित तरीका

[श्री श्रींकार साहू बरवा]

नहीं अपनाया गया है। अगर हिन्दी भाषा को रोजी-रोटी के साथ जोड़ दिया जाये, तो अंग्रेजी भाषा फौरन नीचे गिर सकती है। अगर हिन्दी भाषा को प्रोत्साहन दिया जाये, तो वह दस साल के बजाय पांच साल में ही सारे देश में प्रचलित हो जायेगी। जब सरकार ने दक्षिण भारत हिन्दी प्रचार सभा को अपने हाथ में लिया है, तो वह उस को दी जाने वाली धनराशि में बढ़ोत्तरी करे। दक्षिण भारत में हिन्दी पढ़ाने के लिए अलग स्कूल खोले जायें, यह नहीं कि चौथी या पांचवी कक्षा से हिन्दी पढ़नी शुरू की जाये वहाँ पर हिन्दी शिक्षा देने के लिए नाइट स्कूल भी खोले जायें। हिन्दी पढ़ाने वाले पंडितों को ज्यादा टाइम और ज्यादा तन्हाई दी जाये। अगर इस तरह की फैसिलिटीज दी जायेंगी तो दक्षिण भारत के हमारे भाई दस साल के बजाय पांच साल में ही हिन्दी सीख जायेंगे। देश हिन्दी के ऊपर किस तरह से आ रहा है, इसको आप देखें। आप जिसकी भाषा की आवश्यकता है। लोगों को हिन्दी सिखाने का हम प्रयत्न तो करते हैं लेकिन उतना नहीं करते हैं जितना हमें करना चाहिये। अगर हम चाहते हैं कि हिन्दी आगे से आगे बढ़े, हिन्दी फले फूले तो सरकार को इसे अपना घरेलू सर्वज्ञात समझना होगा, इसको सरकार को देश का मामला समझना होगा। देश के हित का मामला समझना होगा और देश के हित में यह चीज है, ऐसा समझ कर इसको मान्यता देनी होगी।

अन्त में मैं इतना ही निवेदन करना चाहता हूँ कि इसको ज्यादा से ज्यादा प्रोत्साहन दिया जाए, इसके लिए ज्यादा से ज्यादा पैसा खर्च किया जाए। यदि हम ने ऐसा किया तो हमारा जो लक्ष्य है उसको हम भासानी से प्राप्त कर लेंगे।

Shri P. G. Menon (Mukundapuram): Sir, it is one of the duties of the Union as enjoined by the Constitution to spread the Hindi language throughout India. It is so stated in article 351 of the Constitution. This duty of the Union was being and is being effectively carried out to a very large extent in the southern States by the Dakshina Bharat Hindi Prachar Sabha. It is therefore in the fitness of things that the Union Government should come forward with a legislation for granting the status of an institution of national importance to this hoary institution. I therefore whole-heartedly support this Bill.

But then, after all these years, after independence, Hindi has not yet become truly the national language of India. Still controversies are going on; still there are large numbers of people in the southern States who do not know the language. Even the Members of Parliament who come from the South do not understand that language properly, and it is time enough for the Central Government to reflect over the situation and consider why this happens to be so. Sir, I do not think that the Union has been serious all these years in the matter of spread of the Hindi language. If they were so, the situation would not have been what it is.

Now, Sir, those who come from the southern States are at a handicap, particularly in this House because they cannot speak in Hindi. I myself am one of the seven million students who have gone under the tutelage of the Hindi Prachar Sabha. (An Hon. Member: Good). I studied my rudiments of Hindi and passed two or three examinations conducted by the Sabha, but still it is difficult for us to speak in Hindi because of certain handicaps.

Dr. M. S. Aney (Nagpur): If you start, speaking you will be able to speak.

[Shri P. G. Menon]

for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India".

So the Constitution enjoins us, asks us, dictates to us, directs us to enrich the Hindi language by assimilating the styles of expression in the other languages of India.

Now, some of the Hindi scholars, some of the Members hailing from the Hindi States appear to forget this direction in the Constitution. Sometimes when we speak in English, sometimes when a Minister who does not know Hindi speaks in English, we hear an uproar in the House "Speak in Hindi". Now, that uproar is made, I presume, because of this direction in the Constitution in article 351. But I ask this question: does any one of them know anything about the usages of Tamil? That is also provided in the Constitution, that is, enrich the Hindi language by assimilating the styles etc., of the other languages?

After all, Sir, when some of us from the southern States say that we support that Hindi should spread throughout India, it is not because the other languages are poor. It is not because Malayalam, Tamil, Canarese or Telugu or Bengali, not because any of these languages, is poorer in literary content than the Hindi language. It is because Hindi happens to be the language of very large sections of the people of India that we support that proposition. Probably, there is no country in the world and there is no area in the world where so many people continuously living speak the same language as in the case of Hindi. That

is an advantage in India. That is the position. That is the reason why we support the idea that Hindi should become the national language. But, at the same time, what I have pointed out is also necessary. But some of our friends appear to forget that, and it is that forgetfulness on their part, that feeling that 'Hindi should spread, Hindi should spread, Hindi should spread', without understanding the reason why it should spread, which creates some difficulties.

Therefore, I take this opportunity to remind the hon. Deputy Minister, who, I understand, is a great scholar in Hindi, and all the other Members of this House hailing from the Hindi-speaking areas, that we should create an atmosphere of cordiality and friendship in which all the cultures and languages of India and the styles of expression will be assimilated into the Hindi language in order to make it acceptable to all sections of the people in India. With these words, I support this Bill.

Shri Ramabadrhan (Cuddalore): I rise to oppose this Bill on behalf of my party, namely the DMK. The objects and reasons stated for the Bill are not acceptable. I am simply wondering how the Government of India could have guts enough to introduce this Bill after having witnessed so much of agitation, demonstration and jail-going in the Madras State. The top-ranking leaders of the DMK like Shri C. N. Annadurai are in jail in connection with the anti-Hindi agitation.

Time and again, we have been explaining in this House that we are not inimical, nor are we prejudicial, towards any language. We have no hatred against Hindi as one of the national languages. Hindi has its own place in the country. Let the language grow, flourish and cherish. We have no grouse to make against that.

But, if the policy of the Government of India is to place Hindi on the highest pedestal and to pull down all other languages with age-long tradition and development, then our duty is to oppose it tooth and nail. This Bill, I am afraid, is a deliberate attempt on the part of the ruling party to hoodwink the people of the South, and what is more, a calculated challenge thrown on the assurance given by the hon. Prime Minister.

Now, I want to analyse this Bill. This Bill seeks to give a special status to Hindi as well as to the organisation that propagates it. This special treatment shown towards Hindi which is one of the national languages in India is thoroughly undemocratic. This callous discrimination that this Bill wants to create among the citizens of the country shows the bad taste of the Government. This Bill, I think, is a clear-cut expression of the dishonesty of the ruling party. As I have said already, I am not against any language. If the intention or objective of this Bill is to propagate Hindi, I would have no objection provided that institutions similar to this are started all over India with the help of the Government. For example, a Tamil Prachar Sabha should be started especially in the States like U.P., Punjab, Rajasthan, Madhya Pradesh and Bihar, and Government should introduce a Bill to that effect in this House.

I request the Government to withdraw this Bill and introduce a fresh and different Bill designed to set up institutions to propagate all national languages enshrined in the Constitution. That is the democratic thing, and justice requires reconsideration and reappraisal in regard to the present Bill.

I think that the moving spirit behind the Bill is the definiteness of the matter. I must say that the language issue is not yet decided. It is still hanging fire. No non-Hindi-speaking area is prepared to accept Hindi.

Even the other day, the hon. Minister of Finance, Shri T. T. Krishnamachari questioned the Hindi enthusiasts and said that they would have to wait for two generations. He requested them to avoid anxiety, haste and quick action.

This Bill, I am convinced, is a repudiation of his counsels. The importance of a national language lies in its in toto acceptance by the people of this country. This is not a matter to be decided by votes. It is essentially problem to be tackled by understanding, appreciation and imagination.

Today, you have power and you think that you could do anything you like. Forget not that in the bright lexicon of politics there is nothing as final. Today you are at the helm of affairs. But what about tomorrow? Do not humiliate us. Do not excruciate the South Indian people. Do not add insult to injury. The hypocritical designs of the ruling party to relegate the non-Hindi-speaking people to the background will be exposed. Tamil Nad would not keep quiet. Here, I have one submission to make, namely that the gobermindedness, the civilised behaviour, and the calm and deep temperament of the people of the Non-Hindi-speaking areas should not be taken as a sign of weakness, chicken-heartedness and cowardice.

Already, Tamil Nad is a sleeping volcano, and standing on that you are fiddling. It is neither good to you nor to the cause for which you have brought this Bill. Please drop the Bill and try to gain the confidence of the people of the South and win them over. This Bill instead of giving due respect to Hindi, on the contrary, confers on it an unadulterated insult, because this Bill clearly reveals that without the Government's backing and support, material and political, Hindi

[Shri Ramabadrán]

cannot withstand the attacks on it. It has no special status and no strong footing.

Hence, I would request the Hindi brothers to come out gently and to say to Government 'No Bill of this kind do we need. We know how to develop and propagate our language. We do not like to thrive at the cost of the public treasury, nor do we like to create bitterness in the minds of the non-Hindi-speaking areas.'

Shri T. Subramanyam (Bellary): I support this Bill. Mahatma Gandhi made Hindi prachar as one of the important items of the constructive programme. When the Dakshina Bharat Hindi Prachar Sabha was started, I was in Madras at that time. Mahatma Gandhi's son, Shri Devdas Gandhi, was sent to the South at that time to propagate Hindi. It was a labour of love. There was no compulsion in it. Gandhiji did not want to compel people or use violence in propagating Hindi. He was a prophet of non-violence and consistent with that basic creed of his he sent Shri Devdas Gandhi to the South. That was the beginning. Afterwards, 7 million people learnt Hindi. Today, there are nearly 7000 Pracharaks and about 6000 centres where Hindi is taught. It is a nationalising and integrating factor. Therefore, I support it.

My hon. friend, from the DMK party gave expression to his views to oppose this Bill. I should say that it is an honest difference of opinion, and he speaks from his point of view, but I am also free to express this view that there is something common in a hundred ways between the contents of the literature of the South Indian regional languages such as Telugu, Malayalam, Kannada and Tamil and that of Hindi. There is something common between these four languages, and the Dakshina Bharat Hindi Prachar Sabha has served all these regional languages.

It has not neglected the regional languages. Neither has the Union Government neglected the use of these regional languages. In fact, in democracy, we can never afford to neglect these regional languages. If the people's association has to be secured in the governance of the country and to see that our national life becomes successful, we have to develop these regional languages. Steps have been taken in this direction. Therefore, there is no question of ignoring the regional languages. At the same time, Hindi has got a special place, and the Constitution give it that place. It will be the language of the Union.

Further, I feel that India is not a multinational State. There is only one nation in India. I also feel strongly that there is only one culture in India. Whether it is Tamilnad, Andhra, Kerala or Bengal or Punjab, we have got only one culture. Therefore, we are not a multi-cultural or a multi-national State, but we are certainly a multi-lingual State. There are different languages, but the culture is common. In Tamil, we have the *Kamba Ramayan*, *Kural* and a host of other sacred books, the content of which is one with that in other sacred books of the other regional languages. Therefore, there is no question of ignoring any one language.

Clause 4 says:

"Notwithstanding anything contained in the University Grants Commission Act, 1956, or in any other law for the time being in force, the Sabha may hold such examinations and grant such degrees, diplomas and certificates for proficiency in Hindi or in the teaching of Hindi as may be determined by the Sabha from time to time".

It has been doing it. The Sabha has done excellent work all these years and it is fitting that the Union Government has extended recognition to

[Shri Alvares]

its place as national or official language. Which language it shall be is a matter of logic and convenience. Whether it be Tamil or Hindi is immaterial. The fact is that English must be replaced by an Indian language. Then only can communication be established with the small people.

While talking of the method of communication, may I venture an opinion, that it is my feeling that the opposition to Hindi is not so much from the people of Tamilnad led by the DMK as from the sophisticated educated elite in this country. It is this feeling of those who have been educated in English, who are too sophisticated to speak in their mother tongue that today represents the greatest obstacle to the recognition of Hindi as the official language of the country.

Therefore, when considering this question of recognising the Dakshina Bharat Hindi Prachar Sabha as an institution of national importance, we must recognise that side by side with persuasion, as Shri Yashpal Singh said, there must be something to push it forward beyond the stage at which Hindi can advance by its mere volition or mere dynamism. Therefore, I welcome this Bill as a measure of the pace at which Hindi will progress and will be made acceptable, and not imposed upon all people in this country, so that by persuasion they can be asked to accept Hindi as the official language. It is important particularly for my friends of the DMK to remember that there are special provisions in article 350A whereby it is enjoined upon State Governments to promote the mother tongue. There is no contradiction between the promotion of the mother tongue and the promotion of the official language. Who does not know that in the past few years there has been a phenomenal growth of literature in the mother tongue in all the States in this country?

Therefore, it is my submission that my friends of the DMK should not look upon this Bill as something of an imposition. Let us consider what has been the history of the Dakshina Bharat Hindi Prachar Sabha. Recognition to this Sabha has come very late, has come hesitatingly and has come in a wrong direction. It is a venerable institution that has been hallowed by the association of not merely Mahatma Gandhi but also Shri Rajagopalachari. Who does not know that if Shri Rajagopalachari is expressing a different opinion at this moment, he was one of the stalwarts behind this great institution? Therefore, the Dakshina Bharat Hindi Prachar Sabha has our good wishes on the whole for making Hindi acceptable to all of us.

15.00 hrs.

This Sabha is a lesson in paradoxes. It is so ubiquitous in the South that it has 6,000 branches and 7,000 pracharaks, and at the same time not many people have heard of it; it does not sing its own praises, it is so self-effacing and yet very efficient. Without much tom-tomming about its activities, it has educated more than 7 million people in Hindi in the South, a record that many universities in the North put together cannot equal. At the same time, I may say that in the heart of Tamil Nad—and this is the greatest paradox—the Dakshina Bharat Hindi Prachar Sabha is carrying out its wide work inoffensively, in contradiction to the loud and arrogant propagandists of Hindi in the north. I am sure the Hindi propagandists in the north have to take a lesson in persuasion from this Sabha which is functioning in the South. If they had taken this lesson, I am sure the progress of Hindi could have been much better and faster, and there would have been less antagonism in the attitudes of certain people in the South. Is it not a paradox that while our friends in

the South who oppose Hindi hardly think of this Sabha working amongst them in the South, whose work has gone into the educational system in the South? Is it not a paradox that these friends accept the existence of the Sabha, and quite rightly? (Shri Kandappan: It is our fault to have tolerated it? I think it is a merit on their part, a credit to them, and all their attitude is against the arrogant propagandists of Hindi in the north. I am just trying to contrast the sweet persuasion of the Sabha with the arrogance of the propagandists of Hindi in the north. Therefore, I say this is a venerable institution that deserves well of the country and that must have our unqualified support.

Unfortunately, as I said, the recognition has come hesitatingly and has come in the wrong manner. I fear there will be bureaucratisation by this dubious title you confer on it as an institution of national importance. What does it mean? It means that Government will have the opportunity to bureaucratically interfere or intervene in the affairs of the Sabha, which has worked without interference for the last 45 years, and with such an amount of conspicuous success. There is no need to bring this under your control, under the bureaucratic wing. Make it an autonomous body. As Shri Yashpal Singh said rightly, make it a university. Its work, its history, its acceptance in the South eminently qualifies it for being given a university status, instead of being brought under the wing of bureaucratic Government.

With these words, I support the Bill. I hope Government will heed these words of warning, and some time later convert this attempt at bureaucratisation into an autonomous university.

Mr. Chairman: Dr. Sarojini Mahishi.

Shri Shoo Narain (Bansi): We are always ignored.

Mr. Chairman: There is no use always trying to canvass from your

seats. There is an order which the Chair has got to follow, and it has got its discretion. Let there be no canvassing.

डा० सरोजिनी महिषी (धारवाड़-उत्तर) सभापति महोदय, सभी लोग इस के बारे में समझ सकें इसलिए मैं दक्षिण भारत हिन्दी प्रचार सभा बिल के ऊपर अपने विचार हिन्दी में प्रकट करने का प्रयास कर रही हूँ ।

सदन के सामने दक्षिण भारत हिन्दी प्रचार सभा विधेयक प्रस्तुत है । उस के बारे में इस समय बहस करने की कोई जरूरत नहीं है । हिन्दी को स्वीकार करने या न करने सम्बन्धी बहस करने के लिए यह समय ही नहीं है, ठीक मौका भी नहीं है । एक अधिकृत भाषा के रूप में हिन्दी को स्वीकार किया गया है । संविधान के अनुसार हिन्दी का विकास हो भी चुका है इसलिए इस संदर्भ में हिन्दी को स्वीकार करना है या नहीं करना है, या यह कि हिन्दी का किस तरीके से प्रचार करना है इस के बारे में ज्यादा सोचने के लिए इधर अवकाश नहीं है । लेकिन यह तथ्य है कि दक्षिण भारत हिन्दी प्रचार सभा एक बड़ी संस्था है जिसने समूचे दक्षिण भारत में हिन्दी की प्रमूल्य सेवा की है । इस संस्था द्वारा विगत ४५ सालों से पूरे दक्षिण भारत में प्रयात् कन्नड़, तेलगु, मलयालम तथा तामिल भाषा भाषियों में हिन्दी के प्रचार व प्रसार के संबन्ध में बड़ी सेवा की है और उस सेवा को मान्यता देने के लिये यदि उस संस्था को राष्ट्रीय महत्व की संस्था घोषित किया जा रहा है तो यह सचमुच बड़ी अभिनन्दनीय वस्तु है ।

इस संस्था की सेवा केवल दक्षिण के हिन्दी क्षेत्रों तक ही सीमित नहीं रही है बल्कि उस की सेवा दिल्ली तक पहुँची है । दक्षिण भारत हिन्दी प्रचार सभा की इधर भी शाखा खुल गयी है और उस शाखा

[डा० सरोजिनी महिषी]

द्वारा यहां भी अपना प्रचार कार्य किया जा रहा है। उस शाखा के द्वारा यहां पर कन्नड़, तेलगू, तामिल और मलयालम भाषाओं का हिन्दी भाषा भाषी लोगों को शिक्षण भी दिया जाता है। इसलिए यह संस्था जो कि राष्ट्रीय महत्व की संस्था घोषित होने जा रही है यह एक स्वागत योग्य कदम है। हानांकि मैं समझता हूँ कि ऐसा करने में काफ़ी देर हो गयी है, बिलम्ब हो गया है ताहम देर से ही सही लेकिन यह एक सही और स्वागत योग्य बात है जो कि की जा रही है।

इस के बारे में मुझे एक ही बात लगती है और वह यह कि इतने सालों से यह संस्था इतना उपयोगी काम कर रही है। इसके द्वारा ६,००० केन्द्र खोले गये हैं जहाँ कि हिन्दी प्रचार का कार्य चल रहा है। सभा ने अब तक ७,००० से ज्यादा कार्यकर्ताओं को प्रशिक्षित किया है जो अब समस्त दक्षिण में हिन्दी प्रचार का कार्य कर रहे हैं। ७५,००० से अधिक विद्यार्थी इसकी परीक्षाओं में शामिल हो चुके हैं और और भी हो रहे हैं फिर भी जिस तरह का स्थान इसे प्राप्त होना चाहिए उस तरीके का स्थान प्राप्त नहीं हुआ है। इस बिल के द्वारा भी ऐसा नहीं हो रहा है यह मुझे लगता है। हरद्वार की गुरुकुल कांगड़ी, जामिया मिलिया इस तरह की संस्थाओं को विश्व-विद्यालय की मान्यता मिल गयी है। इसी तरह से हिन्दी साहित्य सम्मेलन, इलाहाबाद के बारे में अभी पिछले साल एक ऐक्ट स्वीकृत किया है। उस ऐक्ट के क्लॉज ६ में यह लिखा हुआ है :—

"Subject to the provisions of this Act and the rules made thereunder, the Sammelan shall perform the following functions, namely:—

(a) to promote the spread of Hindi language and to deve-

lop it and secure its enrichment in the manner indicated in article 351 of the Constitution;

- (b) to work for the promotion, development and advancement of Hindi literature in India and foreign countries and to print and publish such literature;
- (c) to work for the promotion, development and advancement of Devanagari script, and to print and publish literature of other Indian languages in Devanagari script;
- (d) to arrange for the holding of examinations through the medium of Hindi language and to confer degrees, diplomas and other academic distinctions;
- (e) to establish and maintain schools, colleges and other institutions for instruction in Hindi language and Hindi literature and also to affiliate schools, colleges and other institutions for its examinations;
- (f) to affiliate institutions having for their object the promotion of Hindi language and Hindi literature;
- (g) to award honorary degrees and other academic distinctions to persons who may have rendered distinguished service to the cause of Hindi;
- (h) to institute and award prizes (Paritoshiks) to distinguished scholars in Hindi;
- (i) to promote and encourage research in Hindi language and Hindi literature;
- (j) to co-operate with other institutions having objects similar

to those of the Sammelan, in such manner as may be conducive to their common objects;

(k) to receive gifts, grants, donations or benefactions from the Government and to receive bequests, donations or transfers of movable and immovable properties from testators, donors or transferor as the case may be;

(l) to deal with any property belonging to or vested in the Sammelan in such manner as the Sammelan may deem fit for advancing the objects of the Sammelan;

(m) with the approval of the Central Government, to borrow on the security of the property of the Sammelan money for the purposes of the Sammelan;

(n) to perform such other functions as may be deemed necessary by the Sammelan for advancing the cause of Hindi language and Hindi literature or as may be necessary, incidental or conducive to the performance of all or any of the above functions."

एक माननीय सदस्य : इसका हिन्दी में अनुवाद कर दिया जाय ।

डा० सरोजिनी महिषी : इस के लिए सभापति महोदय मुझे समय नहीं देंगे ।

हिन्दी साहित्य सम्मेलन का कार्य इतना विशाल और विस्तृत हो गया है कि विदेशों में भी इसकी शाखाएं खोली जा सकती हैं। उसका कार्य तो इतना बड़ा है कि यह संस्था अपने नाम पर सम्पत्ति ले सकती है किसी से दान ले सकती है और सम्पत्ति पर उस का पूरा अधिकार है लेकिन दक्षिण भारत हिन्दी प्रचार सभा के

बारे में विधेयक में जो बलाज ४ है उसको मैं आप के सामने पढ़ने का प्रयास करती हूँ—

Notwithstanding anything contained in the University Grants Commission Act, 1956, or in any other law for the time being in force, the Sabha may hold such examinations and grant such degrees, diplomas and certificates for proficiency in Hindi or in the teaching of Hindi as may be determined by the Sabha from time to time.

क्लाज ५ में लिखा है :

(1) The Sabha shall maintain proper accounts and other relevant records and prepare an annual statement of accounts including the balance-sheet in such form as may be prescribed by the Central Government.

(2) The accounts of the Sabha shall once at least in every year, be audited by a chartered accountant....

इसका तात्पर्य यह है कि दक्षिण भारत हिन्दी प्रचार सभा को अपना हिसाब किताब सेंट्रल गवर्नमेंट द्वारा निश्चित किये गए फार्म के अनुसार रखना होगा । लेकिन हिन्दी साहित्य सम्मेलन के बारे में इस तरह का प्रतिबन्ध नहीं लगाया गया है । हिन्दी साहित्य सम्मेलन की गवर्निंग बाडी को, कार्य कारिणी समिति को, पूरी तरह से स्वातंत्र्य दिया गया है, लेकिन दक्षिण भारत हिन्दी प्रचार सभा को उस प्रकार का पूरा स्वातंत्र्य नहीं दिया गया है ।

सी प्रकार विदेशों में शाखाएं खोलने और संविधान के अनुच्छेद ३५१ के अनुसार हिन्दी-प्रचार का कार्य करने के बारे में जो सुविधायें हिन्दी साहित्य सम्मेलन को दी गई हैं, उस प्रकार की सुविधायें दक्षिण भारत हिन्दी प्रचार सभा को नहीं दी गयी हैं । जो संस्था ४५ सालों से कार्य कर रही है, जिस ने इतनी बड़ी सेवा

[डा० सरोजिनी महिषी]

की है, उस संस्था के मार्ग में इस प्रकार की रुकावटें डालने की क्या जरूरत थी ?

दक्षिण भारत हिन्दी प्रचार सभा का कार्य वास्तव में बहुत ही बड़ा है। १९१८ में, जिस समय हिन्दी के बारे में किसी प्रकार का विचार या खयाल नहीं था, गांधी जी की प्रेरणा से मद्रास में—उस राज्य में, जिस में आज कल डी० एम० के० के हमारे भाई हिन्दी का विरोध कर रहे हैं—दक्षिण भारत हिन्दी प्रचार सभा का प्रधान कार्यालय बनाया गया, केन्द्रीय समिति बनाई गई। जिस समय दक्षिण भारत में सब तरह की कठिनाइयाँ थीं, जिस समय हिन्दी और स्वातंत्र्य के बारे में खयाल भी नहीं था, उस समय वहाँ पर हिन्दी-प्रचार का बड़ा कार्य शुरू हुआ। गांधी जी ने राष्ट्र-भाषा बनाने के सम्बन्ध में बड़ी दूर दृष्टि से हिन्दी को पहचान लिया और हिन्दी-प्रचार के लिए इस प्रकार की बड़ी संस्था की नींव डाली।

लेकिन स्वतंत्रता के बाद हिन्दी को राजभाषा के रूप में भी मान्यता मिल गई। उसके बाद लोगों में यह विचार पैदा हुआ और सरकार के द्वारा भी इस का प्रचार किया गया कि शीघ्र से शीघ्र हिन्दी का प्रसार होना चाहिए और हिन्दी का न केवल राष्ट्र भाषा बल्कि राज भाषा बनाने के लिए उसके प्रचार और प्रसार के लिए हर तरह से कोशिश करने की आवश्यकता है, इस सदन में जब स्वामीजी, या विरोधी पक्ष में बैठे हुए उनके अनुयायी, हिन्दी का समर्थन करते हैं, वे यह समझते हैं कि हिन्दी केवल उन्हीं की ही भाषा है, और लोगों की भाषा नहीं है। लेकिन हिन्दी हिन्दुस्तान की भाषा है, जब संविधान के द्वारा इस बात की स्वीकृति मिल गई तो वह सारे हिन्दुस्तान की भाषा बन गई। उन लोगों को सोचना चाहिए कि

अहिन्दी-प्रदेश वाले, द्रविड़ भाषायें बोलने वाले लोग, हिन्दी को अपना रहे हैं, लेकिन उस में कुछ समय लगता है। वे हिन्दी के विरुद्ध नहीं हैं, लेकिन उसको अपनाने में कुछ समय लगता है, यह बात हिन्दी के समर्थकों को समझ लेनी चाहिए। डी० एम० के० के भाई राजनीतिविद् हिन्दी का विरोध करते हैं, यह मैं समझती हूँ। मुझे मालूम है कि उनके बच्चे स्कूलों में हिन्दी को जरूर पढ़ते हैं। मद्रास, केरल, आन्ध्र, और मैसूर में स्कूलों में पढ़ाए जाने वाले आवश्यक विषयों में हिन्दी भी एक है। एम० एल० सी० के आवश्यक विषयों में हिन्दी भी एक आवश्यक विषय है। इसके अलावा केवल स्कूलों-कालेजों में ही नहीं, बल्कि हिन्दी प्रचारक संस्थाओं के द्वारा भी हिन्दी प्रचार हो रहा है, लेकिन उन को जो सुविधायें दी जानी चाहिए, केन्द्रीय सरकार की ओर से सुविधायें नहीं दी गयी हैं।

Shri S. Kandappan: At least the reference to our Party....

Mr. Chairman: You have not understood.

Shri S. Kandappan: If there is anything derogatory to our Party we should know it.

Mr. Chairman: What is your point? How can you understand it if you do not know Hindi?

Shri S. Kandappan. It is the Government which is compelling our children in the schools. We cannot send our children to Ceylon.... (Interruptions).

डा० सरोजिनी महिषी : मेरा विचार है कि केन्द्रीय सरकार को अहिन्दी-प्रदेशों में हिन्दी-प्रचार की तरफ जिस प्रकार का ध्यान देना चाहिए था, उस प्रकार का ध्यान उस

ने नहीं दिया । पिछले सालों में अहिन्दी-प्रदेशों में हिन्दी-प्रचार करने वाली स्वयं-सेवी संस्थाओं को, वालन्टेरी इन्स्टीट्यूशन को, किस प्रकार की मदद देनी चाहिए थी, उस प्रकार की मदद उनको नहीं मिली । अगर मैं कोई गलती करती हूँ तो मुझे माफ़ कीजिए, लेकिन हिन्दी-प्रचार के लिए जितनी मदद उत्तर भारत में दी गई है, उतनी मदद दक्षिण भारत में नहीं दी गई है ।

मैं यह भी बताना चाहती हूँ कि दक्षिण भारत में इस प्रकार की संस्थाओं को मदद देने के लिए जो समिति नियुक्त की गई है, उस समिति में दक्षिण भारत के लोग नहीं हैं, बल्कि उत्तर भारत के लोग हैं । मैं इस के खिलाफ़ नहीं हूँ, लेकिन दक्षिण भारत की कठिनाइयाँ क्या हैं, इस बात को अच्छी तरह से समझने के लिए वहाँ के प्रतिनिधियों को इस समिति में लेने की ज़रूरत है ।

जैसा कि मैंने अभी कहा है, दक्षिण भारत हिन्दी प्रचार सभा ने बड़ी सेवा की है और आज उस की सेवाओं को मान्यता मिल रही है । उस ने देश के चार ही प्रदेशों में जो काम किया है वह प्रशंसनीय है । इस सम्बन्ध में मुझे स्मरण आता है कि कर्नाटक हिन्दी-प्रचार सभा पिछले पच्चीस सालों से काम कर रही है और कल उस का रजत जयन्ती महोत्सव सम्पन्न हो रहा है । इस सन्दर्भ में इस सेवा की स्तुति करते हुए, मुझे केन्द्रीय सरकार का यह भी कहने की ज़रूरत महसूस होती है कि केन्द्रीय सरकार दक्षिण भारत हिन्दी प्रचार सभा की तरफ़ ज्यादा ध्यान दे और अब तक सम्पत्ति को लेने और सिक्यूरिटी पर कर्ज़ा वगैरह लेने के बारे में उस पर जो रैस्ट्रिक्शन्ज़ हैं, जो आपत्तियाँ हैं, उनको हटाए ।

सभापति महोदय : अब आपको जल्दी ख़त्म करना चाहिए ।

डा० सरोजिनी महिषि : मैं एक मिनट में ख़त्म करती हूँ ।

मैं यह भी कहना चाहती हूँ कि पिछले शिक्षा मंत्री, डा० श्रीमाली, ने इस सदन में इलाहाबाद के हिन्दी साहित्य सम्मेलन के बारे में कहा था कि उस के सब हिसाब, वगैरह मेस में थे — इट वाज़ इन ए मेस इसलिए समग्र और पूरे विस्तृत रूप से इस प्रकार का बिल लाने की ज़रूरत पड़ी । लेकिन दक्षिण भारत हिन्दी प्रचार सभा का काम बहुत थफ़ाई से चल रहा है, इस लिए बहुत छोटा बिल लाया गया है, । श्रुति उस के काम में कोई त्रुटियाँ हैं ही नहीं इसलिए उन को हटाने के लिए कोई व्यवस्था करने का प्रश्न ही नहीं है ।

दक्षिण भारत हिन्दी प्रचार सभा की सेवायें आज इस तरह मान्य की गई हैं, इस के लिये मैं केन्द्रीय सरकार और शिक्षा मंत्री जी को अभिनन्दन देती हूँ ।

Mr. Chairman: I should like to explain my difficulty to the House. There are eighteen speakers more . . . (Interruptions).

Dr. M. S. Aney: I do not know whether you are referring to the list before you.

Mr. Chairman: You have not listened to me. Even before I complete my sentence, many hon. Members have risen in their seats. I want to inform you that I shall try to accommodate as many hon. Members as possible, as many States as possible and as many view points as possible. All these things have to be co-ordinated. Let nobody think that I am partial this way or that way. Whether I exercise my judgment correctly or not is for the others to judge. Ten minutes is the time-limit. Discussion must close at 5 o'clock today and the hon. Minister will reply tomorrow morning. Intending Members who wish to speak are still coming. But people representing different view points, differ-

[Mr. Chairman]

ent States and different parties should have a chance. That is what I wanted to say. Mr. Ram Sevak Yadav. He must stick to the time-limit.

श्री रामसेवक यादव (बाराबंकी) : समापति महोदय, सेठ गोविन्द दास ने इस बिल पर बोलते हुए कहा कि डा० लोहिया चाहते हैं कि बहुभाषी केन्द्र बने, केन्द्र में कई भाषायें चले। मैं निवेदन करना चाहता हूँ कि इस भाषा के सवाल का कांग्रेसी सरकार और सेठ गोविन्द दास जैसे हिन्दी के ठेकेदारों ने इतना बिगाड़ दिया है, इतना तोड़ दिया है, कि डा० लोहिया को मजबूरन इस बात को कहना पड़ता है कि अगर एक भाषा से केन्द्र का काम न चले, तो बहुभाषी केन्द्र बने। मैं निवेदन करना चाहता हूँ कि इसी कारण से मुझे भी आज इस विधेयक का विरोध करना पड़ रहा है।

श्री सिद्धेश्वर प्रसाद (नालंदा) डा० लोहिया के अनुयायी से ऐसी ही उम्मीद थी।

श्री रामसेवक यादव : मैं इस विधेयक का विरोध करता हूँ, लेकिन हमारे और हमारे डी० एम० के० के मित्रों के विरोध के कारण भिन्न हैं। डी० एम० के० के मित्रों ने कहा कि एक तमिल प्रचारसभा की स्थापना हो। मैं उस का स्वागत करता हूँ और चाहता हूँ कि इस तरह का कोई कदम उठाया जाये।

यह जो विधेयक है उसका उद्देश्य है कि हिन्दी का प्रचार हो और इस उद्देश्य की पूर्ति के हेतु राष्ट्रीय स्तर पर मान्यता दिये जाने की व्यवस्था इस विधेयक में की गई है महात्मा गांधी ने इस संस्था को चलाया था। तब उन के दिमाग में एक यही बात थी कि जब अंग्रेजी चला जाए, हिन्दुस्तान स्वतंत्र हो जाए, तो देश की एक अपनी जवान हंगी, देश की सभी भाषायें फूलेंगी, फूलेंगी और

अंग्रेजी जाएगी। आज देश को आजाद हुए १७ बरस हो चुके हैं। लेकिन महात्मा गांधी का स्वप्न और उनका उद्देश्य कि अंग्रेजी जाए, देशी भाषायें उसका स्थान लें और कोई एक राष्ट्र भाषा बने, पूरा नहीं हुआ है। अंग्रेजी आज भी कायम है और मैं यह कहना चाहूंगा कि अंग्रेजी घटने के बजाय बढ़ रही है। अगर मंत्री महोदय समझते हैं कि इस विधेयक के पारित हो जाने से हिन्दी बढ़ेगी, उसकी तरक्की होगी तो शायद वह स्वयं धोखे में हैं और देश की जनता को और इस सदन के माननीय सदस्यों को भी धोखे में रखना चाहते हैं। केवल इस विधेयक के पारित हो जाने से कभी भी हिन्दी का प्रसार नहीं होगा और हिन्दी राष्ट्रभाषा नहीं बन सकेगी। इसका एक ही कारण है और वह यह है कि सरकार की भाषा सम्बन्धी कोई नीति नहीं है, कोई दिशा नहीं है। दिशा-विहीन और नीति-विहीन यह सरकार है। इसके रहते कोई भी मामला हल नहीं हुआ है और न हल होने की आशा है। १७ वर्ष हो गए हैं भाषा का मामला, साम्प्रदायिकता का मामला तथा दूसरे जितने मामले हैं उन में से कोई भी हल नहीं हुआ है। कहीं किसी भी जगह कोई नीति नहीं है, कहीं कोई सफाई नहीं है कहीं पर कोई पकड़ नहीं है, कहीं पर कोई कमिटी-मेंट नहीं है।

जो हाल इस सरकार का है, वह मैं आपको बतलाना चाहता हूँ। उत्तर में जब रहेंगे या उत्तर में जब जायेंगे या वहाँ पर भाषण देंगे कोई मंत्री या गवर्नर तो वहाँ पर ऐसी बोली बोलेंगे कि बिना राष्ट्र भाषाओं के, बिना देशी भाषाओं के, बिना हिन्दी के सरकारी काम काज चलना हमेशा सम्भव नहीं है और इनको बिना चलाये हुए जनतंत्र को सफलता पूर्वक चलाना संभव नहीं है। लेकिन दक्षिण में जाते हैं तो वही मंत्री, वही जिम्मेदार व्यक्ति ऐसी बोली

बोलते हैं कि जब तक हिन्दी या देशी भाषायें इस योग्य नहीं हो जाती कि उन में राज-काज चल सके, तब तक अंग्रेजी में ही राज काज चलता रहेगा, अंग्रेजी बराबर कायम रहेगी। हम ने देखा भी है कि इस सदन से एक ऐसा कानून पास करवा लिया गया है कि १९६५ तक की अवधि पूरी होने के बाद भी अंग्रेजी सहभाषा की तरह कायम रहेगी। सहभाषा का मतलब क्या है इसको भी आप देखें। इसका मतलब यह है कि वह मुख्य भाषा बनी रहेगी और हिन्दी, तमिल, तेलगू, मराठी आदि जितनी भी देशी भाषायें हैं मातृभाषायें हैं वे कभी भी अपना स्थान नहीं ले सकेंगी।

इसलिए श्रीमन्, अगर सरकार वास्तव में चाहती है कि देशी भाषायें चले हिन्दी का प्रसार हो तो सब से पहला काम यह होना चाहिये कि अंग्रेजी का सार्वजनिक प्रयोग बन्द हो। जब हम अंग्रेजी का विरोध करते हैं तो हमारे उस विरोध का बहुत ही गलत मतलब लगाया जाता है और प्रचार के तौर पर कहा जाता है कि हम लोग तो अंग्रेजी भाषा के दुश्मन हैं। मैं साफ कह देना चाहता हूँ कि हम अंग्रेजी के दुश्मन नहीं हैं, हम तो केवल यही चाहते हैं कि अंग्रेजी का सार्वजनिक प्रयोग बन्द किया जाए, विधान सभाओं में, लोक सभा में, अदालतों में, दफ्तरों में, कचहरियों में, विश्वविद्यालयों में, जहाँ जहाँ इस देश की जनता को आप दिन अपनी जरूरत के कामों को पूरा करने के लिए जाना पड़ता है वहाँ वहाँ इस अंग्रेजी का व्यवहार बन्द हो। सरकारी नौकरियों के जितने इस्तहान हैं उनका माध्यम अंग्रेजी न रहे, देशी भाषायें हों। जब तक यह व्यवस्था नहीं होगी तब तक संतोष लोगों को नहीं मिल सकता। तब तक इस प्रकार के कानून केवल कुछ लोगों को, हिन्दी के प्रशंसकों को, देशी भाषाओं से प्रेम करने वालों को सात्वना देने के लिए ही पारित करवाये जा रहे हैं, ऐसा अगर कहा जाएगा तो बिल्कुल

भी अनुचित नहीं होगा। इतना ही नहीं कुछ लोगों के, दक्षिण के कुछ लोगों के मन में एक तरह से गर्मी और गुस्सा पैदा करने वाली वह बात होगी। बहुत हद तक देश टूट चुका है। मैं चाहता हूँ कि सरकार कम से कम अब यह प्रयास न करे कि हिन्दी के सवाल को लेकर दक्षिण और उत्तर में झगड़े खड़े हों। इस विधेयक को ला करके सरकार का यह मंशा नहीं है कि झगड़े पैदा हों, सरकार तो अंग्रेजी से चिपटी हुई है, वह तो नहीं चाहती है कि अंग्रेजी हटे, लेकिन अंग्रेजी को रखने का मंशा होते हुए भी इस विधेयक को ला करके वह यह चाहती है कि उत्तर और दक्षिण के लोगों में बुद्धि विभ्रम फैले और सत्तारूढ़ दल के जो लोग बड़ी बड़ी सरकारी नौकरियों में लगे हुए हैं और वे लोग जिन के निहित स्वार्थ स्थापित हो गए हैं उनके हाथ में एक हथियार भी आ जाए और वे कहें कि बिना अंग्रेजी के काम चल ही नहीं सकता है, अंग्रेजी में अगर राजकाज नहीं चलेगा तो देश टूट जाएगा और देश को टूटने से बचाना है तो अंग्रेजी को कायम रखा जाए। यह जो उद्देश्य है, मैं समझता हूँ, वह इस विधेयक से पूरा हो गया है। इससे उत्तर दक्षिण के झगड़े तो खड़े होंगे लेकिन हिन्दी के प्रसार का जो उद्देश्य है वह कदापि पूरा नहीं होगा।

जो भी चाहते हैं कि हिन्दी बड़े, तेलगू बड़े, तमिल बड़े, तथा जितनी भी देशी भाषायें हैं वहाँ, उनका सब से पहले काम यह होना चाहिये कि वे सरकार से मांग करें कि किसी तरह से अंग्रेजी जाये। यही उनका और सरकार का भी उद्देश्य होना चाहिये कि अंग्रेजी किसी तरह से जाए। जब अंग्रेजी चली जायेगी तो फिर लाजिमी है, निश्चित बात है उसकी जगह देशी भाषायें लेंगी, हिन्दी लेगी, तमिल लेगी, तेलगू लेगी। मेरा निवेदन है कि जो विधेयक आप लाये हैं, इस तरह के विधेयक पारित करने का न कहा जाए।

[श्री रामसेवक यादव]

डी० एम० के० के मित्रों को भी मैंने सुना है और उन्होंने इसका विरोध किया है। मैं नहीं समझता हूँ कि उन्होंने मन से इसका विरोध किया है। दक्षिण भारत के चाहे जिस इलाके के लोग हों, वे भी कोई अंग्रेजीदां लोग नहीं हैं, अंग्रेजी पढ़ने वाले लोग नहीं हैं और अगर सारे देश के आंकड़े इकट्ठे किये जायें तो शायद दो प्रतिशत लोग ही अंग्रेजी जानने वाले आपको मिलेंगे। लेकिन उस में से अगर उत्तर भारत को निकाल दें और दक्षिण भारत के तथा पश्चिम भारत के उन हिस्सों को निकाल दें जहाँ अंग्रेजी कम है और केवल दक्षिण को लिया जाए, तमिलनाडु को ही लिया जाए तो करीब पांच प्रतिशत अंग्रेजी पढ़े लिखे लोग होंगे। वहाँ भी साधारण जनता को अंग्रेजी से कोई प्रेम नहीं है। एक बात में डी० एम० के० के मित्रों से कहना चाहता हूँ। उनका हिन्दी विरोध समझ में आ सकता है, हिन्दी अगर उन पर लादी जाती है तो वह भी बात समझ में आ सकती है, हिन्दी की साम्राज्यशाही की बात भी समझ में आ सकती है और ये बातें होनी भी नहीं चाहियें और हिन्दी किसी पर लादी नहीं जानी चाहिये। यह बात भी समझ में आ सकती है कि उनकी इच्छा के अनुसार चलने का प्रयास हो। लेकिन जब वे अंग्रेजी को कायम रखने की ज़िद करते हैं तो वह बात समझ में नहीं आती है। यह पता नहीं चलता है कि इसका मतलब क्या है? आज तक हमने हिन्दी का विरोध सुना है, अंग्रेजी का पक्षपात सुना है, लेकिन डी० एम० के० के मित्रों के मुँह से हमने आज तक कभी भी यह नहीं सुना है कि तमिलनाडु में, मद्रास राज्य में, तमिल भाषा में राजकाज चलाया जाए। हिन्दी के खिलाफ वहाँ पर प्रदर्शन हुए हैं, संविधान की प्रतियाँ जलाई गई हैं लेकिन एक भी आन्दोलन वहाँ पर डी० एम० के० के मित्रों ने ऐसा नहीं चलाया है कि अंग्रेजी राजकाज की भाषा न रहे और उसकी जगह तमिल चले। अगर वे जनतंत्र में

विश्वास करते हैं तो उनको यह बात कहनी चाहिये और इसके बारे में आन्दोलन खड़ा करना चाहिये। वे कहते हैं कि सामाजिक तौर और आर्थिक पिछड़ेपन के तौर पर, वे दुखी लोगों के बीच से आए हैं, छोटे लोगों के बीच से आए हैं। यदि यह सही है तो मैं उनको बतलाना चाहता हूँ कि जब तक तमिल में वहाँ का राजकाज नहीं चलेगा तब तक उनके लोग आगे नहीं आ सकते हैं, अंग्रेजी पढ़े लिखे कुछ लोग हो आयेंगे और उन जैसे लोग, राजाजी जैसे लोगों के हाथ में खिलवाड़ और खिलौना बन कर खेलते रहेंगे और देश का बहुत बड़ा नुकसान करेंगे। हिन्दी से वे न लड़ें, लड़ें अंग्रेजी से। आज हिन्दी की लड़ाई तमिल से नहीं है, तेलगू से नहीं, किसी भी देशी भाषा से नहीं है, उसकी लड़ाई तो अंग्रेजी से है। हिन्दी, तमिल, तेलगू आदि सभी भाषायें बहनें हैं, कोई बड़ी बहन है तो कोई छोटी बहन है। इनमें कोई ज्यादा फर्क नहीं है। आज उन सब भाषाओं का झगड़ा अंग्रेजी से है। अंग्रेजी के रहते कोई भी देशी भाषा पनप नहीं सकती है सही मानों में और न ही फलफूल सकती है। अगर आन्दोलन ही चलाना था तो अंग्रेजी के खिलाफ चलाना चाहिये था और तमिल भाषा अगर तमिलनाडु में चलती तो मुझे बड़ी खुशी होती।

उत्तर प्रदेश, राजस्थान आदि में राजकाज, विधायकों का काम हिन्दी में होता है। इसी तरह से वहाँ भी ये लोग संघर्ष करके अगर तमिल चलवाने की कोशिश करते तो बड़ी खुशी होती। तमिल की वकालत अगर वे करते तो उसका स्वागत हो सकता था, लेकिन अंग्रेजी की वकालत मैं नहीं समझ सका हूँ कि वे क्यों करना चाहते हैं। इसमें भी मैं उनको दाय नहीं देना चाहता हूँ। जो सत्तारूढ़ दल है, उसका केन्द्र में तथा देश के सभी प्रान्तों में राज्य है, एक ही पार्टी का राज्य आज समस्त भारत में है, उसी एक दल के हाथ में आज समस्त देश की सत्ता

है। इस नाते उसकी नीति सारे देश में चल सकती थी। प्रधान मंत्री नेहरू जी अगर कोई काम करवाना चाहते हैं तो डिसिप्लिन के नाम पर, कांडा जिस का कहते हैं, वह चलाया जाता है, ब्रिप जारी कर दिया जाता है लेकिन केन्द्र का मंत्रिमंडल हिन्दुस्तान का प्रधान मंत्री कभी कोई भाषा के ऊपर एक नीति नहीं बना सका है और न ही जो उद्देश्य सरकार के रहे हैं, उन पर वह देश को चला सका है। कहने का मतलब यह है कि जान बूझकर हर मुद्दे पर, हर सवाल पर कोई निश्चित नीति नहीं बनी है अनिश्चितता की नीति पर खड़े रह कर उत्तर भारत और दक्षिण भारत का सवाल पैदा किया जाता है, ताकि सरकार की जो कम-जोरियां हैं उनकी तरफ जनता का ध्यान न जाए। उसका यही उद्देश्य रहा है कि हिन्दू मुस्लिम के मुद्दे पर लोग लड़ते रहें, जाति जाति के नाम पर लोग लड़ते रहें, भाषा के मुद्दे पर लोग लड़ते रहें और जो असली मुद्दे हैं उनकी तरफ उनकी नजर न जाए।

अगर सरकार का उद्देश्य है कि देशी भाषायें पनपें तो सब से पहला काम होना चाहिये कि अंग्रेजी का सार्वजनिक इस्तेमाल बन्द हो। चांगला साहब यहां नहीं हैं लेकिन मैं उनसे निवेदन करूंगा कि सब से पहला काम यह होना चाहिये कि बड़ी सरकारी नौकरियों के इम्हतान का माध्यम अंग्रेजी न रहे और उसको जगह हिन्दी, तमिल, तेलगू इत्यादि देशी भाषायें हों। डर की बात हो सकती है कि बड़ी नौकरियों में सब उत्तर भारत के लोग आ जायेंगे। मैं निवेदन करना चाहूंगा कि नौकरियों में प्रांत के हिसाब से, आबादी के हिसाब से स्थान सुरक्षित कर दिये जायें, दस, पांच साल के लिये। अगर दक्षिण भारत के लोगों को डर है तो सारी नौकरियां उनको दे दी जायें, उत्तर भारत के लोगों को कुछ न दिया जाये, लेकिन अगर यहां से शुरूआत नहीं होगी तो काम चलने वाला नहीं है। असल में डरने की कोई

बात नहीं है। सरकार चाहती है कि उत्तर और दक्षिण का झगड़ा चलता रहे ताकि उनके और काम काज को कमीटी पर न कसा जाये और मन मंजी रूप से यह सरकार चलती रहे।

Shri Oza (Surendranagar): Sir, I whole-heartedly support this Bill and take this opportunity to pay my humble homage to the Father of the Nation. As early as 1918, he realised that Hindi alone can be the national language. He did not wait for freedom to come. He realised that the nation can progress only through certain activities and he started those activities. He did not wait till freedom was won by the nation after so many struggles. So, he started spreading Hindi, particularly in Daskshina Bharat. He started home industries. He propagated that prohibition should be enforced. He propagated against untouchability. That was a part of his programme and the picture of future India was very clear before him.

It is a paradox and a tragedy that after freedom, though we have put the appropriate article in the Constitution, in reality we have not yet been able to accept Hindi as the official language. It is a great paradox and also a sad plight; it is a great pity that still English, a foreign language, continues to be our main official language.

We have heard with great care and attention the speech delivered by the DMK Member. We realised from him what are the fear complexes. As he rightly pointed out, they fear that the propagation of Hindi will retard the propagation of the regional language. I am also of the opinion that unity can be acquired not through doing away with various diversities. But we should recognise what diversities are prevailing in this country and we should emphasise the points of unity, rather than to create an artificial unity. Let each language grow and have its proper place in our nation. So, I am of the opinion that the regional languages should be developed and given full scope in

[Shri Oza]

those regions. All the official work should be in the regional language. I am also of the opinion that all the universities should have as medium of instruction their own mother-tongue right up to the highest stage. That will remove the fear complex that seems to be puzzling friends from DMK.

The other point to which the previous speaker also referred is that the UPSC is holding its examinations in English. Certainly the candidates from the various parts of India which are non-Hindi speaking will oppose Hindi being the medium of instruction for UPSC examinations, because they would think that in that case, the candidates coming from Hindi-speaking areas will have some advantage over those who are coming from non-Hindi areas. Hindi people will have to give their examinations in their own mother-tongue which they can do very effectively and they will secure higher marks and others coming from other parts of India will have a handicap. There is some substance in that. So, I am of the opinion that side by side with the holding of UPSC examinations in Hindi, we should allow everybody to appear in his own regional language also. The services should be recruited only through the medium of the regional language. After a candidate is selected, we can give him training in Hindi and other things which are absolutely necessary. But so long as you insist upon English being the medium of examination, I am sure this rancour will continue and it will take a lot of time before you are able to introduce Hindi as the national language.

We are suffering from a sort of inferiority complex. We are not prepared to go the whole hog. If we want to tackle any question, we should do it boldly. If we do it half-heartedly, fears have been expressed; as one hon. Member said, he does not see how for years to come Hindi can be the official language of the country. It is a great tragedy. We should tackle the question very boldly. We can do that

only through the development of the regional languages and acceptance of the regional languages also as national languages of this country. As I said, if we hold the examinations in the UPSC through the regional languages, half the storm will be over. Because of this fear that they will be suffering from handicaps and their candidates will not be successful, there is great agitation against Hindi as the national language. I am sure with the full development of the regional languages in times to come, we will be able to allay the fears of non-Hindi areas.

This Bill was put on a national footing an institution which has been rendering yeoman service in the spread of Hindi. Sometime back we accepted the Hindi Sammelan as an institution of national importance. So also we have done this, though it is a bit late in the day. I am glad that the Government have come forward with this Bill and given due recognition to this institution. I am sure Government will continue to give the utmost help to this institution, because after all, it is only through voluntary efforts that you can propagate Hindi. As has been rightly pointed out, if we are over-enthusiastic in the spread of Hindi, people fear that it will be at the cost of their own regional language, that will retard the propagation of the national language. So, only through voluntary agencies, we can hope to spread Hindi. Therefore, I lend my support to this institution which was founded by the Father of the Nation and I urge the Government to give all help that is required by this institution.

Dr. M. S. Aney: Sir, I thought this was a Bill which would be passed without much controversy in this House, because the apprehensions which some of my friends from the South have got about Hindi have no reasonable ground whatsoever to appear so far as this Bill is concerned. When a nation is formed, certain things which are held up as very important things also have to be creat-

ed, namely, a national flag, a national language and a common Constitution. These are three things which are absolutely essential. Therefore, when we framed our Constitution, we have to ourselves a national flag and a national language also.

So far as the national language is concerned, it is enshrined in the Constitution that Hindi is the national language. But realising all the difficulties, to give practical effect to it immediately, another Bill was passed, which was called the Official Languages Bill.

I believe, so far as that Act stands there, my hon. friends in Tamilnad and other places should have absolutely no apprehension whatsoever of Hindi being imposed upon them. There is no ground whatsoever for such fears. If Hindi is to be actually installed as the official language of India, it is to be done with their consent and with their approval. That is clearly laid down there. There is only one thing which is mentioned there, in that Act that at the end of ten years the question will be re-opened just to see whether Hindi and the other Indian languages have made any progress or not.

The argument of my friends from Tamilnad and also a great many other friends is that Hindi and the regional languages are not, according to them, sufficiently developed to become official languages. If they are to be sufficiently developed within that period, attempts should be made from that point of view. That being the position, they can have no objection to any attempt that is being made not only for the development of Hindi but also for the development of any regional language in this period so that they will be fully developed to be recognised as official languages for their own States and Hindi for the whole of India. To attempt for the development of Hindi and the regional languages to be proper media of expression in my opinion, is one of the injunctions, one of the duties im-

posed upon all those who stand pledged to the present Constitution.

We have a democracy. One of the most important needs of democracy is that we not only rule the people but rule them through a language that they understand and that the people are also able to judge our actions. Everything that we do for the sake of the people is to be judged by them. But they are not able to understand what we do because we are as here in do it in the States as well as here in the Centre in a language which they can understand. So long as our laws and our rules are not made in the languages of the people, they cannot understand them. All that we do is, we try to govern the State not with the help of the people as such but by some persons who manage to get themselves recognised as representatives of the people and come here. People knowing English are taking advantage today over the others. In order that real democracy may be formed, in order that Indian democracy may function in its true spirit, attempts ought to be made both for the development of Hindi and also for the development of regional languages. If proper attempts are made, I am sure, in the few years to come, these languages will progress and will be able to be recognised as official languages.

Having said that, I shall now come to this Bill. What does this Bill seek to do? This Bill recognises the good work done by the Dakshina Bharat Hindi Prachar Sabha which was started 45 years ago. One of the persons who worked hard for the Sabha was the present leader of the Swatantra Party, Shri Rajagopalachari himself. At least three-fourth of the work done by this Sabha is due to the enthusiasm and selfless efforts made by Rajaji. So this is a work which was started at a time when there was no controversy over this matter. The most important thing is, the work to popularise the cause of Hindi throughout India is being done by this body silently for the last 45 years. Lakhs of people have taken advantage of

[Dr. M. S. Anay]

this institution. Silent work is very seldom recognised in these days. In these days only noise and advertisements pay. Those who talk most about themselves are considered the best in this world. Those who do not talk about themselves are forgotten. This is an institution which has done solid work for the sake of propagation of Hindi. Some of those who have taken advantage of that institution are fortunately present in this House today to give us the advantage of their knowledge. That being the position, this silent service which is being done for Hindi by this body for a period of 45 years is a thing which should be recognised. It is a good reason why this institution should be given the status of a national institution.

By giving the status of a national institution we do not make it a government institution. We do not make it a tool of government at all. It is something like a university which has got all rights of autonomy in itself, and only nominal control by the government is there. It is that position that we are giving to this institution. I believe by giving recognition to this institution we shall be setting an example to all the lovers of Hindi to take up similar work during these ten years to improve Hindi and all the regional languages in such a way as to make them vehicles of expression of all actions, all intricate and most abstruse ideas. If that is done, we shall have, at the end of ten years, the willing consent of our friends from Tamilnad to have not only Hindi as the official language for the whole of India but all the regional languages as official languages of their own States also.

With this hope in view, Sir, I thank you for giving me a chance to participate in this debate and conclude.

बी हिममत्सिहका (गोड्डा) : आज जो यह विधेयक सभा के सामने पेश किया गया है, मैं उसका समर्थन करता हूँ।

मैं दक्षिण भारत हिन्दी प्रचार सभा को बहुत दिनोंसे जानता हूँ और इस संस्था ने दक्षिण भारत में हिन्दी का काफी प्रचार किया है। मैं समझता हूँ कि इसके जरिए ७० या ७५ लाख लोग दक्षिण भारत में हिन्दी सीख चुके हैं। इस संस्था को जो मान्यता दी जा रही है यह बहुत वाजिब है और मैं समझता हूँ कि हिन्दी प्रचार को इसमें और अधिक सफलता मिलेगी।

मैं समझता हूँ कि मद्रास में और दक्षिण भारत के अन्य प्रांतों में हिन्दी का प्रचार अच्छी तरह से हो रहा है। यहां पर जो कुछ लोग हिन्दी का विरोध करते हैं उसका कारण यह है कि कुछ हिन्दी वाले जानबूझ कर या अनजाने कुछ ऐसा दिखाते हैं कि वे अहिन्दी भाषियों के विरोधी हैं। मेरा निवेदन है कि हिन्दी भाषाभाषियों को उदारता से काम लेना चाहिए और जिनकी मातृभाषा हिन्दी नहीं है उनसे प्रेम से पेश आना चाहिए और उनको हिन्दी सीखने का प्रोत्साहन देना चाहिए। साथ ही उनकी कठिनाइयों को समझना चाहिए और ऐसा नहीं अनुभव होने देना चाहिए कि हम उन पर यह भाषा लादना चाहते हैं।

इस के अतिरिक्त जो विरोध हो रहा है उसका कारण यह है कि कुछ लोग समझते हैं कि हिन्दी राज्य भाषा होने से हिन्दी भाषा-भाषियों को सरकारी नौकरियां प्राप्त करने में अधिक सुविधा होगी। पर मेरा ऐसा ख्याल है कि जो लोग दूसरी भाषा को सीखते हैं वे उन लोगों से उस भाषा को अधिक सीख लेते हैं जिन की वह मातृभाषा होती है। मैं आप को अपना उदाहरण देना चाहता हूँ। मेरी मातृ भाषा हिन्दी होती हुए भी कालिज में मेरी सैकंड लैंग्वेज बंगला थी। और मैं बंगला में बंगाली विद्यार्थियों से ज्यादा नम्बर पाता था। मेरा विचार है कि अगर दक्षिण भारत वाले हिन्दी सीखेंगे तो हिन्दी वालों से अच्छा परिणाम दिया सकेंगे।

इसलिए मैं फिर कहना चाहता हूँ कि जहाँ तक हो सके हिन्दी भाषाभाषियों को उदारता से काम लेना चाहिये ताकि अहिन्दी भाषाभाषियों के मन में यह ख्याल न हो कि हम पर यह भाषा जबरदस्ती लादी जा रही है ।

श्री काशी राम गुप्त (अलवर) : सम्भाषित महोदय, मैं इस विषयक का स्वागत करता हूँ किन्तु मुझे सरकार पर यह भरोसा नहीं होता कि वह उस को सही रूप में अमल करवा सकेगी । उस का कारण क्या है ? जो पिछले इतिहास है उस को देखते हुए मुझे ऐसा मालूम होता है कि सरकार का यह अभ्यास हो गया है कि वह अपनी गलतियों को दूसरों के ऊपर डाले ।

अभी अभी इस सदन में अनेक विद्वान सदस्यों ने यह इशारा किया कि जो हिन्दी भाषी लोग हैं उन में जो नार्य के हिन्दी इण्डियजस्ट्स हैं, अब वह कौन हिन्दी इण्डियजस्ट्स हैं इस सदन में मैं यह समझ नहीं पाया ? कुछ दिन पहले तक हमारे माननीय उपमंत्री श्री भक्त दर्शन जो इधर हमारे साथ बैठते थे क्या उन को वे हिन्दी इण्डियजस्ट्स मानते थे या वे श्री रघुनाथ सिंह को हिन्दी का इण्डियजस्ट्स मानते हैं ? मेरा कहना है कि इस में कांग्रेस और विरोधी पक्ष का तो सवाल ही नहीं है । हिन्दी का जो विशेष समर्थन करने की बात करते हैं उन के बारे में यदि यह भ्रम पैदा हो जाय कि वे लोग हिन्दी की लादने का अभ्यास करवा रहे हैं तो इस से बड़ी भूल की बात और कोई न होगी । हम लोग तो इतना ही कहते हैं कि जो संविधान में लिखा हुआ है उस का ठीक तरह से पालन हो, इस तरीके से पालन हो जिस से कटुता पैदा न हो और वातावरण ठीक बना रहे । लेकिन सम्भाषित महोदय, मैं निवेदन करूँ कि यह बीमारी इतनी सरल नहीं है जैसा कि बहुत से माननीय सदस्य समझते हैं क्योंकि यदि केवल हिन्दी का विरोध होता

तो वह सारे दक्षिण में होता । वह विरोध मैसूर, कर्नाटक, में भी होता, वह आंध्र में भी होता । तामिलनाडु में केवल क्यों प्रारम्भ हुआ ? उन का विरोध इस आधार पर नहीं है कि वह हिन्दी की कठिनाइयों को समझ कर और उन पर वृत्त कर के उन को दूर करना चाहते हैं : ऐसी बात नहीं है । डी० एम० के० के जिन माननीय सदस्य ने भाषण दिया उस से यह स्पष्ट मालूम हो जाता है कि जो विचारधारा वहाँ घर कर रही है वह कितनी तादाद में कर चुकी है । मैं यहाँ बैठा हुआ नहीं कह सकता कि वह कितनी तादाद में कर चुकी है लेकिन वह विचारधारा कितनी खतरनाक है इस को हमें देखना चाहिये । उन का मूल रूप से जो एक ध्येय है वह भ्रष्ट के दुश्मनों को अलग अलग समझना । वह नहीं मानते कि दक्षिण भारत का उत्तर भारत से कोई सम्बन्ध है । माननीय श्री सुब्रह्मण्यम ने कहा कि हम चाहते हैं कि दक्षिण भारत और उत्तर भारत का कलचरल सम्बन्ध हो । डी० एम० के० कलचरल रिलेशंस की तो बात करते हैं लेकिन हम एक राष्ट्र हैं इस तरीके से वह नहीं मानते । राष्ट्रीय एकता की विचारधारा का नहीं मानते हैं । वे हिन्दी का विरोध जिस राजनीतिक दृष्टिकोण को रख कर करते हैं उस को हमें बहुत कम कर के नहीं आंकना चाहिये । हिन्दी के विरोध को ले कर जो उन का राजनीतिक दृष्टिकोण है वह बहुत गम्भीर है और उस का हमें मुकाबला करना है । उस का मुकाबला हम केवल विरोध को दबा कर नहीं कर सकते हैं, उस का मुकाबला सफलतापूर्वक यदि करना है तो हमें निश्चित रूप से और मनावैज्ञानिक रूप से उन के साथ बैठ कर, और समझ समझ कर करना होगा । किन्तु यदि राजनीति में उन की नीयत ही यह हो कि वह अपना राजनीतिक तर्क बना कर हो चलेगे तो फिर इस समस्या को सरकार के आधार पर सृजना के लिये सांचना पड़ेगा । जैसा कि कहा गया

[श्री काशी राम गुप्त]

कि तामिलनाडु का बहुमत हिन्दी के पक्ष में है और जैसा कि बतलाया गया कि इतने हजार लोग वहाँ पर हिन्दी सीखने वाले हैं, हिन्दी सीख रहे हैं, वहाँ पर इस प्रकार की कोई कटुता नहीं है तो फिर इस बात का तो कोई प्रश्न ही पैदा नहीं होता कि वहाँ जनता हिन्दी के विरुद्ध है। जैसा कि अभी हमारे डी० एम० के० के एक साथी ने कहा कि हम आगामी चुनाव हिन्दी के विषय को लेकर लड़ेंगे और वह इस आधार पर चुनाव लड़ेंगे कि हिन्दी को हमें नहीं अपनाना चाहिये तो मेरा उन से कहना यह है कि ऐसा करना संविधान का उल्लंघन होगा, उन के इस तरह से संविधान की अवहेलना होगी इसे वह भली भाँति समझ लें।

दक्षिण भारत हिन्दी प्रचार सभा द्वारा हिन्दी के लिए बहुत उपयोगी काम हुआ है और हो रहा है इस से सब कोई सहमत है लेकिन कुछ वक्ताओं द्वारा जो हिन्दी को लादने की बात कही गयी और यह कहा गया कि हिन्दी को आहिस्ता आहिस्ता चलाया जाय और उस में जल्दबाजी न की जाय तो उन का यह आक्षेप सही नहीं है। हिन्दी को लादने का सवाल है कहाँ ? हिन्दी के बारे में संविधान में जो निर्देश दिये गये हैं उन का पालन करना तो हिन्दी लादना नहीं कहा जा सकता है। इस विधेयक द्वारा इस संस्था को जो राष्ट्रीय महत्व की संस्था घोषित किया जा रहा है वह एक सही कदम है। लेकिन हमें यह भी देखना है कि जब से यह सभा बनी थी उस समय से लेकर आज तक इन ४५ वर्षों में कितना अन्तर पड़ गया ? कई समस्याएँ ऐसे राजनीतिक रूप लेकर उठ खड़ी हुई हैं जो कि पहले नहीं थीं। जब एक बहुत बड़ा आदमी जो कि इस संस्था का कर्ता धर्ता होता था, इस को चलाने वाला था वह जब उस के विरोध में चला जाता है

तो समस्या उत्पन्न जाती है। अभी परसों या चौथे दिन की बात है कि हम में से कुछ लोग सेन्ट्रल हाल में बैठे हुए थे। डी० एम० के० के नेता श्री मनोहरन भी वहाँ मौजूद थे। शेख अब्दुल्ला के बारे में चर्चा छिड़ गयी। उन का प्रश्न हो गया कि अगर काश्मीर के बारे में कोई गड़बड़ होती है, कोई तबदीली होती है तो क्या भारत हमारे लिये भी उसी प्रकार से सोचेगा। मैं उन के इस सवाल को सुन कर दंग रह गया। वह कोई मजाक की बात नहीं थी बल्कि वह उस मनोवैज्ञानिक दिशा की परिचायक थी जो कि हमारे सामने है। हम को खाली यह समझ कर कि डी० एम० के० के आठ आदमी हैं और वह बहुमत नहीं है इसलिये उन की बात को न सुनें भयवा उस की परवाह न करें, उस की अवहेलना करें, यह उचित नहीं होगा। राष्ट्रीय एकता के विरुद्ध उन में जो एक पृथक्तावदी मनोवृत्ति काम कर रही है, भ्रमगाव की भावना काम कर रही है वह देश के लिए एक बड़ा खतरा है और यह खतरनाक प्रवृत्ति उन के दिमाग में जो आ गयी है उस का क्या कारण है इस के भीतर हमें जाना चाहिये। खाली हिन्दी प्रचार सभा द्वारा हिन्दी का प्रचार करने और इस विधेयक को अधिनियम का रूप देने भर से काम नहीं चलने वाला है। हमें यह जो एक विधेयक वातावरण बना दिया गया है उस सारे वातावरण को ठोक करने के लिये प्रयास करना होगा।

जो भी दक्षिण के माननीय सदस्य यहाँ पर बोले। श्री गोबिन्द मेनन बोले उन्होंने ने कठिनाई बताई। श्री पीटर ब्रलवारिस ने भी कठिनाई बताई। मैं कहना चाहता हूँ कि यह प्रचार बहुत गलत है कि उत्तर भारत के हिन्दी इंधियूजास्स इस प्रकार से हिन्दी को लादने की बात करते हैं या वह उस में तेजी बरती जाने की बात करते हैं। ऐसी बात कहने से बड़ा बेकार में लोगों में एक भ्रम

फैलता है। यहां देखा गया है कि जब इस सदन में कोई हिन्दी का प्रश्न पैदा हो जाता है उस पर कुछ बात कही जाती है तो एकदम से हमारे यह साथी बोखला जाते हैं और फिर जा कर वह सेन्दुल हाल में यह चिल्लाते हैं कि यह हिन्दी वाले हिन्दी का नाश करेंगे। अब अगर वह लोग कहते हैं कि संविधान के निर्देश के अनुसार हिन्दी अपनी चाहिये और सरकार को उस के प्रचार और विकास के लिए प्रयत्न करना चाहिये तो वह कौन सा पाप करते हैं। हिन्दी उन की मातृ भाषा है और संविधान ने भी हिन्दी को एक विशिष्ट स्थान प्रदान किया है और यदि वह संविधान का पालन करने के लिये सरकार को कहते हैं और उस के प्रसार के लिये निश्चित कदम उठाने की माग करते हैं तो कौन सा अनर्थ वह करते हैं।

Shri R. S. Pandey (Guna): On a point of order, Sir. Is it proper on the part of Mr. Ranga to occupy the seat of the leader of the House?

Mr. Chairman: It is not within my jurisdiction.

The Minister of Parliamentary Affairs (Shri Satya Narayan Sinha): Let him do it temporarily.

Mr. Chairman: That is his aspiration, at any rate.

श्री काशी राम गुप्त : यह कोई व्यवस्था प्रश्न नहीं है। इस तरह से तो आज एक उदाहरण पेश कर रहे हैं कि हमारे मंत्री महोदय विरोधी पक्ष के एक नेता के साथ बैठे हुए हैं और वह नेता हिन्दी के आलोचक हैं और वे अहिन्दी भाषा भाषियों के पक्ष की वकालत कर रहे हैं।

मैं यह निवेदन कर रहा था कि जो हमारे साथी दक्षिण के हैं उन में बहुत समझदार लोग हैं और मुझे तो ताज्जुब होता है कि वे हिन्दी भाषा भाषियों पर हिन्दी को लादने

और जल्दबाजी करने का दोष किस तरह से मड़ रहे हैं। हम लोगों का यह फर्ज हो जाता है कि यह गलतफहमी उन के दिमागों से हम दूर कर दें। इसलिये सभापति महोदय, मैं तो यह निवेदन करूंगा कि इस विवेक के अधिनियम हो जाने के बाद यह सभा तो जो काम करेगी वह तो करेगी ही लेकिन यह सरकार जो है वह अपनी नीति को ऐसे ढंग से बनाये ताकि वह दूसरों को दोष न दे कर स्वयं अपने कामों को ठीक करने का प्रयास करे। और अगर वह कहीं भी हिन्दी के सम्बन्ध में कोई गलत नीति बना कर चली है तो उस को ठीक कर, लोगों में समझदारी पैदा करें और यह भावना पैदा करे कि दरअसल हम संविधान के निर्देशों का ही पालन कर रहे हैं। लेकिन इस के साथ ही मैं यह भी कहूंगा कि सरकार या कोई भी संस्था साते को तो जग सकती है लेकिन जो जाग कर भी सोते रहना चाहते हैं और जानबूझ कर गड़बड़ करते हैं उन को कौन जा सकता है। उन को जगाने का एक ही तरीका है कि आम जनता तक सीधे पहुंचा जाय, आम जनता के साथ सीधी बातचीत की जाय ताकि उन को कोई बहका और भड़का कर गलत रास्ते पर न ले जा सके। किन्तु दुःख की बात है कि सरकार अपने घर में बैठ कर काम करने की अभ्यासी हो गई हैं जिस कारण कि यह नतीजा भोगना पड़ता है। अन्त में मैं यही कहूंगा कि हम सब लोगों को इस बारे में बहुत गम्भीरता के साथ सोचना होगा। बीमारी को न तो हमें कम आंकना चाहिये, न उस की अवहेलना करनी चाहिये और न ही उस से डरना चाहिए। बस मुझे इतना ही निवेदन करना था।

Shri P. N. Kayal (Joynagar): Particularly after Independence nobody will deny that it would be better if we could have a national language of our own. I think that every Indian feels very badly that India as a nation should have some particular language of its own. If it is agreed

[Shri P. N. Kayal]

that we should have a national language, the question crops up which language should be adopted as the national language. Should it be Hindi or Tamil or Bengali or any other language?

In this country, the majority of the people speak in Hindi. So, naturally, everybody is inclined to feel that Hindi should be the national language. But the fanatics of Hindi language . .

Shri Kashi Ram Gupta: Who are those fanatics? Art they here?

Shri P. N. Kayal: If they are not here, then it is all right. If it does not affect my hon. friend, he need not worry.

16.00 hrs.

So far as the Hindi fanatics are concerned, I want them to think about this matter coolly and calmly that though Hindi is a language that is spoken by a majority of the people, yet the reading and writing sections are not many. There are many people who can speak in Hindi, but they cannot read or write Hindi. So, the difficulty is always there so far as Hindi language is concerned.

Another difficulty is this. A child, while he or she is at home, speaks in his or her mother-tongue. But if you ask that child to take up any other language, that language becomes a foreign language to him or to her, and naturally, it becomes difficult.

Some people may ask 'If you could learn English, why can you not learn Hindi?'. But most humbly, I beg to submit that the case of English was different. The English language is perhaps the richest language and was the richest language of the world, and for the sake of convenience we learnt it. Moreover, the majority of the world perhaps speak in English, or rather the majority of the nations, if not the people, speak in English. Now, the world is getting smaller, and we are coming in close contact

with the other nations of the world. We, therefore, thought in India that perhaps, the English language would be a better language for us to learn. Therefore, we accepted English so quickly in India.

We must also admit that English is definitely richer than Hindi, not only richer than Hindi but richer than any other Indian language. So my submission is that we have to have some patience. We will have to make a balanced adjustment; if we want to have Hindi at all as the national language, we will have to get it done slowly and by persuasion.

It is known to everybody that India was a nation and even today is a nation which has her unity in diversity. This is an attempt to bring unity in unity. But if to bring about that unity in unity or unanimity, we lose unity, what is the gain we make? Do we want a nation or a language? So at the cost of our nationhood we cannot have a language. That is my contention.

So my humble request to those people who want to get Hindi made the national language as quickly as possible is that they must have some patience. It is known that in the Andamans the children of thousands of East Bengal refugees who have been settled there are being taught Bengali . . .

Shri S. Kandappan: Only up to the third class.

Shri P. N. Kayal: . . . but at the secondary stage, they must study in Hindi, and sit for examination in Hindi. This seems to be a sort of force being used on them. There is every possibility that they might develop resistance to this.

So, again I would submit that it is only by way of persuasion that we can make Hindi the national language of this country.

16.06 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

Mr. Deputy-Speaker: What time will the hon. Minister take?

Shri Bhakt Darshan: It was announced by the Chair that the reply would be given tomorrow.

Mr. Deputy-Speaker: So time is extended by one hour?

Some Hon. Members: Yes.

श्री जगदेव सिंह सिद्धान्ती (अजमेर) : माननीय उपाध्यक्ष कन्होदय, आज से २३०० वर्ष पहले केरल क्षेत्र से एक महाविद्वान, स्वामी शंकराचार्य जी महाराज चले हैं और उन्होंने सारे भारतवर्ष में प्रचार किया। स्वामी शंकराचार्य जी महाराज का शायद दक्षिण में और स्वयं केरल में भी उतना मान न हो, जितना कि उत्तर भारत में है। इस लिए यह कहना कि उत्तर भारत के लोग दक्षिण भारत के लोगों के सम्बन्ध में अच्छी भावना नहीं रखते हैं, एक बिल्कुल दूषित मनोवृत्ति है।

स्वामी शंकराचार्य के २२०० वर्ष पश्चात् महर्षि दयानन्द जी गुजरात से आए और उन्होंने सारे भारतवर्ष का दौरा किया। वह संस्कृत में ही भाषण करते थे, परन्तु उन्होंने देखा कि यदि सारे भारत की एकता बनाए रखनी है, तो हमें जनभाषा में अपना प्रचार करना होगा। इस कारण कलकत्ता के पश्चात् उन्होंने हिन्दी भाषा में अपना प्रचार आरम्भ किया और अपने प्रसिद्ध ग्रन्थ "सत्यार्थ प्रकाश" की रचना हिन्दी में ही की।

इस कारण से यह भावना बिल्कुल ठीक नहीं है कि दक्षिण के लोगों पर उत्तर भारत के लोग हिन्दी को बलात् लादना चाहते हैं। भाषा का स्वातन्त्र्य रहना चाहिये। जिस क्षेत्र में जो भाषा है, वहाँ के रहने वाले अपनी क्षेत्रीय भाषा का प्रयोग और उपयोग करें, इस में किसी को आपत्ति नहीं हो सकती है। परन्तु यह कहना कि केन्द्र में बहु-भाषाओं से काम चलाया जाये, एक बिल्कुल दूषित

बात है। केन्द्र में केवल एक भाषा रखनी पड़ेगी। इस का उपाय यही है कि जो केन्द्रीय भाषा है हिन्दी, ऐच्छिक रूप से उस का प्रचार सब प्रदेशों में किया जाय। बंगाल के सज्जन इस लिये हिन्दी का विरोध नहीं करते हैं कि उन को हिन्दी स्वीकार्य नहीं है, दक्षिण-के लोग—द्रविड़ क्षेत्र के लोग, इस लिये हिन्दी का विरोध नहीं करते हैं कि उन को हिन्दी स्वीकार्य नहीं है। बल्कि कारण यह है कि हिन्दी के अन्दर एस प्रकार के शब्द ठोक ठोक कर भरे जा रहे हैं जोकि समझ में नहीं आते हैं। यदि संस्कृत बहुल हिन्दो रहे और संस्कृत उद्भव ले कर के नए नए शब्दों का निमाण किया जाय तो किसी को भी कोई आपत्ति नहीं होगी, न दक्षिण भारत वालों को और न ही उत्तर भारत वालों को। उत्तर भारत से अनेक उपदेशक दक्षिण में गये हैं और उन्होंने वहाँ पर शुद्ध हिन्दो में, संस्कृत गभित हिन्दी में भाषण किए हैं और उनको वहाँ के सभी भाइयों ने समझा है। लेकिन कुछ सज्जन ऐसे भी गए हैं जिन्होंने उर्दू फारसी के शब्द अपने व्याख्यानों में प्रयोग किए और वहाँ के लोगों ने उनके भाषणों को अच्छी तरह से नहीं समझा और न ही इसको उचित माना। एक उदाहरण मैं इस सदन के एक माननीय सदस्य का देता हूँ। वह मंसूर के मुख्य मंत्री रह चुके हैं। श्री हनुमन्तया ने एक दिन यहाँ कहा था कि नेहरू जी जिस भाषा को बोलते हैं वह भाषा हमारी समझ में नहीं आती है लेकिन जिस भाषा को श्री प्रकाशवीर शास्त्री जो बोलते हैं, उसको वह खूब समझते हैं। कारण इसका यही है कि प्रकाशवीर शास्त्री जो की भाषा में संस्कृत के शब्द अधिक होते हैं और पंडित जी की भाषा में उर्दू फारसी के अधिक। इस वास्ते मैं कहना चाहता हूँ कि हिन्दो का निर्माण इस प्रकार से हो जिससे यह व्यापक बन सके और लोग इसको अच्छी तरह से समझ सकें।

यह जो विधेयक है यह अत्यन्त उपयोगी है। इससे उत्तर भारत और दक्षिण भारत

[श्री जरे व सिंह सिद्धान्ती]

में भाषा का जो ढांचा है व एक हो जायगा, यह कहने में मुझे कोई आपत्ति नहीं है। दक्षिण भारत प्रचार सभा को आप चलने दीजिए स्वतन्त्र रूप से उसको आप काम करने दीजिए और उसको आप अपना सहयोग प्रदान कीजिए। किसी के ऊपर अनिवार्य रूप से भाषा लादने की हमारी इच्छा नहीं है, कि भाषा के ऊपर कम्पलेशन या जबर किया जाय यह हमारी मनोभावना नहीं है। स्वतन्त्र रूप से उनको फलने फूलने का अवसर दिया जाय। लेकिन यह मैं अवश्य कहना चाहता हूँ कि जब केन्द्र का प्रश्न आया तो यहां हमें केवल एक भाषा का ही प्रयोग करना होगा। जापान का, जर्मनी का तथा और कई देशों के उदाहरण हमारे सामने हैं। अनेक भाषायें देशों के अन्दर प्रचलित रही हैं उन्होंने सब को तोड़फोड़ करके केवल एक भाषा रखी है, इसलिये वे देश फलफूल रहे हैं। हमारे यहां देर हो रही है। हमें जल्दी से जल्दी यह काम करना चाहिये, जितनी जल्दी हो सके, इसको करना चाहिये। अब भी अच्छा अवसर है। मैं चाहता हूँ कि आगे समय न बढ़ाया जाए और हिन्दी को ऐच्छिक रूप से दक्षिण में, बंगाल में तथा दूसरे स्थानों पर प्रचार करवाया जाय। इससे लोग इस बात को देखेंगे और यह समझेंगे कि किसी प्रकार का कोई बलात्कार हमारे साथ नहीं हो रहा है बल्कि उसके गुणों के कारण यह चीज हो रही है। जिस समय गुण प्रकाश में आयेंगे तो वे भी अपना सहयोग देना शुरू कर देंगे।

मैं इस बात का विरोधी हूँ कि विश्वविद्यालयों के अन्दर केवल जो प्रान्तीय भाषायें हैं, उन में शिक्षा दी जाए। वहां पर शिक्षा हिन्दी भाषा में दी जानी चाहिये। अगर ऐसा नहीं किया जाता है तो हमारे देश की एकता कैसे कायम हो सकती है। यदि विश्वविद्यालयों में भी यही ढांचा

कायम रहता है तो फिर एकता कायम नहीं हो सकेगी।

कल्चर के बारे में यहां कहा गया है, संस्कृति के बारे में कहा गया है। आप देखें कि कन्याकुमारी से लेकर और गौरी शंकर तक, काश्मीर तक आज भी भारत एक है। जितने हमारे संस्कार हैं, जितना कर्मकांड है, चाहे विवाह हो, चाहे गृह प्रवेश संस्कार हो या मृत्यु संस्कार हो, सब संस्कृति के अन्दर विद्यमान है। ये सब सारे भारत में एक रूप से किए जाते हैं। इसलिये यह कहना कि एक नेशन नहीं है, गलत है, सब की जो राष्ट्रीयता है, वह एक है और सब की भाषा भी एक है। यदि थोड़ा थोड़ा अन्तर हो तो उसका यह अर्थ नहीं है कि सब की राष्ट्रीयता अलग अलग है हमारे देश में अनेक बोलियां हैं, यह ठीक है। लेकिन बोलियों को भाषा का स्थान नहीं दिया जा सकता है। भाषा का स्थान उसे ही दिया जा सकता है जिस के अन्दर व्यवहार किया जाय, लेखन किया जा सके, दूसरों तक अपने विचार पहुंचाये जा सकें।

जो विधेयक रखा गया है, उसका मैं स्वागत करता हूँ। इसको ऐच्छिक रूप में वहां चला दीजिए, किसी के ऊपर कोई कम्पलेशन न हो। केन्द्र के अन्दर जितनी शीघ्रता से आप कर सकें, हिन्दी को राष्ट्र भाषा के रूप में, आप लायें। हमारे जितने कार्य हैं, हमारे जितने व्यवहार हैं, उनके अन्दर भी इसको शीघ्रता से लाने का प्रयत्न होना चाहिये।

Mr. Deputy-Speaker: Mr. Heda.

Shri C. K. Bhattacharyya: Could I get a few minutes—four or five minutes?

Mr. Deputy-Speaker: I will go on till 5 o'clock and at 5 I will call the

hon. Minister. Meanwhile I will call as may as possible.

Shri C. K. Bhattacharyya: Give me five minutes.

Mr. Deputy-Speaker: Yes. In that case, five minutes each.

श्री हंडा (निजामाबाद) : उपाध्यक्ष महोदय, इस विषयक का मैं स्वागत करता हूँ। मैं अपनी जानकारी के आधार पर यह कहना चाहता हूँ कि दक्षिण भारत हिन्दी प्रचार सभा ने बहुत अच्छा काम किया है और यह कदम उठा करके सरकार ने भी एक अच्छा कार्य किया है।

उत्तर भारत के कुछ लोगों को गलत-फहमी होती है जब दक्षिण के कुछ लोग उन पर आरोप लगाते हैं कि हिन्दी को वे उन के ऊपर लाद रहे हैं। दरअसल में गलतफहमी यह होती है कि उनके दिल को ठेस लगती है वे समझ नहीं पाते हैं जब दक्षिण भारतीय कहते हैं कि हिन्दी को उन पर लादा जा रहा है। उनके कहने का अर्थ केवल यह है कि जब तक हिन्दी का समुचित प्रसार और प्रचार न हो जाय और हिन्दी भाषा-भाषी और अहिन्दी भाषा-भाषी दोनों में जो भाषा के मामले में अन्तर है या जो असुविधा है, वह समाप्त न हो जाय या जिस हद तक भी वह कम हो सकती है, उस हद तक कम न हो जाय तब तक हिन्दी को अनिवार्य कर देना या उसको राष्ट्र भाषा मान लेना, उनके साथ अन्याय होगा। यह वह कह रहे हैं और इसको हम जंग समझ नहीं पाते हैं। जब हम दक्षिण भारत हिन्दी प्रचार के द्वारा सारा काम करवाना चाहते हैं, जब हम अहिन्दी भाषा भाषी प्रान्तों के अन्दर हिन्दी को अनिवार्य कर देना चाहते हैं तो कम से कम हिन्दी को सिखाने का जो प्रबन्ध है, उसको तो केन्द्र को अपने हाथ में लेना चाहिये था, उस पर खर्च होने वाली सारी की सारी धन राशि केन्द्र से दी जानी चाहिये थी। लेकिन ऐसा

नहीं किया गया है। मैं चाहता हूँ कि इस प्रार आप ध्यान दें।

साथ साथ मैं यह भी कहना चाहता हूँ कि हिन्दी भाषा-भाषी प्रान्तों के अन्दर वहाँ के विद्यार्थियों को आप मजबूर करें कि वे एक भाषा जो हिन्दी से मिलती जुलती न हो जैसे उर्दू, पंजाबी या कश्मीरी, सीखें और अनिवार्य रूप से सीखें। वे मैट्रिक पास या कोई और परीक्षा पास न समझे जायें जब तक वे बंगला, गुजराती या तेलगु या कोई और इस प्रकार की भाषा न सीख लें। इसी प्रकार से दक्षिण के लोगों से, पूर्व के लोगों से, पश्चिम के लोगों से कहा जाय कि वे हिन्दी सीखें ताकि दोनों में जो अन्तर है, वह कम हो सके। यह जो दक्षिण वालों का कहना है, इसका हम लोग समझ नहीं पा रहे हैं।

मैं समझता हूँ कि वास्तव में हिन्दी के प्रचार की ज़रूरत हिन्दी भाषा-भाषी प्रान्तों के अन्दर भी है। यह जो कहा जाता है कि सिर्फ इसके प्रचार की आवश्यकता दक्षिण में है या पूर्व या पश्चिम में है, यह गलत है। आप देखें कि आज उत्तर प्रदेश में या मध्य प्रदेश में या राजस्थान में क्या हो रहा है। वहाँ पर क्या हिन्दी का प्रचार हो रहा है, क्या हिन्दी वहाँ पर बढ़ रही है? देश को आजाद हुए १६-१७ वर्ष हो चुके हैं हर प्रकार का पत्रव्यवहार वहाँ पर अभी भी अंग्रेजी में चलता है जब आप उसको ठीक नहीं कर सके हैं, मातृभाषा को आप नहीं बोल सकते हैं, तब यह जिद्द करना कि इसको राष्ट्र भाषा बना दिया जाय राज भाषा बना दिया जाय, अन्तर्राष्ट्रीय जगत में इसको चलाया जाए, जिद्द नहीं तो क्या है। दक्षिण वाले यही तो कहते हैं कि हिन्दी भाषा-भाषियों को प्रतिगामिता को छोड़ देना चाहिये, उचित दृष्टिकोण अपना देना चाहिये।

[श्री हेडा]

बड़े ही आश्चर्य की बात है कि केन्द्र के जा शिक्षा मंत्री हैं वह अब तक यह नहीं जानते हैं कि उनकी फाइलों में से किसी फाइल पर बिनावा जो के लिपि के सुधार के बारे में कोई नोट है। मेरी निजी जानकारी नहीं थी लेकिन भक्त दर्शन जी से मैं प्रार्थना करूंगा कि वह फाइल निकाल कर देखने की कोशिश करें कि बिनावा जी ने लिपि के अन्दर सुधार करवाने की जो कोशिश की उसका कहीं उल्लेख है क्या? हिन्दी वालों की मनोवृत्ति इस प्रकार की है कि जाँ, अच्छी चीज़ है उसको भी करने के लिये वे तैयार नहीं हैं। क्यों नहीं नागरी लिपि में सुधार वाली बात का कहीं उल्लेख है। क्यों नहीं इस तरह की बातों को ले कर आगे हम बढ़ें? बिनावा जी ने कहा था कि ह्रस्व और दीर्घ "इ" बहुत घोटाला पैदा करती है, बहुत गड़बड़ पैदा करती है और वह कैसी होनी चाहिये यह भी उन्होंने बताया था। संयुक्त अक्षर जो गड़बड़ पैदा करते हैं, उसके बारे में भी उन्होंने बताया था कि वे ऐसे होने चाहिये, इस प्रकार के होने चाहिये। बहुत अच्छे अच्छे सुझाव उन्होंने दिए थे लेकिन फिर भी आजादी के १७ वर्ष गुजर जाने के बाद भी उन जैसे आदर्शियों की बात नहीं मानी जाती है। उसका नोट तक नहीं लिया जाता है। इससे अधिक बड़ा दुर्भाग्य क्या हो सकता है?

इसी प्रकार से हिन्दी भाषियों को एक और बात सोचनी चाहिये। हिन्दी भाषा की प्रगति की जिम्मेदारी उनके ऊपर ही नहीं है सारे राष्ट्र पर है.....

श्री प्रकाशवीर शास्त्री (विजनौर) :
आप हिन्दी भाषी नहीं हैं?

श्री हेडा : हूँ तो क्या मुझे टीका करने का अधिकार नहीं है? मैं मराठी भाषी हूँ लेकिन घर की भाषा मेरी हिन्दी है और हिन्दी

भाषा भाषी होने में मुझे शर्म नहीं महसूस होती है, बल्कि मैं इसको गर्व की बात मानता हूँ।

मेरा कहना यह है कि हिन्दी भाषा-भाषियों को यह समझ कर चलना चाहिये कि हिन्दी भाषा की प्रगति की जिम्मेदारी केवल उन पर ही नहीं है, सारे राष्ट्र पर है। मैं एक मिसाल देना चाहता हूँ। आप तेलुगु भाषा को लीजिए, कन्नड़ को लीजिए, उसके अन्दर आपको भी सतरह, अठारह, उन्नीस, अठाइस, उतीस, आदि, इस प्रकार के टेढ़े शब्द नहीं मिलेंगे। हिन्दी में भी उन्नीस, उनासी आदि इस प्रकार के शब्द नहीं होने चाहिये, इस प्रकार के टेढ़े शब्द नहीं होने चाहिये। जैसे अंग्रेजी में होता है ट्राबेन्टी नाइन, एटीन है, नाइन्टीन है, फर्टीएट है, फर्टीनाइन है, इसी प्रकार के शब्द और भी अंग्रेजी में मौजूद हैं। इस प्रकार का प्रयोग हिन्दी में क्यों नहीं होना चाहिये। लेकिन जब कभी इस प्रकार की बात कहीं जाती है तो हिन्दी वाले बोखला उठते हैं और हल्ला मचाने लगते हैं कि यह उन की शुद्धता पर घातक हमला हो रहा है। बिनावा जी ने भी इस बात को बतलाया। उन्होंने कहा कि कुछ और नहीं कहना चाहता। सिर्फ यह कहता कि निम्बिस कहो उन्तीस न कहो, नवतीस कहो उन्तालीस न कहो, नवतालीस कहो उन्नचास न कहो। यह बात उन्होंने चलाई लेकिन इस तरह किसी का ध्यान नहीं गया।

जब तक आप लिपि सुधार नहीं करेंगे, जब तक आप भाषा का सुधार करने के लिये सामने नहीं आयेंगे, जब तक आप पिंग भेद में सुधार करने के लिये सामने नहीं आयेंगे, तब तक जो गलतफहमी अहिन्दी भाषा-भाषियों में है वह दूर हो सकेगी इस में मुझे शंका है। लेकिन गवर्नमेंट की सारी कमजोरियों

के बावजूद इस संस्था को मान्यता देने का जो विषयक है मैं उस का हृदय से समर्थन करता हूँ।

श्री शिव नारायण : उपाध्यक्ष महोदय, मुझे गर्व है इस बात का कि दक्षिण भारत के लोगों ने, वहाँ की जनता ने हिन्दी को सेवा की है। इस का श्रेय उन लोगों को है, इस सरकार को नहीं है और न इस का श्रेय हिन्दी भाषाभाषी लोगों को है। ३० मेलकोटे यहाँ भोजपूज नहीं है लेकिन मैं कहना चाहता हूँ कि दक्षिण भारत के लोगों ने, आइवेट लोगों ने हिन्दी को जो सेवा की है वह सराहनीय है।

जितने लोग यहाँ बोले हैं वे इस बिल पर नहीं बोले। आज दक्षिण हिन्दी प्रचार सभा के विषय में सरकार ने कदम उठाया है कि वह उसे रिकग्नाइज करे, यह चीज है। आज इस बात की कोई बहस नहीं कि हिन्दी लादी जा रही है या नहीं लायी जा रही है। जो दक्षिण के लोगों की कोई बड़ी चीज है सरकार ने उस को सराहना कर के उस को मान्यता देने का निश्चय किया है। इस के लिये सरकार भी बधाई की पात्र है और उन लोगों को भी बधाई है जिन्होंने वहाँ पर हिन्दी का प्रचार किया।

मैं निवेदन करना चाहता हूँ कि अगर किसी भी राष्ट्र को भिटाना हो तो उस के साहित्य को मिटा दो। आज मैं देश के उस वर्ग से आता हूँ जिस के लिये कहा जाता था कि वह इस देश के अन्दर संस्कृत न सुनने पाये जो सुने उस के कान में सीसा डाल दो। अंग्रेजों ने ऐसा सीसा आप के कानों में डाल दिया कि जो संस्कृत के पुजारी हैं उन की संस्कृत गई, भारतीयता गई। आज उन को होश नहीं है अंग्रेजों के प्रचार के लिये लोगों के कानों में सीसा डाल रहे हो। मैं गवर्नमेंट से कहना चाहता हूँ कि मैं देश को एक सूत्र में बांधना चाहता हूँ। मैं हर एक को जगाना

चाहता हूँ चाहे वह उत्तर भारत का हो चाहे दक्षिण भारत का कि होश में आओ, मदहोश न हो, नशे में चूर न हो। आज जो तुम अंग्रेजी के नशे में चूर हो रहे हो इस के लिये यह गवर्नमेंट जिम्मेदार है, बर्ना अगर वह चाहती तो पन्द्रह दिनों में वह इस को बदल सकती है। जितने चीफ मिनिस्टर थे वह कांग्रेस गवर्नमेंट के थे। अगर गवर्नमेंट चाहती तो बटन दबाती और १७ वर्ष पहले जो हमारे बच्चे पांच वर्ष के थे वह २२ वर्षों में हिन्दी के पंडित हो जाते और इस देश के अन्दर हिन्दी का प्रचार हो जाता।

आज काश्मीर से ले कर हैदराबाद तक हम हिन्दी और उर्दू मिली हुई भाषा बोलते हैं। आज बस्ती और बांसी के जितने आमी उत्तर प्रदेश से कलकत्ता के बाजारों में कुली का काम करते हैं उन के बीच में हिन्दी चलती है, असम के चाय वागानों में हिन्दी चलती है। यहाँ पर जो लोग थोड़ी बहुत हिन्दी जानते हैं उन से मैं ने कहा कि जैसे तुम यहाँ टूटी फूटी और लंगड़ी अंग्रेजी में बोलते हो वैसे ही अगर लंगड़ी हिन्दी बोलो तो कल देश ठीक हो सकता है। लेकिन वे बोलें कैसे। उन को हिन्दी से प्रेम नहीं है, न राष्ट्र से प्रेम है। न उन को गांधी जी की मेसज याद है। आज उन्होंने गांधी जी की देन को भुला दिया क्योंकि वे अंग्रेजी के नशे में पड़े हुए हैं। मैं साफ साफ कहना चाहता हूँ और सावधान करना चाहता हूँ कि अगर इस देश को एक सूत्र में बंध कर रहना है, जिन्दा रहना है और देश को ऊंचे लाना है तो देश के सब लोगों को जहर को घूट पी कर के भी हिन्दी सांखनी पड़ेगा। हिन्दी से बढ़ कर कोई भाषा नहीं है। मैं टोचर रहा हूँ। हिन्दी कान्वरसेशन तो मैं ने बाद में सीखा, सब से पहले मैं ने इंग्लिश पढ़ी ब्रिटिश वेस्ट इंडीज में। जो लोग कहते हैं कि हम हिन्दी सीख नहीं पाते हैं उन से मैं बतलाना चाहता हूँ कि

I was born in British West Indies. I learnt English there and came over

[श्री शिव नारायण]

to India. When I came to India I learnt Hindi, and today I am a good speaker in Hindi. What are these people saying?

कुछ उन को पता नहीं है। न उन को होश है न देशप्रेम है, न ममता है। मुझे माफ कीजिये आज आप पौड शिलिंग के चक्कर में हैं, अमरीकी डालर के चक्कर में हैं। कुछ ही लोग हैं जो हिन्दी का प्रचार करते हैं और हिन्दी को पनपाना चाहते हैं। कौन लोग। जिन को हिन्दी से प्रेम है। नहीं तो जैसा मैं ने कहा था परसों कि इस देश में ब्राह्मण और चमार की लड़ाई नहीं है, आज यहां क्लास वार है। जो आफिशल क्लास है वह अपने बच्चों को अंग्रेजों स्कूलों में पढ़ाता है। वह एक क्लास क्रिएट करते हैं इस मुल्क में। इस लिये मैं कहना चाहता हूं कि हिन्दी का जो प्रचार हो रहा है, हिन्दी के लिये जो कार्य सरकार ने किया है उस का मैं समर्थन करता हूं। इस के लिये ज्यादा से ज्यादा पैसा गवर्नमेंट दे। मैं दक्षिणवासियों को सराहना करता हूं जिन्होंने इस का इतना प्रचार किया। मैं चाहता हूं कि वे दिन दूना रात चौगुना इस काम को बढ़ावें ताकि देश का कल्याण हो।

श्री प्रकाशचौर शास्त्री (विजनौर) :
उपाध्यक्ष महोदय, भाषा राष्ट्र की एकता बनाने में महायुक्त हों सकती है इस तथ्य को सबसे पहले अहिन्दी भाषी राज्यों के विद्वानों ने अनुभव किया था। इस दिशा में अहिन्दी भाषाभाषी नेताओं ने विमोचक ऋषि दयानन्द सरस्वती, लोकमान्य तिलक, महात्मा गांधी, जस्टिस शारदाचरण मित्र तथा मद्रास के श्री कृष्णस्वामी ने जो प्रयास किये हैं उसे भारत भूल नहीं सकता, और इस पण्डभूमि में मद्रास में दक्षिण भारत हिन्दी प्रचार सभा की स्थापना गांधी जी के संरक्षण में हुई। राष्ट्रीय महत्व की संस्था दक्षिण भारत हिन्दी प्रचार सभा को घोषित किया जा रहा है, इससे बड़ी सौभाग्य की

कोई और बात नहीं हो सकती। इसके लिये मैं वर्तमान शिक्षा मंत्रालय को तथा भूतपूर्व शिक्षा मंत्री डा० वें० एल० श्रीमाली को आज बधाई देना चाहता हूं कि उन्होंने जितनी भी इस प्रकार की राष्ट्रीय संस्थाएँ थीं, जैसे गुरुकुल कांगड़ी, जामिया मिलिया, काशी विद्यापीठ, उनका भी राष्ट्रीय महत्व की संस्थाएँ घोषित किया। परन्तु मैं यह भी चाहता हूं कि दक्षिण भारत हिन्दी प्रचार सभा का राष्ट्रीय महत्व की संस्था घोषित करने के साथ साथ वर्तमान शिक्षा मंत्री राष्ट्रभाषा प्रचार समिति वर्धा का भी अपनी आँखों से ओझल न करें, जिसकी परीक्षाओं में आज भी कई कई लाख विद्यार्थी बैठते हैं, क्योंकि भारत में हिन्दी के प्रचार में यह संस्था बहुत समय से यत्नशील है।

दूसरी बात मैं यह कहना चाहता हूं कि दक्षिण भारत हिन्दी प्रचार सभा को राष्ट्रीय महत्व की संस्था घोषित कर देने से आप अपने लक्ष्य की पूर्ति कर सकेंगे, इसमें मुझे शोड़ा सन्देह लगता है। मैं आरम्भ से भी इस बात का पक्षपाती रहा हूं, और आज प्रातःकाल शिक्षा मंत्रालय की परामर्शदात समिति की जब बैठक हो रही थी तो उस में भी मैंने प्रस्ताव किया था कि दक्षिण भारत में हिन्दी शिक्षा की भूख जग नहीं है, लेकिन शिक्षा मंत्रालय का इन राज्यों की इस भूख की तृप्ति के लिये जो साधन देने चाहियें, उनकी उचित व्यवस्था नहीं हो रही है। इस लिये आप दक्षिण भारत में हिन्दी माध्यम का विश्वविद्यालय केन्द्रीय सरकार की देखरेख में अवश्य स्थापित करें। मुझे इस बात की जानकारी है कि पीठे उस्मानिया विश्वविद्यालय को हिन्दी माध्यम का विश्वविद्यालय बनाने का प्रयास किया गया था लेकिन किसी कारणवश वह प्रयास सफल नहीं हो सका। तब दक्षिण के दूसरे राज्यों से जानकारी ली गई जिनमें मैसूर राज्य ने प्रस्ताव किया कि गुलबर्गा में हिन्दी

माध्यम के विश्वविद्यालय की स्थापना की जाये। मैं सारी बातों से परिचित नहीं कि क्यों वह बात बीच में ही रुक गई लेकिन समय समय पर इस प्रकार की जानकारी जरूर आती रही है कि दक्षिण के हर राज्य में हिन्दी माध्यम का एक एक कालेज खुलने वाला है। मुझे पता नहीं कि वह कालेज खुले या नहीं या जो कालेज खुले हैं उनको पूरा पैसा मिल रहा है या नहीं या क्या उनकी योजना है।

इसी प्रकार से जहाँ तक छात्रवृत्तियों का सम्बंध है, कुल मिला कर २५० या २७५ छात्रवृत्तियाँ सरकार अहिन्दी राज्यों को देती हैं जिस में दक्षिण के लिये केवल १३५ छात्रवृत्तियाँ दी जाती हैं। चार राज्यों के लिये १३५ छात्रवृत्तियाँ बहुत थोड़ी हैं। मेरा अपना विचार है कि इन छात्रवृत्तियों की संख्या बढ़नी चाहिये।

तीसरी बात जो मैं विशेष रूप से कहना चाहता हूँ वह यह कि केन्द्रीय सरकार और केन्द्रीय शिक्षा मंत्रालय इस बात की भी वास्तविकता देखने का प्रयत्न करे कि दक्षिण में जो हिन्दी का विरोध है वह दक्षिण की जनता की ओर से नहीं है। श्री सुब्रह्मण्यम ने अभी अपने भाषण में बतलाया था कि मैसूर की जनता में इसका विरोध नहीं, केरल की जनता इस के विरुद्ध नहीं, आंध्र की जनता इसके विरुद्ध नहीं, मद्रास राज्य में भी एक विशेष वर्ग है जो केवल राजनीतिक आधार पर इसका विरोध कर रहा है। इसलिये दक्षिण में हिन्दी का विरोध कहीं नहीं है। जब इतनी हिन्दी के ज्ञान की भूख दक्षिण भारत में जमी है तो इस विरोध को प्रचार के साधनों से समाप्त किया जाये। इस दिशा में भी हमको यत्नशील अवश्य होना चाहिये।

चौथी बात मैं यह कहना चाहता हूँ कि आध्र दक्षिण में और कोई काम करे या

न करें किन्तु एक काम अवश्य करें। दक्षिण भारत की भाषाओं का और उत्तर भारत की सब भाषाओं का क्योंकि जन्म संस्कृत से है, सब संस्कृत की ही पुत्रियाँ हैं। उनमें बहुत से तत्सम शब्द हैं। उन तत्सम शब्दों का एक कोश तैयार होना चाहिए। उदाहरण के लिये मैं बतलाना चाहता हूँ कि आंध्र प्रदेश में जब मैं एक बार घूम रहा था तो मैंने जानने का यत्न किया कि अगर मुझे पानी पीना हो तो तेलुगू में मुझे क्या कहना चाहिये। मेरे एक मित्र ने कहा कि दस पाँच शब्द याद कर लो। उन्होंने कहा कि अगर किसी से पानी मांगना हो तो यह कहो :

“सल्लटी मंची नीरू कावाले”

मुझे वह वाक्य अभी तक याद है। फिर मैं सोचने लगा कि इसका अर्थ क्या है। उन्होंने बताया कि इसका अर्थ है कि ठंडा और मीठा पानी लाओ। जब इसके प्रत्येक शब्द का मैंने विश्लेषण किया तो मुझे पता लगा कि तेलगू तो हिन्दी के बिल्कुल निकट है। सल्लटी अर्थात् शीतल, मंची अर्थात् मंजु, नीरू अर्थात् नीर। आप एक-एक शब्द को ले लीजिये। शब्दों के उच्चारण में कुछ अन्तर अवश्य है। जैसे संस्कृत में “किञ्चित्” शब्द है उसके लिए तेलगू में “कुंचम” शब्द है। मलयालम में आप जाएँ तो आपको और भी शुद्ध शब्द राशि मिलती है, जैसे वहाँ स्वल्प को “स्वलपम” कहते हैं। तो इस प्रकार इन भाषाओं में बहुत से शब्द समान हैं। मेरा अनुरोध है कि केन्द्रीय शिक्षा मंत्रालय को इस दिशा में अवश्य प्रयास करना चाहिये कि विभिन्न भारतीय भाषाओं में जो तत्सम शब्द हैं उनका एक कोष तैयार कराया जाए ताकि वे शब्द सब भाषाओं में प्रचलित हो सकें।

जहाँ दक्षिण भारत हिन्दी प्रचार सभा को राष्ट्रीय महत्व की संस्था घोषित किया जा रहा है, वहाँ मैं एक और विशेष बात की ओर शिक्षा मंत्रालय का ध्यान आकर्षित

[श्री प्रकाशवीर शास्त्री]

करना चाहता हूँ। अभी तक जिन हाथों में यह कार्य रहा वे हृदय से इस के समर्थक नहीं थे, इस लिए भी विशेष रूप से मैं शिक्षा मंत्रालय का ध्यान इस ओर आकर्षित करना चाहता हूँ। भारत के सभी राज्यों के शिक्षा मंत्रियों ने एक मत से यह स्वीकार किया है कि भारत की सब भाषाओं के एक दूसरे के निकट लाने के लिए कम से कम एक वैकल्पिक लिपि अवश्य स्वीकार कर लेनी चाहिए और इसके लिए उन्होंने देवनागरी लिपि को स्वीकार किया, लेकिन अब तक जिनके हाथ में इस को कार्य रूप में परिणित करने का दायित्व था वे इसके पक्ष में नहीं थे और उन्होंने एक गुप्त पत्र लिख कर सब राज्यों से अनुरोध किया था कि वे रोमन लिपि का समर्थन क्यों नहीं करते। मैं चाहता हूँ कि अब जब कि शिक्षा मंत्रालय इस दिशा में प्रयास कर रहा है तो इस चीज को भी आँखों से ओझल न किया जाए कि इस सर्व सम्मत निर्णय को बहुत देर तक टाल कर न रखा जाए। देवनागरी लिपि द्वारा सभी भारतीय भाषाओं को एक दूसरे के निकट लाने से भारत के राष्ट्रीय एकीकरण में भी सहायता मिल सकती है। इसलिए इसको जितना शीघ्र हो सके कार्य रूप में परिणित किया जाए।

मेरे एक दक्षिण भारतीय मित्र ने कहा कि जिस प्रकार दक्षिण भारत हिन्दी प्रचार समा को राष्ट्रीय महत्व की संस्था घोषित किया जा रहा है, उसी प्रकार यदि कोई संस्था तमिल का प्रचार करती हो तो उसको भी राष्ट्रीय महत्व की संस्था घोषित किया जाए। इसमें किसी को आपात नहीं हो सकती। भारत की सारी भाषाएँ बहिर्न हैं, उनको एक दूसरे का सम्मान करना सीखना चाहिए, एक दूसरे के प्रति श्रद्धा रखनी चाहिए। यदि इन भाषाओं को एक लिपि में लिखा जाए तो इनका वास्तविक रूप सब के सामने आ सकता है और सब लोग दूसरी भाषाओं

से परिचित हो सकते हैं। ऐसा करने से राष्ट्रीय एकीकरण की दिशा में बहुत सहायता मिलेगी। मुझे विश्वास है कि केन्द्रीय शिक्षा मंत्रालय इस कार्य को अवश्य करेगा और जिस प्रकार राष्ट्रीय एकीकरण के अन्य कार्यक्रम अपनाए जा रहे हैं उसी प्रकार इसको भी अपनाया जाएगा।

अन्त में मैं अपना एक अनुभव आपके सामने रखना चाहता हूँ। कुछ दिन पहले पिछली गर्मियों के मौसम में हम कुछ लोग अरनाकुलम गए। मेरे साथ एक और विरोधी दल के माननीय सदस्य भी थे। उन्होंने सुन रखा था कि वहाँ तो जूते की मरम्मत करने वाला और रक्खा चलाने वाला भी अंग्रेजी बोलता है। इस भ्रम में उन्होंने रक्खा वाले से कहा “डू यू नो इंगलिश” तो उसने उत्तर दिया, “नो सर हिन्दी बोलो हिन्दी बोलो”। तब मैंने अपने साथी से कहा कि अब मुझे और तुम को समुद्र में डूब मरना चाहिए। हमको जान लेना चाहिए कि दक्षिण भारत में हिन्दी के प्रचार में कोई बाधा नहीं है।

मुझे बहुत प्रसन्नता है कि इस कार्य का दायित्व शिक्षा मंत्रालय में श्री भक्त दर्शन के कंधों पर आया है। प्रधान मंत्री ने जो उनको शिक्षा मंत्रालय में लिया मैं उनका अभिनन्दन करता हूँ और अनुभव करता हूँ कि भक्त दर्शन जी के हाथों हिन्दी का और अन्य सब भाषाओं को भी बहुत हित साधन होगा।

Shri C. K. Bhattacharyya (Rai-ganj): Mr. Deputy-Speaker, Sir, my views about national and official language are well known to the House. If the question were put to me as to what language I will choose, or which is my mother tongue, my reply would be:

“माता मे च सरस्वती” That would be my reply so far as language is concerned.

But, so far as this Bill is concerned, this is a very good move that is being made for propagating Hindi in this country. I believe this is the second institution for Hindi that is being declared as an institution of national importance, the first being the Hindi Sammelan of Allahabad. That was the first institution which was declared as of national importance. This is the second one.

The difficulty, I believe, is not so much of language, but more of script. If the script could be one, as Shastriji was suggesting, much of the present difficulties of language and disputes over language would disappear. Shri Prakash Vir Shastri mentioned the name of Sharada Charan Mitra. That great man, in 1885, realised that the escape from India's linguistic dispute lay in accepting Devanagari as a common script for India. He realised that in 1885 and established an institution the name of which was "Eklipi Vistar Parishad." That was established in Calcutta in 1885. Even at that time it was realised as necessary. In fact, we learnt Devanagari under the influence of that institution. We learnt in our childhood three scripts together, namely, Bengali, English and Devanagari. I found no difficulty so far as my experience goes. I believe, the other boys too would find no difficulty in acquiring the Devanagari script.

The utility of it I shall mention just now. Mahamahopadhyaya Anantakrishna Shastri came from Madras. He was the head of the Sanskrit Department in the Calcutta University. I used to correspond with him in Bengali. I used to write letters in chaste Bengali but put it in the Devanagari script. I asked Panditji whether he had any difficulty in following my Bengali letters in Devanagari script. He replied that he followed it easily and then he said:

भवतातु लीला कृता That is Mahamahopadhyaya Anantakrishna Shastri's comment on my letters to him in the Bengali language but written in the Devanagari script. If that

could be adopted, much of the present difficulties that we find with language in India would go.

I had once suggested to the Sahitya Akademi that they should bring out Rabindranath's works in the Devanagari script and I am happy that they have done it to some extent. In fact, I might say that when I was Editor of the *Ananda Bazar Patrika*, I had suggested to Suresh Babu who was also a Member here, that *Ananda Bazar Patrika* should be brought out in the Bengali language but in the Devanagari script from Delhi. I said that it would help the propagation of the Bengali language because people knowing Devanagari would be able to read it and, at the same time, it would help the propagation of Devanagari script among Bengali readers of the Bengali *Ananda Bazar Patrika*—both the purposes would be served. Had he lived, I do not know, it might have taken a shape. He accepted my idea that this should be done.

The Education Department has been doing much for this work, but I would bring to the notice of our friend, the Deputy Minister that the Prime Minister once had an occasion to remark here that the cinema has done more to propagate Hindi than the Department of Education. I do not know whether Shri Bhakt Darshan remembers that remark of the Prime Minister. But that does happen. It is generally known that in Calcutta or in Bengal Hindi is not so much in vogue but I find in the cinemas that when Hindi films come in our areas, that is, in the Bengali residential areas, the houses are full. I have observed it and I think within myself that if these people are really against Hindi . . .

Shri Rajaram: Is it for the language or for the colourful things?

Shri C. K. Bhattacharyya: Even if I accept that proposition, namely that it is for the colourful things, if

[Shri C. K. Bhattacharyya]

people do not understand anything, it will be difficult to stand a colourful thing even. For it means nothing to the person who sees that. There is some attraction for it; there is some understanding of it. That is so. Anyway, this move that the Government is making for the propagation of Hindi in the south, I believe, will help in the solution of the language problem in one way.

I would just mention only one suggestion for the consideration of the Ministry. This Dakshina Bharat Hindi Prachar Sabha has an officer whose designation is Pradhan Mantri. I request them to suggest to the Sabha to change that designation. Let there be only one Pradhan Mantri in India and not many Pradhan Mantris. While I say this, I also remember that our All-India Congress Committee office also has a Pradhan Mantri. The General Secretary has written on the door of his room "Pradhan Mantri". At times I feel like going to the Prime Minister and telling him to ask the AICC Office to remove that nameplate. There is one Pradhan Mantri in the Secretariat here and another in the All-India Congress Committee's office. Let that term be limited to one individual. I hope, our friend, Deputy Minister will bring that to the notice of the Dakshina Bharat Hindi Prachar Sabha.

डा० लक्ष्मीमल्ल सिधवी (जोधपुर) :

उपाध्यक्ष महोदय, मैं इस विधेयक पर अपने विचार हिन्दी में प्रस्तुत करूंगा। आंग्ल भाषा में हम कई लोग बोलते हैं तो इसलिए नहीं बोलते हैं कि हम हिन्दी के माध्यम से अपने विचार प्रकट करने में असमर्थ हैं बल्कि बेसा इसलिए करते हैं कि इस सदन में अभी तक व्यवस्था नहीं हुई है जिसके कि माध्यम से अहिन्दी भाषी लोगों को हमारे विचार जानने का मौका मिल सके। यह भी देखा गया है कि अगर हिन्दी में प्रश्न पूछे जायें तो सरकारी उत्तर उनके उपयुक्त और समुचित रूप में नहीं दिये जाते हैं।

मैं इस विधेयक का स्वागत करता हूँ और उन सब लोगों के प्रति अपनी श्रद्धांजलि और अपना अभिनन्दन व्यक्त करना चाहता हूँ जिन्होंने इस महान सांस्कृतिक संस्था का निर्माण किया और प्रगति के पथ पर उसकी पदयात्रा को सम्पन्न किया। मैं समझता हूँ कि अगर हमें भारतवर्ष की परम्परा को एकता के सूत्र में पिरो कर एक राष्ट्र का सही भावने में निर्माण करना है तो यह अत्यन्त आवश्यक है कि इस प्रकार की संस्था सबल और सशक्त रूप से आगे बढ़ सके। अगर हम राजनीतिक एकता का कार्य सम्पन्न करना चाहते हैं तो भी भाषा का योगदान एक अनिवार्य योगदान होगा जिसको कि स्वीकार करना हमारी सरकार के लिए अत्यन्त आवश्यक है। मैं समझता हूँ कि भाषा के क्षेत्र में इस प्रकार की रचनात्मक प्रवृत्तियों को प्रोत्साहन देना और उनका राष्ट्रीय मान्यता प्रदान करना इस सरकार का परम कर्तव्य है। किन्तु इसके साथ ही मैं यह भी कहना चाहता हूँ कि हमारी राज भाषा की प्रगति अत्यन्त मंथर रूप से अब तक हुई है। इसमें कुछ ऐसा प्रतीत होता है कि दृष्टिकोण की उदासीनता की जिम्मेदारी भी रही है। अगर श्री प्रकाशवीर जी शास्त्री ने जिन शब्दों का प्रयोग किया, उनको रूपान्तर में प्रकट करने की अनमति हो तो मैं कहूंगा कि इस क्षेत्र में प्रगति अत्यन्त किंचित और स्वल्प हुई है। एक उसका कारण यह भी है कि हमारी सरकार भाषा की प्रगति के क्षेत्र में कुछ हद तक किकर्तव्यविमूढ़ रही है। ऐसा प्रतीत होता है कि सरकार इस बात का संकल्प पूरे तौर से नहीं कर पाई कि हिन्दी जिसे कि संविधान में राज भाषा के पद पर अभिषिक्त किया गया वह हमारी राज भाषा है और उसे राजभाषा के रूप में पदासीन करना अत्यन्त अनिवार्य है। इस संविधान के अन्तर्गत जो आयोग नियुक्त होना चाहिए था वह भी नहीं हो सका है। मैं समझता हूँ कि आगामी दस वर्षों में हिन्दी भाषा की जो प्रगति होगी,

हमारी सरकार इस विषय में कितनी गम्भीर है और इस विषय में कितनी सच्चाई और ईमानदारी के साथ काम करने के लिए प्रस्तुत है इस बात का प्रमाण सारे देश के समक्ष प्रस्तुत करेगी ।

कुछ हमारे माननीय मित्रों ने प्रादेशिक भाषाओं की प्रतियोगिता के संदर्भ में हिन्दी की प्रगति का प्रश्न उठाया । वास्तव में हिन्दी और प्रादेशिक भाषाओं की प्रतियोगिता केवल कल्पनात्मक स्वरूप की है । वास्तव में उसमें कहीं कुछ स्थापित स्थायी का तुल्य कोलाहल सुना जा सकता है । उसमें कुछ लोगों ने उसे राजनीतिक स्वरूप देने का प्रयत्न किया है । यहां देखा जा सकता है और वास्तव में अगर सही मायने में देखा जाय तो दक्षिण भारत में हिन्दी के विरोध में अगर जहां नहां कुछ स्वर सुनाई दे पड़ता भी है तो वह उनका होता है जिनका कि सम्पर्क वास्तविक रूप में जनता से नहीं है । इसलिए द्रविड़ मन्त्रेय कड़घम की इस मांग को बल देना या उसको इस बात की मान्यता देना कि वास्तव में वह जनता की भावनाओं की परिचायक है वास्तव में जनता की भावनाओं का उपहास करना है । मैं यह निवेदन करूंगा कि द्रविड़ मन्त्रेय कड़घम इसे आप ऐसा समझें कि वह हमारी एक राष्ट्र की, एक भाषा की मूल मान्यताओं को वह स्वीकार करे क्योंकि वे भी इस देश का अविभाज्य अंग है । इस संदर्भ में मैं तो यह भी कहना चाहूंगा कि सरकार को इस बात का प्रयत्न करना चाहिए कि अब तक चक्रवर्ती राजगोपालाचार्य जैसा विशिष्ट व्यक्तित्व हिन्दी को आगे बढ़ाने में बराबर सहयोग देते रहते थे, उनका सहयोग पुनः प्राप्त करने के लिए प्रयत्न करना अत्यन्त आवश्यक है । यह बहुत गलत है कि ऐसा व्यक्तित्व जिसने हिन्दी को दक्षिण भारत में प्रसारित करने का बीड़ा उठाया था, एक बहुत बड़ा काम जिन्होंने सम्पन्न किया था, आज वे हिन्दी से रहते चले जा रहे हैं

हैं । गलती कहां है इस बात का प्रश्न नहीं है । इन इस बात का है कि हम किस प्रकार से रचनात्मक रूप से उनका सहयोग प्राप्त कर सकते हैं ?

मैं समझता हूं कि प्रादेशिक राजनीति और स्थापित स्थायी की राजनीति के चक्रव्यूह में हिन्दी के अभिमान्यु की तरह कहीं हमारे समकालीन महाभारत में कोई जयद्रथ इस हिन्दी रूपी अभिमान्यु का बध न कर सके । यह आवश्यक है कि हमारी सारी जनता की भावना अजून बन कर इसके पहले कि चक्रव्यूह अपने षडयंत्र को पूरा कर सकें, उस चक्रव्यूह को समाप्त कर दें और राष्ट्रीय भावना से इस बात का प्रयत्न करें कि हिन्दी के प्रचार तथा प्रसार का काम सफलतापूर्वक सम्पन्न हो ।

दक्षिण भारत हिन्दी प्रचार सभा ने अब तक ६००० केन्द्रों की स्थापना की है और ७००० प्रचारकों को उन्होंने प्रशिक्षित किया है । यह आवश्यक है कि यह संख्या ५ या १० गना आने वाले २, ४ वर्षों में बढ़ायी जाय । इसलिए मैं आशा करता हूं कि इनको इस प्रकार की मान्यता प्राप्त हो जाने के बाद मुक्तहस्त से भारतीय सरकार अनुदान देती रहेगी और सारा भारतवर्ष उनके इन प्रयत्नों को बहुत प्रतीक्षा की दृष्टि से देखेगा, बहुत उत्कंठा की दृष्टि से देखेगा बहुत प्रतिष्ठा और आदर की दृष्टि से देखेगा क्योंकि वह पूरे राष्ट्र के लिए एक बहुत महत्व का कार्य सम्पन्न कर रही है ।

श्री राम सहाय पाण्डेय: उपाध्यक्ष महोदय मैं इस विधेयक का हृदय से समर्थन करता हूं । यह विधेयक मेरी राय से बहुत पहले ही आना चाहिए था लेकिन देर आयद दस्त आयद के अनुसार देर से आने पर भी वह उचित और स्वागत योग्य है ।

हमारा ध्यान एक अर्ध शताब्दी से की जाने वाली दक्षिण भारत हिन्दी प्रचार सभा की सेवा की ओर गया है । हम ने एक राष्ट्रीय स्तर पर जो उस का सम्मान किया और इस

[श्री राम सहाय पाण्डेय]

के लिये जित विधेयक को सरकार वैधानिक रूप देने जा रही है, अधिनियम बनाने जा रही है निश्चित रूप से उस के लिये यह सरकार और मंत्री जी धन्यवाद के पात्र हैं।

श्रीमान्, मैं अपने पूर्व वक्ताओं की इस भावना से सहमत हूँ कि दक्षिण में हिन्दी का विरोध समाजगत, संस्कृतिगत या देशगत नहीं है। वह एक राज्यगत है। राजनितिक दृष्टि से हिन्दी के नाम पर एक वितण्डावाद खड़ा किया जाता है। तामिल, केरल मैसूर और आंध्र प्रदेश में जहाँ भी आप जायें, वहाँ पर गांवों के अन्दर जायें, तो आप को यह जो एक प्रकार का प्रभाव बन गया है कि सब लोग अंग्रेजी जानते हैं और हिन्दी नहीं जानते, मैं श्री प्रकाशवीर शास्त्री से सहमत हूँ कि यह बात भ्रमात्मक है। हिन्दी का प्रचार और प्रसार जिन गति से हुआ है आज नव जगह उस को समझते हैं, जानते हैं, पढ़ते हैं और बोलते हैं। साहित्य के माध्यम से, समाचारपत्रों के माध्यम से, चलचित्रों के माध्यम से वे हिन्दी को जानते हैं। इसलिये यह कहना कि हिन्दी का लोग समझते नहीं हैं और यह जनभाषा वहाँ की नहीं है यह ठीक बात नहीं है।

जहाँ तक अंग्रेजी के पक्ष में बात कही जाती है यह बात तो बड़ी अनुचित सी मालूम होती है और बड़ी अव्यावहारिक मालूम पड़ती है। श्रीमान्, किसी भी राष्ट्र के सम्मुख जहाँ प्रभुसत्ता का अपना एक महत्व होता है, जहाँ भौगोलिक एकता का महत्व होता है, जहाँ भावनात्मक एकता का महत्व होता है, जहाँ दर्शन और धर्म का एक महत्त्व होता है वहाँ भाषा का भी महत्व होता है। यहाँ पर भी जो विदेशीगण आते हैं, वे यह जानने का प्रयास करते हैं कि आखिर इस राष्ट्र की अपनी भावना कौनसी है। जब उन को मालूम पड़ता है कि यहाँ पर अंग्रेजी भाषा प्रचलित है, यहाँ पर उस का ही प्रचार तथा बाहुल्य है और सारा सरकारी काम-काज अंग्रेजी में ही

चलता है, तो उनको दुःख होता है। जो अनेक भाषाओं का एक सुन्दर संगम है, जो हमारी संस्कृति का प्रतीक है, उस भाषा को पीछे छोड़ कर हम ने अंग्रेजी को जो प्राधान्य दिया है, उस प्राधान्य को शीघ्र समाप्त होना चाहिये।

हमारे सांस्कृतिक जीवन को आप देखिये। अगर इस देश में सत्य नारायण की कथा अंग्रेजी में नहीं बाँची जा सकती है, विवाह के पुनीन बंधन में जब युगल को बाँधा जाता है, उस समय जिन सुन्दर श्लोकों का उच्चारण किया जाता है, अगर उन श्लोकों का उच्चारण अंग्रेजी में नहीं किया जा सकता है, हमारे किमान भाई जो गीत गाते हुए अपने खेत को जोतते और बोलते हैं, अगर वे गीत अंग्रेजी में नहीं गाए जा सकते हैं, माँ बच्चे को गोद में धपली देती हुई जब चन्दा मामा का निमंत्रण देती है कि चन्दा मामा आओ और मेरे बेटे के मस्तक पर तिलक लगा जाओ, अगर वह लोरी अंग्रेजी में नहीं गाई जा सकती है, तो मैं समझना हूँ कि अंग्रेजी का मोह और उस को प्रस्थापित करने की भावना असांस्कृतिक और अव्यावहारिक है।

दक्षिण के भाइयों की एक बात को मैं समझ सकता हूँ कि दक्षिण की एक न एक भाषा उत्तर में अनिवार्य रूप से पढ़ाई जाये। यह एक व्यावहारिक बात है और भावनात्मक एकता के लिए यह आवश्यक है। दक्षिण के साथियों के मन में किसी भी प्रकार का संशय उत्पन्न हो, यह उचित नहीं है, इसलिए कि भारतीय जीवन, भारतीय संस्कृति और भारतीय धार्मिक जीवन में हम को दक्षिण का नेतृत्व प्राप्त हुआ है। शंकराचार्य और रामानुजाचार्य उस के प्रतीक हैं। दक्षिण का इतना महत्व है कि सागर स्वयं दक्षिण के चरण पखारता है। ललाट है उत्तर। हम चाहते हैं कि हमारे देश में इस प्रकार की भावनात्मक एकता स्थापित हो, जिस में उत्तर और दक्षिण, पूर्व और पश्चिम की बात न कही जाये। हमारा देश एक है। इस सार्वभौम सत्ता की रक्षा करने के लिये

यहां पर भावनात्मक एकता पैदा करनी है और यह आवश्यक है कि भाषा और साहित्य के माध्यम से हम उस को सम्पन्न करें।

मेरा सुझाव है यक तामिल भाषा को, जिस को बोलने वाले लोग दक्षिण में बहुसंख्यक हैं, प्राइमरी स्तर से ले कर ऊपर तक अनिवार्य कर दिया जाये। इस के अतिरिक्त तमिल, तेलगु, कन्नड़ और मलयालम का जितना भी साहित्य है, उस का हिन्दी में अनुवाद किया जाये और हिन्दी का जितना साहित्य है, उस का दक्षिण की भाषाओं में अनुवाद किया जाय।

रेलवे स्टेशनों, मार्गों और सार्वजनिक स्थानों पर जो बोर्ड आदि लगाए जाते हैं, उन में हिन्दी के साथ साथ दक्षिण की एक भाषा का भी प्रयोग किया जाये। इस से यह लाभ होगा कि जहां हमें हिन्दी का ज्ञान होगा, वहां हम आवश्यकतानुसार दक्षिण की भी एक भाषा सीख सकेंगे।

जिसी भी देश के लिये यह आवश्यक है कि उसकी एक भाषा हो, एक संज्ञा हो, एक पार्लियामेंट हो, एक प्रभुसत्ता हो और भावनात्मक एकता हो। इसलिए हम चाहते हैं कि दक्षिण के नाथी, जो हिन्दी के प्रचार तथा प्रचलन को संशय की दृष्टि से देखते हैं, जो चाहे सारे ले लें,— सर्वसेज, व्यापार, साहित्य आदि जो चाहे ले लें लेकिन वे कम से कम इस भावना को स्वीकार कर लें कि हिन्दी इस देश की राष्ट्रभाषा है और वे उस को प्रेम तथा श्रद्धा से स्वीकार करें।

श्री प० ला० बाबुपाल (गंगानगर) :

उपाध्यक्ष महोदय, मैं दक्षिण भारत हिन्दी प्रचार सभा विधेयक का समर्थन करने के लिए खड़ा हूँ। मेरी मान्यता है कि जब तक अंग्रेजी हमारे ऊपर रहेगी, तब तक कोई भी भारतीय भाषा पनप नहीं सकती है। अंग्रेजी भाषा तो अमरवेल अथवा अमरलता के समान है। उपमंत्री महोदय, श्री भक्त दर्शन, जानते हैं कि अमरवेल की अपनी कोई

जड़ नहीं होती है और अगर उस को किसी दरख्त पर फँक देते हैं, तो वह उस पर छा जाती है। उसी प्रकार अंग्रेजी की जड़ तो पश्चिमी देशों में है, लेकिन वह भाषा हम पर थोप दी गई है और हम पर पूरी तरह से छा गई है। जिस प्रकार अमरवेल दूसरे वृक्षों का शोषण करती है, उसी तरह जब तक अंग्रेजी यहां पर रहेगी, तब तक भारतीय भाषाओं का शोषण होता रहेगा। सरकार ने अंग्रेजी को बढ़ावा दिया और पता नहीं कि कितने वर्ष तक यह चलेगी, लेकिन मैं समझता हूँ कि जब तक हम अंग्रेजी को अपने ऊपर से नहीं हटायेंगे, तब तक कोई भारतीय भाषा पनप नहीं पायेगी।

मैं हिन्दी-भाषी एरिया से आया हूँ, इसलिए अगर मैं तमिल, तेलगु, मलयालम या बंगाली देवनागरी लिपि में सीख सकूँ, तो मैं बहुत जल्दी उन भाषाओं को सीख सकता हूँ। आज हमारे बच्चों को न जाने क्या क्या पढ़ाया जाता है। जब बच्चा स्कूल जाता है, तो उसके पास इतनी पुस्तकें होती हैं कि उससे चला नहीं जाता है। मैं चाहता हूँ कि हमारे बच्चों को कम से कम प्राइमरी तक देश की प्रत्येक भाषा अनिवार्यतः पढ़ाई जाये। मैं समझता हूँ कि यह कोई मुश्किल बात नहीं है।

मैं शिक्षा मंत्री का ध्यान आकृष्ट करना चाहता हूँ कि शिक्षा में जो अण्डाचार है, उसको दूर किया जाये। वह अण्डाचार इस रूप में है कि कोई लेखक अपनी पुस्तक लिखता है और उसको पाठ्यपुस्तकों में शामिल करवा लेता है, जिससे उसको कुछ रायल्टी मिलती है। पता नहीं हर वर्ष कितनी पुस्तकें बदली जाती हैं। ऐसा नहीं होना चाहिए। ये पुस्तकें पाठ्यक्रम में न रख कर सब भारतीय भाषाओं को, चौदह पंद्रह भारतीय भाषाओं को, अनिवार्य रूप से बच्चों को पढ़ाया जाये। हम खुशी से उनको स्वीकार करेंगे। हमारा किसी भी भाषा से विरोध नहीं है। मेरी

[श्री पा० ला० बरुवाल]

मान्यता है कि यदि सब भारतीय भाषाओं को देवनागरी लिपि में लिखा जाये, तो उनको सीखना बहुत सरल होगा।

हिन्दी की प्रगति के लिए जो कुछ करना चाहिए था, वह हम नहीं कर पाए हैं, इसका हमें दुःख है। मैं समझता हूँ कि यह सरकार की अकर्मण्यता है और इस सम्बंध में सरकार ने बिल्कुल ठीक काम नहीं किया है। उस की नीति बिल्कुल ठीक नहीं है। मेरी बात को अनपार्लियामेंटरी न समझा जाये, लेकिन मैं कहता हूँ कि जो लोग अंग्रेजी का समर्थन करते हैं, वे अंग्रेजों के दलाल हैं। पता नहीं उन के दिमाग में क्या भरा हुआ है कि वे "अंग्रेजी" रटते रहते हैं। हम मलयालम, कन्नड़, तमिल, तेलगू, बंगाली आदि सब भारतीय भाषाओं का समर्थन क्यों हैं, क्योंकि वे सब हमारे देश की भाषाएँ हैं। भारत की जितनी भाषाएँ हैं, वे सब हमारी भाषाएँ हैं।

मैंने जो मुझाव इन सदन के सामने रखे, आशा है कि मंत्री महोदय उन पर अमल करेंगे।

श्रीमती सहोदराबाई राय (दमोह) :
 उपाध्यक्ष महोदय, मुझे भी थोड़ा सा समय दिया जाये।

उपाध्यक्ष महोदय : टाइम नहीं है।

श्री तुलशीदास जाधव (नांदेड) :
 इन को पांच मिनट दे दीजिए।

श्रीमती सहोदराबाई राय : मैं कभी बोली नहीं हूँ। मुझे थोड़ा सा समय दे दिया जाये।

उपाध्यक्ष महोदय : नहीं।

Mr. Deputy-Speaker: Shri Bhakt Darshan. At 5 o'clock we have to take other business. He may just begin.

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): Sir, I am deeply thankful for the most welcome support which has been extended to this most innocuous and innocent Bill by all the sections of this House, except the lonely and solitary voice of the hon. Member representing the DMK party.

Shri Kandappan: Nevertheless effective.

Shri Bhakt Darshan: I will surely come back to the DMK Member after a short time, but let me assert at this stage that this Bill is a fitting tribute to the band of those innumerable devoted workers who have literally dedicated their lives to the noble cause of taking Hindi to the masses of the South.

One of the main criticisms and suggestions was that we were imposing something, or bureaucratising this organisation. It is not a fact. Some Members have made mention about the Sabha coming under the Government's control. No such thing is contemplated. Government control has been kept to the bare minimum as indicated in the various clauses of this Bill.

Mr. Deputy-Speaker: He may continue tomorrow.

BUSINESS ADVISORY COMMITTEE

TWENTY-SEVENTH REPORT

Shri Rane: Sir, I beg to present the Twenty-seventh Report of the Business Advisory Committee.

17.00 hrs.

RURAL WATER SUPPLY*

Shri Harish Chandra Mathur (Jaipur): Mr. Deputy-Speaker, this half an hour discussion arises out of my question regarding the rural water supply in the country. I wonder if I need emphasise the importance of rural water supply because it is accepted both on this side as well as on the Government side. The hon. Minister herself while speaking at the Health Engineers' Conference last week very vigorously supported and emphasised it and said that rural water supply has been neglected; she also said that it should be followed up very vigorously. When this question was asked here, there were more than twenty hon. Members who rose in their seats who wanted to ask supplementaries. That has further underlined the importance and the hon. Members' concern about the rural water supply. But the unfortunate fact to which I want to draw pointed attention is that in spite of the fact that we realise the importance and the top priority, a very inadequate provision was made in the Third Plan. It was hardly Rs. 67 crores which was provided. The more unfortunate and painful fact is that even this Rs. 67 crores is not being properly allocated; it is not being spent. During the first three years of the Plan we have hardly utilised 32 per cent out of the funds provided for the local Governments; that is a major chunk. The Health Minister here is only a minor partner in the rural water supply programme of the country. Out of Rs. 67 crores provided, she is responsible for hardly Rs. 17 crores. Rs. 37 crores are managed by the Planning Commission themselves and out of these Rs. 35 crores in the first three years of the Plan hardly Rs. 11 crores have been allocated and spent.

On the other hand, most of the States have been asking for more and

more funds. When I raised the question of Rajasthan out of which this discussion arose now, the Health Minister was pleased to remark, even earlier when the discussion was held in February, I pointed out to her that Rajasthan's plan allocations for the year 1964-65 have been cut down to Rs. 20 lakhs, she was surprised because she was not informed by them but later on it came to her notice that it was Rs. 20 lakhs. Again when the question was asked on the 2nd April and I brought it forcefully that here on the one hand we have these plan allocations which are not being utilised and spent and on the other hand here is a State which is in such a desperate state of affairs so far as drinking water is concerned and the plan allocations are not being made according to their requirements, quick came the reply from the Health Minister: well, why are you asking me for more funds; you have not been able to spend the funds which had been allocated. If that was a fact she is in a very strong position. Now, let me place before you how the entire matter stands. Immediately after the Health Minister made this statement on the 2nd April on the floor of this House the Chief Minister of Rajasthan contradicted it in a clear contradiction to the Health Minister's statement on the floor of this House and Mr. Sukhadia, the Chief Minister of Rajasthan, said to newsmen in Jaipur on 3rd April, that is the next day that "the statement made by Dr. Sushila Nayar, Union Health Minister in Parliament yesterday that Rajasthan had not been able to spend even the fraction of the rural water supply allocations for the Third Plan was not true". He said the position was quite otherwise and that the Central Government had not been able to give enough funds to enable the State to solve the drinking water problem speedily enough. Mr. Sukhadia stated that during the first three years of the third Plan, the State Government had spent Rs. 116.36 lakhs out of the total

*Half-an-hour discussion.

[Shri Harish Chandra Mathur]

plan allocation of Rs. 2/crores, for the rural water supply schemes. The State Government had asked for accelerated grant of Rs. 83 lakhs for the fourth year of the Plan but had been sanctioned Rs. 20 lakhs only. I need not go further into this.

I would only like to ask, what is the position in Rajasthan at the present moment. We were supposed to meet in Bikaner Division just to take stock of the situation there. The Water Board of Rajasthan had to cancel the meeting on the 22nd March because we had absolutely no funds and we would have carried nothing but frustration to the people by telling them "we know your difficulties but we can do nothing". But Dr. Sushila Nayar herself—I am very happy to be able to say—went to the Bikaner district. I cancelled the meeting because I knew I could not face the people there. But Dr. Sushila Nayar went there and she made an observation in her speech. She referred to her recent tour of the Bikaner district in Rajasthan where she found vast areas without sweet water. And what she says now is, "it is amazing how these people have been putting up with such difficult conditions for generations and the Governments have not solved their problems so far. They store rain-water in tanks which last them a part of the year and then they have to depend on brackish water which in some places even cattle cannot drink." I do not think I can put it in a more poignant and more emphatic manner than she has done.

Only the other day, in Jodhpur district the Maharaja of Jaipur was touring with Gen. Chaudhuri and they came face to face with a much worse situation. They found a family in a desperate state of affairs; for a little water, for a bucket full of water, they had to part with some of their rations. These are facts which come, which are highlighted—to the notice of some of the dignitaries who go there but we who are to live there

feel strongly every day about the state of affairs.

It is not only in Rajasthan, I might submit that there are many other parts of the country where the situation is equally worse. I know that even in places like Mysore—I was told this morning by my hon. friend Shri Basappa—there are certain areas where the situation is very, very difficult.

In the first place, let me say this. I am not here to raise acrimonious controversies, but let us come to grips with the situation. Before we apportion blame, let us understand what the difficulty is. They say that the States are to blame. That is very handy; it is very easy to say that the States are to blame. Even if the States are to blame, may I ask the hon. Minister and the Central Government, why did they not take cognizance of the situation at the end of the first year of the third Plan, and at the end of the second year of the third Plan and find out where the difficulties lay, why the States are not going ahead and what is happening? They should have taken cognizance of it. She herself said only the other day that if the State fails, it is not that the Central Government can sit indifferent and will not take particular interest to see that things get moving. But I may submit, in all humility, that so far as the Rajasthan State is concerned, it is not at all to blame. They have been asking for more funds, and they have got an organisation which can take good care of the funds. They say that we have not taken a survey. I may point out that as early as 1959, the Rajasthan Government were quite alive to this vital problem, where the prime needs, the first needs of human beings are concerned. They appointed a committee to go into the entire matter, particularly in these 16 districts—arid and semi-arid zones. That committee submitted a report stating

quite clearly what the needs of Rajasthan are; and they stated that it would be about Rs. 13 crores which would be needed. It was before the third Plan. We had taken precaution before the Third Plan to assess our requirements. That report was submitted to the Central Government and it aroused a certain amount of interest.

After that the Chief Minister of Rajasthan wrote a D.O. letter to Dr. Sushila Nayar, when he found that things were not moving. You will be surprised that even in the Third Plan, in the first year we spent Rs. 54 lakhs. In the second year, it came down to Rs. 33 lakhs because of non-availability and in the third year it tapered down to Rs. 20 lakhs. So, it is a most alarming situation that instead of spending more from year to year, we were going down from year to year. Why? Not because we were not aware of the situation; not because we did not have the organisation; not because we were not in a position to spend the money, but because the money was not made available.

In October, 1962 the Chief Minister of Rajasthan wrote a D.O. letter to the Minister stating—it is a four-page letter in which he had clearly stated what the requirements of Rajasthan are—that he would require at least Rs. 1½ crores in the first year. Rs. 3½ crores in the second year and so on. Where is the amount? It was not made available. Dr. Sushila Nayar's argument is, we have got Rs. 2 crores for the third Plan; why don't you spend it first? Is she not aware that Rs. 2 crores has to be spent over the five years? I hope she is aware that every year we have a durbar here at which all the States are present and the Plan allocations are made available for a particular year. For 1964-65, Rajasthan wanted about Rs. 83 lakhs. Even their own study group said, Rajasthan must get Rs. 1 crore. But the Plan could not be made to Rs. 35 crores. You could not cut anything out of irrigation, agriculture or power. So, from Rs. 1

crore, this was cut down to Rs. 20 lakhs for 1964-65.

I, therefore pursued this matter with Planning Commission itself. I wrote a letter to the Planning Commission and also to the Health Minister. She quickly wrote back to me saying that she shares my anxiety. I am happy even if she is not able to help me, she shares my anxiety. That is a helpful attitude. She also said in the letter that she has addressed the Planning Commission. I got in touch with the Member of the Planning Commission. It was in February that I wrote to him. But they have not been able so far to this day to allocate a single pie. I have got a letter from the Member, Planning Commission, that the matter is under consideration. If it is being considered even now, how do you ask us to spend the money? The allocations are not there...

I again wrote. Fortunately or unfortunately, I happen to be the Chairman of the Water Board in Rajasthan. Out of Rs. 20 lakhs which have been given to us, Rs. 10 lakhs will go to the villages for wells, Rs. 7 lakhs will be spent on the organisation for doing nothing, because they have not got any funds. There are works which are already in hand. If they are to be completed, we need at least Rs. 40 to Rs. 50 lakhs. No new scheme is necessary. Even if the works sanctioned by the Health Ministry are to be completed, we need about Rs. 50 lakhs. But even if these works are not to be completed, the entire organisation in Rajasthan must cool their heels and do nothing, because there is no money. We are told, why don't you spend the money? But money must be made available first. The hon. Minister asks me not to get excited. There is no question of getting excited. It is for the Ministries at the Centre to cast some of their flabbiness and to understand our difficulties. We do get a reaction when we see people suffering. She herself has seen people suffering, but there is no response to show that they are gearing up their administration. We want at least Rs. 1½ crores to be given to

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Rajasthan during 1964-65. I can assure you on the floor of this House that this amount would be effectively spent. If we get another Rs. 3.5 crores in the next year we will be able to effectively spend that amount also.

It is not only for Rajasthan that I am submitting this. There are many other States. I hope the hon. Minister will take into consideration the requirements of the other States and try to see that this amount which has already been provided, though it is very inadequate, is properly spent and if need be provide more funds.

Dr. L. M. Singhvi (Jodhpur): Sir, you would recall that in this session alone we had to raise two half-hour discussions on the problem of rural water supply. This is because of the state of complete confusion which appears to be revealed by the spokesmen of the Government. I want to know what the Ministry has done to secure larger allocations of funds and to secure a greater measure of co-ordination in the formulation and implementation of the programme, why the Balwant Rai Committee's report is not being placed before the House and discussed, and what measure of co-ordination can the colleague of the Health Minister, Dr. Rao, disclose to this House in respect of some of these problems?

Shri Hari Vishnu Kamath (Hoshangabad): Has any survey been conducted in order to ascertain as to how many hundreds, rather thousands of villages there are in the country where in spite of there being a well or two the use of those wells or that well is denied to Harijans or Scheduled Castes in those villages? And, how can the people have confidence in the capacity of the Government to tackle this problem effectively when they cannot, right under their very nose, tackle the problem of water supply in Ramakrishnapuram, Netaji Nagar and other Delhi south zone colonies?

Shri Ranga (Chittoor): There is this scarcity of drinking water. There is not only scarcity but in some areas it is almost difficult to obtain it.

Mr. Deputy-Speaker: What is his question?

Shri Ranga: I am coming to that. It is not like Question Hour. We can make suggestions also.

In view of the failure of the Government in spite of these two or three Plans to make sufficient provision and also to get it utilised, may I suggest that they should appoint a committee of experts, engineering experts, especially of those who have studied the question of tapping the underground water, ask them to go over to Rajasthan, Saurashtra, the whole of Gujarat, parts of Punjab, the whole of the South Indian plateau stretching right up to Mysore

An Hon. Member: Maharashtra also.

Shri Ranga: South Indian plateau means Maharashtra also.

Mr. Deputy-Speaker: He should put his question.

Shri Ranga: I am coming to that.

Mr. Deputy-Speaker: He is making a speech.

Shri Ranga: Kindly be patient, Sir, You do not find me making a rignmarole thing.

Mr. Deputy-Speaker: You are making a speech.

Shri Ranga: Sir, you make it a bit difficult for me. I have forgotten where I began. I was saying that they should go to Maharashtra, Karnatak, Andhra, the whole of Madhya Pradesh, the whole of the South Indian plateau stretching right through the heart of India and to get a survey made in regard to the needs of drinking water supply, the facilities available at present and the possibilities for tapping the uderground water, so that in the

light of that it may be possible for the Government to make a regular plan and estimates and pass them on to the Planning Commission to get sufficient funds allotted.

Shri Basappa (Tiptur): Sir, I have been receiving letters from my constituency saying that in certain areas people have to buy water at the rate of one rupee per drum and even then it is very difficult to get it from irrigation wells.

Mr. Deputy-Speaker: What is your question?

Shri Basappa: There are 7,000 villages in the Mysore State which have no drinking water. The Government of Mysore has sent up schemes here, but they have not yet received the final sanctions here. They are lying here.

Mr. Deputy-Speaker: I am sorry, I have to say the same thing to you, Shri Basappa.

Shri Basappa: On the report of the Drinking Water Supply Board there is as yet no decision. What is the difficulty in taking a decision on the Report of the Balwantray Committee? All that I want to know is: What is the difficulty in taking a decision on this report?

Shri Onkar Lal Berwa (Kotah): Please one second.

Mr. Deputy-Speaker: I am sorry, Dr. Nayar.

The Minister of Health (Dr. Sushila Nayar): Mr. Deputy-Speaker, Sir, I say that I am glad at this discussion. There seems to be a little difficulty in understanding the position both by the hon. Members from our point of view and by me from their point of view. I appreciate the difficulties but I want them to appreciate my difficulties also.

It is true that the Chief Minister of Rajasthan went to the press and said that my statement was incorrect. The pressman came to me also and I said

that I had no wish to enter into a public controversy with the Chief Minister because, after all, he is a part of the Government of this country and so am I. But I am forced to give a reply now that the question is raised on the floor of this House.

Rs. 2 crores were provided in the plan of Rajasthan for national water supply schemes. National water supply scheme under the Ministry of Health consists of piped water supply schemes. Of those piped water supply schemes the information, when I answered the particular question, with me in my office as supplied by the Rajasthan people, was that 28 schemes costing Rs. 39 lakhs had been received and had been sanctioned. Today I had a letter from the Minister concerned wherein he has said that they have spent Rs. 71 lakhs or Rs. 78 lakhs—I forget the exact amount—on piped water supply and some more sum they have spent on the digging of wells. For one thing, wells have been included under other Ministries' provisions, like Community Development, Planning Commission, Backward Classes, Scheduled Castes and Scheduled Tribes Welfare etc. Anyway, this is the position. They have spent Rs. 78 lakhs on protected water supply and even if we take the full amount that has been stated, a little more than 50 per cent or half the money has been spent in Rajasthan.

When the Rajasthan people came for this year's Plan allocation, they had proposed Rs. 50 lakhs for water supply. It was our people who said, "No; you should have more. You should provide at least Rs. 1 crore in this year's allocation". After fuller discussions at the Planning Commission the figure arrived at was Rs. 83 lakhs. They go back. After they go back, the Planning Commission or the Finance Ministry conveys to them certain cuts in the overall plan for the year. The cut, according to the figures quoted in the Minister, Shri Mathura Das Mathur's letter to me that I received today, was something

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like Rs. 90 lakhs, if I remember correctly. Of those Rs. 90 lakhs of overall cut

Shri Harish Chandra Mathur: Rs. 4 crores.

Dr. L. M. Singhvi: The overall cut is Rs. 4 crores.

Dr. Sushila Nayar: . . . Rs. 70 lakhs is put on health. It just shows how little or inadequate importance is given by the Government to the Plan in the Health sector.

Shri Chandrabhan Singh (Bilaspur): Shame.

Dr. Sushila Nayar: My problem is that I have had experience where I have gone and put up a stiff fight of another State and got them an extra crore of rupees. What happened at the end is that Rs. 70 lakhs out of Rs. 1 crore that we got them extra were diverted to other schemes. It is not possible for me to go and put up a fight in favour of any State Government for extra funds unless and until I have a clear-cut categorical, assurance from them that the money in the health sector of that State will be utilised in the health sector and for nothing else.

Shri Harish Chandra Mathur: That is quite fair.

Dr. Sushila Nayar: But what happens is that they are more interested in roads somewhere; they are more interested in hydro-electric projects somewhere and they are more interested in some industries somewhere. All these are important. I do not deny the importance of any of these sectors. But I must say that I consider

health to be also important because on the health of the people will depend the development in other sectors. For health purpose, water supply is one of the most urgent and most important fundamental needs.

Shri Harish Chandra Mathur: How much has been diverted in Rajasthan?

Dr. Sushila Nayar: I am not saying how much they have diverted. What I am saying is that when there was a cut, the lion's share of that cut over their overall plan allocation fell on the health sector. Now, I say, it is not. . .

Dr. L. M. Singhvi: Who is responsible for this cut on the health sector?

Shri Harish Chandra Mathur: Will you appreciate that there was a simultaneous cut. . .

Dr. Sushila Nayar: I have heard you patiently without interrupting you. You should now give me an opportunity to reply.

Sir, certain allocations are made or certain provisions are made for different sectors. Supposing that State says, they need Rs. 10 crores for the year and ultimately it comes to that they can have Rs. 9 crores or Rs. 8 crores, then they have to adjust that cut in different sectors within the State itself. It is not that somebody cuts it from here. Neither the Planning Commission nor the Finance Ministry does it. But the State Government apply the cut themselves and they apply it wherever they think they can do it. Well, they say, on irrigation it cannot be cut. . .

Shri Harish Chandra Mathur: Who says it? The Planning Commission says it.

Dr. Sushila Nayar: I have asked the Planning Commission to say that from water too it cannot be cut, that from

health it cannot be cut. I have the instance of another State, that is, Punjab. That State has spent in three years more money on rural water supply than what has been provided in their entire plan. So, I feel happy and I feel encouraged to help them to get some more money.

If I come across States who only give me all kinds of lectures and all kinds of arguments but they have not spent their own Plan allocation on rural water supply or on health, my hands are weakened. I cannot put a fight for them. They must give importance to health and water-supply schemes. They must say, "We will not cut from here."

Then, Sir, about the amount of Rs. 7.5 lakhs on establishment that Mr. Mathuradas Mathur mentioned, I must say, the amount of Rs. 7.5 lakhs is for the establishment of the entire Public Health Engineering Department which also takes care of the urban water supply and of the rural water supply. But the irony of it is that the total cost is put against the rural water supply scheme so that the money for supplying water to the villages is to that extent reduced. I am doing my best that we may try and find some more money for Rajasthan during the current year in view of the situation there, the famine and other difficulties that they are faced with, and I hope we will be able to get something for them. But what I wish to submit once again is that when they have to apply the cut, their own relative priorities must undergo alterations and the State must say, "Here is an item to which we cannot apply a cut as it is a very urgent and very important one." If they are not going to do that, what can I do? After all, when I go to the Finance Minister or the Planning Commission, I also have to ask them to have a cut somewhere and give me the money. If within the State sector, the State does not feel the intensity of the water supply needs and applies a cut to the water supply allocation, it is very difficult for me to ask other peo-

ple to feel for them more intensely than they feel themselves. That is, in brief, the case. Then Sir, it was asked why the Planning Commission has not allocated the money, etc. etc. In view of the Balwant Rai Mehta Committee's report, the Planning Commission have decided that they will not give direct allocation any more, but they will make part of the money available with them to the Ministry of Community Development for wells, and part of the money available to the Health Ministry for pipe-water-supply, and they are working out those details. As soon as those details are worked out, the money will be made available to the States concerned.

Dr. L. M. Singhvi has said that there is complete confusion, I am sorry that I cannot accept his compliment that there is complete confusion. There is no confusion.

Shri Hari Vishnu Kamath: It may not be complete, but partial.

Dr. Sushila Nayar: It is a clear-cut position. Moreover, we have a co-ordination committee under the chairmanship of Professor Thacker, Member, Planning Commission, to ensure the smoothest co-ordination and collaboration between the different Ministries.

My hon. friend Shri Kamath asked whether any surveys had been made. I have said on more than one occasion while answering questions that one of the very first things that I did was—and I am grateful to Dr. A. N. Khosla, who was the Member in charge in the Planning Commission at that time, who agreed to our proposal—to give one hundred per cent assistance to the State Governments and establish the investigation divisions to assess the exact problem. In view of that assessment, we have got now schemes ready from various places, and I might mention that we are giving first priority to the scarcity areas where there is no well or

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any other trace of water, That is priority No. 1. Where there may be inadequate water supply that area gets priority No. 2, and so the thing goes on. We have schemes worth more than Rs. 8 crores ready in different States in different places, so that if we have the money it will be possible for us to go ahead and spend that money.

So far as Rajasthan is concerned, the Ministry concerned says that if he gets the money, he will be able to spend Rs. 1 crore over and above what is there in their own Plan ceiling. I am sure he knows what his capacity is, better than perhaps some of the hon. Members here, who are very eminent, no doubt; but the man who is dealing with these schemes at the State level must be in a better position to know what he can spend.

Shri Harish Chandra Mathur: Better than the Chief Minister?

Dr. Sushila Nayar: Anyway, that is not the question. The question is that whatever is possible will be done from this end, provided they show sufficient anxiety for these schemes, and the index of showing that anxiety is that they shall not apply the cut to the water supply schemes, wherever else they may have to apply it.

My hon. friend Shri Kamath brought up the point about Raniakrishnapuram. In Ramakrishnapuram, the problem is that the people living in the lower flats are using the water to water their vegetable gardens, and therefore, the water does not go upstairs. They have been approached by the upstairs people by the corporation people asking them not to use the water for their gardens. But they say that their vegetable garden is drying up. It is a little consideration for one another that is necessary. Is it necessary for me or for this House or for anybody else to legislate in order to make the people show this common consideration for another fellow human being when there is

shortage of water for drinking purposes for the people living upstairs, the down stairs people should not use the water for their vegetable gardens? I think that is the least thing that is needed when water is not available for drinking purposes for others. . .

Shri Hari Vishnu Kamath: That is not quite correct. Not all are doing it. One or two may be doing it.

Mr. Deputy-Speaker: That is beside the point.

Dr. Sushila Nayar: In any case, that is the report that is given to us by the people residing in that area. We have already answered questions here stating that two tube-wells are being sunk post-haste, so that more water can be put into the distribution system at that place, and other steps are also being taken.

Shri Sonavane (Pandharpur): The hon. Minister has missed a very important point raised by Shri Kamath. What about the wells where the Scheduled Castes and Harijans are denied access to water in spite of the fact that water is available?

Dr. Sushila Nayar: So far as the Harijans are concerned, I do not think that it is a matter of scarcity of water, but it is a matter of working for the implementation of our own decisions or our own policies, and that work has got to be done at each level, at each stage and in each village.

Shri Hari Vishnu Kamath: For them, it means 'Water, water everywhere, but not a drop to drink'.

Dr. Sushila Nayar: There is water to drink, and the situation that Shri Kamath describes prevails in the Bikaner area and in some coastal areas, but not in the areas which he has in mind, where it is said that the Harijans are denied access to the wells. I would like Shri Kamath or anyone else, if this kind of thing is

still happening, to take it to a court of law and then get those people put behind the bars, I shall be the first one to support them in that.

Shri Hari Vishnu Kamath: There is the Untouchability (Offences) Act. Why don't you prosecute them. You have got the resources.

Dr. Sushila Nayar: I say that somebody has to take up that work.

Shri Hari Vishnu Kamath: You have only to implement the law. But the Government is inefficient. They do not implement the law.

Dr. Sushila Nayar: I do not really understand. Am I to do the implementation of the law from here?

Shri Hari Vishnu Kamath: Your Government, not you personally.

Dr. Sushila Nayar: He is an eminent lawyer.

Shri Hari Vishnu Kamath: I am not a lawyer at all.

Dr. Sushila Nayar: That is why I think you are making this mistake.

An Hon. Member: He is a good administrator.

Dr. Sushila Nayar: Where this unsocial or anti-social action takes place, somebody or the spot has to take it up and take it to a court of law. That is the only way of implementing the law. If anyone is breaking the law, somebody should bring it to the notice of the authorities.

Shri Hari Vishnu Kamath: It is reported to the police, and the police have to take action.

Dr. Sushila Nayar: It is no use raising it here. Action has to be taken on the spot where this unsocial or

anti-social action takes place. I will wholeheartedly support him in that.

Mr. Deputy-Speaker: It is time.

Dr. Sushila Nayar: Shri Basappa said something about schemes from his State. I wish to tell him that all the schemes that had come from Mysore have gone back from us. There are no schemes lying with us. In Mysore State, also they have not yet finished their plan allocations and we are helping the Mysore State the most of all the States in the Union. We are getting them Rs. 18 crores or something like that for their Bangalore scheme. It is very unfair that everybody should complain that nothing is being done.

Shri Basappa: No, the other day I got an answer from the Deputy Minister that schemes are still pending with them here.

Dr. Sushila Nayar: He is completely misinformed. His Minister would not support him in that.

Shri Basappa: Your own Ministry has sent a note to me to that effect.

Dr. Sushila Nayar: That was an old note he is referring to. Since then, much water has flowed under the bridge.

Shri Basappa: Only 15 days ago.

Dr. Sushila Nayar: All the schemes have gone back to the Government of Mysore. That Government have ready with them schemes worth Rs. 4-5 crores for implementation.

Shri Basappa: What about the cases I mentioned? People are buying water at the rate of one rupee per . .

Dr. Sushila Nayar: What can I do about it. You have to take it up with your State Government. I will write to them that this is what Shri

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Basappa has told me. That is all I can do.

Lastly, the suggestion made by Shri Ranga has, as I have said, already been implemented in the form of the institution of these investigation divisions.

I am grateful to the House you and Shri Mathur for giving me an opportunity to explain my position.

17.38 hrs.

The Lok Sabha then adjourned till Eleven of the clock on Thursday, April 30, 1964/Vaisakha 10, 1886 (Saka).