

**Second Series, No.27**

**Tuesday, March 15, 1960**  
**Phalguna 25, 1881 (Saka)**

# **LOK SABHA DEBATES**

**Tenth Session**  
**(Second Lok Sabha)**

**LOK SABHA SECRETARIAT**  
**New Delhi**

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## LOK SABHA DEBATES

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### LOK SABHA

Tuesday, March 15, 1960/Phalgun 25,  
1881 (Saka)

**The Lok Sabha met at Eleven of the  
Clock.**

[MR. SPEAKER in the Chair]

#### ORAL ANSWERS TO QUESTIONS

##### Vamsadhara Project

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\*845. { Shri S. C. Samanta:  
Shri Sanganna:  
Shri Rami Reddy:

Will the Minister of Irrigation and Power be pleased to refer to the reply given to Unstarred Question No. 1799 on the 21st December, 1959 and state:

(a) whether the final views of the Governments of Orissa and Andhra Pradesh in respect of the Vamsadhara Project have since been received; and

(b) if so, what are their views?

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

(b) Does not arise.

**Shri S. C. Samanta:** May I know since how long the State Governments have been informed about taking a decision? May I know why it is being delayed?

**Shri Hathi:** The report had been sent to both the State Governments on 12th November, 1959. So, I think, we might now be expecting the replies.

**Shri Rami Reddy:** In view of the fact that this is a scheme which was included in the Second Five Year

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Plan and in view of the fact that the Andhra Government has provided Rs. 10 lakhs for this project in the next year's Budget, may I know whether this Government would see that the matter is expedited?

**Shri Hathi:** Government has already seen to that. And, it was with the intervention of the Central Government that an agreement between the two States was reached and the investigation was undertaken by the Central Government and the investigation has been completed also.

**Shri Rami Reddy:** In view of the advantages of this new site, Gudari, namely that the area of submersion is much less and the number of persons that would be displaced would be much less than the one at Gotta, has this Government advised the Orissa Government to accept the recommendations of the C.W.P.C.?

**Shri Hathi:** It was specifically on account of these advantages which the hon. Member mentions that the Central Government undertook the investigation on this very site.

**Shri Venkatasubbalah:** In view of the fact that after this second alternative the Central Government has taken up the investigation of this Vamsadhara project, may I know what are the reasons that have now been advanced by the Government of Orissa for this delay?

**Shri Hathi:** In fact, we have sent the project report to the Government and we have not received any reply. So, we cannot know if there are any objections, and, if so, what they are.

**Shri Jaganatha Rao:** May I know whether Government would wish to proceed with this project in view of the

fact that Government want to lay more stress on minor irrigation?

**Shri Hathl:** Of course, minor irrigation has also its own place; and medium projects have also to be taken up.

**Shri P. K. Deo:** May I know if all the lands that are to be submerged belong to the Orissa State and all the lands to be benefited by the project belong to Andhra?

**Shri Hathl:** In which particular site?

**Shri P. K. Deo:** In the first site.

**Shri Hathl:** In the first site, the area to be submerged was, I think, 25,600 acres out of which 350 acres are of Orissa and 25,250 acres are in Andhra Pradesh.

**Shri T. B. Vittal Rao:** The Chairman of the C.W.P.C. suggested that we can go ahead with this project pending the settlement between the Andhra and Orissa Governments. May I know what happened to that suggestion?

**Shri Hathl:** I do not think we can go ahead unless the States agree. It is a project where both the States are interested.

**Shri Panigrahi:** May I know whether both the State Governments have agreed to the present site at Gudari which has been recommended?

**Shri Hathl:** Both the States had agreed to the investigations being carried on at the second site; but they wanted the project report to be seen before the project could be sanctioned.

**Shri Venkatasubbaiah:** In case the two Governments do not agree regarding the second site, may I know whether the Central Government are going to follow the advice of the technical experts in the matter?

**Shri Hathl:** Naturally, the Central Government will be following the advice of the experts and will see

that whatever project is beneficial to the country is taken up.

**Shri S. C. Samanta:** Has the cost of the scheme been settled? May I know whether the work could commence at once so that the scheme may be finalised during the Third Five Year Plan?

**Shri Hathl:** There is no question of the commencement of the work unless we hear from both the States.

#### Pathological Museum

\*847. **Shri P. K. Deo:** Will the Minister of Health be pleased to state:

(a) whether the Indian Council of Medical Research are going to establish a Pathological museum in the country for the benefit of medical practitioners working in the interior and desirous of acquiring advanced knowledge in this branch;

(b) what will be the financial implication of this scheme; and

(c) where it will be located?

**The Minister of Health (Shri Karmakar):** (a) There is a proposal to establish a Registry of Pathology under the auspices of the Indian Council of Medical Research during the Third Five Year Plan period.

(b) and (c). The details have not yet been worked out.

#### Hyperbolic Navigational Aids

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\*848. { **Shri Radha Baman:**  
**Shri Shree Narayan Das:**

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

(a) whether it is a fact that a new type of hyperbolic navigational aid system is going to be started in India;

(b) if so, the location and functions of such a system;

(c) the number of trained personnel required for the purpose;

(d) whether any programme of carrying out the scheme has been drawn up; and

(e) if so, the nature thereof?

**The Minister of Transport and Communications (Dr. P. Subbarayan):** (a) to (e). A statement is laid on the Table of the Lok Sabha.

#### STATEMENT

(a) *Hyperbolic Navigational Aid system:*

It is proposed to instal a new type of hyperbolic navigational aid system in India commonly known as Decca Navigator Chains.

(b) *Location and functions of the system:*

One Chain of the system will be located on the East Coast in the States of West Bengal and Orissa and a second Chain on the West Coast in the State of Bombay. These Chains will enable a mariner to obtain his position-fix with great precision and accuracy, within their range, in a matter of few seconds.

(c) *Number of trained personnel required for the system:*

42 Nos.

(d) and (e). *Programme and nature of the scheme:*

A scheme has already been worked out and approved by Government. A part of the necessary equipment has already been received from the United Kingdom. Civil Engineering Works are in progress and are expected to be completed before the monsoons. The Chains are expected to be in full commission by October 1961.

**Shri Radha Raman:** May I know whether this scheme is being carried out in collaboration with some foreign experts or whether it is to be manned by Indians themselves?

**Dr. P. Subbarayan:** It is being carried out in collaboration with a foreign expert; but, it will be eventually done by ourselves.

**Shri Radha Raman:** May I know the total cost the scheme will involve? How much time will it take to actually implement it in fully?

**Dr. P. Subbarayan:** I have not the data as to cost at present. If the hon. Member were to ask a separate question I will lay it on the Table of the House.

**Mr. Speaker:** Will the hon. Minister explain what this hyperbolic navigation means?

**Dr. P. Subbarayan:** I am myself unaware of it because I am not a technical expert.

**Mr. Speaker:** The hon. Member sponsoring the question may explain it.

**Shri Radha Raman:** I am myself very inquisitive about it, Sir.

**Dr. P. Subbarayan:** He has only put the question for the sake of information. It is very technical. I do not think I myself or the hon. Member will be aware of what it implies.

**Shri C. K. Bhattacharya:** It is hyperbole, Sir. The explanation should be sought from rhetoricians, I mean, persons who are expert in rhetorics.

#### Sethusamudram Project

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\*849. { **Shri T. B. Vittal Rao:**  
**Shri Jhulan Sinha:**

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

(a) at what stage is the hydrographical survey in connection with the taking up of Sethusamudram Project;

(b) when it is likely to be completed; and

(c) the total amount spent so far on this?

**The Minister of Transport and Communications (Dr. P. Subbarayan):** (a) to (c). A statement is laid on the Table of the Lok Sabha.

## STATEMENT

The Sethusmudram Project Committee gave its report to the Government of India in April, 1956. The report was considered in two inter-Departmental meetings in May and July, 1956. It was felt that the estimate as prepared by the Committee was low. It was, therefore, decided that for further consideration of the project, a detailed hydrographic survey of the area was necessary. Accordingly, a survey of the Gulf of Mannar along the shoals of Mandapam and Pamban was included in the survey programme for the survey season 1956-57. The Indian Navy, who does this work, could carry out the extensive triangulation only of the area during that survey season. As the work was too much, they could not commence the soundings work.

Early in 1958 the Government of India decided that in view of paucity of resources, it was not possible to undertake the execution of a project of this magnitude in the Second Five Year Plan. As a result of this and also in view of the higher priority given to other surveys, survey of the Sethusmudram area was not included in the survey programme for the survey seasons 1957-58, 1958-59 and 1959-60.

The total estimated cost of the work so far done is Rs. 2.50 lakhs.

**Shri T. B. Vittal Rao:** This extensive triangulation survey was conducted and then the soundings had to be taken up which is a very small work in comparison with the triangulation survey. Why was it given up even though the project could not be taken up?

**Dr. P. Subbarayan:** It has been worked out. Now the project is going to cost Rs. 30 crores. Whether we will be able to find all the money that is needed in the Third Plan period is doubtful.

**Shri T. B. Vittal Rao:** The Ramaswamy Mudaliar Committee said that the whole project would cost only

Rs. 10 crores. How is it that it is now estimated that it will cost Rs. 30 crores?

**Dr. P. Subbarayan:** That was the estimate of the Committee. But, after enquiry and consideration by our own departmental people advising us, they found it will cost Rs. 30 crores because the kind of rock that may have to be blasted out is found to be not so soft as the Committee suggested it was.

**Shri T. B. Vittal Rao:** May I know if there is any distant prospect of this project being included in the Third Plan?

**Dr. P. Subbarayan:** I cannot say anything about it because we will have to see what considerations would apply.

**Shri T. B. Vittal Rao:** Have not the Madras Government represented very strongly to the Central Government and to the Planning Commission that this project is of vital importance to them and should be taken up?

**Dr. P. Subbarayan:** Yes; the hon. Member is correct. But, we will have to find the money for it. Of course, if we find that it is of such urgent importance, we will try to have it included.

**Shri Thanu Pillai:** Is this Rs. 30 crores for the Sethusamudram project or for the Tuticorin port inclusive?

**Dr. P. Subbarayan:** Only on the Sethusamudram Project. The Tuticorin Port is a different issue altogether.

**Shri Thanu Pillai:** Is it not a fact that in the Ramaswami Mudaliar Committee report, Tuticorin port also formed a part and the overall cost was Rs. 10 crores for both? Now, if the estimate is Rs. 30 crores, does it not include the Tuticorin port also?

**Dr. P. Subbarayan:** The hon. Member is wrong in his presumption.

**Shri Ramanathan Chettiar:** In view of our Navy having only two ships

for hydrographic survey and in view also of the fact that the Sethusamudram project requires one ship completely for a year or two for the hydrographic survey, what Steps do Government propose to take to acquire a ship for this purpose?

**Dr. P. Subbarayan:** As the final scheme is so costly, we are not thinking of acquiring any ship because that will only add to the cost.

**Shri Achar:** What will be the additional cost for survey, apart from the scheme? The survey has been partly completed now. What will be the additional cost?

**Dr. P. Subbarayan:** Survey of what? I do not understand what the hon. Member means by his question.

**Mr. Speaker:** He refers to hydrographic survey.

**Shri Achar:** Survey has been done.

**Dr. P. Subbarayan:** That is true but the thing is that the estimates have gone up therefore we have not undertaken it because we cannot find the money.... (Interruptions.)

**Mr. Speaker:** What amount has been spent on survey alone apart from the project?

**Dr. P. Subbarayan:** Rs. 2.50 lakhs.

**Shri Achar:** What further amount is required? That is the point I want.

**Mr. Speaker:** A survey is always necessary before a scheme is started. Dr. Sushila Nayar. But this relates to Madras.

**Dr. Sushila Nayar:** Is it not a fact that the Hindustan Shipyard has been ordered to prepare a special ship all air-conditioned for oceanographic survey for the hon. Minister's department?

**Dr. P. Subbarayan:** I am not aware of that.

**Shri Ramanathan Chettiar:** May I know whether the Madras Government has recently sent a communication to the Central Government urging

upon it to sanction at least the hydrographic survey for this project?

**Dr. P. Subbarayan:** I have already said that the Madras Government had pressed on us that this project would be of great help to the State but the thing is that after having considered everything we find it is not possible to provide funds for this.

**Dr. Sushila Nayar:** The hon. Minister might pay a visit to the Hindustan Shipyard; the ship is half-built.

**Shri Tyagi:** Is it in order to point out by finger?

**Dr. P. Subbarayan:** I do not mind that; I am not taking exception to that.... (Interruptions.)

**Mr. Speaker:** The hon. Member has made the same mistake.

**Shri Thanu Pillai:** May I know whether this project is of vital importance to Madras State only or for the whole country?

**Dr. P. Subbarayan:** The Madras State say that of their own concern. It will be of importance to the country. I did not mean to say that it was not of importance to the country. The hon. gentleman presumes too much.

**Shri Raghunath Singh:** When this scheme is completed, is it not a fact that the Indian ships will save 500 miles of the long bay?

**Dr. P. Subbarayan:** The hon. gentleman is correct in his presumption.

#### Brahmaputra Bridge in Assam

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- \*850. { **Shri P. K. Deo:**  
           **Shri Pangarkar:**  
           **Shri Bibhuti Mishra:**  
           **Shri N. R. Muniswamy:**  
           **Shri Hem Barua:**

Will the Minister of Railways be pleased to refer to the reply given to Starred Question No. 681 on the 8th December, 1959 and state:

(a) the further progress since made in constructing the bridge on the

Brahmaputra river at Pandu in Assam; and

(b) the amount spent so far?

**The Deputy Minister of Railways (Shri Shah nawaz Khan):** (a) Two main piers, and also the Amingaon side shore pier have been completed. Well sinking work on 5 more main piers has been completed and construction of their superstructure is in progress. About 45 percent of earth-work in the approaches has been completed.

(b) Rs. 285.10 lakhs to end of February, 1960.

**Shri P. K. Deo:** What is the total estimated cost of this project?

**Shri Shah nawaz Khan:** Rs. 12.07 crores.

**Shri P. K. Deo:** When would this project be completed and commissioned for rail-road traffic?

**Shri Shah nawaz Khan:** We hope by 1962.

**Shri Amjad Ali:** Could I know the name of the company to whom the project has been given for construction?

**Shri Shah nawaz Khan:** For the actual piers and construction sites it has been given to the Hindustan Construction Limited who constructed some foundations and piers in the Ganga Bridge. The girder and steel portion has been given to BBJ, a combination of Calcutta firms: Burn, Braithwaite and Jessops.

**Shri Amjad Ali:** Till now what is the amount spent?

**Shri Shah nawaz Khan:** I have just read it out—Rs. 2.85 crores till the end of February.

**Shri T. B. Vittal Rao:** The organisational set-up here is different from the one which we had at the Ganga Bridge. It is done by the Railway Administration directly. May I know why a separate organisation was not set up in view of the fact that there are obvious advantages?

**Shri Shah nawaz Khan:** There will be no difficulty in constructing the bridge. We have an adequate organisation and the officer in charge is a very experienced engineer. He is also looking after the stabilisation of the Assam rail link. That organisation is there also. He has taken on this work in addition to that and there will be no difficulty in the construction of the project.

**Shri Basumatari:** As the metre-gauge double line is going to be constructed may I know whether there will be provision for double line of broad-gauge also for future development over the bridge?

**Mr. Speaker:** Has he heard the question? We could not hear.

**Shri Shah nawaz Khan:** I have understood it, Sir. The project will provide for double line of metre-gauge as in the foreseeable future we do not see the possibility of having a broad-gauge line across the bridge and if any eventuality ever arises in the distant future these double metre-gauge lines could easily be converted into broad-gauge.

**Shri Narasimhan:** Will it be converted into a single broad-gauge line or a double broad-gauge line?

**Shri Shah nawaz Khan:** Single broad-gauge.

**Shri Amjad Ali:** Is it a fact that the broad-gauge line is being constructed right up to Siliguri and from that place, the Pandu bridge would not be at a great distance?

**Shri Shah nawaz Khan:** So what?

**Mr. Speaker:** Why not start with broad-gauge even now?

**The Minister of Railways (Shri Jagjivan Ram):** There is no plan at present to extend the broad-gauge to that area and the main difficulty is the availability of resources.

## Agricultural Census

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\*851. { Shri Rameshwar Tantia:  
Kumari M. Vedakumari:  
Shri Bhanja Deo:  
Shri Aurobindo Ghosal:  
Shri Manabendra Shah:

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

(a) whether it is a fact that there is a proposal to undertake an agricultural census of the country in the near future; and

(b) if so, when this census is likely to be started and completed?

The Deputy Minister of Agriculture (Shri M. V. Krishnappa): (a) Yes.

(b) The Census is proposed to be conducted in the agricultural year 1961-62 with 1960-61 as the reference period.

Shri Rameshwar Tantia: What would be the type of census? Will it be done on the foodgrain basis that a particular land is wheat-growing or rice growing?

Shri M. V. Krishnappa: The minimum list of items on which data will be required at the block level is this. Number and size of operational holdings, number and area of holdings by tenancy and size of holdings, area irrigated and unirrigated, area under crops, land utilisation, number of livestock, number of agricultural implements, use of manures and fertilisers.

Sardar A. S. Saigal: How many State Governments have come forward to take up this work?

Shri M. V. Krishnappa: Almost all State Governments have agreed to have a survey.

Shri Aurobindo Ghosal: May I know if statistics regarding earning and expenditure of the cultivators will also be taken?

Shri M. V. Krishnappa: I have just now read the minimum number of

items. In addition to that, according to the local requirements, some additions may be made.

Shri B. K. Galkwad: May I know whether information regarding the agricultural labourers and days on which they get employment on agriculture will be mentioned in this Census?

Shri M. V. Krishnappa: That is a separate question. I have read out the minimum items. According to the local needs, they can add these things.

Shri Nagi Reddy: In view of the fact that the report of the Agricultural Labour Enquiry Committee has not yet been published even after five years' delay, may I know whether the Government is making any arrangement to see that this report is finalised and published in as short a time as possible, lest it becomes useless?

Shri M. V. Krishnappa: This census is being undertaken as part of the World Agricultural Census. The F.A.O. asked us to fall in line with other member countries of the F.A.O. and conduct a survey in India as part of the World Agricultural Survey. As I said, this is going to be an agricultural survey.

Shri Nagi Reddy: My question was. . .

Mr. Speaker: The hon. Deputy Minister says that it has no relation altogether to the main question.

Shri Tyagi: Will the census be physically factual or only arithmetically done by way of a sample survey etc.?

Shri M. V. Krishnappa: What the hon. Member says is that some census some our statistics which were collected through survey were not completely dependable because they were done by sample survey. But this census which is going to be conducted

will be exhaustive in all details in which both the arithmetical and physical totals will not vary.

**Shri Venkatasubbalah:** May I know whether an assessment of the waste lands and Government *puramboku* lands will also be made in this census?

**Shri M. V. Krishnappa:** Yes, they will also be included.

**Shrimati Renuka Ray:** May I know whether agricultural income will also form part of the survey that will be undertaken?

**Shri M. V. Krishnappa:** The survey will be conducted taking the holding as the basic unit. The nature of produce, the number of growers, the amount of fertiliser used for that holding, money spent, and all such details will be there.

**Shrimati Renuka Ray:** I want to know whether the total agricultural income will also form part of the survey.

**Shri M. V. Krishnappa:** Certainly this can be inferred.

**Shri Jaganatha Rao:** Will it form part of the all-India census that is going to be undertaken in 1961, or will it be a separate one?

**Shri M. V. Krishnappa:** It will be a separate one; it has nothing to do with the population census.

**Shri Chintamani Panigrahi:** We were told that the Government has proposed to set up an Agricultural Commission to carry out agricultural survey. Is this survey different from that?

**Shri M. V. Krishnappa:** This is a separate survey as part of the World Agricultural census.

**Shri Braj Raj Singh:** What shall be the pattern of survey in the areas in which there exists no Blocks even during this period when this survey work shall be undertaken?

**Shri M. V. Krishnappa:** Blocks will be taken as units. Where there are no

Blocks, the district will be taken as the unit.

**Shri T. B. Vittal Rao:** May I know when this census report will be actually published?

**Shri M. V. Krishnappa:** That I cannot say. It will start in 1961-62 and it may take sometime. We intend to deploy patwaris and village record keepers for two months. We expect that within two months we will be able to conduct the census, and it will take sometime after that to publish the results of the survey.

**Shri Anthony Pillai:** May I know whether any factual data will be collected to assess the correct amount of under-employment in the villages?

**Shri M. V. Krishnappa:** I have already given eight items as the minimum requirements on which the survey will be conducted. I do not know whether agricultural under-employment will come under this.

**Shri Tyagi:** What is the estimate of total expenditure that will be incurred on this survey? Will that be paid by the F.A.O.?

**Shri M. V. Krishnappa:** The whole thing has been worked out in detail by a working group. It is estimated that it will cost something like Rs. 1 crore. The expenditure will have to be met by the States or, naturally, the Centre or by both. The F.A.O. also may give some aid. The whole thing has not yet been decided.

**Hindustan Shipyard**

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\*853. { **Shri Raghunath Singh:**  
**Shri Ajit Singh Sarhadi:**

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

(a) whether Government is aware of the speech made by Shri G. L. Mehta, Chairman of the Hindustan Shipyard on the 21st December, 1959 that paucity of foreign exchange and absence of orders for new shipbuilding is marring the development of

shipbuilding at Hindustan Shipyard; and

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

The Minister of Transport and Communications (Dr. P. Subbarayan):

(a) and (b). A statement is laid on the Table of the House.

#### STATEMENT

Government have seen a copy of the speech made by Shri G. L. Mehta, Chairman, Hindustan Shipyard Limited, on the 21st December, 1959.

2. On account of the difficult foreign exchange position. Government have so far been able to release foreign exchange sufficient only to enable the Shipyard to maintain its existing level of production. It has, however, recently been decided to increase the capacity of the Shipyard and the question of releasing foreign exchange to the Shipyard to enable it to maintain its production at the expanded level will be reviewed from time to time. Such amounts as may be necessary for the development of the Yard or for utilising its capacity will be made available to the Yard after taking into consideration the foreign exchange position of the country.

So far as the question of securing further orders is concerned, the Shipyard has sufficient orders to engage its entire capacity during the Second Plan period. In regard to the orders for the Third Plan, the Yard has already started negotiations with the shipowners and it is hoped that the necessary orders will be forthcoming. In any case, Government will ensure that the working of the Shipyard is not hampered either on account of the paucity of foreign exchange or absence of orders for new ships.

Shri Raghunath Singh: May I know the amount of foreign exchange required for the shipyard and the arrangements made for it?

Dr. P. Subbarayan: We have not yet calculated the amount that will be required for it. When the shipyard is in progress, then we shall find out what we will have to spend.

Shri S. C. Samanta: What was the demand for foreign exchange?

Dr. P. Subbarayan: As I said, that has not been correctly worked out as yet.

Shri Chintamani Panigrahi: Recently Sir, a news item appeared that the Government is giving up the idea of the second shipyard because it wants to concentrate on the Hindustan Shipyard. May I know how far that is correct?

Dr. P. Subbarayan: I only saw it in the newspapers as the hon. Member has done.

Posting of Railway Experts in Europe

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f Shri P. G. Deb:

\*854. ^ Shrimati Ila Palchoudhuri:  
{ Dr. Ram Subhag Singh:

Will the Minister of Railways be pleased to state: ■

(a) whether it is a fact that the question of posting two senior Railway experts in Europe, at Bonn and Zurich, is under the consideration of Government of India;

(b) if so, the reasons therefor; and

(c) when a final decision is likely to be taken?

The Deputy Minister of Railways (Shri S. V. Ramaswaray): (a) Orders posting two Railway Officers, one Senior Scale Mechanical Engineer and one Senior Scale Electrical Engineer as Deputy Railway Adviser (Mechanical) and Deputy Railway Adviser (Electrical) at Bonn and Zurich respectively have since issued.

(b) To function as Liaison Officers exercising "oversight" over the

inspections carried out by the inspecting agencies to whom inspection work of rolling stock ordered abroad has been entrusted.

(c) Does not arise.

**Shri P. G. Deb:** What was the total amount sanctioned for this purpose?

**Shri S. V. Ramaswamy:** I would require notice.

**Shri P. G. Deb:** Can't our Commercial Attaches in these countries look after this work?

**Shri S. V. Ramaswamy:** No, Sir; it will be difficult. It is a highly technical matter and only Railway people can do it.

**Shri Sadhan Gupta:** May I know what these railway officials are expected to do in those countries—the nature of the job that they are expected to fulfil?

**Shri S. V. Ramaswamy:** I have already given it in my answer to part (b) of the question where I have said:

"To function as Liaison Officers exercising 'oversight' over the inspections carried out by the inspecting agencies to whom inspection work of rolling stock ordered abroad has been entrusted."

**Dr. Ram Subhag Singh:** May I know whether with the establishment of new coach and rolling stock factories in the country our purchases in foreign countries will go on increasing so as to justify the establishment of these two offices in foreign countries?

**Shri S. V. Ramaswamy:** If our internal indigenous production increases and there is less of demand for import, naturally the staff also will be reduced.

**Dr. Ram Subhag Singh:** My question is whether in the coming year our purchases of rolling stock and coaches will go on increasing? With

the setting up of these two offices at Bonn and Zurich some expenditure will have to be incurred. If our purchases are not going to increase, are we justified in setting up these two offices in foreign countries?

**The Minister of Railways (Shri Jagjivan Ram):** The purchases naturally will decrease as time goes on, because even at present we are not importing steam locomotives or coaches. But we are importing electric locomotives, and so long as orders are being placed there and goods are to be received inspection will have to be carried out. As soon as there is not much inspection work, naturally, the staff will be reduced there.

whether these offices shall be work-

**Shri Braj Raj Singh:** May I know ing in collaboration or in co-ordination with the Commercial Attaches there, or shall they be working independently of the Commercial Attaches?

**Shri S. V. Ramaswamy:** No, Sir. The set up is, there is a Railway Adviser attached to the High Commissioner's Office and this officer shall be working under him.

#### Dustless and Smoke-Free Travel

\*855. **Shri Sonavane:** Will the Minister of Railways be pleased to state:

(a) whether there is any scheme before Railway Board to make railway travel dustless and smoke-free;

(b) if so, the details thereof; and

(c) if not, the steps Government propose to take to prevent heavy inflow of dust into the carriages even after the doors and windows are shut?

**The Deputy Minister of Railways (Shri Shah Nawaz Khan):** (a), to (c). It is necessary to have full air-conditioning in order to make rail travel by any class completely free of dust and smoke. This is not practicable at this stage on financial grounds. Sealing of doors and

windows with rubber strips and rubber liners has been tried but this has not been able to prevent inflow of dust and smoke in the conventional type compartments, as under our climatic conditions, it is not practicable to keep all the doors and windows shut for a long time.

**Shri Sonavane:** In view of the statement that air-conditioned travel is essential to prevent smoke etc., will the Government see to the feasibility of increasing the frequency of such air-conditioned trains that are running at present and also adding air-conditioned coaches for third-class travel?

**Shri Shah Nawaz Khan:** Sir, at present we are concerned mainly with providing more ordinary type third-class coaches for the public. As is well known to this honourable House, air-conditioning is much more expensive than ordinary coaches. Therefore, we are concentrating on producing ordinary type of coaches rather than go in for air-conditioning. I might also inform the House that we propose to conduct certain experiments by way of pressurisation from inside and we hope that it will reduce dust inside the compartments.

**Shri Sonavane:** What about increasing the frequencies of the present trains?

**Shri Shah Nawaz Khan:** We find that the present number of air-conditioned coaches is adequate and these coaches are serving their purpose well enough.

सरदार अ० सि० सहगल : श्री मं । महोदय ने बताया कि हमने रबर लेयर्स दरवाजों पर लगाकर उसका एक्सपैरीमेंट किया लेकिन उससे कोई फायदा नहीं हुआ । मैं प्रश्न करूँ कि यदि आप इस चीज को हर एक दरजे में लगा कर देखेंगे तो उससे आपको फायदा होगा । क्या इस पर आप कोशिश करेंगे ?

श्री शाहनवाज खाँ : मैं धानरेबिल मेम्बर का बहुत शुक्रगुजार हूँ । हमने लगा कर देखा और तजरबा भी किया है, और तजरबे जारी रहते ही हैं ।

**Shri Sadhan Gupta:** May I know whether the Estimates Committee in one of their reports had recommended about exploring the possibility of evolving a cheap air-conditioning method and, if so, whether the Railway Ministry has tried to follow up the recommendations of the Estimates Committee?

**Shri Shah Nawaz Khan:** As I have submitted earlier, our main effort is concentrated on the production of ordinary third class compartments. Air-conditioning was introduced as an experiment as a sample or as an ideal to be attained later. on. But for the time being, we must concentrate on the ordinary third class coaches.

**Shri S. M. Banerjee:** Sir, I request that Question No. 866 may also be taken up along with Question No. 856. It also refers to looting.

**Shri Shah Nawaz Khan:** They are two different railways.

**Mr. Speaker:** Let us take Question No. 856.

**Dacoity at Kusunda Station (Eastern Railway)**

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\*856. { **Shri Aurobindo Ghosal:**  
**Shri B. Das Gupta:**

Will the Minister of Railways be pleased to state:

(a) whether it is a fact that a daring dacoity was committed at Kusunda Railway station near Dhanbad (Eastern Railway) in December, 1959;

(b) whether it is also a fact that the cash of the Eastern Railway amounting to more than Rs. 17,000 has been taken away by the dacoits; and

(c) if so, whether the authorities concerned have enquired into the reason for this heavy accumulation of cash at this small station?

**The Deputy Minister of Railways (Shri S. V. Ramaswamy):** (a) to (c). Yes, Sir. The matter is still under inquiry.

**Shri Aurobindo Ghosal:** May I know why safety measures were not provided at these wayside stations where large accumulations of collections are there?

**Shri S. V. Ramaswamy:** All safety measures are there. It would appear that the cash safe did not arrive on the 26th and 27th December. The Station Master in fact sent information to send the cash safe. That is how this incident seems to have taken place.

**Shri Aurobindo Ghosal:** Why was not a man from the Railway Protection Force posted in this station?

**Shri S. V. Ramaswamy:** It is not in all small stations. This is a wayside station three miles away from Dhanbad. As a matter of fact, the officer at Dhanbad sent a message to the Havildar, R.P.F., to provide some security, but the message was not delivered to him.

**Shri B. Das Gupta:** May I know for how many days this cash was allowed to be accumulated in that small station and was not collected by the head office?

**Shri S. V. Ramaswamy:** I have already said that the cash safe did not arrive on the 26th and 27th December. These are the two days on which it did not arrive.

**Mr. Speaker:** Evidently, the hon. Member thinks that this Rs. 17,000 must have accumulated over a long period of time.

**Shri S. V. Ramaswamy:** That is not so. The information that I have got is that the safe did not arrive on the 26th and 27th December and presumably, . . .

**Mr. Speaker:** He is not aware of it.

**Shri T. B. Vittal Rao:** When the question is specifically put, what is the use of saying "presumably" and all that?

**Shri S. V. Ramaswamy:** Presumably it is an accumulation of three days.

**Shri T. B. Vittal Rao:** Is it a small station with only Rs. 17,000 as income, or, does that amount represent only two days' earnings?

**Shri S. V. Ramaswamy:** Three days.

**Shri B. Das Gupta** rose—

**Mr. Speaker:** Order, order. Part (c) of the question refers to the matter specifically. It asks:

"if so, whether the authorities concerned have enquired into the reason for this heavy accumulation of cash at this small station?"

**Shri S. V. Ramaswamy:** The heavy accumulation is due to the fact that the cash safe which used to come every day did not arrive on the 26th and 27th December. Had the cash safe arrived as usual by 14 DC train on those days the cash would have been cleared. But, as a matter of fact, this accumulation was only for three days.

**Mr. Speaker:** The question is, for how many days this amount had accumulated.

**Shri S. V. Ramaswamy:** Only three days.

**Mr. Speaker:** He was doubtful about it himself. Let there be no guess in this matter. If he does not know it, let him say 'No.' Let the answers be complete. The question is asked as to why this cash has accumulated, and the answer is that for want of cash chest it accumulated. But for how long was the cash chest not available and for how long did this amount accumulate? The natural question arises as to whether

Rs. 17,000 is the accumulation of only three days. Whatever it is, the hon. Minister must have looked into this and the whole matter must have been before him. If questions are asked, he must be able to reply. If they are not asked, of course, that will be in his favour!

**Shri Braj Raj Singh:** What is the definition of a wayside station?

**Mr. Speaker:** The hon. Member knows all this.

**The Minister of Railways (Shri Jagjivan Ram):** It is quite clear that there was a heavy accumulation of cash on the day of occurrence as no cash safe arrived by 14 DC train on the 26th and 27th December, 1959. So, it was an accumulation of three days.

**Mr. Speaker:** The hon. Minister himself says that it was a heavy accumulation. Can the heavy accumulation gather so much to become so heavy in a couple of days?

**Shri Jagjivan Ram:** The cash was transported every day, but the cash safe had not arrived on those two days and it was not an accumulation over a....

**Mr. Speaker:** The amount that lay accumulated was the collection for three days?

**Shri Jagjivan Ram:** That is what I presume.

**Mr. Speaker:** Instead of presuming.....

**Shri Jagjivan Ram:** That is the brief which I have got. More than that, how can I say. This is the information which I have got.

**Mr. Speaker:** No body quarrels with the hon. Minister.

**Shri Jagjivan Ram:** There is no question of quarrelling, but the information that I have got is this. Because the cash safe did not arrive for those two days, there was an accumulation, and this was naturally the accumulation for these three days.

**Mr. Speaker:** The hon. Minister as well as the hon. Members are correct. The hon. Minister is satisfied with the presumption that this must have accumulated only during those three days. The hon. Members feel that there can be equally a good presumption that the amount was kept improperly there. How am I to answer them? Therefore, it is necessary to have clear answers regarding this matter.

**Shri A. C. Guha:** May I know what is the average daily collection at this station?

**Shri S. V. Ramaswamy:** I would require notice.

**Mr. Speaker:** The hon. Minister must have anticipated these questions. He is a lawyer.

**Shri Jagjivan Ram:** I do not know what is the point.

**Mr. Speaker:** The point is, there has been indifference in sending the remittance from time to time—of all these collections, and therefore somebody got the know of this accumulation and walked away with it during those days.

**Shri Jagjivan Ram:** It has been answered that for two days the cash safe had not arrived. That has been stated. And so, the accumulation for the three days amounted to so much. Shri B. Das Gupta knows it personally and he is perhaps presuming that the income from passenger traffic at that station will be very small. But he forgot that there is goods booking as well, and there is heavy coal booking there. Though I am not in a position to say what is the daily average income, from the information that has come to me, I can say that it was the accumulation of three days.

#### Permanent Agricultural Exhibitions in States

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\*857. { Shri S. A. Mehdi:  
Shri Bhanja Deo:

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

(a) whether Government are contemplating to have a permanent type

of Agricultural Exhibition in States and at Centres of Education to educate the farmers as suggested by the Indian delegation to China;

(b) if so, by what time the scheme will be implemented; and

(c) what would be its broad features?

**The Deputy Minister of Agriculture (Shri M. V. Krishnappa):** (a) to (c). A statement is laid on the Table of the Lok Sabha.

#### STATEMENT

Copies of the Report of the Indian delegation to China were forwarded to State Governments for consideration. No reply has so far been received from them regarding the action taken by the States in respect of establishment of permanent type of agricultural exhibitions in States and at Centres of Education to educate the farmers.

Some of the Central Institutes, viz. Indian Agricultural Research Institute, Indian Veterinary Research Institute, have already got museums attached to them.

A permanent exhibition for indicating the year to year progress achieved in the different National sectors, including Agriculture, is being worked out at New Delhi under the directions of a Committee, consisting of the Cabinet Secretary and the Secretaries of Ministry of Commerce and Industry, Finance, Works, Housing and Supply, Defence, Scientific Research and Cultural Affairs, Food and Agriculture and Irrigation and Power. The details of the exhibition are being worked out by the Exhibition Directorate of the Ministry of Commerce and Industry.

**Shri S. A. Mehdi:** In view of the significance of this exhibition, will the Ministry take adequate steps to expedite having such exhibitions in the different States?

**Shri M. V. Krishnappa:** The question is about the agricultural exhibitions.

We have stated that there is no proposal as such to have an independent agricultural exhibition. But there is a proposal to have a general exhibition in Delhi, a part of which will be agricultural exhibition also.

**Shri S. A. Mehdi:** The statement says that the recommendation has been sent to the State Governments for their opinion. Would the Ministry take any steps to see that at least a few such exhibitions are held permanently in some of the important agricultural States?

**Shri M. V. Krishnappa:** We have sent the recommendations of the committee to all the States. We do feel that there is a need to have some sort of exhibition. Already some of the States have every year some exhibitions in which agricultural exhibits are also exhibited. So, it is better they have a permanent exhibition of this type; but we have sent the recommendations to them. It is left to them.

**Shri S. A. Mehdi:** May I know whether there is any proposal for a permanent agricultural exhibition in Delhi?

**Shri M. B. Krishnappa:** Though I would welcome that proposal, at present we have no such proposal for a permanent exhibition for agriculture alone.

#### Surplus Machinery of Hirakud Project

**\*858. Shri Chintamani Pandgrah:** Will the Minister of Irrigation and Power be pleased to refer to the reply given to Starred Question No. 211 on the 7th August, 1959 and state:

(a) whether all the surplus machinery of the Hirakud Dam Project has been disposed of by now; and

(b) the total amount of money realised upto the end of February, 1960 on this account?

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

(b) The total amount realised up to the end of February, 1960, was about Rs. 168 lakhs, out of the total amount of Rs. 362 lakhs, being the value of surplus machinery already disposed of.

**Shri Chintamoni Panigrahi:** We were told that the total estimated value of the surplus machinery at Hirakud was Rs. 5.95 crores. How much of this has been disposed of by now and how much has been taken by the State Government?

**Shri Hathi:** Rs. 362 lakhs worth of surplus machinery have been disposed of already. The book value of the balance of surplus machinery is about Rs. 236 lakhs. Since this machinery has been used, for calculating the book value we have to provide 60 per cent. for depreciation.

**Shri Chintamoni Panigrahi:** In December, 1959 we were told that the value of the surplus machinery was Rs. 5.95 crores. Has it gone down by Rs. 2 crores within two months?

**Shri Hathi:** The figure Rs. 5.95 crores was the value of the surplus machinery at that time. Out of that machinery worth Rs. 362 lakhs have been sold. The balance is nearly Rs. 236 lakhs today. But this machinery that is now surplus looking to the use of that machinery already...

**Mr. Speaker:** I think he has already stated that.

**Shri Hathi:** I was repeating it.

**Shri B. K. Gaikwad:** Would the surplus machinery of the Hirakud project not have been useful for other projects? If so, why were they disposed of?

**Mr. Speaker:** The hon. Minister has already stated that out of Rs. 5 crores worth of machinery Rs. 3½ crores worth of machinery have been disposed.

**Shri Hathi:** They have not been disposed of to private individuals. They have been given to other river

valley projects and other Government organisations.

**Sardar Iqbal Singh:** May I know the total value of the machinery that has been transferred to the central pool of the Ministry of Irrigation and Power?

**Mr. Speaker:** How much has been purchased by the Centre?

**Shri Hathi:** Actually, this pool does not purchase any machinery. The requirements of State Governments are intimated to this organisation. It collects information from various projects and circulates it to the State Governments and then disposes of the machinery to the various projects.

**Sardar A. S. Saigal:** May I know whether the surplus machinery can be transferred to the nearest project which will be taken up during the Third Five Year Plan?

**Shri Hathi:** As I said, whatever surplus machinery is available in any particular project, that is being intimated to the Central Water and Power Commission. That information is circulated to the State Governments and the State Governments which require these machineries intimate to us their requirements and then we get in touch with the projects and see that they are transferred to the needy State Governments.

**Shri Chintamoni Panigrahi:** May I know whether any of the surplus machineries have been sold to any private parties or only to the Governments?

**Shri Hathi:** Most of it is sold to the river valley projects. But I think machinery worth a few lakhs might have been sold to private agencies—about Rs. 40 lakhs worth or so.

**Malaria**

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\*859. { **Shri L. Achaw Singh:**  
**Shri Sanganna:**

Will the Minister of Health be pleased to state:

(a) whether the attention of Government has been drawn to the fact that the World Health Organisation has found a new method of wiping out Malaria in the form of medicated salt; and

(b) in view of the definite tendency for the malaria-carrying mosquito to develop resistance to D.D.T., whether Government have considered the applicability of the new method as a supplementary in India?

**The Minister of Health (Shri Karmarkar):** (a) Government is aware of the method of suppression of Malaria by the use of medicated salt.

(b) Government has considered the question but does not consider the method feasible for a big country like India.

**Shri L. Achaw Singh:** May I know whether the new method has at all been tried anywhere in India?

**Shri Karmarkar:** No, it was not found necessary. I might make it clear for the satisfaction of the House that this method has been tried only where the mosquitoes concerned have the out-door biting and resting habits. In India they have got night resting habits. So, D.D.T. has been found to be perfectly effective. We have not considered it practicable to have this salt for use by the whole population.

**P. & T. Forms**

\*860. **Shri H. N. Mukerjee:** Will the Minister of Transport and Communications be pleased to state:

(a) whether it is a fact that certain forms of the Posts and Telegraphs Department, particularly in reference to Foreign Post still carry

the words "British India", even though the said forms were printed in 1953 or even later; and

(b) if so, whether responsibility has been fixed for such default, and adequate action taken?

**The Minister of Transport and Communications (Dr. P. Subbarayan):**

(a) Enquiries show that one kind of form [Reclamation/enquiry of foreign parcel] EP-13(CP-5) was inadvertently got printed in Calcutta by the Postmaster General's office in 1957 bearing the words "British India". There are some other forms published in 1948 or even earlier which are being used with the words 'Britannique' or British scored out.

(b) Postmaster General, Calcutta, has been instructed to avoid such mistakes. The form is being used after scoring out the word "British" appearing before "India".

**Shri H. N. Mukerjee:** May I know if any steps have been taken to penalise the people who are responsible for the continuation of any anomaly of this sort?

**Shri T. B. Vittal Rao:** Blunder.

**Dr. P. Subbarayan:** As I explained, it is not continuing. The word "British" is being scored out. For economy's sake, we do not want to waste the forms which have already been printed.

**Shri H. N. Mukerjee:** May I know when the attention of the Government of India was first drawn to this particular matter?

**Dr. P. Subbarayan:** As far as I am aware, attention was drawn by the Postmaster-General himself as far back as 1958.

**Shri Sadhan Gupta:** May I know whether this particular form as printed has actually been used and, if so, on how many occasions?

**Dr. P. Subbarayan:** Well, I have no account of it as to how many times it

was used. We prevented it as soon as it came to our notice and the word "British" was scored out.

**Shri Tyagi:** How is it that this came to the notice of the officers or the Minister only as late as 1958? It means that for about 8-9 years we have been using the form with the word "British".

**Dr. P. Subbarayan:** Only from 1957. It was only for a period of ten months the word "British" was used.

**Mr. Speaker:** The hon. Member thinks that evidently these forms must have been printed when the Britishers were here, that is, in 1947 or so. So, from 1947 to 1957, for a period of ten years it has been in use.

**Dr. P. Subbarayan:** It was in 1957 that these forms were unfortunately wrongfully printed, and they were used in 1957 and 1958.

**Shri A. C. Guha:** Previously also the forms must have been printed with the same words.

**Shri Tyagi:** It shows that until in 1958 the new edition of the forms were printed, the old forms were in use and those forms had the word "British". Then, the same word was repeated so many years after independence. That shows that there is great neglect of work. For reasons of sentiment, even if these forms were wasted by burning I think no harm would have come.

**Dr. P. Subbarayan:** The hon. Member may have different ideas about economy than I have.

**Mr. Speaker:** All that the hon. Member wants to know is that if it was discovered only in 1957, for ten long years whether the word "British" was allowed to be used.

**Dr. P. Subbarayan:** No sir. Then the word was not "British" but "Britannique".

**Dr. Ram Subhag Singh:** Still worse.

**Dr. P. Subbarayan:** As I said, the mistake occurred only when the new forms were printed. In the old forms the word was scored out already. In the new forms, after they found out the mistake they scored out the word, though some forms were used before they were found it out. In the old forms, from 1948 onwards the word "Britannique" had been scored out.

**Shri Tyagi:** What was the actual cost of the forms newly printed?

**Dr. P. Subbarayan:** I have not got that information with me at present.

**Dr. M. S. Aney:** It seems that the forms have been printed after independence. What steps have been taken to bring to book the offenders who are perpetuating this mistake?

forms have been printed after in- have been taken against the officer who was responsible for the printing of this?

**Dr. P. Subbarayan:** As far as I am aware, no steps have been taken.

**Shri Raghunath Singh:** May we know why steps were not taken?

**Dr. P. Subbarayan:** I was not in charge of this then.

**Shri Braj Raj Singh:** From the statement of the Minister it appears that for ten long months the Post-master-General did not inform the Government of India that he had got the forms printed with the inscription "British". What action do the Government propose to take to punish the officer for negligence of not informing the Government of India for ten continuous months?

**Dr. P. Subbarayan:** I will make an enquiry into that.

**Shri Sadhan Gupta rose—**

**Mr. Speaker:** Next Question. It is no good beating a dead horse.

दिल्ली के किसानों को सिंचाई का पानी  
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\*८६१. { श्री नवल प्रभाकर :  
श्री राधा रमण :

वय। सिंचाई और बिद्युत् मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि दिल्ली के किसानों को समय पर नहर का पानी सिंचाई के लिये न मिलने के कारण फसलें खराब हो गई हैं ,

(ख) यदि हां, तो सरकार द्वारा उठाये गये पणों का व्यौरा क्या है ?

सिंचाई और बिद्युत् उपमंत्री (श्री हाथी) : (क) जी, नहीं ।

(ख) प्रश्न नहीं उठता ।

श्री नवल प्रभाकर : क्या मैं जान सकता हूँ कि माननीय मंत्री जी को यह ज्ञात है कि झलीपुर ब्लॉक में गांवों के प्रधानों का जो सिविर लगा था उस में यह भ्राम शिकायत की गई थी कि नहरों को पानी नहीं मिलता है ?

Shri Hathi: I have no information.

Mr. Speaker: In connection with the last question when I said 'dead horse' I meant only the question. Let there be no misunderstanding about that.

Shri Radha Raman: May I know whether the arrangement that is presently being made between the Delhi Administration and the Punjab Government with regard to the supply of water to the rural areas of Delhi is satisfactory or whether it is correct that when the supply of water is needed it is lacking and when it is not needed it is in abundance?

Shri Hathi: This procedure of releasing water by rotation is in vogue for the last fifty to sixty years and that is being followed. But with the change in crop pattern and in the soil, it is desirable, as the Government finds, that some rational release of water should be done. But that can only be done after the survey is over.

For that purpose a separate engineering unit has been opened and we hope to look into it.

श्री नवल प्रभाकर : अभी माननीय मंत्री जी ने अपने उत्तर में कहा कि नहीं है । क्या मैं जान सकता हूँ कि पिछले एक वर्ष के अन्दर जब किसानों ने पानी मांगा तो उन्हें वह कितनी बार नहीं दिया गया ?

श्री हाथी : पानी तो दिया जाता है । इस सीजन में यह पांचवीं साइकिल है जब पानी दिया गया है ।

Suratgarh Farm

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\*862. { Shri Ram Krishan Gupta:  
Shri Arjun Singh Bhadauria:

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

(a) whether a dispute has arisen between the management and workers of the Central Mechanised Farm, Suratgarh;

(b) if so, the cause of the dispute; and

(c) the steps taken to settle it?

The Deputy Minister of Agriculture (Shri M. V. Krishnappa): (a) Yes, Sir.

(b) The dispute arose as a result of the termination of the services of eight temporary employees of the Farm who were found to be unsuitable for retention in the interest of the farm.

(c) The matter is still under consideration of Government.

Shri Ram Krishan Gupta: May I know the number of workers whose services were terminated?

Shri M. V. Krishnappa: There are now about 500 permanent employees in the Farm and about 500 temporary seasonal employees.

Shri P. R. Patel: The wages that are paid there, I think, exceed Rs. 3 a day and yet there is some dispute

and strike. I want to know whether Government is thinking of steps to get over strikes throughout the country.

**Shri M. V. Krishnappa:** The hon. Member is right when he says about high wages. That is an area in Rajasthan which is scarcely populated and we do not get labour during the season. So we have to pay them Rs. 3, Rs. 4 or Rs. 5 per day. In spite of that there are people who agitate and instigate people not to work on the farm.

**Shri P. R. Patel:** I wanted to know if the Government is thinking about ways of getting over the strikes. What is the policy of the Government, not of the Ministry but of the whole Government? I want to know the policy.

**The Minister of Food and Agriculture (Shri S. K. Patil):** This is a general question. That cannot be determined on this question.

**Shri S. M. Banerjee:** What was the specific demand of the workers on which they were agitating? What action has been taken by Government to mitigate their hardship? Was that hardship genuine?

**Shri M. V. Krishnappa:** There was no demand in the beginning. Only after we terminated the services of eight inefficient workers that they took to a sort of an agitation, went on hunger strike and placed a charter of demands before us. Before that there was no demand from the workers as such.

**Shri D. C. Sharma:** As this is a State managed farm, is not the Government considering the possibility of having the workers share in the management as is being done in other sectors?

**Shri M. V. Krishnappa:** Certainly Very soon we are going to take a representative of the workers in the board of management of which I am the Chairman.

### Flood Control in Andhra Pradesh

\*863. **Shri Rami Reddy:** Will the Minister of Irrigation and Power be pleased to refer to the reply given to Starred Question No. 1843 on the 15th April, 1959 and state:

(a) whether consultations with the Planning Commission have since been held;

(b) if so, with what results;

(c) whether the provision for flood control has been increased;

(d) if so, to what extent;

(e) the extent (acreage) that would be benefited under these schemes in Andhra Pradesh;

(f) whether the Andhra Pradesh Government have since 15th April, 1959 sent up fresh proposals for inclusion in the Second Five Year Plan; and

(g) if so, what are they and the action taken thereon by the Centre?

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

(b) to (d) The overall provision for flood control measures in the Second Plan was raised from Rs. 49.00 crores to Rs. 56 crores. Consequently, the allocation for Andhra Pradesh was also raised from Rs. 1.28 crores to Rs. 1.77 crores.

(e) The information has been called for from the State Government but has not been received so far.

(f) and (g). A statement containing the requisite information is laid on the Table of the House. [See Appendix II, annexure No. 64].

**Shri Rami Reddy:** May I know whether the Andhra Pradesh Government has suggested that the State Government should be entrusted with the powers of sanctioning flood control schemes costing less than Rs. 10 lakhs without their being re-

ferred to the Central Technical Advisory Committee as such a reference would involve some delay in the execution of the schemes?

**Shri Hathl:** I have not been able to follow the question.

**Mr. Speaker:** The hon. Member will kindly ask the question leisurely and courageously.

**Shri Rami Reddy:** May I know whether the Andhra Pradesh Government has suggested that the State Government should be entrusted with the powers of sanctioning flood control schemes costing less than Rs. 10 lakhs without their being referred to the Central Technical Advisory Committee as such a reference would involve some delay in the execution of the scheme?

**Shri Hathl:** There had been a proposal like that at the Central Flood Control Board meeting from various States. That proposal has already been accepted. They are not required to send schemes costing less than Rs. 10 lakhs for technical scrutiny but they have to inform the Central Government of these schemes.

**Shri Venkatasubbalah:** From the statement laid out in the Table of the House I find that the Andhra Pradesh Government is entitled to spend nearly Rs. 80 lakhs towards flood control schemes. In view of the statement just now made by the hon. Minister that an overall increase has been made for flood control schemes in the country, may I know whether there is any proportionate increase in the allotment to be made to the Andhra Pradesh Government?

**Shri Hathl:** As I said, from Rs. 1.23 crores the amount has been raised to Rs. 1.77 crores.

**Mr. Speaker:** He wants to know whether it is proportionate.

**Shri Hathl:** No, Sir. It is not proportionate to the population of the area. According to the population of a particular area you cannot go on

increasing it. That depends upon the needs of a particular area.

**Shri Venkatasubbalah:** The schemes sent up for sanction by the State Government involve a cost of Rs. 390 lakhs. In view of the important position that Andhra holds by way of irrigation projects and in a way these flood control schemes also fulfil the agricultural production needs of the country, may I know from the hon. Minister whether he is going to increase the proportion of the State Government?

**Shri Hathl:** In the last year of the Plan now it may not be possible to raise it any further.

**Shri Rami Reddy:** May I know whether the limit of 20 per cent of the Second Plan allocation in regard to spill-over schemes into the Third Plan is a rigid one or can it be relaxed by the State Governments?

**Shri Hathl:** I could not follow the question.

**Shri Rami Reddy:** The Central Flood Control Board has suggested that the State Governments should suggest spill-over schemes costing 20 per cent of the Second Plan provision. May I know whether this rule is a rigid rule or it could be relaxed and States could suggest schemes costing more than 20 per cent of the value of the Second Plan schemes?

**Shri Hathl:** This is in fact giving the States an opportunity of adding to the existing provision. The provision that has now been made is that for spill-over up to 20 per cent they can add. Therefore it will be to the advantage of the State to take more schemes if they like.

श्री रामम् : मैं जानना चाहता हूँ कि गोदावरी नदी में बाढ़ आने से हर साल यह जो करोड़ों रुपये की फसल का नुकसान होता है वो इस गोदावरी की बाढ़ को रोकने के वास्ते क्या कोई इंतजाम किया गया है ?

**Shri Hathi:** They have suggested schemes for flood banks on the Godavari also.

**Shri Rami Reddy:** Is the Centre going to prepare any master plan of flood control schemes for the entire country?

**Shri Hathi:** It is for the State Government to do it, and not for the Centre.

### WRITTEN ANSWERS TO QUESTIONS

#### डाक तथा तार विभाग के भवन

\*८४६. श्री अक्षत वर्शन : क्या परिषद् तथा संचार मंत्री १७ नवम्बर, १९५६ के तारकित प्रश्न संख्या ७५ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि :

(क) क्या डाक तथा तार विभाग के भवनों के निर्माण के कार्यक्रम में शीघ्रता लाने के बारे में प्रस्तावों पर इस बीच अन्तिम निर्णय कर लिया गया है ; और

(ख) यदि हां, तो क्या इन नये साधनों और संशोधित कार्यक्रम के व्यौरे का एक विवरण सभा-पटल पर रखा जायेगा ?

परिषद् तथा संचार मंत्री (डा० प० सुब्बरायन) : (क) तथा (ख). हाल में ही आगे होने वाले विचार-विमर्श के पश्चात् इस मामले को शीघ्र ही अन्तिम रूप दिये जाने की संभावना है। उसके बाद इस सम्बन्ध में की गई व्यवस्थाओं की रूपरेखा मैं सभा-पटल पर रख सकूंगा।

#### इंडियन शुगर वर्क्स, सिवान (बिहार)

\*८५२. श्री विभूति मिश्र : क्या साख तथा कृषि मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि बिहार के जिला सारन में सिवान में स्थित इंडियन

शुगर वर्क्स, मालिकों के बीच विवाद के कारण बन्द पड़ी है ; और

(ख) यदि हां, तो क्या सरकार उस मिल को चलाने के लिये कोई योजना बना रही है ?

साख और कृषि उपमंत्री (श्री प्र० न० यामस) : (क) जी हां।

(ख) जी नहीं। जैसा कि पता चला है वहां पर गन्ना पर्याप्त मात्रा में मिलने की आशा नहीं है।

#### Roads in Orissa

\*864. { **Shri Kumbhar:**  
**Shri Sanganna:**

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

(a) whether the Orissa State Government have requested the Central Government for a financial help of Rs. 63 lakhs for development of roads in the State; and

(b) if so, the action taken thereon?

**The Minister of Transport and Communications (Dr. P. Subbarayan):** (a) No specific request for financial assistance amounting to Rs. 63 lakhs has been received.

(b) Does not arise.

#### Sugar Quota for Sugar Factories' Employees

\*835. **Shri K. N. Pandey:** Will the Minister of Food and Agriculture be pleased to refer to the reply given to Starred Question No. 309 on the 23rd February, 1960 and state:

(a) when the order changing the quota of sugar to be distributed among the employees engaged in the sugar factories of U.P., North Bihar and Punjab from 5 tons per month to 5 bags per month per 100 workers was issued;

(b) whether any machinery has been set up to see that the quota allotted to the employees is being properly distributed; and

(c) whether in determining the strength of the workers their families will also be included?

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

(a) Since the release announced on the 4th February, 1960.

(b) No, Sir.

(c) The release of 5 bags per month per 100 workers works out to 5½ seer of sugar per month per worker and should be sufficient to meet the requirements of the workers' families.

#### Looting of Silver Bars in Delhi Express

\*866. { Shri P. C. Barooah:  
Shri Mohan Swarup:  
Shri Hem Raj:  
Shri S. M. Banerjee:  
Shri Assar:

Will the Minister of Railways be pleased to state:

(a) whether it is a fact that silver bars and cash boxes belonging to the railways have been looted from the brake van of Delhi Express which left Ahmedabad on the 20th February, 1960;

(b) if so, the estimate of the loss; and

(c) the details thereof?

**The Deputy Minister of Railways (Shri Shah Nawaz Khan):** (a) It was not a case of looting. Some miscreants however, got access inside the brake van of the Ahmedabad-Delhi Express in the night of 20-2-60 and managed to throw out 2 Travelling Cash Safes and 4 Insured Parcels between Railway stations Bhimana and Sarupganj.

(b) and (c). The two Cash Safes contained Rs. 17,946 in cash and vouchers and the four Insured Parcels valued at Rs. 1800. The total loss therefore was Rs. 19,546. Of these one cash safe and one Insured

Parcel were later picked up intact and thus recovery of Rs. 10,992 was effected. The loss therefore, amounts to Rs. 8,554.

#### Indian Freighter Aground Near Marseilles

\*867. { Shri D. C. Sharma:  
Shri Raghunath Singh:  
Shri Shree Narayan Das:  
Shri Radha Raman:  
Shri Shivananjappa:  
Shri P. G. Deb:  
Shri Assar:  
Shri S. A. Mehdi:

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

(a) whether it is a fact that an Indian freighter, "Indian Merchant" went aground on rocks near Frioul island of Marseilles shortly after steaming out of port on 24th February, 1960;

(b) if so, the loss of life and property involved; and

(c) the relief measures taken?

**The Minister of Transport and Communications (Dr. P. Subbarayan):** (a) Yes, Sir.

(b) and (c) There has been no loss of life in the accident. According to the latest information available, the bottom of the vessel is understood to have been damaged. Holds Nos. 1 and 2 were flooded and cargo consisting mainly of generals, steel, zinc, machinery, sodium hydrosulphite stowed therein suffered water damage. Cargo in other holds is unaffected. Extent of damage will be known only after the vessel has been dry-docked and a report received. The vessel has since been refloated with the assistance of salvage tugs and taken to Marseilles where arrangements are being made by owners' agents to carry out an inspection of the damage to the vessel and the cargo, as soon as possible.

### Royal Nepal Air Services

\*868. **Shri Assar:** Will the Minister of Transport and Communications be pleased to state:

(a) whether there is any adverse effect on the revenue of the Indian Airlines Corporation since the inauguration of the Royal Nepal Air Services from Delhi, Patna and Calcutta to Kathmandu;

(b) if so, the amount thereof; and

(c) whether there is any agreement between the two companies on the fare to avoid competition?

**The Deputy Minister of Civil Aviation (Shri Mohluddin):** (a) and (b). It is too early to gauge the effects of the operations of Royal Nepal Airlines on the revenues of the Indian Airlines Corporation since the Royal Nepal Airlines commenced operating to India only in January last.

(c) Yes, Sir. Both the airlines charge the same fares between places in India and Kathmandu.

### Closure of Railway Quarry

\*869. { **Shri P. G. Sen:**  
**Shri Bholanath Biswas:**  
**Shri Jhulan Sinha:**

Will the Minister of Railways be pleased to state:

(a) whether it is a fact that Taljhari Railway Quarry has been closed on the 15th February, 1960 and the workers are facing starvation;

(b) whether it is also a fact that it is due to the shorter supply of wagons this year than in the previous years;

(c) whether it is due to the enforcement of minimum wages at Taljhari Railway Quarry; and

(d) if the answer to part (b) above be in the negative, the reasons for the closure?

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

Railway Quarry at Taljhari has not been closed. It is worked by a contractor, whose labour struck work on 13-2-1960 after working partially on that day. The strike was called off on 17-2-1960 and workers returned to work.

(b) No, Sir.

(c) No information in this respect has been received from any State Government official.

(d) There was no closure. According to the contractor working the quarry, his labour went on strike on instigation by certain individuals from Pakur area

### Telephone Directory for Delhi

\*870. **Shri Morarka:** Will the Minister of Transport and Communications be pleased to state:

(a) whether it is a fact that no telephone directory has been issued in Delhi since October, 1958;

(b) if so, the reasons for the same; and

(c) when the next one is likely to be issued?

**The Minister of Transport and Communications (Dr. P. Subbarayan):** (a) to (c). A directory has been printed in February and is being issued to subscribers.

### Sewage Going into Yamuna

\*871. { **Shri Radha Raman:**  
**Shri Shree Narayan Das:**

Will the Minister of Health be pleased to state:

(a) whether the attention of Government has been drawn to some adverse reaction and the fright created thereby regarding the fact that forty million gallons of sewage are mixed into the Yamuna daily as indicated in the draft of Delhi's Master Plan; and

(b) if so, whether Government have taken or propose to take any

steps to allay the misgivings so created?

**The Minister of Health (Shri Kar-markar):** (a) A statement is laid on the Table of the Lok Sabha. [See Appendix II, annexure No. 65].

(b) Necessary works for preventing the overflow of sewage into the river are in progress.

#### State Electricity Boards

\*872. { Shri Shree Narayan Das:  
Shri Radha Raman:  
Shri Ram Krishan Gupta:  
Shri P. G. Deb:  
Shri Arjun Singh  
Bhadauria:

Will the Minister of Irrigation and Power be pleased to state:

(a) the important recommendations made by the Conference of the Chairman of the various State Electricity Boards held in New Delhi on the 8th and 9th January 1960;

(b) whether the same have been considered by the Union Government so far as they relate to the Union Government's responsibility; and

(c) if so, with what result?

**The Deputy Minister of Irrigation and Power (Shri Hathi):** (a) No specific recommendations were made by the Conference. Views of the delegates were obtained on the following subjects which were discussed at the Conference.

(i) Procedure to be provided in the Electricity (Supply) Act, 1948, in regard to the manner of transfer of the employees of the State Electricity Departments to the State Electricity Boards.

(ii) Treatment of the loans advanced by the State Governments to the Boards, as their permanent investment in the business of the Boards, and charging of a lower rate of interest on the borrowings.

(iii) Curtailment of the control of the Electrical Inspectors on the Electricity Boards in technical matters, e.g. approval to the methods of construction.

(iv) Uniformity in the forms of annual financial statements to be submitted by the Boards to the State Governments, and preparation of an Accounts Code for the Boards.

(v) Policy to be adopted in regard to the raising of resources from electricity.

The Conference also considered a draft Bill for amendment of the Electricity (Supply) Act, 1948, which provides for the construction, operation and maintenance of the power portion of the multi-purpose schemes by the State Electricity Boards, and also for making arrangements for the execution, operation and maintenance of the power schemes owned by more than one State or Electricity Board.

(b) and (c). The suggestions made at the Conference are under examination.

#### International Maritime Consultative Organisation

\*873. { Shri Raghunath Singh:  
Shri S. C. Samanta:  
Shri Subodh Hansda:

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

(a) whether India has become a full-fledged member of the International Maritime Consultative Organisation; and

(b) if not, the reason therefor?

**The Minister of Transport and Communications (Dr. P. Subbarayan):** (a) Yes, Sir.

(b) Does not arise.

### Orange Crop

\*874. { Shri S. A. Mehdi:  
Shri Arjun Singh  
Bhadauria:

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

(a) whether orange crop worth Rs. 4 crores has been destroyed this season;

(b) if so, the reasons therefor; and

(c) the reasons because of which the report of Technical Co-operation Mission Experts for general survey of major citrus producing areas and markets in India has not been put into action?

**The Minister of Agriculture (Dr. P. S. Deshmukh):** (a) No. Report received shows orange crops valued at Rs. 1.76 crores has been lost during the current season in Vidarbha.

(b) The loss was caused by untimely and heavy rains in the last week of May, 1959 followed by delayed monsoon.

(c) The report of the T.C.M. experts on "Citrus Production and Marketing in India" recommended that a few key personnel from the citrus-growing areas should be sent for training in citrus industry in U.S.A. and that the services of four experts from that country should be obtained under the T.C.M. Assistance Programme to take charge of the programme for improvement in production and marketing of citrus in India. Accordingly four persons have already been sent to the U.S.A. for training in citrus industry and ten more would be sent later during this year. The services of the experts from that country could not be obtained during the current year for want of funds; it is proposed to obtain the experts during the next year. The comprehensive programme for the development of production and marketing of citrus will be taken up after the services of the experts become available and the trainees return to India after training.

### Industrial Workshops in Connaught Place, New Delhi

1106. **Shri B. C. Mullick:** Will the Minister of Health be pleased to state:

(a) whether it is a fact that many industrial workshops have been opened in the Connaught Place area and the residents have made many complaints against them;

(b) whether it is also a fact that some of them have not been licensed by the New Delhi Municipal Committee because of health reasons; and

(c) the action proposed to be taken by the authorities against the owners of the workshops?

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

(b) According to the survey carried out by the New Delhi Municipal Committee, there are 62 such workshops of which 14 are licensed and the remaining 48 have not been licensed due to various reasons.

(c) The New Delhi Municipal Committee passed a resolution on the 8th January, 1960, that all those owners who are running workshops in unauthorised premises, open places and on road berms in Connaught Place area should be prosecuted. In pursuance of this resolution legal action has been initiated against 10 workshops located on road berms and open plots. The remaining 38 workshops which are located in regular premises are being surveyed and such of them as conform to the Municipal bye-laws and against which there are no complaints from the neighbours will be licensed.

### Thefts on Railways

1107. **Shri Ramji Verma:** Will the Minister of Railways be pleased to state:

(a) whether it is a fact that a four member gang, alleged to be responsible for theft in goods trains was rounded up by the Railway Police

near Ambala and remanded to Police custody for 10 days; and

(b) whether the gang was arrested on the basis of some specific cases?

**The Deputy Minister of Railways (Shri Shahnawaz Khan):** (a) and (b). Yes, Sir.

**Collections for Relief of Flood Victims**

**1108. Shri Subman Ghose:** Will the Minister of Railways be pleased to state:

(a) whether the General Manager, South Eastern Railway paid several thousand rupees by cheque to the Chief Minister, West Bengal, for helping the flood-stricken people;

(b) if so, the amount of money paid;

(c) whether it was collected by raising subscription or otherwise;

(d) if collected from the employees, their number (Class-wise); and

(e) the amount collected (Class-wise)?

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

(b) Rs. 8,101.00.

(c) It was collected by appealing for and receiving voluntary contributions from officers and staff, Trade Unions, Recreation Clubs and Cultural Associations of employees as also from the sale proceeds of charity performances organised by them for Flood Relief.

(d) and (e). Actual number of donors or contributors and the amount contributed by each of them Class-wise are not available. Donations varied from one Naya Paisa to several rupees.

A statement showing the receipts and disbursements is laid on the Table. [See Appendix II, annexure No. 66.]

**Rural Electrification in Delhi**

**1109. Shri D. C. Sharma:** Will the Minister of Irrigation and Power be

pleased to state whether all the electrical equipment purchased for electrification of villages and towns in Delhi during the First Five Year Plan period has been utilised?

**The Deputy Minister of Irrigation and Power (Shri Hathi):** No scheme was prepared for electrification of villages and towns in Delhi Territory during the First Five Year Plan period and nor was any electrical equipment for the purpose purchased during that period.

**High Speed Diesel Engines**

**1110. { Shri Manabendra Shah:  
Shri Bhanja Deo:**

Will the Minister of Railways be pleased to state:

(a) whether it is a fact that the National Engineering Industries, Jaipur, have finalised arrangements with the West German firm of Maybach to manufacture high speed engines of 400 to 3,000 h.p. in India;

(b) if so, the details of the agreement; and

(c) when the production will start?

**The Deputy Minister of Railways (Shri Shahnawaz Khan):** (a) No. The proposals are still in the course of finalisation.

(b) and (c). The scheme for manufacture of diesel engines involves commencement of part manufacture at the end of one year, and achieving maximum self-sufficiency at the end of 5 years.

**Over-bridge at Muzaffar Nagar**

**1111. Shri Sumat Prasad:** Will the Minister of Railways be pleased to state:

(a) whether there is a proposal to construct an over-bridge across the railway line to connect New Mandi with the city proper at Muzaffar Nagar; and

(b) if so, at what stage does the matter stand now?

**The Deputy Minister of Railways**  
(Shri S. V. Ramaswamy): (a) No,  
Sir—none at present.

(b) Does not arise.

#### Employees of Western Railway

**1112. Shri Dindod:** Will the Minister of Railways be pleased to state:

(a) the number of employees of Western Railway removed/dismissed and discharged from railway service during the last three years;

(b) the number of employees of Dohad Loco Workshop, Western Railway, removed/dismissed and discharged from Railway service during the above period;

(c) the percentage of such cases referred to in part (a) above as compared with any one year prior to March, 1956; and

(d) if the percentage is high, the reasons therefor?

**The Deputy Minister of Railways**  
(Shri Shahnawaz Khan): (a) to (d). Information is being collected and will be laid on the Table of the House.

#### Appointments on Northern Railway

**1113. Shri D. C. Sharma:** Will the Minister of Railways be pleased to state:

(a) how many persons were appointed on the Northern Railway during the year 1959-60, Grade-wise;

(b) whether the reserved quota in services for Scheduled Castes and Scheduled Tribes was filled up; and

(c) if not, the reasons therefor?

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

(a) Class III	1101,
Class IV	3,349
(b) Scheduled Caste	Not to the full extent
Scheduled Tribes	No reservation quota exists for the Northern Railway.

(c) (i) In certain technical categories the members of this community are not available in sufficient numbers;

(ii) for more than one year a ban has been in force on recruitment to workshops;

(iii) in a number of cases either offers of appointments were not responded to or there were failures in medical test.

#### Platforms at Stations

**1114. Shri H. N. Mukerjee:** Will the Minister of Railways be pleased to state:

(a) what is the average daily number of trains arriving at and departing from (i) Howrah, (ii) Sealdah, (iii) Bombay, V.T., (iv) Bombay Central, (v) Madras Central, (vi) Madras Egmore, (vii) Delhi and (viii) New Delhi stations;

(b) the number of platforms in the said stations; and

(c) whether there is any scheme for improving platform facilities in any or all of the said stations?

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

Station	Daily average number of trains	
	Arriving at	Departing from
1	2	3
(i) Howrah	127	127
(ii) Sealdah	138	138
(iii) Bombay VT	269	268
(iv) Bombay Central	12	12
	(Non suburban only)	(Non suburban only)

1	2	3
(v) Madras Central	48	48
(vi) Madras Egmore	9	9
	(Non suburban only)	(Non suburban only)
(vii) Delhi	60BG	60 BG
	8MG	8 MG
(viii) New Delhi	43	43
(b) Station	Platforms available	
(i) Howrah	15	
(ii) Sealdah	12	
(iii) Bombay VT	15	
(iv) Bombay Central	5	
(v) Madras Central	7	
(vi) Madras Egmore	3	
(vii) Delhi	13(BG)	
	3(MG)	
(viii) New Delhi	5	

(c) Yes, at all these stations except Bombay Central and Madras Egmore where the existing platform facilities are adequate for the requirement.

#### Platform Tickets

1115. **Shri H. N. Mukerjee:** Will the Minister of Railways be pleased to state the amount of revenue derived during 1959 by the sale of platform tickets at Howrah, Bombay V.T., Sealdah, Bombay Central, Madras Central, Delhi and New Delhi stations?

**The Deputy Minister of Railways (Shri Shah Nawaz Khan):**

	Rs.
Howrah	3,74,234
Bombay V.T.	2,49,982
Sealdah	65,435
Bombay Central	1,55,430
Madras Central	1,24,563
Delhi	1,76,928
New Delhi	67,106

#### Procurement of Paddy

1116. **Pandit D. N. Tiwari:** Will the Minister of Food and Agriculture be pleased to state:

(a) whether there have been any directions from the Government of India in regard to procurement of paddy in various States in 1959-60;

(b) if so, whether the procurement of paddy is very slack in some States; and

(c) the quantity of paddy and rice procured so far during 1959-60 in various States (State-wise)?

**The Deputy Minister of Food and Agriculture (Shri A. M. Thomas):** (a) No directions have been issued by the Government of India to the State Governments, but the proposals of certain State Governments for procurement of paddy have been approved by the Government of India.

(b) and (c). Reasonable quantities of paddy are being purchased by the States concerned. A statement showing the quantity of paddy and rice procured so far during 1959-60 crop season in various States is laid on the Table.

#### STATEMENT

Quantity of paddy and rice procured during 1959-60 crop season in the various States;

(In '000 tons)

	1959-60		Position upto
	Paddy	Rice	
Andhra Pradesh	..	8	3-3-60
Assam	50	..	20-2-60
Jammu and Kashmir	10	11	31-1-60
Madhya Pradesh	*15	†347	* 15-2-60
			†4-3-60
Orissa	25	23	7-3-60
Punjab	..	102	2-3-60
Uttar Pradesh	..	66	27-1-60
Manipur	..	..	27-2-60
Trpura	Negligible	Negligible	20-2-60

नई दिल्ली में बालोद्यान, तैरने का  
तालाब और खुला रंगमंच

१११७ { श्री भक्त दर्शन :  
श्री बी० चं० शर्मा :

क्या स्वास्थ्य मंत्री ३ दिसम्बर, १९५६ के अतारंकित प्रश्न संख्या ८६२ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि नई दिल्ली में (१) बालोद्यान (२) तैरने के तालाब और (३) एक खुले रंगमंच सम्बन्धी प्रस्ताव के बारे में, जो विचाराधीन था, और क्या प्रगति हुई है ?

स्वास्थ्य मंत्री (श्री कर्मरकर) : इन परियोजनाओं की वर्तमान स्थिति इस प्रकार है :—

(१) बालोद्यान

११ मार्च, १९६० की अपनी बैठक में नई दिल्ली नगरपालिका ने इस प्रयोजन के लिये १,१६,८०० रुपये की एक अनुमानित राशि स्वीकृत की थी। टेंडरों के आमंत्रित किये जाने के बाद लगभग दो माह के भीतर कार्य प्रारम्भ किया जायेगा।

(२) तैरने का तालाब

इस प्रयोजन के लिये नई दिल्ली नगरपालिका ने ३,०४,८३० रु० का एक स्कूल प्राक्कलन तैयार कर लिया है और वह उसे परिनिरीक्षा के ग्यारे चीफ इंजीनियर, केन्द्रीय लोक निर्माण विभाग के पास भेज रही है। चीफ इंजीनियर, केन्द्रीय लोक निर्माण विभाग की स्वीकृति के पश्चात् नई दिल्ली नगरपालिका उस प्राक्कलन पर विचार करेगी तथा उस पर यथा-समय अग्रिम कार्यवाही की जायेगी।

(३) खुला रंगमंच

शिक्षा मंत्रालय ने जो इस परियोजना से प्रासासकीय रूप से सम्बन्धित है, बतलाया है कि प्रस्तावित केन्द्र के लिये आकल्पन एवं प्राक्कलन अभी तैयार किये जा रहे हैं।

College for Advanced Studies for  
Doctors

1118. { श्री P. K. Deo:  
श्री Hem Raj:

Will the Minister of Health be  
pleased to state:

(a) whether Government are considering the establishment of a college to give refresher courses in advanced techniques of medical science to Doctors;

(b) if so, where this institution will be located; and

(c) what will be the capital and recurring expenditure for this project?

The Minister of Health (Shri Karmarkar): (a) to (c). The Government of India do not propose to establish any medical college in the usual sense of the term to give refresher courses in advanced techniques of medical science to doctors. However, they consider that it should be possible for the State Governments to organise such courses, utilising the existing facilities in the medical colleges. It has been suggested to the State Administrative Medical Officers that inducements may be offered to general practitioners in the shape of travelling allowance and daily allowance for the duration of the course to attract them to undertake such courses. No State Government has so far approached the Government of India for assistance in the matter.

हिमाचल प्रदेश में वन सर्वेक्षण योजना

१११६. { श्री पद्म देव :  
श्री भक्त दर्शन :

क्या खाद्य तथा कृषि मंत्री १७ नवम्बर, १९५६ के अतारंकित प्रश्न संख्या ८६ के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि :

(क) हिमाचल प्रदेश में वन सर्वेक्षण योजना के अन्तर्गत अब तक क्या कार्य किया गया है ; और

(ख) यह योजना कब तक पूरी तरह कार्यान्वित हो जायेगी ?

**कृषि उपमंत्री (श्री मो० बें० कृष्णप्पा):**

(क) ६८ वर्ग मीलों का सर्वे हो चुका है ।  
७०० सीमा के खम्बे बनाये जा चुके हैं और सीमा के रिकार्ड्स तैयार हैं ।

(ख) हिमाचल प्रदेश में वन सर्वेक्षण के पूरा करने की कोई तारीख निश्चित नहीं की गई है । फिर भी, तीसरी पंचवर्षीय योजना में इस योजना को चालू रखने का प्रस्ताव है ।

**मिट्टी का कटाव**

११२० { श्री पद्म देव :  
          { श्री भक्त वर्मान :

क्या साहब तथा कृषि मंत्री यह बताने की कृपा करेंगे कि वर्ष १९५८ और १९५९ के लिए भाखड़ा बांध में मिट्टी के कटाव के बारे में हिमाचल प्रदेश सरकार ने क्या कार्य किया है ?

**कृषि मंत्री (डा० पं० शा० बेजमल) :**  
१९५८-५९ और १९५९-६० (दिसम्बर १९५९ तक) के दौरान में भाखड़ा बैचमेंट क्षेत्र में निम्नलिखित भूमि संरक्षण कार्यों को किया गया है :—

१—४२७६ एकड़ से अधिक में बन रोपण ।

२—१८५० एकड़ से अधिक में कष्टूर ट्रेनिंग ।

३—४४५० चौक बान्ध बनाये गये ।

४—४०२६ एकड़ से अधिक में निराई की गई ।

५—१० १/२ मील की लम्बाई का एक निरीक्षण-मार्ग बनाया गया ।

६—३ एकड़ में नर्सरी बनाई गई ।

७—एक एकड़ में प्रयोगरूप में सीढ़ीदार क्षेत्र बनाये गये ।

८—मिट्टी रोकने की १६६६४७ घन-फुट-मात्रा में काम किया गया ।

९—३६७ गूल बनाई गयी और बोई गयी ।

### Covering of Platforms

**1121. Shri Pangarkar:** Will the Minister of Railways be pleased to state the names of Stations in the Secunderabad division of Central Railway, the platforms of which have been covered in 1959-60 so far?

**The Deputy Minister of Railways (Shri Shah Nawaz Khan):** Nander, on Secunderabad Main Road Section.

**हिमाचल प्रदेश का कृषि विभाग**

११२२. श्री पद्म देव : क्या साहब तथा कृषि मंत्री यह बताने की कृपा करेंगे कि :

(क) वर्ष १९५९-६० के लिए हिमाचल प्रदेश के कृषि विभाग में कितने कृषि विशेषज्ञों की जरूरत है ; और

(ख) विशेषज्ञों की संख्या की कमी को पूरा करने के लिए सरकार क्या कार्यवाही कर रही है ?

**कृषि उपमंत्री (श्री मो० बें० कृष्णप्पा):**  
(क) विभाग में मौजूदा विशेषज्ञों के अभाव और विशेषज्ञों की आवश्यकता नहीं है ।

(ख) प्रश्न ही नहीं होता ।

**हिमाचल प्रदेश का शिकार विभाग**

११२३. श्री पद्म देव : क्या साहब तथा कृषि मंत्री यह बताने की कृपा करेंगे कि १९५९-६० में हिमाचल प्रदेश के शिकार विभाग ने क्या प्रगति की है और इसका अवश्य क्या है ?

**कृषि उपमंत्री (श्री मो० बें० कृष्णप्पा):**  
सन् १९५९-६० में शिकार विभाग ने वन्य जीवन के प्रबन्ध के अपने साधारण काम को और उस की रक्षा के नियमों को कार्यान्वित करने के काम को जारी रखा । बिलासपुर जिले के वन क्षेत्रों को छोड़कर अन्य क्षेत्रों के लिये शिकार के नियमों को नोटिफाइड ( notified ) किया, सोलन, शिमला, बिलासपुर और नाहन वन मण्डल के शूटिंग

ब्लाकों का निर्णय किया गया और अन्य मण्डलों में शूटिंग ब्लाकों के बनाने के सम्बन्ध में डाटा इकट्ठा किया गया। हर एक शिकार की किस्म की उपलब्धता के अनुसार गेम सेन्चुरीज (game sanctuaries) के लिये स्थानों का चुनाव कर लिया गया था और उनको नोटिफाई करने के लिये और डाटा इकट्ठा किया जा रहा था। भान्दल रेंज, चुरहा वन मण्डल चम्बा में जो कि "काश्मीर स्टेज का घर है" गमगुल क्षेत्र के सम्बन्ध में डाटा इकट्ठा किया गया। कुछ ही समय बाद, यह क्षेत्र एक गेम सेन्चुरी के रूप में नोटिफाइड कर दिया जायेगा। रेनुका वनों को एक गेम सेन्चुरी के रूप में नोटिफाइड कर दिया गया और सेन्चुरी में बढ़ोतरी के लिये एक बुदकी वाला हिरन का जोड़ा रखा गया, क्योंकि यह किस्म अधिक शिकार चुराने के कारण बहुत ही कम रह गई है। निर्यात के लिये बंदरों के पकड़ने के सम्बन्ध में नियम भी बनाये गये।

शिकार विभाग वन्य जीवन की रक्षा का काम करना जारी रखेगा और भविष्य में इसके अधिक मूल्य के सम्बन्ध में जनता को शिक्षा भी देगा।

#### सोलन में पंचायत सम्मेलन

११२४. श्री पद्म देव : क्या सामुदायिक विकास तथा सहकार मंत्री यह बताने की कृपा करेंगे कि :

(क) सोलन, हिमाचल प्रदेश में हुए राज्य पंचायत सम्मेलन में कौन-कौन से संकल्प पारित किये गये ; और

(ख) सम्मेलन द्वारा पारित किये गये संकल्पों में से कौन-कौन से कार्यान्वित किये गये हैं ?

सामुदायिक विकास तथा सहकार उप-मंत्री (श्री ब० सु० मूर्ति) : (क) श्री (ख)

हिमाचल प्रदेश प्रशासन से जानकारी की प्रतीक्षा है और शीघ्र ही सभा-पटल पर रख दी जाएगी।

#### Procurement of Foodgrains in Punjab

1125. Shri D. C. Sharma: Will the Minister of Food and Agriculture be pleased to state the total quantity of wheat, rice or paddy procured during 1959-60 so far in Punjab State?

The Deputy Minister of Food and Agriculture (Shri A. M. Thomas): From 15th May, 1959 to 7th March, 1960, 1.66 lakh tons of wheat has been purchased by the Punjab Government and from 1st October, 1959 to 7th March, 1960, 1.04 lakh tons of rice. No paddy has been procured.

#### हिमाचल प्रदेश में विकास लण्ड

११२६. { श्री पद्मदेव :  
श्री हेम राज :

क्या सामुदायिक विकास तथा सहकार मंत्री यह बताने की कृपा करेंगे कि क्या हिमाचल प्रदेश में यह पता लगाने के लिये कोई व्यवस्था की गई है कि विकास लण्डों में वास्तव में कितना कार्य हुआ है ?

सामुदायिक विकास तथा सहकार उप-मंत्री ( श्री ब० सु० मूर्ति ) : सामुदायिक विकास कार्यक्रम के अन्तर्गत किए गए कार्यों की प्रगति प्रांकने के लिए हिमाचल प्रदेश के प्रत्येक जिले में मूल्यांकन समिति बनाई जा चुकी है। मूल्यांकन समिति की रचना निम्न प्रकार है :

#### सरकारी सदस्य

१. उपायुक्त —सभापति
२. जिला कृषि अधिकारी—सदस्य मंत्री
३. जिला उद्योग अधिकारी—सदस्य
४. सहायक अभियन्ता —सदस्य
५. लण्ड विकास अधिकारी—सदस्य

#### गैर-सरकारी सदस्य

सभी निवासी संसद सदस्य  
तथा सम्बन्धित जिले की  
प्रार्थीक परिषद् के सदस्य—सदस्य

उप विकास प्रायुक्त सलाहकार की  
हैसियत से बैठकों में उपस्थित रहते हैं।

**American Professors in Indian  
Agricultural Research Institute**

**1127. Shri Inder J. Malhotra:** Will the Minister of Food and Agriculture be pleased to state:

(a) whether it is a fact that some American Professors are working at present in various sections of the Indian Agricultural Research Institute;

(b) if so, under what exchange agreement they are engaged in India;

(c) what will be their duration of stay; and

(d) what steps have been taken by Government to give proper training to our own experts to enable them to take over from these foreign nationals?

**The Deputy Minister of Agriculture (Shri M. V. Krishnappa):** (a) to (d). A statement is placed on the Table. [See Appendix II, annexure No. 67.]

**Orange Gardens in Tripura**

**1128. Shri Dasaratha Deb:** Will the Minister of Food and Agriculture be pleased to state:

(a) the schemes adopted by the Government of Tripura for extension, preservation and improvement of the orange gardens of Tripura in 1959 and 1960 so far; and

(b) the total money spent for their implementation?

**The Minister of Agriculture (Dr. P. S. Deshmukh):** (a) The following schemes have been undertaken for the improvement and extension, *inter alia* of orange orchards in Tripura Territory:

(i) Development of Fruit Canning Station for the Development of fruit industries.

(ii) Development of Fruit Production by granting loans to fruit growers for planting new orchards @ Rs. 300 per acre.

(iii) Establishment of two Fruit Nurseries, one at Udaipur and the other near Pacharthol for the supply of fruit plants to growers.

(iv) Establishment of two progeny orchards for the supply of fruit plants of guaranteed quality.

(v) Establishment of Mobile Squad for the rejuvenation of Orange Orchards.

[Only preliminary work has been undertaken on schemes numbers (iv and (v) above].

(2) For preservation of fruits (including oranges) a Fruit Canning Factory in Tripura has been sanctioned at an expenditure of Rs. 2,34,200. In this factory, 12,600 bottles and cans (24 oz. bottles and 30 oz. cans) of orange squash and orange juice, respectively, have been produced. The total value of orange products is Rs. 20,300.

(b) The total expenditure incurred upto January, 1960 was Rs. 4,67,400.

**Government Servants House Building  
Society, Delhi**

**1129. Shri Ram Garib:** Will the Minister of Health be pleased to state:

(a) whether Government are aware that the Government Servants House Building Society C/o Ministry of Home Affairs has asked its members who are members of other such societies to resign from other societies;

(b) if so, whether such members are leaving the membership of other societies because they are likely to get more land from this Society;

(c) whether it is a fact that a man cannot be a member of more than one co-operative society; and

(d) whether Government propose to direct the society to cancel their membership?

**The Minister of Health (Shri Karmarkar):** (a) According to the

bye-laws of this Society an individual can be a member of only one House-Building Co-operative Society at a time.

(b) Government have no information to that effect.

(c) Yes.

(d) The question of issuing such a directive does not seem to arise. However necessary instructions have been issued that those members of the Society who own land or houses in Delhi either in their names or in the names of their wives/husbands and dependent children should not be allowed to continue to remain members of this Society.

#### Andamans Forest Department

1130. { Dr. Ram Subhag Singh:  
Shri Raghunath Singh:  
Sardar A. S. Saigal:

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

(a) the amounts allotted during the financial years 1956-57, 1957-58 and 1958-59 to the Andamans Forest Department for the following items:

- (i) General Administration;
- (ii) Colonisation and Rehabilitation; and

(b) the amounts utilised?

The Minister of Agriculture (Dr. P. S. Deshmukh): (a) and (b). The amounts allotted and utilised are as below:—

		1956-57	1957-58	1958-59
		Rs.	Rs.	Rs.
(i) General Administration.	Amount allotted	82,62,800	95,92,000	83,09,000
	Amount utilised	84,29,056	91,78,750	79,76,970
(ii) Colonisation and Rehabilitation	Amount allotted	11,78,000	12,25,000	12,25,000
	Amount utilised	11,77,489	889,708	9,62,111

रेल गाड़ी में नोटों की चोरी

११३१. श्री लुशबल राय : क्या रेलवे मंत्री यह बताने की कृपा करेंगे कि

(क) क्या यह सच है कि निर्माण, धावास और संरक्षण मंत्री के पास से जब वह रेल द्वारा बंगलौर से मद्रास जा रहे थे, सात हजार रुपये के नोट चुरा लिये गये ;

(ख) क्या यह भी सच है कि उन्होंने इस बारे में एक रिपोर्ट दर्ज कराई थी ; और

(ग) इस सम्बन्ध में अब तक क्या कार्यवाही की गयी है ?

रेलवे उपमंत्री (श्री शाहनवाज़ खां): (क) और (ख) : जी हाँ। इस बात की रिपोर्ट मिली है कि ७,२०० रुपये की चोरी हुई।

419(Ai) LSD—3.

(ग) पुलिस अभी मामले की जांच कर रही है।

#### Tellichery-Mysore Line

1132. Shri Jinachandran: Will the Minister of Railways be pleased to state:

(a) whether Government have received the engineering survey report on the proposed Tellichery-Mysore railway line;

(b) if so, the salient features thereof;

(c) whether the report has been considered; and

(d) if so, whether the scheme is being included in the Third Five Year Plan?

The Deputy Minister of Railways (Shri S. V. Ramaswamy): (a) No. The Engineering Reconnaissance Survey and Traffic survey reports are

under scrutiny by the Southern Railway and are expected to be received shortly.

(b) to (d). Do not arise.

#### **Loan to Agriculturists**

**1133. Shri Rami Reddy:** Will the Minister of Community Development and Co-operation be pleased to state:

(a) whether Government have received representations that allotment under medium term loans to agriculturists be enhanced;

(b) if so, action taken thereon by the Centre and Reserve Bank of India;

(c) allotments made State-wise during 1959 under long term, medium term and short term loans to agriculturists; and

(d) recoveries made in respect of short term loans disbursed in 1959 State-wise?

**The Deputy Minister of Community Development and Co-operation (Shri B. S. Murthy):** (a) Government of India has not received any specific representations, but the consensus of opinion at the Conferences on Co-operation held at Jaipur from 29th January, to 1st February, 1960, was that there is need for larger amounts under medium term loans to agriculturists.

(b) The matter is being examined by the Reserve Bank of India and the Expert Committee on Co-operative Credit constituted by the Government of India under the Chairmanship of Shri V. L. Mehta.

(c) Reserve Bank of India sanctions credit limits to State Co-operative Banks for short and medium term loans for the Co-operative year (July-June). Statement I placed on the Table indicates the credit limits sanctioned for the co-operative year July 1958 to June 1959. [See Appendix II, annexure No. 68.] Long term loans are not provided by the Reserve Bank of India but by the Land Mortgage Banks who raise long term finance

through flotation of debentures. During the Co-operative year 1958-59 the Reserve Bank of India purchased such debentures worth Rs. 33.56 lakhs.

(d) A complete picture of the recoveries in respect of short term loans advanced by the Reserve Bank during 1958-59 can be had only at the end of 1959-60. The repayments received so far (from 1st July, 1959 to 20th January, 1960) from State Co-operative Banks in respect of loans given during 1958-59 and 1959-60 are given in Statement II. [See Appendix II, annexure No. 68.]

#### **Mid Pennar Regulator Scheme**

**1134. Shri Rami Reddy:** Will the Minister of Irrigation and Power be pleased to state:

(a) whether the construction of the Mid Pennar Regulator of the Tungabhadra High Level Central Scheme is progressing according to schedule;

(b) the progress made so far;

(c) the works proposed to be executed before the end of the financial year;

(d) the works proposed for 1960-61; and

(e) the broad features of the Regulator as proposed under Phase I?

**The Deputy Minister of Irrigation and Power (Shri Hathl):** (a) The phased programme of construction of works on the Mid Pennar Regulator has not been received so far from the Government of Andhra Pradesh.

(b) The work of excavation of foundation has been completed for about 2/3 width of the deep bed portion.

(c) and (d). Not known in view of reply to (a) above.

(e) The Mid-Pennar Regulator across the Pennar river at a site half a mile south west of Konamanayan Palle village in Anantpur District will be 450 ft. long. It consists of 8 regulator vents of 40 ft. x 15 ft.

deep and 2 scour vents of 20 ft x 10 ft. deep with earthen flanks 2040 ft. long on both sides to form a reservoir having a capacity of 925 m.cft. at FRL + 1149. Two canals take off on either side of the regulator called the Mid-Pennar North and South Canals.

दिल्ली राज्य में पंचायत सचिव

११३५. { श्री नवल प्रभाकर :  
श्री राधा रमण :

क्या सामुदायिक विकास तथा सहकार मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि दिल्ली राज्य में ग्राम पंचायतों के सचिवों की भर्ती की गई है ;

(ख) यदि हां, तो उनकी संख्या कितनी है ; और

(ग) इन में कितने हरिजन हैं ?

सामुदायिक विकास तथा सहकार उप-मंत्री (श्री ब० सू० मूर्ति) : (क) जी हां ।

(ख) ७३

(ग) =

दिल्ली में विकास खण्ड

११३६. { श्री नवल प्रभाकर  
श्री राधा रमण :

क्या सामुदायिक विकास तथा सहकार मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि दिल्ली के कुछ विकास खण्डों में बागवानी को प्रोत्साहन देने के लिए ऋण देने की एक योजना बनाई गई है ;

(ख) यदि हां, तो किन-किन खण्डों में यह योजना प्रारम्भ में की गई है; और

(ग) यदि कोई ऋण अब तक दिये गये हैं तो उनकी राशि क्या है ?

सामुदायिक विकास तथा सहकार उपमंत्री (श्री ब० सू० मूर्ति) : (क) व (ख) . जी हां । यह योजना झलीपुर, नफजगढ़, कंसावला, महरोली, और शाहदरा खण्डों में प्रारम्भ की जा चुकी है ।

(ग) ५७,७०० रुपये ।

कन्नोद और खातेगांव (मध्य प्रदेश) में सार्वजनिक टेलीफोन कार्यालय

११३७. { श्री खादीवाल :  
श्री क० जे० मासनीय :

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

(क) क्या यह सच है कि मध्य प्रदेश के देवास जिले में कन्नोद और खातेगांव में सार्वजनिक टेलीफोन कार्यालय खोलने के लिये अभी तक कार्य प्रारम्भ नहीं हुआ है जब कि यह योजना काफी समय पहले स्वीकृत हो चुकी है ; और

(ख) सार्वजनिक टेलीफोन कार्यालय खोलने के लिये कार्य कब प्रारम्भ होगा ?

परिवहन तथा संचार मंत्री (डा० प० सुब्बरायन) : (क) तथा (ख) . इन योजनाओं के लिये सामान की प्रतीक्षा की जा रही है । आशा की जाती है कि १९६०-६१ दौरान में उन्हें प्रारम्भ कर दिया जायेगा ।

### Crop Competitions

1138. Shri Jadhav: Will the Minister of Food and Agriculture be pleased to state:

(a) the results achieved in the yield of principal foodgrains and cash crops in the crop competitions held in the year 1959-60 in different States and Union Territories; and

(b) the special facilities that are made available to the farmers who take part in the crop competitions?

The Minister of Agriculture (Dr. P. S. Deshmukh): (a) As the 1959-60

crop season is still continuing, it is too early to expect from the States the results in terms of yield per acre of the crops included in the crop competitions held during the year.

(b) They are eligible, like other farmers, for financial and other assistance admissible to them under the normal Grow-More-Food rules, in addition to the incentive of the crop competition awards.

#### **Lining of Rajasthan Canal**

**1139. Shri D. C. Sharma:** Will the Minister of Irrigation and Power be pleased to state:

(a) whether it is a fact that the lining of the first 23 miles of the Rajasthan Canal is being delayed owing to late arrival of coal for baking bricks;

(b) the reasons for the delay in supply of coal; and

(c) the action taken in the matter?

**The Deputy Minister of Irrigation and Power (Shri Hathi):** (a) Yes.

(b) and (c). Slack coal from Bihar is being used for burning bricks for use in lining the Rajasthan Canal. Due to low priority accorded to railway wagons to transport the coal, deliveries were delayed, thereby hampering the work of lining. As a result of the efforts made by the Project authorities and the Coal Controller, special priority has since been accorded to 434 wagons out of a total of 847 and supplies have started coming in. To make up the shortage in slack coal and also to effect economies expenditure, Palana Lignite is also being used as far as possible.

#### **Train Derailment**

**1140. Shri P. C. Borooah:** Will the Minister of Railways be pleased to state:

(a) whether it is a fact that on or about the 21st February, 1960, a goods train of 18 wagons was derailed

between Bhusawal and Burhanpur on the Central Railway; and

(b) if so, the details thereof?

**The Deputy Minister of Railways (Shri S. V. Ramaswamy):** (a) and (b). On 21st February, 1960 at about 20.25 hours while No. Q-50 Up Goods train was running at mile 292/20-21 between Raver and Nimbhora stations on Bhusawal-Itarsi section of the Central Railway, 23 wagons of the train got derailed and capsized. There were no casualties on account of the derailment.

The cause of the accident is under investigation by a Committee of Administrative Officers.

**Ex-Employees of Cash Contractors of late N.W.R.**

**1141. Shrimati Sucheta Kripalani:** Will the Minister of Railways be pleased to refer to the reply given to Unstarred Question No. 1567 on the 25th August, 1959 and state:

(a) whether it is a fact that the question of payment of gratuities, etc. to the ex-employees of Cash Contractors of the late N.W. Railway has not yet been finalised;

(b) since how long this matter has been pending; and

(c) whether it is a fact that similar employees of the late B.B. & C.I. Railway have since long been paid their dues in this behalf?

**The Deputy Minister of Railways (Shri Shah Nawaz Khan):** (a) and (b). The question of payment of gratuity has not yet been finalised in respect of 25 ex-employees. The service records of 22 of these employees have not been handed over to the Railway Administration by the ex-Cash Contractors at the time of departmentalisation of the Cash and Pay Department. Affidavits regarding their past service have been called for from these ex-employees in October, 1959 and are awaited.

(c) No. 1 case is pending.

## गोंडा स्टेशन

११४२. श्री बालदेवी : क्या रेलवे मंत्री १६ दिसम्बर, १९५६ के प्रतारकित प्रश्न संख्या १५७० के उत्तर के सम्बन्ध में यह बताने की कृपा करेंगे कि :

(क) गोंडा रेलवे स्टेशन यार्ड के विस्तार के लिए, जिन ग्रामीण लोगों से जमीन ली गयी थी, उनको मुआवजा देने के सम्बन्ध में अब तक क्या प्रगति हुई है ; और

(ख) रेलवे लाइनों विछाने से जो गांव झलग-झलग हो गये थे, उन्हें मुख्य सड़कों से जोड़ने के सम्बन्ध में क्या कार्यवाही की गयी है ?

रेलवे उपमंत्री ( श्री सै० जे० राम-स्वामी ) : (क) रेलवे सीधे सम्बन्धित व्यक्तियों को मुआवजा नहीं देती। लेकिन जैसा पिछले प्रश्न के उत्तर में कहा गया था, गोंडा के भूमि अधिग्रहण अफसर ( Land Acquisition officer ) के पास १६,६८८ रुपये ६७ नय पैसे जमा कर दिये गये हैं। मुआवजा के सम्बन्ध में सिविल अधिकारियों से अभी तक कोई विवरण प्राप्त नहीं हुआ है और इसलिए रेलवे की ओर से कोई और मुगतान नहीं किया गया है।

(ख) दूसरे रास्ते से सड़क ( Road diversion ) बनाने के लिए लगभग ०.३३ एकड़ जमीन लेने का विचार है जिस के लिए आवश्यक नक्शे आदि तैयार किये जा रहे हैं।

## Multi-purpose Co-operative Societies

1143. Shaikh Mohammad Akbar: Will the Minister of Community Development and Co-operation be pleased to state:

(a) how many new multipurpose co-operative societies were established

in the country during the year 1959-60 so far; and

(b) how many of these were co-operative farming societies?

The Deputy Minister of Community Development and Co-operation (Shri B. S. Murthy): (a) The supplementary Plans approved for 1959-60 provide for the organisation of about 16,000 new service (multi-purpose) co-operatives and re-organisation of about 23,000 existing village societies into service (multi-purpose) co-operatives. Particulars regarding the actual number of new service (multi-purpose) Co-operative Societies established in the country upto 31st December, 1959, have been called for from the States. A statement in this regard will be placed on the Table of the Sabha shortly.

(b) According to the classification of societies, Co-operative Farming Societies are not included in Multi-purpose (Service) Co-operatives. Further, Co-operative Farming Societies are organised under a set of bye-laws distinct from those of multi-purpose (Service) societies. Hence this question does not arise.

## Research by I.C.A.R.

1144. Shri Hem Raj: Will the Minister of Food and Agriculture be pleased to state:

(a) whether any study has been made by the Indian Council of Agricultural Research of the crops grown by foreign countries in their snow bound areas and their prospects of being grown in this country on intensive basis;

(b) whether any study has been made of the trees for afforestation which can be grown in such areas; and

(c) if so, the attempt made to grow such crops and trees in the snow-bound inaccessible areas of the Himalayan border?

**The Minister of Agriculture (Dr. P. S. Deshmukh):** (a) Yes. Collections of wheat, barley, potato, fruits such as apples, apricots, grapes, etc. and vegetables such as peas, carrots, cabbages, cauliflower, tomatoes, etc., have been made from the snow-bound regions such as Europe and studies under comparable conditions in India. Some of them have been found suitable particularly among the fruit and vegetable crops.

(b) Information is being collected from the States and will be laid on the Table of the Sabha in due course.

(c) In respect of crops, the promising varieties mentioned under (a) above, have been introduced for extensive trials in the inaccessible areas of the Himalayas such as Kalimpong area of West Bengal, Cheeni area of Himachal Pradesh, NEFA of Assam and Protectorates such as Sikkim.

In regard to trees, information is being collected and will be laid on the Table of the Sabha in due course.

11 12 hrs.

#### MOTION FOR ADJOURNMENT SHIPYARD AT COCHIN

**Mr. Speaker:** I have received notice of an adjournment motion from Sarvashri A. K. Gopalan, T. B. Vittal Rao, Vasudevan Nair, Hirendra Nath Mukerjee, P. K. Kodyan, M. Elias and Shrimati Renu Chakravartty on:

"The reported decision of the Government of India to drop the second shipyard project in violation of various commitments and promises made on the floor of the House regarding its setting up during the latter part of the Second Five Year Plan."

While answering a supplementary question today, the hon. Minister said that he came to know of this only

from the newspapers. I had half a mind, in view of this adjournment motion, to allow some questions there and then, but we passed over that question. Therefore, I did not come to it.

What is the position?

**Shri Raghunath Singh (Varanasi):** I have given notice of a short notice question and also a calling attention motion, both.

**Mr. Speaker:** Wherefrom does he get this information?

**Shri A. K. Gopalan (Kasergod):** The information I got from the papers, as well as from an editorial in the Malayalam newspaper *Mathrubhoomi*, *The Mathrubhoomi* have written an editorial on the basis of the information that they have got, and there were also reports in the *Statesman Free Press Journal* and other papers.

On 26th November, 1959, the Minister of Transport and Communications made the following statement in the Lok Sabha:

"The U.K. Shipyard Mission which visited this country in November 1957, under the joint auspices of the Colombo Plan and the U.K. Shipbuilding Conference, to advise the Government on the site and lay-out of a new shipyard, submitted their report to Government in April, 1958, after inspecting nineteen sites. The mission recommended that the Ernakulam site at Cochin offered more than any site examined by them towards a successful development of a shipyard.

After a preliminary examination of the report, the Government of India appointed an inter-departmental committee in June, 1958. This Committee has since submitted its report to the Government, and has come to the conclusion that the shipyard should be located at Cochin at the site recommended by the Mission."

**Mr. Speaker:** I have no intention to prevent Shri Gopalan. He may feel that it is a very important matter. But, is there any truth in the report that the project is given up?

**The Minister of Transport and Communications (Dr. P. Subbarayan):** I do not think that is exactly correct, because no decision has been finally arrived at, and I am still trying to see that the second shipyard comes into being, and it is still under discussion.

With regard to the short notice question and the calling attention motion given by Shri Raghunath Singh, I have said that I will make a statement on the 18th, giving the facts as I know them. I have not had enough time to collect the details as yet. Therefore, I would request the hon. Member to be patient and know what is being undertaken by the authorities.

**Shri A. K. Gopalan:** I would have been patient if it was said a decision had not been taken. In answer to a question of mine, it had been said that a decision had been taken, and that is why I want to know why it is now being said that a decision has not been taken.

The statement of the Minister continued:

"The Government of India, after careful consideration of the report, have decided that, subject to the results of the further investigations into the soil conditions being satisfactory, the second shipyard should be located at Cochin at the site recommended by the U.K. Shipyard Mission."

It is not that no decision was taken. According to the statement, the Government of India, after careful consideration of the report, decided that subject to the results of the further investigation into the soil conditions being satisfactory, the second shipyard

should be located at Cochin as recommended.

I understand that the soil testing is also over.

There was a question on December 21, 1959 about a ship repairing yard at Cochin Port, and in reply the Minister (Shri Raj Bahadur) said:

"There is no proposal under consideration for starting a Ship Repairing Yard in Cochin. However, as the hon. Member is aware, the Government have decided to establish a Shipbuilding Yard in Cochin, subject to the results of further investigation into the soil conditions being satisfactory. Steps are accordingly being taken to conduct the necessary investigations at the proposed site. Action has also been taken under the Cochin Land Acquisition Act to acquire about 73 acres of private land for the proposed Shipbuilding Yard.

So, action also had been taken.

A week back, there was news in the Kerala papers that a special officer had also been appointed to do this work.

**Shri Raghunath Singh:** How does it become urgent?

**Mr. Speaker:** The hon. Member wants to arrogate to himself the powers of the Speaker. Why are hon. Members so impatient? I have to decide it.

**Shri A. K. Gopalan:** On the 21st December, there was a supplementary question by Shri Panigrahi as under:

"Are we to understand that the decision of the Government to locate the second shipyard in Cochin is not final, but subject to certain conditions?"

And the answer was:

"As I said, an announcement was made the other day on the floor of the House. It has been decided to locate the shipyard at Cochin subject to the results of the investigation into the soil conditions."

So, according to this, it was decided to have the shipyard at Cochin. There are two things. Firstly, it was decided to have a second shipyard; secondly, it was also decided to have it at Cochin. The only condition to drop it would be the unsuitability of the soil. But the Minister said today that a final decision has not been taken. That is why it is an urgent matter of public importance. There was a statement in Parliament that after careful consideration it had been decided to have the second shipyard at Cochin. Then, in answer to questions also it was said there was no question of dropping it. So, to say now that it has not been decided means that within two or three days it will be decided to drop it. That is why I bring this.

**Mr. Speaker:** How did he get to know this?

**Shri A. K. Gopalan:** I came to know this from the Malayalam paper. The editorial of the paper says that Government has already decided, and there are reports in other papers also.

**Dr. P. Subbarayan:** It might shorten the discussion if the hon. Member will only bear with me a little. He seems to have been excited because of the newspaper reports that this is being dropped. I said to begin with, the newspaper report is not quite correct. The matter is still being investigated, is still under consideration, and no final decision has been arrived at, even though it is correct that every step has been taken as recounted by the hon. Member. We have begun to purchase the land, we have sent a

special officer to enquire whether this place is satisfactory. We have taken every step that is necessary, and we are also in negotiation with foreign firms for technical assistance.

**Mr. Speaker:** What has the expert said?

**Dr. P. Subbarayan:** The experts have said.....

**Shri Joachim Alva (Kanara):** They have said that Karwar is the best.

**Dr. P. Subbarayan:** The hon. Member presumes too much about Karwar, if I may point out. He seems to be interested in Karwar.

**Shri Tyagi (Dehra Dun):** On a point of order, Sir. I may be pardoned for raising points of order on adjournment motions. My submission is that the matter has been under consideration for a pretty long time and therefore it is not a case of urgency.

Secondly, in the matter of permitting adjournment motions, it has also to be taken into account whether a subject cannot be agitated by other means, by cut motions etc. If Government takes up a certain programme and examines it, there must come a day which is crucial when the Government decides yes or no about the programme. It is ordinary routine. There is no urgency about the matter.

**Shri Raghunath Singh:** It was four days before in the papers, not today.

**Shri Feroze Gandhi (Rae Bareilly):** I want to draw your attention to the fact that Shrimati Parvathi Krishnan's name is missing from the adjournment motion!

**Mr. Speaker:** Such humorous remarks are all right, but it ought not to have been made.

I consider this matter important. I only want to know when and how he came to know that the statement that was made, and the assurance given

on the floor of the House in reply to a question that a decision had already been taken by the Government, are given up and they are now going behind that decision. How does he know, and when did he come to know?

**Shri A. K. Gopalan:** I knew about this decision day before yesterday, when I saw a report in a newspaper. In *The Statesman*, also, there was a report to the effect that they were going to drop it. Yesterday, in another paper also, there was another report to that effect. Yesterday morning, I got *Mathrubhoomi* from Kerala, in which they have written an editorial, saying.....

**Mr. Speaker:** I want clarification on one other matter also. (*Interruptions*) What is this kind of remark? Even hissings are improper. I always find this kind of hissing on one side or the other, as I go on hearing. Some people may or may not like what is going on in the House; if they do not like, I would advise them to keep out of the House and not to cause disturbance by hissing and other things. It is improper. That takes away the decorum of the House.

I am seriously engaged in this matter. Hon. Members from the south feel that a decision that has been taken regarding the location of the second shipyard, for which there have been repeated demands in this House, and in respect of which an assurance was given on the floor of this House, is being changed. All those persons who are interested are coming up here. I do not know how I can shut them out. This is a Parliament of all persons where every hon. Member is entitled to discuss, deliberate, persuade and ultimately take a decision. Hon. Members are impatient with respect to this matter. I do not know why this impatience comes in. Shall we decide it by show of force, or shall we decide it here by discussion and persuasion? Hon. Members must set an example to the rest of the country. There are fourteen Legislatures here in our country. And Parliament

does not consist only of Members from the north; it consists also of Members from the south, the east and the west. And, therefore, let no impression be created that any hon. Member is standing in the way.

It is for me to decide what I should allow and what I should not allow. I shall presently answer the points that have been raised both by Shri Tyagi and by Shri Raghunath Singh in whom I find some impatience.

**Shri Raghunath Singh:** No, no. Why should such a thing be said? We should be given a chance to speak.

**Shri A. K. Gopalar:** After knowing this, I went into the question further..

**Mr. Speaker:** I want clarification on one other point also. The hon. Member came to know of this from *Mathrubhoomi* or some other newspaper yesterday or the day before. The hon. Minister who gave an assurance said that Government had decided this, subject to the soil being found proper after testing. Has this been done?

**Shri A. K. Gopalan:** Yes, it has been done. There was a report in the press that the soil testing was over, and it has been found that it is suitable.

**Mr. Speaker:** Therefore, the hon. Member's contention in the adjournment motion is that the decision is there subject to the soil being found satisfactory on testing, the soil also has been tested and found to be proper, but for grounds other than this, this is being dropped, and the people there are interested in knowing why it is being dropped. What is the answer?

**Dr. P. Subbarayan:** The answer is that it is not being dropped. I have made it clear that it is not being dropped but is still under consideration and negotiation etc.

★ **Mr. Speaker:** I want to know whether there can be any consideration

[Mr. Speaker ]

after an assurance in this House that it has been decided to locate it here.

**Dr. P. Subbarayan:** The consideration is as to the amount of money that will be available for this purpose and the provision in the Third Five Year Plan for that purpose.

**Mr. Speaker:** I have heard sufficiently over this matter. I am going to allow this adjournment motion.

Two points have been raised by Shri Tyagi. One is that this is not an urgent matter, and there are opportunities to discuss this matter. I would say that this is an urgent matter, because an assurance has been given on the floor of the House not once but several times that it has been decided. I do not know if a decision of the Government is irrespective of the finances being available.

The second is that the decision is not subject to finances being available, but subject only to the suitability of the land, as to whether it sinks or not; if the land is suitable, the shipyard can be located there. That has not been contradicted. Shri A. K. Gopalan has said that the expert has discovered that there is absolutely no weakness in the soil, and the shipyard can be established there.

★ Thus, all the circumstances which have been laid before the House repeatedly by the hon. Minister have been subject only to one condition, and that condition also seems to have been satisfied. Now, over this, Government want to go back on a new ground namely that finances are not available. This is a matter which ought to be taken notice of. This matter will be taken up today at four o' clock.

I would like to know how many Members are in favour of leave being granted. They may kindly rise in their seats.

(Some hon. Members rose in their seats)

**Mr. Speaker:** So, leave is granted.

**Shri Tyagi:** What about the requisite number?

**श्री रघुनाथ सिंह (वाराणसी) :** आपने नार्थ और साउथ का सवाल उठाया। पहले मैं ने ही इस सवाल को शार्ट नोटिस क्वेश्चन द्वारा उठाया था। इसलिये आपको यह बात नहीं कहनी चाहिये की नार्थ वाले इस बात के अगेन्स्ट हैं। नार्थ में तो शिपयार्ड होगा नहीं, वह तो साउथ में ही होगा।

**Mr. Speaker:** I am sorry. I only wanted to say that the whole House should work as a team. When I was hearing Shri A. K. Gopalan on this side, the hon. Member Shri Raghu-nath Singh rose three times in his seat and said that there was no urgency about this matter, and, therefore, he ought to leave it off; if he has any grounds to submit that it is not an urgent matter, it is for him to do so after having his own turn.

I am anxious to see that great harmony prevails in this House. All of us here are interested in every part of the country. If my remarks have led to any other impression, I am sorry for it.

This matter will be taken up at four o' clock today.

**Shri Tyagi:** But the requisite number did not stand in their seats.

**Mr. Speaker:** I found that the requisite number stood.

**Shri Tyagi:** I submit that you count the numbers again.

**Mr. Speaker:** How many should be there? I think there should be 25 in favour.

**Shri Tyagi:** No, it is 50. The number that stood up was not 50. Therefore, I submit that you may count again.

**Mr. Speaker:** Those in favour of granting leave to this adjournment motion may stand in their seats.

(Some hon. Members rose in their seats)

I find that the number is forty.

**Shri Tyagi:** So, it is ten short. I hope that there cannot be two countings in this matter; one counting is final.

**Mr. Speaker:** If one counting is final then my first counting must stand! Shri Tyagi has scored the point on a technical objection that fifty Members have not risen in their seats. It is unfortunate. Hon. Members who table adjournment motions must have fifty Members always with them.

I am really sorry that notwithstanding my stretching a point in their favour, I am not able to support them. Leave is refused. 11

12.17 hrs.

#### PAPERS LAID ON THE TABLE

REPORT OF ADVISORY COMMITTEE ON ANCILLARY INDUSTRIES RELATED TO SHIP-BUILDING AND SHIP-REPAIRS

**Dr. P. Subbarayan:** On behalf of Shri Raj Bahadur, I beg to lay on the Table a copy of the First Report of the Advisory Committee on Ancillary Industries related to ship-building and ship-repairs. [Placed in Library. See No. LT-1993/60.]

NOTIFICATIONS UNDER ESSENTIAL COMMODITIES ACT

**The Deputy Minister of Food (Shri A. M. Thomas):** I beg to lay on the Table, under sub-section (6) of section 3 of the Essential Commodities Act, 1955, a copy of each of the following Notifications:—

- (i) G.S.R. 290, dated the 5th March, 1960 making certain amendment to the Wheat

(Uttar Pradesh) Second Price Control Order, 1959; and

- (ii) G.S.R. 315, dated the 9th March, 1960 making certain amendment to the Uttar Pradesh Paddy and Rice (Restriction on Movement) Order, 1958. [Placed in Library. See No. LT-1994/60.]

#### MESSAGE FROM RAJYA SABHA

**Secretary:** Sir, I have to report the following message received from the Secretary of Rajya Sabha:—

"In accordance with the provisions of sub-rule (6) of rule 162 of the Rules of Procedure and Conduct of Business in the Rajya Sabha, I am directed to return herewith the Appropriation (Vote on Account) Bill, 1960, which was passed by the Lok Sabha at its sitting held on the 10th March, 1960, and transmitted to the Rajya Sabha for its recommendations and to state that this House has no recommendations to make to the Lok Sabha in regard to the said Bill."

#### CALLING ATTENTION TO A MATTER OF URGENT PUBLIC IMPORTANCE

OMISSION IN COMMUNIQUE ISSUED BY WORLD BANK OF INDIA'S CONTRIBUTION TO INDUS DEVELOPMENT FUND

**Shri S. M. Banerjee (Kanpur):** Under rule 197, I beg to call the attention of the Minister of Irrigation and Power to the following matter of urgent public importance, and I request that he may make a statement thereon:—

"The omission in the communique issued by the World Bank, of India's large contribution to the Indus Development Fund."

**The Minister of Irrigation and  
Power (Hafiz Mohammad Ibrahim):**

The Government of India have seen the announcement made by the World Bank on 1st March, 1960, which refers *inter alia* to the current negotiations for the conclusion of a water treaty between India and Pakistan in settlement of the Indus waters question and the Bank's finance plan and the participation of various friendly governments in this plan.

2. The Bank's finance plan is related to the system of works to be constructed which would provide not only replacement from the three western rivers of supplies to meet the irrigation uses in those areas of Pakistan which have hitherto depended on supplies from the three eastern rivers, but also further substantial additional irrigation developments and development of important hydro-electric potential. These works would also make an important contribution to soil reclamation and drainage in Pakistan.

3. The Government of India are grateful to the Bank for the strenuous efforts they have made and are making for the settlement of the Indus Waters question and are also glad that friendly governments are assisting in the implementation of the Bank's finance plan.

4. The Bank's finance plan of 1,000 million dollars is mainly for works in Pakistan and it does not include works under construction in India, like the Bhakra project and the Rajasthan Canal Project, which are necessary to enable India to utilise the waters of the eastern rivers and on which we are ourselves spending more than 700 million dollars.

5. The Bank's finance plan is, as stated in the Bank announcement, contingent on the ratification of the Water Treaty now under negotiation. While it is implicit in India's acceptance of the Bank proposal of 1954 that it will make some contribution to meet the cost of constructing replacement works,

the question of making such a contribution will arise only when full agreement is reached on the transitional arrangements, limited essential uses in India of the waters of the Western rivers and other questions which are at present being discussed in Washington. While the Government of India hope that the current negotiations will lead to an early settlement they consider it premature to specify India's contribution to the Bank's finance plan at this stage.

12.22 hrs.

**STATEMENT RE: ALIGARH  
MUSLIM UNIVERSITY INQUIRY  
COMMITTEE**

**The Minister of Education (Dr. K. L. Shrimall):** During the course or the discussion on the adjournment motion yesterday, I had promised to make a statement pertaining to the affairs of the Aligarh Muslim University. As the House is already aware, the present situation in the Muslim University of Aligarh has arisen out of a state of affairs persisting over a fairly long period and I would like the House to bear this aspect in mind. I shall make a brief reference to this historical background. In March 1953, the Comptroller and Auditor-General forwarded to the Ministry of Education a copy of the preliminary audit report on the accounts of the University submitted by the Accountant-General, Uttar Pradesh. The report revealed certain acts of embezzlement, defalcation, misappropriation and tampering with the University's records. The Comptroller and Auditor-General had suggested that a departmental inquiry should be conducted in respect of the irregularities brought out in the audit report. The University was thereupon requested to say what action it proposed to take on the report specially regarding the suggestion that an inquiry should be conducted. The burden of the Vice-Chancellor's reply was that the so-called irregularities appeared to be a result of defective system of accounting and the real requirement was to

bring the system of accounting up-to-date. He also explained that the objections were only rough objection notes. The Education Ministry, however, was of the opinion that the irregularities brought out were of a serious nature and could not be dismissed as merely errors arising out of a defective system of accounting. It was also remarked that the auditor's well-documented charges could not be dismissed as rough objection notes. It was felt that an independent inquiry was imperative in the circumstances and that in such matters it would be best if the University itself took steps to put its house in order instead of the Visitor being advised to appoint a Committee. The matter was then considered by the Finance Committee of the University at its special meeting on the 31st May, 1953, when it was decided to set up such a committee comprising three members.

In May 1954, an enquiry was made from the University regarding the Report of the Committee. Subsequently the University was asked several times to indicate the action taken by it to settle the various Audit objections. The University informed Government on 1-6-1955 that all possible steps were being taken to reply to the Audit objections and a consolidated report indicating the action taken would be sent as soon as the replies were ready. The University started sending replies to the Audit objections in instalments beginning in June 1955 and ending in March 1956.

In June 1956, the Ministry of Education wrote to the Vice-Chancellor enquiring, *inter alia*, whether, in view of the fact that the Committee appointed by the University had neither met nor had been wound up, it was proposed to entrust the first Audit Report on its accounts for 1951-52 and 1952-53 to a Committee and submit its report to Government.

**Mr. Speaker:** It seems to be a long statement.

**Shri Braj Raj Singh (Firozabad):** Let us hear it. It may continue to be read.

**Shrimati Renu Chakravarty (Basirhat):** This could have been circulated and we could have read it. But now there is no time, because the discussion on the Demands of the Ministry is taking place today. So, it may be read out now.

**Shri Supakar (Sambalpur):** It will be of no use if it is circulated to us, instead of being read by the Minister now, because we are going to discuss the Ministry's Demands today.

**Mr. Speaker:** All right.

**Dr. K. L. Shrimall:** The University replied in July 1950, that the Committee had not been able to function and that the University would consequently make its own efforts to reply to the Audit note and bring about improvements in the accounts. The University also intimated the appointment of an expert Technical Committee to report on the building activities in the Engineering College carried out during the period covered by Audit.

After detailed examination of Audit objections and the replies given by the University, the Ministry stressed on the University in April 1957 the need for tighter financial control. In reply, the Vice-Chancellor said on 25-4-1957 that he was acutely conscious of the fact that the accounting system of the University was urgently in need of reforms and that the many irregularities pointed out in the Audit notes, year after, required serious attention. The Ministry kept on reminding the Vice-Chancellor *de-mi-officially* and was informed by the Pro-Vice-Chancellor in February 1958 of the position regarding the outstanding Audit objections for the years 1951-52, 1952-53 and 1953-54.

In September 1958, a nominee of the Visitor on the Finance Committee of the University was directed to prepare a note on the position of financial transactions and maintenance of accounts of the University. He submitted a note in September 1959.

[Dr. K. L. Shrimali]

The Government concluded from this note that a thorough and detailed inquiry was necessary to examine the manner in which the University had dealt specifically with the Audit objections and to generally examine the financial affairs of the University. Since a number of serious complaints had also been received about the irregular appointments by the University, out-of-turn and unmerited promotions and the absence of a uniform standard for purposes of admissions to various courses, it was felt that the proposed inquiry might be directed to cover these matters also. In the light of these facts, it was decided that the Visitor might be requested to order such an inquiry, and the names were also finalised. It was at this stage that I received a letter from the Vice-Chancellor of the University in which he stated that a Committee of Inquiry appointed by the Visitor was traditionally associated in the public mind with cases where the Vice-Chancellor or the Executive Council or both had proved to be utterly incapable or irresponsible and that it would be very unfair to expose the Vice-Chancellor and the Executive Council to such allegations by appointing a Visitor's Committee. He pleaded with me that an Inquiry Committee on behalf of the Visitor might not be appointed and that instead, the Executive Council of the University might be allowed to appoint such a Committee. The Vice-Chancellor made an offer that the names and terms of reference may be approved by me. The Vice-Chancellor felt very strongly that the appointment of a Committee of Inquiry by the Visitor would give the University a bad name in advance.

I had not the slightest desire to cause any embarrassment to the University and I wanted to accommodate them to the maximum extent, provided I was assured that an impartial and independent inquiry would be made into the matter which the Government of India had in mind. Since the Vice-Chancellor had offered to abide by my advice with regard to the personnel of the

Committee and its terms of reference, I agreed that instead of a Visitor's Committee, the Executive Council of the University might appoint such a Committee, and passed on the names of members and the terms of reference to the Vice-Chancellor, as desired by him. The Executive Council of the University then unanimously passed a Resolution on the 14th of December, 1959, appointing a Committee to take the necessary steps for the setting up of an impartial and independent Committee to inquire into the working and affairs of the University and to lay down its terms of reference. This Committee then took the necessary steps and, as we all know, the Chatterji Committee came to be appointed with the terms of reference already made public.

After appointment of this Committee, as far as I was concerned, I was content to await the report of the Committee. In fact, I felt that although I had ensured an impartial and independent inquiry, I had also been able to accommodate the University to the maximum extent possible. This appeared to be a satisfactory solution. In a worsening atmosphere of charges and counter-charges, it was essential to set up an independent and impartial Committee of Inquiry and to await its findings before passing any judgment on any issue one way or the other.

It was for this reason and in this spirit that during the half-hour discussion which was raised in the Lok Sabha by Shri Prakash Vir Shastri on the 2nd of March, 1960, I maintained that it was not possible for me either to accept or to deny the various allegations made by Shri Shastri. I conveyed to the House that the right course would be to await the report of the Committee. The Deputy-Speaker also observed that it would be better to wait till the Committee had investigated the complaints.

I shall now refer to the resignation of the Committee of Inquiry. In a letter, dated 11th of March, 1960, addressed to the Vice-Chancellor, the

members of the Inquiry Committee set up by the Executive Council of the Aligarh Muslim University, communicated their decision to resign and requested the University that the resignation may be accepted with immediate effect.

A copy of the letter addressed to the Vice-Chancellor was sent to me by the Chairman of the Committee. The letter stated that the resignation was prompted by the statement issued to the Press by the Vice-Chancellor which, according to the members of the Committee, had made it impossible for them to carry out the duties assigned to them under the terms of reference. I have no information with regard to the action taken by the University on this resignation.

In the meantime, a copy of the Muslim University gazette, dated the 8th of March, 1960, has come to my notice. In this gazette, the Vice-Chancellor has characterised the charges against the University as baseless and as a "travesty of facts". This gazette is a registered paper issued under the authority of the Vice-Chancellor. Page 2 of the same gazette contains a statement by Shri A. N. Khwaja wherein he refers to the purchase of certain plots of land belonging to his wife by the University authorities. In this statement, Shri Khwaja has made out that I was in full possession of certain information which completely exonerated him and that I did not place before this House. I do not wish at this stage to comment on the propriety of the act of a Central University permitting its gazette to be used as an agency for assailing the conduct of the Union Minister of Education or challenging his *bona fides*. From time to time, the Ministry of Education has been asking for information from the University authorities on several points. It is true that in connection with a starred question tabled by Shri Prakash Vir Shastri which, if admitted, would have been answered on the 11th March, 1960, certain information was received in the Ministry on the 29th of February, 1960, which, among other things, dealt with the question of the

land sold by Shri Khwaja's wife. However, it will be appreciated that I could not possibly have been aware of the details pertaining to the specific cases which Shri Shastri brought to light in the course of the discussion. It would have been imprudent for me to refuse or to accept the specific allegations made by Shri Shastri on the basis of information supplied by the University from time to time, under various references from the Ministry. It would also have been improper for me to pick and choose among the various allegations for purposes of refutation or acceptance. The House would remember that the Deputy-Speaker had held that any answers given by me, at that time, in the House, would have been based on the information supplied by the Vice-Chancellor and he wondered whether such a statement would be acceptable to the House. The Deputy-Speaker also held that before the report is received from the Committee, I could not be in a position to answer any of the allegations. He further observed that the House would have definite and positive answers to specific allegations after the Inquiry Committee had submitted its report.

Also, any refutation or acceptance of allegations by me without an independent inquiry would have amounted to pre-judging of the issues on which ground the Committee has since resigned. It will be observed that I tried to avoid precisely that which the Press statement of the Vice-Chancellor has now unfortunately precipitated. It is not for me to sit in judgment upon this action of the Committee. It was an independent body of persons and surely it could be trusted to take an independent decision.

Finally, I would like to inform the House that on some of the issues in which specific inquiry had been addressed to the University at my instance, various contradictory and conflicting replies have been received from it. I have, therefore, been hesitant to communicate any information to this House which may tend to give an impression as if the information supplied by the University had been examined

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and found correct and satisfactory by the Government. It was in this background that I pleaded before this House that we should wait till an independent and impartial body had enquired into the facts and given its findings.

You are also aware, Sir, that I was reluctant to have a half-an-hour discussion; but you ruled me out and had suggested that the discussion should be allowed.

In the end, I wish to say that I have been personally very unhappy at the state of affairs which has led to the present situation in the Aligarh Muslim University. The Muslim University at Aligarh is one of our great national institutions and its ideals and traditions are a part of our national life. No well-wisher of the University will resent measures which are intended to improve the financial practices and administrative methods of the University. An open and impartial investigation of allegations can do no harm; indeed it will help in clearing the atmosphere and establishing the truth. It is my fervent hope that all those who have the good of the University at heart will co-operate and work together in helping the University to play its great role in our society. Let us approach this task in a spirit of understanding and sympathy and with a determination to do what is right and constructive. I would appeal to all sections of the House to eschew mutual recriminations or partisan considerations in dealing with the affairs of a University which means so much to all of us and to which we all wish great prosperity and strength.

**Shri Braj Raj Singh:** May I ask a question whether the Minister has now decided to appoint a Visitor's Committee to go into the affairs of the University since this committee has resigned?

**Mr. Speaker:** Just now when I wanted the hon. Minister to read an extract or a summary, hon. Members wanted this to be read because, as we are

taking the Demands for Grants for Education today, this will give them an idea as to what is exactly happening there. Hon. Members will have ample opportunity to make suggestions and ask questions. (Interruptions.)

Order, order. Hon. Members ought not to stand when I am on my legs. We have full five hours for the discussion. Hon. Members may take up the various aspects of it and put questions and the hon. Minister will answer all those points later on.

The hon. Minister referred to my having allowed a half-an-hour discussion. For a number of months, Shri Prakash Vir Shastri had been tabling questions about the Aligarh Muslim University. I did not want to allow questions relating to an autonomous body, particularly, a body of the character of a University. But, later on, when it came to my notice that a committee was appointed by the Vice-Chancellor to go into this question, I thought there was some truth in the allegations. But, when the allegations were against the Vice-Chancellor and the management there, I wanted to know what exactly the Ministry was doing. Under these circumstances, at a late stage, I allowed the half-an-hour discussion to take place here. After all, what has happened has made it a little clearer and I am sure the hon. Minister will take further steps in this matter. I am not going to allow questions on the statement.

**Shri Braj Raj Singh:** Sir, my question does not relate to the statement he has read out just now. It relates to the half-an-hour discussion which was held the other day. He said that since the Enquiry Committee was seized of the matter, the appointment of a Visitor's Committee was not considered. Now that this committee has resigned I want to know whether the hon. Minister is prepared to appoint that committee.

**Shri Rajendra Singh (Chapra):** I had given notice of an adjournment motion yesterday and it was in res-

ponse to that that the hon. Minister of Education promised to lay a statement on the Table of the House. As you are aware, Sir, the reputation of a national University is involved....

**Mr. Speaker:** Is the hon. Member going to be the spokesman of his party?

**Shri Rajendra Singh:** I simply submit that separate time may be earmarked for the discussion of this issue. It is very important. The five hours allotted for the Demands for Grants is not enough to discuss this issue.

**Mr. Speaker:** Let me consider.

**Shri Rajendra Singh:** There should be at least one hour separately for it.

**Mr. Speaker:** Out of this one hour may be taken and not beyond that.

**Shri Rajendra Singh:** Some time should be given to me also, Sir.

**Shrimati Renuka Ray (Malda):** Will the Aligarh University be taken up separately?

**Mr. Speaker:** No, no. I am not going to extend the time. There are six hours allotted for these Demands. Any hon. Member who wants to speak about the Aligarh University also may do so. Shrimati Renu Chakraverty.

#### DEMANDS\* FOR GRANTS—Contd. MINISTRY OF EDUCATION

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

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 38,83,000 be granted to the

President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st Day of March, 1961, in respect of Ministry of Education".

##### DEMAND No. 14—EDUCATION

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 32,67,86,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st Day of March, 1961, in respect of Education".

##### DEMAND No. 15—MISCELLANEOUS DE- PARTMENTS AND OTHER EXPENDITURE UNDER THE MINISTRY OF EDUCATION

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 3,50,48,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st Day of March, 1961, in respect of Miscellaneous Departments and other expenditure under the respect of Ministry of Education".

##### DEMAND No. 109—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

**Mr. Speaker:** Motion moved:

"That a sum not exceeding Rs. 20,91,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st Day of March, 1961, in respect of Capital Outlay of the respect of Ministry of Education".

**Mr. Speaker:** Regarding the Demands that are taken up, namely, Nos. 13, 14, 15 and 109 relating to the

\*Moved with the recommendation of the President.

[Mr. Speaker].

Ministry of Education, 93 cut motions have been tabled to these Demands. I would request the hon. Members who are in their seats here to pass on to the Table the cut motions they would like to have discussed or placed before the House for the purpose of voting one way or the other. The time-limit for speeches would usually be fifteen minutes except in the case of persons who are Leaders of Groups.

**Shri S. L. Saksena (Maharajanj):** Two of my cut motions are not in the printed list. I gave them yesterday but they are not in the list.

**Mr. Speaker:** If he has given them yesterday, I will consider them. He may indicate the cut motion which he wants to press or to discuss. Now, **Shrimati Renu Chakravartty.**

**Shrimati Renu Chakravartty (Basirhat):** Sir, the Education Ministry is entrusted with building up the human base on which the entire edifice of development has to rise. Yet, Sir, whichever aspect of the Ministry we try to examine, we find that there is a dismal failure in achieving the targets, very important targets set down by the Constitution as well as by the Plans.

In discussions relating to this Ministry the foremost difficulty we face is that we are not given any statistical material. We have a big report here but if you analyse it and if you want to know what has been the increase in the number of schools or school-going children or what have been the difficulties facing various aspects of elementary, secondary or university education, you get nothing. In the end, on the statistical work undertaken by the Ministry we find that it admits that none of the State Governments have replied to them. They have not been able to collect the statistical material and so we are unable to evaluate whether the promises made last year have been fulfilled this year and

how far, if any, there is a shortfall. On the question of elementary education grants given to the States, what is the shortfall? I tried to look into the papers but I have not been able to find out what has been the revised estimate in respect of the grants to State Governments for Centrally aided schemes of elementary education or even secondary education and what has been the shortfall. Have the States been able to utilise all the aid given by the Centre? What is the difficulty? This information is not available. Therefore, it is difficult for us to find out why the Directive Principle of our Constitution for compulsory primary education within ten years has not been achieved. We have failed to do what has been set out in the Constitution. Then, the revised targets were that by the end of the Third Plan we were supposed to have compulsory education for all boys and girls up to the age of 11 years. But what has been the growth? The First Plan target was that 60 per cent. of the 6—11 age group would be covered but the achievement has been only 51 per cent. We have no figures about the Second Plan and are unable to judge things. I have tried in vain to find out what has been achieved in these three or four years. But if I take what has been achieved between 55-56 and 56-57, I find that there is not more than a ten lakhs increase per year. If that is the rate, I do not know when we shall reach the stage of completing the age-group of 6—14, which was supposed to be finalised sometime after the Third Plan. Compulsory and free primary education of children of the 6—14 age group is one of the most important things.

It was stated earlier that the State Governments were not able to utilise some of the grants given by the Centre because the Plan was just being set in motion. What is the performance now? We find a peculiar situation where the Ministry comes forward and admits its failure to live up to the expectations contained in the Constitution that within ten years we

will have free elementary education. We are revising the targets. In the Second Plan, elementary education gets a smaller allocation than in the First Plan—Rs. 89 crores compared to Rs. 93 crores. While Rs. 218 crores are allotted for the rest—secondary, university, technical and miscellaneous—only Rs. 89 crores are allotted for elementary education. There is an item 'miscellaneous' which gets Rs. 57 crores.

We used to criticise the British that they had a lopsided attitude towards education. The most important aspect of primary education was given the least attention. Now, in our Second Plan the same type of thing is happening. Even if you take the total allocation on education, out of a total expenditure of Rs. 757 crores, only Rs. 307 crores will be spent on primary education—not more than 41 per cent. That is the brightest picture that we can have.

It is with a sense of grave responsibility that we say that this is an aspect of education that the Central Government has not given sufficient importance. In the report we are told that we must have more teachers, and more of girls' education. Certainly. I shall take them up.

They say that the model legislation for compulsory free education is being written out and will be sent on to the States. We do not know when this is going to be taken up or implemented. Something is going to happen to Delhi and other Union Territories. When and how—we do not know. Not only that. Two years ago the Estimates Committee prepared a rather exhaustive report on this Ministry for this House. They congratulated the Ministry for undertaking the All India Educational Survey. Last year we were told by the Minister that everything was prepared and that it will be laid on the Table of the House. I do not remember whether it has been laid on the Table this year. I was boking into the new publications and

I do not find it there. What is the perspective? What is the planning that is going on?

On the eve of Independence there were only 36·3 per cent. of the children between 6—11 years going to school. In 1950-51 it was 41 per cent. and in 1955-56 it was 51 per cent. In full five years there has been only a nine per cent. increase in the 6—11 age group—not to speak of the 6—14 age group.

In the Second Plan, the Estimates Committee has commented that the targets have been fixed very low. Whether we are going to attain even this is a matter which is yet to be seen and I have not been able to get a clear picture from the statistics or reports given to us.

I do not want to go into the chequered career of this elementary education. I am not going into the old report of the Sargeant Committee. I am taking up the question after Independence and in 1948 the All India Education Conference appointed the Kher Committee and it had put certain targets—two five year plans and one six year plan—so that forty per cent. of the 6—11 age-group children would be under compulsory education in the first plan and in the second plan the entire children in that age-group would be put under free compulsory primary education. If that has been given up now, the new target is still a question mark.

Sir, before I come to the question of teachers, there is one more important recommendation made by the Estimates Committee to which I would like to refer. The recommendation made was that once it was found that a backward State or even a forward State was unable to utilise the grants given by the Centre, was unable to really fulfil the targets which had been set down, the Ministry should have discussions from time to time with the Members of Parliament representing that State so that at least there might be an effort both from the represen-

[Shrimati Renu Chakravartty]

tatives of the public as well as the Ministry to help the State Government to go forward. I do not think any such meeting has been held so far. I know that we have never been invited for any such discussion. I suppose even those hon. Members coming from the so-called backward States—we are all coming from backward areas, but we have so arranged that some are known as forward areas and others are in the so-called backward areas—have never been invited to any such meeting.

Now I come to the question of teachers. I would like to say, specially, something about the primary school teachers. I have no time otherwise I could have taken up in detail the question of secondary schools also. Regarding teachers, there is, of course, a section in this report saying that we are going to train more teachers. That is a good thing. But, Sir, look at the economic condition of primary school teachers. We have been given a long index of the new scales of pay for primary school teachers.

I looked into the scales of pay which have been accepted by the Government. I was shocked to find that even today—let us not talk about what it was ten years ago when the value of the rupee was much higher—an untrained teacher who is going to teach in an elementary school is given a pay of Rs. 25. Rs. 25, Sir, is not even the price of a maund of rice of the worst quality in our State. That is what has been accepted by our Government as being the minimum scale of pay. There is, of course, no question of having an all-India minimum wage. We talk about a minimum wage for agricultural labour, but we cannot have a minimum wage for even our primary school teachers.

The Estimates Committee has remarked that in many many cases these teachers do not get even this salary in time and their salaries accumulate. In the forward States, of course, they are going to give Rs. 50

as the minimum pay and the maximum that they will get at the end of their lives is Rs. 100. This is the colossal, princely sum, the sum of Rs. 100, which is the maximum that they will get. This is a very serious state of affairs. I am afraid, when we talk of upgrading of schools, when we talk of students having more discipline, we have to take this into account as one of the most important things.

Not only that, all States have not yet utilised the assistance given by the Centre for upgrading the scales of pay. We have not been able to make out from the report what exactly the position today is, and what are the States which have not yet utilised the Centre's assistance in this respect. We hope that it is better than what it was two years ago.

We also hope that the Government will pay a little more attention towards the Estimates Committee's proposal regarding additional amenities for this cadre of people, especially free medical attendance and free education for their children up to secondary school level.

Now, Sir, I come to a very important thing and that is about university education. Actually, Dr. Shrimati has been in this position as the Minister of Education at a period when the whole question of universities and their administration has boiled up to bursting point and we find the undignified spectacle of having the provincial armed constabularies being called into university after universities. We were shocked when it happened at Banaras. Now it has happened at Lucknow.

Not only we, Sir, the entire country and also the hon. Members in this House feel that there seems to be an attempt even on the part of the Ministry itself to shield unworthy people. I have been a teacher in a university for nine years. I am also the mother of a growing son. Therefore, I have

felt that this is an aspect which we cannot just brush aside—student indiscipline. How can we expect the students to maintain discipline when we ourselves are indisciplined, when we shield those very people who—everybody knows including the students—have behaved in an unworthy way? I tell you, Sir, the students now are far more intelligent than what we were when we were students. They can understand who is a good professor and who is a bad professor, who is an upright, honest and knowledgeable person and who is not.

That is why I say that this question of student indiscipline has to be considered in the background of indiscipline among ourselves, among the authorities of the universities themselves. That is why I say that when today we debate on this subject we have to take into consideration the entire question of the Banaras Hindu University, which my hon. friend Dr. Ram Subhag Singh raised in this very House and on which staunch support was given by the Union Minister of Education to people who by his enquiry have been found today to be guilty of misuse of funds.

This whole question of zamindari bonds reeks; it stinks, so to say. Those who have been shielded are the people who have been guilty, who are now openly known as people in the group of the Vice Chancellor, this very Vice Chancellor who, I remember, Pandit Thakur Das Bhargava . . .

**The Minister of Education (Dr. K. L. Shrimall):** May I just interrupt the hon. Member? It is not true to say that I supported the Treasurer. When this question was raised, I said that I will not protect him, I will make a proper enquiry. The hon. Member should be fair to me because I did make that enquiry and I placed the true facts before the House.

**Shrimati Renu Chakravartty:** I am glad that the true facts were placed before the House. After all, there was such a concerted demand for that. A Vice Chancellor, a man who should be

above everything, a person whom everybody should respect . . . (Inter-  
ruption). If I use that word, I am afraid the hon. Minister would be a little annoyed; therefore, I do not want to use the word "honest". Respect is something that comes spontaneously; it cannot be ordered, it cannot be brought about by some *fatwah*. Even a departmental enquiry shows this result. With what face can we turn to the students and say that they are the people who are responsible for indiscipline, they are the people who are creating trouble. I do not say that everything is right with them. They might have done many wrong things, but let us first look at ourselves.

Now, what is the real canker in university life? Today there is the question of the Aligarh University. In the Aligarh University also, I do not say that things are right. There are many wrong things that must have happened. Certain things have been brought up here. Some of them can be proved other disproved on facts. I know that many are wrong. It can be proved very easily whether or not a house has been purchased at a higher price or not, by finding out whether a similar transaction at a similar rate is taking place next door or not. I think these things were known to the hon. Minister, and it would have been right for him to have told the House without taking any sides that he had received a note from the Vice Chancellor and these were the facts as given by the Vice Chancellor.

**Dr. K. L. Shrimall:** I have already explained to the hon. Member that when I made some enquiries from the university the university authorities gave conflicting reports. In view of that I did not think it correct to clear up all the allegations on the floor of the House. Moreover, I did not know what the hon. Member, Shri Prakash Vir Shastri was going to say on this matter, because this discussion arose out of a Question which was answered and all these matters were not there. Therefore, it was not possible for me to clear up all the points. The Deputy-

[Dr. K. L. Shrimali]

Speaker also agreed that it was not possible for me to clear up all those allegations on the floor of the House, especially when an Enquiry Committee was constituted. I wish the hon. Member would be at least fair to me in this matter.

**Shrimati Renu Chakravartty:** Sir, this is a technical point. I do not say that the Ministry should take sides in the matter when an enquiry is being conducted. I have read through the entire debate on the question of the Banaras Hindu University. The hon. Minister was actually under pressure when he was asked from where he got the information regarding the demonstration of students in front of the Registrar's house. He did not disclose it. He gave an entirely one-sided version altogether. Now, Sir, here is an enquiry. I do not demand that he should take sides. But it would have been right and fair for him to give out the source from which he got those facts. Shri Prakash Vir Shastri was permitted to place his facts before the House. If he had not been permitted to place the facts, about the Vice-Chancellor before the House, nobody would have been there to place those facts. Therefore, it was right . . .

**Dr. K. L. Shrimali** rose—

13 hrs.

**Shrimati Renu Chakravartty:** Sir, I am not yielding. I have not got much time and there are many more points which I have to mention.

**Dr. K. L. Shrimali:** The point is that when I know for certain that the Vice-Chancellor is contradicting himself about certain facts, how am I to say in this House what the truth is?

**Mr. Speaker:** Let her pass on to another point.

**Shrimati Renu Chakravartty:** This is a point which I do not accept. If he had placed the point of view of the Vice Chancellor then the latter would have been in a more difficult position, in justifying why he has come

out with a statement. The other point of view was not placed here.

Now, I want to point out that certain other aspects also must be taken into consideration. We have seen the terms of reference of the committee. The committee has resigned. What I want to say is, this university is of national importance and at the same time it is a university which has a background, a difficult background, a background of communal Muslim League politics. It is only after independence that there was some effort to change it towards the nationalist politics. In this era, we have seen nationalist Muslims coming into positions in the University. We have seen one-third of the staff are now non-Muslims. We see 50 per cent. of the students are also non-Muslims. Happily enough, communal hostels have been abolished and the cultural activities are growing a pace. These are good, but, at the same time, we have also to be very careful because the canker of communalism has not died down in Aligarh university. That is why I want to raise another point which I want to add to the terms of reference of any future committee. Let us not to see that the communal virus lies low. It is a matter of grave concern for every nationalist person who is deeply interested in having ideals of a secular education being imparted to our children. We have people even in high positions—I am told that even the Pro-Vice-Chancellor is an ex-Razakkar, a person who defended Hyderabad against India at the U.N.O. in Paris. I am even told that the head of the department of Islamic Theology recently had attended a conference on Education of Jamiat-ul-Islami which the Prime Minister says is a dangerous organisation to the whole of India on education.

We find that today theology is being utilized to be taught as an ideology; not as a subject of general theology but as an ideology. Books on socialism and Islam are taught and they say that all socialism and socialistic theories are bunk and that the only real

socialism is Islam. This is the type of education that is going on. These are things that will also have to be enquired into along with the other allegations. I say that a definite trend towards revivalism of Muslim communalism is going on there and it is funny enough that certain Hindu professors are also connected with this and that certain individuals are trying to make a change in the affairs of the university, not arising out of any principle; but unprincipled alliances are taking place. I would like to have the facts ascertained from the point of view of standards of the university—whether the ideals of secular education, of good standards of university education, are being implanted. From that point of view, all irregularities, in the matter of appointments, promotions and other things have to be seen, and that is why I say that this is one of the most important terms of reference that ought to be included for any enquiry committee that has to be appointed to go into the question of Aligarh university.

Thirdly, I come to Lucknow university. It is a shocking state of affairs. In this university, we find that time and again, whenever there is an executive council election, there are writs in the Allahabad high court, by one faction against the other. I have been reading the *National Herald* and they openly state that the Vice-Chancellor is under pressure from groups in the ruling party. We are always told that the Opposition is trying to fish in troubled waters in Lucknow and Allahabad. My hon. friend Shri S. L. Saksena is looking at me. He knows much more about it. We find that it is the ruling party factions who are creating all the trouble in the universities. It is all written in the *National Herald*. Not only that. We find that very serious charges and counter-charges exist among persons of eminence. The questions of morality are there. The question of morality should not be dealt with lightly. That is why I did not like some of the pages which were written by some of my own colleagues in the Banaras Hindu University. But at the same time these are things that

have been brought in. I may say that this very gentleman against whom such charges have been levelled has now become the Vice-Chancellor—I do not know what words I should use about this matter—but I must point out that the position of a vice-chancellor should be attained only by people who command the respect not only of the student community but of the citizens as a whole. I have spoken to some of my colleagues on the other side who are students of this very same gentleman, and they have told me in private what their opinion of this gentleman is. I do not know him. But if this is the opinion of hon. Members of this House who have passed out of the universities 20 years ago, it passes my comprehension how is that this gentleman has now been put into a position of Vice-Chancellor. Something is very seriously wrong. It is no use trying to whitewash it by talking about student indiscipline, and about politician-teachers. Look into the hearts of the politicians in Uttar Pradesh, especially of the ruling party, and we will find what is happening.

That is why I want to make one suggestion to the hon. Minister. The Radhakrishnan Committee's report is now out-dated in the sense that certain new and very serious developments have taken place in university education. It is time that the question of a visitor's committee versus university committees and all these things was given up. I feel that it is the fall in standards of education and the need to attain a secular education of the highest standard must form part of the general terms of reference on which every single enquiry has to be made, whether it is financial irregularity, whether it is the question of promotion, whether it is the question of appointment, or of student indiscipline. We find some short-cuts being suggested! I find that one of the eminent gentlemen who has resigned from the committee in respect of the Aligarh university—Shri G. C. Chatterjee—has made a short-cut solution of all the ills of the Lucknow university. He says that all students' unions must be abolished. These short-cut sugges-

[Shrimati Renu Chakravartty]

tions are, I think, dangerous. A much more deep study is needed and I therefore propose that the University Grants Commission should be asked to take up this entire matter, and the entire question should be thoroughly probed from this point of view as to how we are imparting a nationalist and secular education in the universities. There must be a probe as to the steps for remedying the state of affairs.

Sir, you have already rung the bell. I would just plead for five more minutes. I want to say a few words on girls' education. I know I have taken a little more time, but I would like to say a few words about girls' education. We have got an allocation of Rs. 2.5 crores for girls' education. There is the National Committee's report on women's education too. I do not repeat what is known to this House—that the rate of progress on women's education is even more dismal than that which has been attained on men's education. In that Report there are two things that have been recommended. One is about the establishment of State council for girls' education. The National Committee's report has been accepted by the Ministry for which I am grateful. But the recommendation that there must be state councils for education of girls and the appointment of Joint Directors of Education—not of girls' education alone but on education as a whole—and the vesting of adequate powers with these directors at the State level should also be implemented. That is also very necessary. We cannot make out how far that has been implemented. But the state council is very necessary.

A special fund of Rs. 10 crores in the second Plan particularly for the rural areas has been recommended and it does not seem to have been accepted. No efforts for trying and getting Rs. 100 crores for the third Plan have been made. However, it is quite clear that Rs. 2.5 crores is a beginning for

which we should thank the stars or—what shall I say—thank the Ministry.

In any case, there is one point on which I do not agree with the National Committee. I accept that co-education as a general policy is all right. But to say that through co-education we will be able to attain quicker pace of education in women education especially in the middle school stages in the rural areas—at least though I am supposed to come from a forward State, I am a representative of a backward area—is not correct. I think it is not possible as things stand at present. Therefore, certain very important steps have to be taken for the rural areas, and that is why I say this question of practical steps for having a large number of women teachers—not only the question of training them—for the rural areas, the fixing of a higher age-limit for appointments such as 40-45, and the lowering of the minimum qualification has to be taken into consideration if you want an immediate difference in the rural areas. Not only that. You have also to bring about scholarships, larger number of scholarships. You have also to give permission for part-time teaching to the teachers. As I have said, the necessity for more schools is there, whether by increasing the number of primary school teachers or by having wives of the primary school teachers educated enough, wherever possible, so that they can also take to teaching. These are things that call for immediate attention.

Then there is the question of hostel facilities. The University Grants Commission as well as the Government have, I find, made available certain grants for this purpose. That is a good thing. But the question of women teachers is a very important one. I do not want the Ministry to go away with the idea that co-education will be able to help us in the middle school stages in the rural

areas. However much we like it—on principle I am all for it; practically also I am for it, practically in the sense that I realise that financially this is the best way of solving the problem—I find that it is very very difficult to fight our customs and the social bindings that are there. Therefore, this is one of the most important things that I would like the Ministry to consider, especially the question of **scholarships** and the question of more **financial** assistance for carrying out these schemes.

These are the three important points that I have touched, all the three very important aspects of education. Secondary education, I have not taken up at all, although I would have liked to discuss that too. Then, in the case of multi-purpose schools Rs. 1 lakh or 2 lakhs are spent on school buildings and you want B.Sc. or M.Sc. teachers in rural areas. We do not get them in rural areas and so the schools do not function well there. If you look into the scales of pay for science teachers you will find that they are far far lower than those of clerks, chemists and others with like degree working in commercial firms or factories. This is a very important question, though for want of time I could not touch it now. So, let the impression not be there that all our problems could be solved by opening some multi-purpose schools.

Then there is the question of quantity versus quality. I am all for quality. But what happens to those students who get second division or third division in the examinations? Do you expect us, parents, to throw them into the Ganges? You do not have enough places in the technical and vocational schools and you tell us that we should not send them to the University. Suppose a boy of 15 or 16 has come out of the school and he is not a bad boy but gets Division II in examination, what shall I do? It is a question that you have to answer now. Every time we say we want our boys to have education, so you admit them

in the colleges; you say: no, we want quality, we do not want quantity. Then you have to give us enough apprenticeship opportunities, you have to give us vocational schools, you have to give enough places where we can put our boys. After all, they are not duds, just ordinary boys who have passed their examinations, and we do not know what to do with them

These are some of the anomalies that are continuing in our education and these are the questions to which answers we ask as guardians, as educationists as public workers from the Ministry.

**Acharya Kripalani** (Sitamarhi): There is no sector of our life where there is greater confusion today than in the educational field, and all those who are concerned with education are dissatisfied with what is going on, whether it be students, teachers, parents, general public and I venture to say even the Government, because sometimes the spokesmen of Government also begin to say that all is not well in the educational field. Why is this so? I am afraid, we have not properly understood the meaning of education.

There has been no revolution in the world which has ever succeeded except by changing the system of education under which the young are brought up. Every revolution is a fundamental change of values and on the basis of these changed values is society formed. So that the young citizen may be adopted to that society and he is educated. The fundamental purpose of education is to induct the growing citizen into the society in which he is to function, not only that but to make him function smoothly in that society. If he does not properly function in that society there will always be conflict between him and the society. That there should be no conflict between society and the individual, we devise a suitable system of education. Also, the young

[Acharya Kripalani]

man has to have work in life and has to have a profession and he was to have through that profession some means of livelihood. All these things must go together.

We say we have had a revolution in India. The foreigners have gone away and we have our own Government. The foreigners had introduced a system of education which we called anti-national, which we said was not suited to the requirements of our people, which cut us away from our people and even from our families, which was imparted in a foreign language, which was not meant for the growth of India, all these things and very many other things we said about this education. Therefore, every phase of national movement devised for itself a system of education. First of all, we had some ferment in religion in the north. There was need of religious reform in Hindu society. We had the Arya Samaj movement. What did it do? It wanted the young people to be brought up to the ideal that the Arya Samaj kept before itself, and we had the Gurukul system. Then there was the national movement at the time of the Partition. Again, the emphasis was on national education, an education that would be free from the control of the State and that will place emphasis on science and technology. Then, our great poet, Rabindranath Tagore, had an idea that the students should be brought up in freedom and joy of life, and he made an experiment at Shantiniketan. Then, there was the Home Rule Movement. Again, the question of education was tackled. Then came Gandhiji, and again the question of education was tackled because, unless you change the system of education to accord with the society that you want to establish, your education is bound to go wrong. What we considered anti-national education, what we considered as foreign education, what we considered as not suited to our needs and requirements, all of a sudden as by the touch of alchemy

has become national education. All that happened was the change of the person of the Government, and we think that the anti-national education, whose ideals and ends were not our ideals and ends, whose methods were antiquated and had no reference to any scientific education, all of a sudden that education becomes national education, and we are surprised that there is confusion. There is bound to be confusion.

We want to establish a society, we say, based on democracy, based upon socialism and we are imparting education from day to day, education that is based on class basis, whose very basis is the wealth of the people, the wealth of those who can send their children to schools and colleges. We have made this education much more costly than it was before. We have not been able to give even primary education to all the children. You have spent money twenty times more than the British Government with better results.

It is not a question of money. You are getting all the money you need. You are promised all the money that you will need, but I say all that money will go down the drain if you do not reform your educational system in consonance with the society that you want to create. You have not only to change the aims of education but you have also to change the methods of education. Both these things must go together.

Gandhiji gave us not only the aims but also the methods of education. He said that the change in the aims and methods of the new education must be according to the requirements of the society and also it must be in consonance with the genius of the people. He also said that it must be in consonance with the ideals that the nation kept before itself. What were those ideals? Gandhiji wanted to create a moral man in a moral society. If a moral man is to live is

a moral society it cannot be a society where there is exploitation—economic, political or social. Therefore he said that there should be no exploitation. In short, he said that our education's aim should be to achieve truth and non-violence.

What was the aim of British education? It was to create a cheap administrative machinery for themselves. If there was any higher aim, it was posited by Macaulay. He said that he wanted educated Indians to be Anglo-Saxons, in his own words "different only in the colour of their skin and the blood that ran in their veins". It is this very same ideal which we are following today.

We have a class education. We have an education which is not universal. We have an education that does not cater to our requirements. We have an education which does not cater to our ideals of democracy and socialism. Is it possible, I ask, that there can be special public schools for the rich in hill stations in a society which wants to be democratic and which wants to be socialist. What are these schools? In these schools the congenital idiots, whose parents are rich, go and get education. It is very well for the hon. Education Minister to smile at this. I am surprised how he was a teacher once.

**Dr. K. L. Shrimall:** I only wanted to tell Acharya Kripalani that the Government does not give any grants to the schools to which he is referring. I thought he was not aware of this position. Therefore I was smiling. They are entirely private schools and are managed by private societies. The Government of India were giving grants formerly but for the last several years we have stopped giving any grant to these public schools. Therefore I thought I might correct him.

**Acharya Kripalani:** May I ask if you do not take students from these schools to the universities and give them service under the Government? You want to create a class of rulers—an

exclusive class, a class which, in no socialist society, can be permitted. These schools must be closed. Whether they are private or they are not private is not the question. The question is that you are giving a class education. You have no right in a socialistic society to give class education.

13.23 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

**Dr. K. L. Shrimall:** I would like Acharya Kripalani to enlighten me whether under the present Constitution it is possible for the Government to abolish any schools which have been set up by any private body.

**Acharya Kripalani:** Then abolish the ideal of socialism. You should do one thing or the other. If you cannot abolish the schools, you should not swear by socialism. Socialism does not prosper this. You know, in communist countries they cannot afford to have the very best schools in any greatest numbers. What do they do? Every student, who holds a future promise of utilising.....

**Mr. Deputy-Speaker:** May I solicit the hon. Member's attention towards the Chair?

**Acharya Kripalani:** I am only not looking at the Chair. I am all the time addressing the Chair.

**Mr. Deputy-Speaker:** Sometimes I get jealous of the attraction of his face also.

**Acharya Kripalani:** I am addressing the Chair all the time.

**Mr. Deputy-Speaker:** I only wanted that the speech should be in the third person. Things are being said.....

**Acharya Kripalani:** I was saying that wherever a socialist society has been introduced, there is limitation of resources and there are certain schools which are better in quality. Then what happens is that it is not the congeni-

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tal idiotic sons of a decadent class who get admission, not because of wealth. I am not an advocate of Communism, but I must admit that they have a scientific outlook on education. This cannot be denied. They comb every student. "Will he be able to utilise higher education?" "Will he be able to utilise technical and engineering education?" This, I have seen, happens everywhere in Europe. Most of the students even in Oxford and Cambridge hold scholarship from the local bodies. Before they go for higher education there is a selection.

Here, the authorities say curtail education. But they will not, say, make a selection. You cannot curtail education in a growing society, in a developing society. But all the time they say "curtail university education." Why curtail it? Send proper students who would utilise that education, who would be an asset to the nation. We are suffering from all sorts of deficiencies. In technical and engineering subjects, even in humanities, we are suffering from deficiency in every field, and we are sending any number of students to the colleges who may not be suited for these purposes. This is not an educational principle. This is not in consonance with any scheme scientific education.

Gandhiji gave us a method of education through activity, having some connection with the society in which we are living. We could have extended that principle. We have rather narrowed it. No man, who is wealthy or who is in any way connected with the education department or with Government, would ever send his child to a basic education school.

**Dr. K. L. Shrimali:** In this matter also, if Acharya Kripalani will permit me, I should like to inform him that the Government of India have instituted some scholarships under which the best of students are selected all over the country and are sent to some of these institutions, where, he thinks, it is only the wealthy people who send their children.

**Dr. Ram Subhag Singh (Sasaram):** Then he is contradicting himself. He said that he was not giving any grant to those institutions.

**Dr. K. L. Shrimali:** We are giving only scholarships.

**Dr. Ram Subhag Singh:** Even then you are contradicting yourself.

**Acharya Kripalani:** This attitude of being satisfied with what they are doing comes in the way of reform in education. I say if proper education is given, if scientific education is given, we will not be denouncing this education. When we used to get education, foreign as it was we thought that we were benefiting ourselves and society. The Government of those days, the foreign government, wanted to limit the possibilities of higher education. In the Congress and outside we always said that these opportunities should be expanded. But we understood that we were doing a good job of it for ourselves and for the country. Today the students are not convinced that they are doing a good job of it for themselves or for their country. That is the pity of it. Even if this education is a wretched education, please, for God's sake, do not denounce it. If you denounce it, do not have it. You are bound to denounce it because the tree is judged by its fruit. The fruit is that you have to close down some universities. What can be a greater shame, I say, for the education of this country than that a university is closed down and the Police is brought in the university?

**Some Hon. Members:** Shame, shame.

**Acharya Kripalani:** How do these things happen if our education is proper and if our policy is correct? You have misconceived your function. In a country where the teacher was considered to be....

**Mr. Deputy-Speaker:** The hon. Member is addressing me. Shame is also being hurled at me.

**Shri Braj Raj Singh:** That is always expected to be for the Minister.

**Mr. Deputy-Speaker:** I was only asking from the hon. Members who were hurling "shame" on me also.

**Shri Braj Raj Singh (Firozabad):** It always passes through you, that is the difficulty!

**Mr. Deputy-Speaker:** Then why should I not retain it here?

**Shri Braj Raj Singh:** You are not expected to retain.

**Mr. Deputy-Speaker:** I only expect the hon. Member would continue to address the Minister in the third person, so that I might be addressed.

**Acharya Kripalani:** I am sorry that happens because the Minister intervenes. When he intervenes, then the question of "you" comes in very unconsciously.

**Mr. Deputy-Speaker:** I will request him not to intervene now.

**Acharya Kripalani:** That is right. And if he has to justify himself, and if he really believes that education is a scientific subject which is to be scientifically treated, I am sure he will admit what I have said, that there is something fundamentally wrong with our education.

This is so because, the Government had thought that as there was transference of power and as in the seats of power were sitting coloured people instead of the white people, everything had changed. The administration that was considered to be unimaginative, wooden, bound by red tape, that was considered to be unpatriotic, today becomes very patriotic, very forward-looking and full of initiative. We think that because there has been transference of power, there is no need for a fundamental change, and we call the change a revolution, and we say that we have kept the ideal of democracy and of socialism before the people. I say this is not the right way of doing things.

I am very sorry to have to say that when there was transference of power, they first appointed what was called a University Education Commission, and it made its report. Then they found out, by some process, that university education rests upon secondary education. So, a commission was appointed for secondary education. Well, I suppose they have found out that secondary education rests upon primary education, and they will now appoint a Primary Education Commission.

**Shri D. C. Sharma (Gurdaspur):** They have not yet found that out.

**Mr. Deputy-Speaker:** Hon. Members do not hear what has been said. The respectable Acharya said that they will appoint a Commission.

**Acharya Kripalani:** I do not know, they might have.

**Shrimati Renu Chakravartty:** The personnel has not yet been announced.

**Acharya Kripalani:** Something will have to be done.

I thought when a revolution is taking place, when fundamental changes are taking place, when there are plans, there must be one universal plan within the scope of which all education will be included. Education cannot be divided into compartments. Even if it is divided into compartments, the base comes first, then comes secondary education, upon this base is built higher and university education.

I say their process of thinking is wrong, their process of action is wrong, because they do not believe for a moment that they are working for a democratic and a socialist set up, at least not for a socialist set-up, not what inspired Gandhiji to introduce his new system of education. They could have studied the methods that he prescribed, they could have extended these to higher education. But I hold that they have no belief in these, therefore, these things do not prosper, and the result is confusion.

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The pivot of all education is the teacher, and what do we do to the teacher? I had possibilities in life more advantageous than the teaching profession. I could have become a lawyer, I could have become a Government servant. In those days, there was not this pressure upon the services; all avenues were open to educated persons, we were few; yet, I chose the educational department for my activity, because I thought that that was a very honourable profession. Today it is not the most intelligent, it is not those who want to advance the boundaries of knowledge, that go to education, but those who cannot do anything else. This is our condition. And the emoluments that we provide make it impossible for any aspiring and ambitious young man to go into the educational field.

Apart from that, the conditions that are created, especially in higher educational fields, are such that one would hesitate to go into that profession. I remember because I happened to be in Allahabad when the agitation in the Allahabad University was going on, some of the professors were so sick of what was happening that they wanted to resign, and some of them did resign also, and I think a couple of the best professors resigned and went away. What could they do?

The selection of the teachers is made in such a way that politics enters therein, and also nepotism. The authorities that select the highest officers, the Vice-Chancellors of the Universities, seem to be selecting people blindfold. I know that the private character of anyone who joins Government service is his own affair, but in education, the private character of a teacher is not his own concern, it is the concern of the public, it is the concern of the students, it is the concern of the parents, and we appoint people about whom there are all sorts of rumours. If we say that we appoint them because they are intellectual giants, and we therefore excuse some slip of character, that can be an excuse; but it is not so; there are stories

going round both about their intellect and morality.

What are the authorities doing? I say it is not enough in a teacher that he should be above-board, but at least his students should think that he is above-board in his character. I have been a teacher, and I never suffered from the indiscipline of the students. Why?—because, there are two qualities that a teacher must have. He must be good in his subject and he must be just like a father to his students. Even if one of the two qualities is absent, the students will tolerate him; even if he is deficient in knowledge, the students are so generous, that they would say: after all, he is a good man, जाने दो भाई अच्छा आदमी है। If he is a clever man, if he is a man of ability, if he knows his subject, the students will always tolerate his idiosyncracies, his rebukes, etc. I want the Education Minister to produce people who have at least one of these two qualities. Let him select even an idiot a teacher, but let that person behave towards his students as a father would behave towards his children, and he will see that there is no indiscipline in the colleges.

I do not go in the student world these days because I think it is useless but I have always been in touch with the student world, and I know that even when I have told them the hardest things in the harshest language, they have listened with attention, and I make bold to say that they have benefited by it. They have never found fault with me. In the heydays when our socialist friends used to go among the students and preach to them their ideology, they used to tell them: you are the salt of the soil. In those days, I used to tell the students: you are not the salt; you are the dust from which we have to create the salt; and they listened to me. The students listen to those who can put themselves in the position of their parents, because they tolerate even harshness from their parents, but the parent must be at least a man who knows his job well. Unfortunately, we are ap-

pointing teachers who neither act as parents to the students, nor are clever at their job, and we then complain that there is indiscipline. There is bound to be indiscipline if either of these two qualities is missing in the teacher, more so, when it is missing in a Vice-Chancellor of a University. I do not know how Vice-Chancellors are appointed. In former days, people of learning, people who had some position in society, who were regarded as first rate people in society, were appointed as Vice-Chancellors. I do not know who the appointing authorities are now, because I am not familiar with this world, but somehow, those who make the appointments do not take into consideration the fact that the life of young people is placed in their hands.

We have allowed in each university politics to work. There is canvassing of all sorts. It is not the political parties, but it is the parties in the university that are doing this. We have politicalised the education. And what happens? What does your Ministry do? About fifty to sixty per cent. of the university students have no text books. Eleven years have gone by, and yet we have not given them even text-books. We cannot supply even book, and we have been squandering money more on administration than on education. I dare say, if we had not done so, we would have shown some results, but we have shown no results. I would request the Education Minister to consider this. But I think he is not master in his own house even, because the policies are decided by the Cabinet. Has the Cabinet any time to think about the education of the young?

We have a Five Year Plan. But have we a Five Year Plan for educating the young? We have no such Plan. We are going blindfold in the old ruts, old ruts which worked before because they had some reference to the things that existed then. When we had our education, it had some reference to the condition in which we lived. We were slaves then, and the slave-owners wanted a cheap

administration, and we were willing to supply that cheap administration. It had some reference to life, to the life of the higher castes that were getting education. But that state has changed, and we want to change it, but we do nothing to the system of education, nor have we changed the objectives of that education. Today also, the objectives remain the same. A man goes to the university; why does he go? He goes because he has nothing else to do or he wants to be in a Government job; when he has finished his course, he wants a Government job. If he cannot get a Government job, then he goes in for LL.B.—I do not know what it is called nowadays—for the legal profession in order to waste time. And where are the students selected from? Why is there such an outburst of ability in the new countries, I ask. It is because the selection is not made from the classes that have become degenerate and decadent. The selection is done from a vast population. Everybody is allowed, and everybody can show his ability. From that vast field, they get their experts. And I know that in Russia, 60 per cent or more of the medical services consist of women, and these women were once as ignorant as our women in the villages. How did they get them? The selection was so wide, and it was from such a wide field, and they could get people of ability. I know, and I have seen it while moving in society, that some of the people from the lowest classes have the highest intellectual potential, and some of the higher people are decadent and they have no intelligence. You are selecting from a very narrow field, and we always complain that there are no experts, and there is no ability. Therefore, when we seek for a man for a particular job, we do not find him. And how will we find him when we seek only from among the higher castes to which we all happen to belong. I have no hesitation in saying that the higher castes in India are decadent; the higher castes in India are finished; there is no life in them; they have played their part. If we want to have ability, we can have it

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only from among what are called the so-called lower classes, and the poor, and the masses of our people among whom is concealed the real intelligence of the people. If we do not broad base our education like that, I am sorry to say that all the money that the Education Minister goes on spending—and it is progressively increasing—will be of no use; this increase is to show that the authorities are doing something whereas, they are actually doing nothing. The whole system of education has to be reoriented.

**Shrimati Renu Chakravartty:** It goes into all sorts of miscellaneous things.

**Acharya Kripalani:** When I say, 'You', actually 'You' does not include you, Sir, at all. By 'You', I mean the Minister.

I would also say that as in other things, so it is in this also, that we shall be rightly advised if we make the basis of our education the society which Gandhiji wanted us to create a non-violent and non-exploiting society, and follow the scientific methods that he introduced. It is not the verbal knowledge that is going to be of any use. What is our knowledge today? It is only verbal knowledge. We never go to the things; we never go to society; we do not go to our social surroundings. All these are cut off. It is only verbal and abstract and deductive education that is going on. It is just like the education that used to be there in Europe in the middle ages. What did they call it?

**An Hon. Member:** Mediaeval type.

**Acharya Kripalani:** Scholastic. The education in mediaeval times was concerned with words, with manipulations of words etc. That may be very good for politicians, but it is not very good for making the country democratic and socialistic.

**Shri Rajendra Singh (Chapra):** I just want to ask one question.

The hon. Minister has said that it is not feasible within the Constitution to stop the public schools. I want to know whether he has examined it with the help of any constitutional pundit, or he has examined it only himself.

**Mr. Deputy-Speaker:** He will reply to that point when he speaks at the end.

**Shri Rajendra Singh:** I want to know whether he has done it or not.

**Shri Braj Raj Singh:** He has not done it.

**Mr. Deputy-Speaker:** He will reply to that when he replies to the debate.

सेठ गोविन्द दास (जबलपुर) : उपाध्यक्ष जी, मैं ने बड़े ध्यान से श्रीमती रेणु चक्रवर्ती जी का श्रीर आचार्य कृपालानी जी का भाषण सुना । इन दोनों भाषणों से मुझे यह मालूम हुआ कि वे यह समझते हैं कि हमारा शिक्षा मंत्रालय कुछ भी नहीं कर रहा है, श्रीर जो कुछ वह कर रहा है, वह गलत ढंग पर कर रहा है । शिक्षा मंत्रालय जो कुछ कर रहा है, उस से मुझे मन्तोष तो नहीं है परन्तु डा० श्रीमानी श्रीर उन की मातहत में जो लांग कार्य कर रहे हैं उन के लिये यह कहना कि उन्होंने अब तक कुछ भी नहीं किया, वे कुछ भी नहीं कर रहे हैं, गलत रास्ते पर चल रहे हैं, इस से कम से कम मैं तो सहमत नहीं हूँ ।

कृपालानी जी ने न जाने कितनी बार गांधी जी का नाम लिया । (Interruption).

उपाध्यक्ष महोदय : जो साहब बैठ कर भी बोलते रहेंगे, उन का नाम फिर नहीं आयेगा ।

श्री राजेन्द्र सिंह : मेरा नम्बर तो घाने वाला ही नहीं है ।

**Mr. Deputy-Speaker:** Then also, he should keep silent.

**सेठ गोविन्द दास :** कृपालानी जी की एक बात सुन कर मुझे हर्ष हुआ कि उन्होंने गांधी जीके कुछ बुनियादी सिद्धांतों की बात कही पर जिस समय वह उन बुनियादी सिद्धांतों का जिक्र कर रहे थे, मुझे आश्चर्य हुआ यह देख कर कि उन्होंने गांधी जी की एक बुनियादी बात नहीं कही, जो मैं हमेशा यहां कहा करता हूं और जो कि प्रमुख रूप में मैं आज भी यहां कहने वाला हूं।

**प्राचार्य कृपालानी :** अगर मैं कहता तो आप के लिये क्या बच जाता ?

**सेठ गोविन्द दास :** वह बात यह कि गांधी जी हमारी शिक्षा इस देश में किस भाषा में चलाना चाहते थे। जहां तक भाषा का सम्बन्ध है हमारी शिक्षा से, उस का बुनियादी सम्बन्ध है। यदि मैं इस विषय को छोड़ दूं और शिक्षा की बाकी बातें कहता रहूं, तो मैं मूल बात को छोड़ कर केवल शाखा और पत्रों की बात करता रहूंगा। मैं हमेशा इस मूल बात को उठाता रहा हूं और आज फिर उठाना चाहता हूं। भाषा के विषय में कृपालानी जी ने कुछ नहीं कहा। लेकिन मैं यह नहीं कहता कि श्रीमाली जी ने और उन के साथियों ने कुछ नहीं किया।

**श्री बजराम सिंह :** इस में कुछ नहीं किया।

**सेठ गोविन्द दास :** कुछ किया है, मैं यह कहता हूं, पर कुछ करते हुए भी मैं यह कहना चाहता हूं कि उन्होंने जो कुछ किया वह भी नहीं के बराबर है।

**श्री बजराम सिंह :** पायदा क्या हुआ ?

**सेठ गोविन्द दास :** भाषा आयोग और संसदीय समिति के प्रतिबन्धन हो चुके। संविधान के अनुसार उन पर संसद् में बहस होने की आवश्यकता नहीं थी, वह भी हो चुकी है।

लेकिन इतने पर भी हम देखते हैं कि यह सब होने पर, घोषणायें होने पर, वचन मिलने, आश्वासन प्राप्त होने पर भी जहां तक हिन्दी का मामला है और भारतीय भाषाओं का मामला है, वहां तक हमारी सरकार एक भ्रमल प्रतिमा के सदृश है, वह चलती ही नहीं है। जब मैं यह कहता हूं तब मैं निराधार ही कहता हूं, ऐसा नहीं है। अभी २६ फरवरी, १९६० को पार्लियामेंटरी प्रेसर्स के महकमे से एक पत्र गया है सब मंत्रालयों को। उस में लिखा हुआ है :

"The Ministry of Home Affairs, etc. are aware that the Committee on Government Assurances have adversely commented upon delays in implementation of assurances given on behalf of the Government on the floor of the Parliament. The Committee has noted that not even 10 per cent. of the assurances were being implemented within the time-limit of two months as recommended by the Committee in their First and Third Reports of the First Lok Sabha and in the First Report of the Second Lok Sabha. The Committee have desired that special efforts should be made by the Ministries and Departments concerned to expedite implementation of pending assurances."

जैसा कि अभी मैंने निवेदन किया, घोषणायें हो जाती हैं, आश्वासन दे दिये जाते हैं, लोगों के मन में यह बात पैदा कर दी जाती है कि चीजें हो रही हैं, लेकिन वे होती नहीं। इस भाषा के विषय में मैं क्या चाहता हूं, हिन्दी के लोग क्या चाहते हैं, इस सम्बन्ध में मैं आज कुछ नहीं कहूंगा। मैं केवल एक बात कहना चाहता हूं कि भाषा आयोग की जिन सिफारिशों को संसदीय समिति ने स्वीकार कर लिया और संसद् में भी उस की रिपोर्ट के ऊपर बहस के दौरान में जिन सिफारिशों का कोई विरोध नहीं हुआ, कम से कम वे कार्य रूप में परिणत की जायें और अब उस में प्रबलम्ब कार्य होना चाहिये।

## [सेठ गोबिन्द दास]

हिन्दी के विषय को तीन मोटे भागों में बांटा जा सकता है : एक तो जो कार्य केन्द्रीय सरकार को करने हैं, दूसरे जो कार्य हिन्दी भाषा भाषी राज्यों को करने हैं और तीसरे जो कार्य उन राज्यों में होने हैं जिन की मातृ भाषा हिन्दी नहीं है। केन्द्रीय सरकार वो जो कुछ करना है उस में प्रमुख रूप से तीन मंत्रालय भाते हैं। एक शिक्षा मंत्रालय, दूसरा गृह मंत्रालय और तीसरा विधि मंत्रालय। शिक्षा मंत्रालय का अब सब से बड़ा काम वैज्ञानिक शब्दावली और वैज्ञानिक साहित्य का निर्माण करना है। शब्दावली बिना साहित्य के नहीं चल सकती और बिना शब्दावली के वैज्ञानिक साहित्य निर्मित नहीं हो सकता। संसदीय समिति ने यह बात कही थी कि एक स्थायी आयोग नियुक्त होना चाहिये जो कि हमारी शब्दावली का निर्माण करे। जहाँ तक इस शब्दावली का सम्बन्ध है, कि वह ऐसी आसान हो कि हमारी चौहदहो भाषाओं में इस शब्दावली का उपयोग किया जा सके। मैं शुरू से कहता रहा हूँ, और आज फिर कहना चाहता हूँ कि जो वैज्ञानिक शब्दावली अंग्रेजी की है उस को जैसी की तैसी हम अपनी शब्दावली में रखने के लिये तैयार नहीं हैं। अंग्रेजी शब्दावली को अन्तर्राष्ट्रीय शब्दावली मानना गलत बात है। वह केवल इंग्लैंड में, अमरीका में और इंग्लैंड के चारों उपनिवेशों, आस्ट्रेलिया, न्यूजीलैंड, कनाडा और अफ्रीका में चलती है। जेठ देशों में उन की अपनी शब्दावली है। आज जो बहुत सारी वैज्ञानिक शब्दावली बन रही है उस के कुछ नमूने मैं बतलाना चाहता हूँ। मैं यह कोई अपनी तरफ से नहीं बतलाना चाहता हूँ, सरकार की तरफ से जो कुछ प्रकाशित हुआ है उस को ही बतलाना चाहता हूँ। ग्राम हमारे यहाँ की वैज्ञानिक शब्दावली में कहलायेगा "मैगिफेरिया इंडिका"।

श्री त्यागी (देहरादून): यह हिन्दी शब्द है ?

सेठ गोबिन्द दास : यह हमारी वैज्ञानिक शब्दावली का शब्द है।

कपास कहलायेगी "गोसीपुम हबैकम", खजूर कहलायेगा "फोएनिकस मिल्बेस्ट्रम" केला कहलायेगा "मूसा सेपिएन्टम", नीम कहलायेगी "अजादिराफ्टा इंडिका" और हींग कहलायेगी "टेरुला अमा फाफिडा"।

यह तो मैं ने केवल वनस्पति शास्त्र के शब्द लिये हैं, पशु शास्त्र की भी इसी तरह की स्थिति है। दूसरे शास्त्रों की भी इसी तरह की स्थिति है। अगर हम इस अन्तर्राष्ट्रीय कहलाने वाली वैज्ञानिक शब्दावली को लेंगे तो उन का यह रूप हो जायेगा। हम चाहते हैं कि आसान भाषा हो, लेकिन क्या यह भाषा को आसान बनाया जाना है ? फिर एक बात का ध्यान और ध्यान रखें। हमारे वैज्ञानिक भी आगे चल कर कुछ खोजें करेंगे, अगर आगे चल कर उन्होंने कुछ खोजें कीं तो क्या उन की खोजों के नाम लातीनी भाषा में रखे जायेंगे ? इसी लिये हमारे संविधान में कहा गया है कि मूलतः हमें अपनी शब्दावली संस्कृत से बनानी होगी, और वह ऐसी बननी चाहिये जो हमारी चौदहों भाषाओं में प्रयुक्त की जा सके। फिर वैज्ञानिक साहित्य का निर्माण होना चाहिये। केवल शब्दावली बनने में काम नहीं चलेगा। वैज्ञानिक साहित्य कुछ विश्वविद्यालयों की मार्फत बनवाइये, कुछ विशिष्ट विद्वानों को दे कर बनावाइये। आप इस प्रकार की पाठ्य पुस्तकें एक वर्ष या दो वर्ष के अन्दर तैयार कर लें जो विश्वविद्यालयों में, महाविद्यालयों में और माध्यमिक शालाओं में चल सकें।

फिर केन्द्रीय शिक्षा मंत्रालय अहिन्दी भाषा भाषी क्षेत्रों में कुछ काम कर सकता है। मैं उन कामों का केवल व्योरा बता देना हूँ क्योंकि मेरे पास बहुत समय नहीं है।

१. अहिन्दी भाषा भाषी क्षेत्रों में हर माध्यमिक शाला में हिन्दी का एक शिक्षक

अनिवार्य रूप से रखा जाये। यदि राज्य सरकारें यह व्यय न दें तो केन्द्र को यह खर्च देना चाहिये।

२. हर माध्यमिक शाला में एक हिन्दी का पुस्तकालय हो।

३. हिन्दी में उत्तीर्ण लोगों को अच्छे पुरस्कार दिये जायें।

४. एक इंसपेक्टर हर राज्य में रहे जो हम बात को देखे कि उस राज्य में हिन्दी किस प्रकार चल रही है। हिन्दी के लिये हर वर्ष दस राज्यों में एक एक परिषद् हो। वहाँ पर एक उत्साह पैदा किया जाये हिन्दी के लिये और वहाँ पर ये पुरस्कार बाँटे जायें। फिर प्रमाणिक स्तर की गैर सरकारी संस्थाओं को भी जैसे बर्धा भी राष्ट्र भाषा प्रचार समिति है, दक्षिण भारत की हिन्दी प्रचार सभा है, उन को अनुदान दिये जायें। नागरी लिपि में अहिन्दी भाषा का साहित्य भी छापा जाये और उपर्युक्त काम के लिये एक करोड़ रुपये अतिवर्ष सरकार भ्रमण रखे जिस में कि ये काम किये जा सकें।

समस्त भारतीय भाषाओं के तुलनात्मक अध्ययन के लिये एक अकादमी की आवश्यकता है . . . . .

डा० राम सुभग सिंह : अकादमी क्यों कहते हैं, इसके लिये हिन्दी का कोई शब्द कहिये।

सेठ गोबिन्द दास : अब अकादमी शब्द को तो हम ने हिन्दी में अपना लिया है। मैं उन विदेशी शब्दों को जो कि अब काफी प्रचलित हो गये हैं उन को उभी रूप में हिन्दी में प्रयोग करने के विरुद्ध नहीं हूँ। मैं नहीं चाहता कि स्टेशन, टैटफार्म और टिकट इत्यादि अंग्रेजी शब्दों के स्थान पर हम हिन्दी शब्द प्रयोग करें। मैं उनको उभी रूप में हिन्दी भाषा में प्रयोग करना चाहता हूँ। अब चूँकि अकादमी हमारे यहाँ आ गया है तो हमें उस का प्रयोग करना चाहिये।

टाइपराइटर के की-बोर्ड की अब तो कृपा कर बोधना कर दीजिये।

केन्द्रीय सेवाओं के लिये परीक्षाओं का माध्यम वैकल्पिक रूप से हिन्दी हो होना चाहिये। उस के बिना हमारा काम चलने वाला नहीं है।

फिर आपको समस्त भाषाओं में विधि शब्दावली के लिये एक आयोग नियुक्त करना है। जिस प्रकार आप को वैज्ञानिक शब्दावली के लिये एक स्थाई आयोग की नियुक्ति करनी है उसी प्रकार विधि के शब्दों के लिये भी आप को एक स्थायी आयोग नियुक्त करना पड़ेगा।

उच्चतम न्यायालय का कार्य आगे चल कर हिन्दी में चल सके इस के लिए आपको एक पंचवर्षीय योजना बनानी चाहिये। कृपालानी माहब ने योजना की बाबत कहा तो सब कुछ लेकिन उन्होंने इस प्रकार का कोई सुझाव नहीं दिया कि इस विषय में आप योजना बनायें।

जहाँ तक आप के डायरेक्टरेट का सम्बन्ध है, निर्देशालय का सम्बन्ध है, मैं उसका हादिक स्वागत करता हूँ। इस तरह के निर्देशालय की तो नियुक्ति बहुत पहले हो जानी चाहिये थी पर एक बात इस सम्बन्ध में और है कोई भी निर्देशालय कोई भी डायरेक्टरेट अभी काम कर सकता है जब वह काम उचित प्रादमियों के हाथ में हो। केवल एक आयोग, एक समिति या एक निर्देशालय नियुक्त कर दिया जाय और उस में ठीक तरह के प्रादमी न हों तो काम नहीं हो सकता। निर्देशालय किन प्रादमियों के हाथ में रहता है और आप किन को यह काम सौंपना चाहते हैं, इस पर भी बहुत कुछ निर्भर करता है। मैं चाहता हूँ कि आप इस के लिये ऐसे योग्य प्रादमियों को नियुक्त करें जिन को कि हृदय में हिन्दी और भारतीय

मेठ गोविन्द दास

भाषाओं से प्रेम हो और जिन की कि इच्छा हो कि हिन्दी और भारतीय भाषाएं चलाई जाय। इसके लिए ऐसे आदमियों को आप नियुक्त करें जिन को कि हिन्दी और भारतीय भाषाओं का ज्ञान हो। अगर आप ऐसा करेंगे तो इसका बड़ा अनुकूल असर पड़ेगा। इसके लिए आप डायरेक्टरेट तो मुकर्रर कर रहे हैं निर्देशालय तो आप बना रहे हैं लेकिन इस निर्देशालय में ठीक आदमियों की नियुक्ति होनी चाहिए।

मैं ने जैसे आरम्भ में कहा कि मैं यह नहीं मानता कि कोई काम नहीं हुआ है। मैं यह मानता हूं कि कुछ काम हुआ है लेकिन इसी के साथ मैं यह कहना चाहता हूं कि जिस प्रकार की घोषणाएं हुई हैं जिस प्रकार के आश्वासन दिये गये हैं, जिस प्रकार के बचन दिये गये हैं उन को देखते हुये काम की गति बहुत धीमी है और यह गति कितनी धीमी है उस के सम्बन्ध में मैंने श्री पानिया-मेटरी एकेडमि के मुहकमे का एक पत्र आप को पढ़ कर सुनाया। मैं आशा करता हूं कि यहां पर अब काम में देरी नहीं होगी। अगर हम इस देश में सच्चे स्वराज्य की स्थापना करना चाहते हैं, लोगों को बतलाना चाहते हैं कि इस देश में सच्चा स्वराज्य हो गया है तो वे हमारी बात को तब तक सही नहीं मानेंगे जब तक कि उनका पूरा पूरा काम वे अपनी जन भाषाओं में नहीं देखेंगे। यदि हम इस देश में प्रजातन्त्र चलाना चाहते हैं तो यह स्पष्ट बात है कि प्रजातन्त्र विदेशी भाषा में नहीं चल सकता। आज हमारे सरकारी कामों में, हमारे निर्माण के कामों में जो लोगों की दिलचस्पी नहीं है, लोगों का अनुराग नहीं है उसका मुख्य कारण यह है कि हमारे यहां का जो साहित्य प्रकाशित होता है अधिकांश में वह अंग्रेजी में होता है। हमारे यहां जितना काम होता है वह अधिकांश में अंग्रेजी में होता है।

उसे लोग समझ नहीं पाते। लोग कभी कभी मुझे गलत समझते हैं इसलिये मैं बिलकुल साफ कर दूँ कि मैं केवल हिन्दी का ही पक्षपाती नहीं हूँ, बल्कि हिन्दी के साथ उन सभी भाषाओं का पक्षपाती हूँ जो कि हमारे संविधान में दी हुई हैं। उर्दू के सम्बन्ध में मैं कहना चाहता हूँ कि उर्दू का भी मैं समर्थक हूँ। मैं चाहता हूँ कि हम एक ऐसा समय देखें और अपनी उम्मीदों में देखें, अपने जीवन में देखें जब कि यहां पर सब के सब काम हिन्दी में और हमारी दूसरी भाषाओं में चलने लगे। मैं अंग्रेजी भाषा का द्वेषी नहीं हूँ। मैं अंग्रेजी भाषा को आदर की दृष्टि से देखता हूँ और उसके साहित्य को उच्च मानता हूँ लेकिन मेरी स्थिति इस सम्बन्ध में गांधी जी के सदृश है। गांधी जी हमेशा यह कहा करते थे कि अंग्रेजों से वे प्रेम करते हैं, अंग्रेज उन के मित्र हैं लेकिन अंग्रेजी राज्य को वह इस देश पर अस्वाभाविक मानते थे। उसी प्रकार मैं कहना चाहता हूँ कि मुझे अंग्रेजी भाषा से प्रेम है, अंग्रेजी साहित्य से प्रेम है, कोई भी साहित्य चाहे वह कितना ही छोटा क्यों न हो, किसी भी भाषा और किसी भी साहित्य का मैं द्वेषी नहीं हो सकता। मैं अंग्रेजी भाषा का प्रेमी हूँ। मैं उस को आदर की दृष्टि से देखता हूँ। जिस प्रकार गांधी जी अंग्रेजों से प्रेम करते थे उन को अपना मित्र समझते थे और अंग्रेजी राज्य को अस्वाभाविक मानते थे उसी प्रकार अंग्रेजी भाषा और अंग्रेजी साहित्य से प्रेम करते हुये भी अंग्रेजी भाषा का जिस प्रकार का सांभ्राज्य छाया हुआ है उसको मैं हटाना चाहता हूँ। वह देश में अस्वाभाविक है। मैं आशा करता हूँ कि श्रीमाली जी के सदृश योग्य शिक्षा मंत्री के जो आश्रामन अब तक हमें मिले हैं, उन के अनुसार काम होगा और हम वह समय देख सकेंगे जिसमें कि हमारी जो अग्रिमलापाएं हैं वे सब की सब पूरी हो सकें।

डा० राम सुभग सिंह : उपाध्यक्ष महोदय, हमारे श्रीमती रेणु चक्रवर्ती तथा आचार्य

कृपानानि के भाषणों में हिन्दू यूनिवर्सिटी की भी थोड़ी चर्चा हुई। उस यूनिवर्सिटी के फण्ड के इस्तेमाल के सम्बन्ध में शिक्षा मंत्री ने हाल ही में एक वक्तव्य यहां रक्खा था जिसमें यह लिखा हुआ था कि वहां के १६ लाख ७५ हजार रुपये को बगैर वहां की एग्जीक्यूटिव काउंसिल की स्वीकृति के इस्तेमाल किया गया और उससे ऐसे जमींदारी बौद्ध ऋणी दे गये जिनमें एक तो उन्हीं लोगों के थे जिन्होंने कि खरीदा और उन की कलकत्ता में जो दर थी उन बौद्धों की उस में अधिक रेट में इन लोगों ने खरीदा।

एक बारस पहले जब मैंने इस सिलसिले में यहां चर्चा की थी तो वहां के ट्रेजरर महोदय ने एक प्रमुख व्यक्ति के द्वारा मुझे शिकायत भेजी थी और कहलवाया था कि अगर मैं इस चीज को बाहर कहता तो मेरे ऊपर मुकदमा चलाया जा सकता था। मैंने उनको लिख दिया था कि यदि आप चाहें तो मैं अक्षरशः उन्हीं शब्दों को जिन्हें मैंने यहां उच्चारण किया था, बनारस में प्रकर या जहां वह कहे वहां जा कर कह सकता हूँ या छपवाकर भी अपनी व्यक्तिगत हैसियत से बटवा सकता हूँ, पालियामेंट के मेम्बर की हैसियत से नहीं। लेकिन फिर मुझको उनका कोई उत्तर नहीं मिला, और अब मंत्री महोदय ने इस बात को कबूल किया कि वह १६,७५,००० रुपये नाजायज ढंग से इस्तेमाल किया गया। अभी मंत्री महोदय ने श्रीमती रेणु चक्रवर्ती को बीच में टोकते हुए कहा था कि हमने वायदा किया था कि इसकी जांच करा कर उचित कार्रवाई की जाएगी। तो जहां तक वायदे का सवाल है, वह दुस्त है। लेकिन वहां के ट्रेजरर ही केवल इसके लिए जवाबदेह नहीं हैं।

बार बार पिछले प्रवक्त्यों पर मंत्री महोदय ने कहा था कि यूनिवर्सिटीज प्राटोनोमस बाडीज हैं, उनके काम में मैं हस्तक्षेप नहीं करना चाहता, लेकिन प्राटोनोमस बाडी की एग्जीक्यूटिव काउंसिल की

राय के बिना वह रुपया लगाया गया और हर यूनिवर्सिटी में एग्जीक्यूटिव काउंसिल के प्रमुख व्यक्ति होने हैं वाइसचांसलर, रजिस्ट्रार और ट्रेजरर। तो मेरा चार्ज यही है कि जब यह रुपया लगाया गया तो यह उनकी जानकारी में लगाया गया, ट्रेजरर ने बगैर किसी की जानकारी के इस रुपये को नहीं लगाया। इसके बारे में शुरू में ही जो दूसरे वाइस-चांसलर थे उन्होंने नुक्ता-चीनी की थी कि ऐसा किया जाना गलत है। इसलिये मेरा चार्ज है कि वर्तमान वाइस-चांसलर और रजिस्ट्रार ने अपनी कर्तव्यपालन नहीं किया, वह बिल्कुल कर्तव्यच्युत हो गए जहां तक इन १६ लाख ७५ हजार रुपये के इस्तेमाल का सवाल था। और यही प्राती है यह बात कि कैसे इंटरफरेंस होता है एजुकेशन मिनिस्ट्री द्वारा यूनिवर्सिटीज के कामों में।

जब सन् १९५६ में इस वाइस-चांसलर की बहाली की बात हुई उस वक्त श्री सी० टी० रामास्वामी वाइस-चांसलर थे और उन्होंने इस्तीफा दिया १९५६ में और फिर यहां से बनारस गये तो उन्होंने एग्जीक्यूटिव काउंसिल की मीटिंग में कहा :

"Very soon after I sent my letter to the Visitor, I had contacts with both the President of India who is the Visitor of this University.....

**Mr. Deputy-Speaker:** I might request hon. Members not to try to come to the Chair. It is embarrassing for me and, if I may be permitted to say so, humiliating for the Member also. The Member can write to me and I promise that whatever is possible will surely be done. I have to distribute the time only. Now four or five hon. Members have been coming to the Chair one after the other. This does not look nice.

**Pandit J. P. Jyotishi (Sagar):** As early as yesterday, I had given my name. So I thought my name was there and I would be called.

डा० राम सुभग सिंह : तो डा० सी० पी० रामास्वामी ने यह कहा था :

"Very soon after I sent my letter to the Visitor I had contacts with both the President of India, who is the Visitor of this University, and with the Minister of Education and I feel I ought to take this House into confidence when I mention that persons connected with the Ministry suggested the name of Dr. V. S. Jha as the person who may be selected as the Vice-Chancellor. It so happened that I had never met this gentleman before and had never known him. So I have absolutely no knowledge of what is the background of the nomination of Dr. V. S. Jha, but I may mention that the persons in the Ministry of Education seem to be very highly impressed by him and consider that he is very suitable."

मैं यह नहीं कहना चाहता कि वे योग्य थे या अयोग्य थे लेकिन मिनिस्ट्री की तरफ से रिटायरिंग वाइसचांसलर को यह कहा जाना कि फर्ला को वाइसचांसलर बनवा दीजिए यह कहाँ तक उचित है। फिर एग्जीक्यूटिव कमेटी में तो इनका नाम ही नहीं पेश किया गया था। वहाँ के लोगों ने जिन नामों को पेश किया था उनमें इनका नाम नहीं था। लेकिन उनके नाम को रिटायर होने वाले वाइसचांसलर ने इस्तीफा देने के बाद वहाँ जा कर खुद प्रपोज किया।

"It is reported that when no one was prepared to propose the name of Dr. V. S. Jha the Chairman himself proposed his name."

जब वोट लिए गए तो तीन आदमियों को उनसे ज्यादा वोट मिले। इनका नाम उस सूची में चौथा था। चार आदमियों की लिस्ट यहाँ आयी। यहाँ डेढ़ महीने के कैनवासिंग के बाद विजिटर ने इस चौथे नाम को स्वीकृत दे दी। कल जो घटना मैने हाउस में

देखी है उसको देखने के बाद मैं कहूँगा कि कोई मिनिस्ट्री कैनवासिंग करके इस तरह से अपने दोस्तों को वाइसचांसलर न बनवाए। आपने देखा था कि लखनऊ के बारे में चर्चा हुई थी तो मारेलेटी की चर्चा हुई। किसी वाइसचांसलर के बारे में ऐसा कहने का मौका नहीं होना चाहिये कि उसके लिए कैनवासिंग किया गया।

तो मैं १६ लाख ७५ हजार रुपये के बारे में कह रहा था कि सन् १९५६ से सन् १९५८ तक उसको लगाते रहे। एग्जीक्यूटिव काउंसिल थी, वाइसचांसलर थे। किसी ने स्काचट नहीं डाली। इसलिये भ्रगर ट्रेजरर का काम नाजायज है तो एग्जीक्यूटिव काउंसिल और वाइसचांसलर का यह काम भी नाजायज है कि उन्होंने ट्रेजरर के काम पर कोई प्रक्रिया नहीं लगाया और इसी से मैं जोर से शुरू से कह रहा हूँ कि शिखा मंत्रालय पक्षपात करता आ रहा है वहाँ के अधिकारियों के प्रति। आज वहाँ यह हाल है कि करीब १०० विद्यार्थी तो निकाल दिए गए हैं और ४०० को भिन्न भिन्न सजाएँ दी गई हैं। इस तरह से ५०० लड़कों को या तो निकाला गया है या उन पर जुर्माना किया गया है। आज भी ऐसे कुछ लड़के हैं जो कि दो दो बरस के लिए और चार चार बरस के लिये निकाले गये हैं। उन में से कुछ मिक्सड इंग्रर के विद्यार्थी हैं। जो जाकर सुशामद कर लेता है या पैर पकड़ लेता है उसको तो छोड़ दिया जाता है, लेकिन जो स्वाभिमानी लड़का है उसपर ध्यान नहीं दिया जाता। तो कल की घटना के संदर्भ में जब इस चीज पर विचार करता हूँ और आज देखता हूँ कि बम्बई के गवर्नर ने अन्तिम दर्जे तक एक कमांडर की रिसपेक्ट को मेनटेन करने की कोशिश की, तो मैं कहना चाहता हूँ कि उनकी रिसपेक्ट की जाये, मैं किसी के आदर में कभी नहीं करना चाहता, लेकिन हिन्दुस्तान के एक एक नागरिक और खासकर उपेक्षित

नागरिक की भी उतनी ही रमपेक्ट होनी चाहिये जितनी हाइएस्ट की हो, और इसी तरह मे सारे मंत्रालय चलें। यह गवर्नमेंट का काम नहीं होना चाहिये कि किसी की तरफदारी करे, उसको तो बिल्कुल डिस्पैशनेट दंग में काम करना चाहिये। आपका ऐसा वाइसचांसलर है, आपकी ऐसी एग्जीक्यूटिव काउंसिल है, जिसको अपने अधिकार का ज्ञान नहीं है, वह रुपया इस प्रकार इस्तेमाल होने देते हैं। और उनके बारे में बार बार यहां कहा जाता है कि जो हाइएस्ट इन दी लैंड हैं उनको ही एग्जीक्यूटिव काउंसिल में रखा गया है, तो यह कहना पड़ता है कि जो आपके हाइएस्ट इन दी लैंड हैं वे यह नहीं समझते कि ट्रेजरर किस प्रकार रुपये का इस्तेमाल कर रहा है। इसलिये मैं तो एक आर्डिनरी धादमी को इन पद के लिये चाहूंगा जो कि इन बातों को समझ सकता हो चाहे वह हल चलाने वाला ही क्यों न हो, बजाये इन इंटेलिक्चुअल जाइंट्स के जो कि इस चीज को नहीं समझ सकते। तो मेरा चार्ज है एजुकेशन मिनिस्ट्री पर। ऐसे आबसियों को वहां रखा जाता है कि जिन्होंने सैकड़ों लड़कों के जीवन को बरबाद कर दिया।

डा० का० सा० धीमासी : आप मुझे यह कहने के लिये धमा करेंगे कि अब वहां पर वह एग्जीक्यूटिव काउंसिल नहीं है। यह जो डील हुआ था यह पहली एग्जीक्यूटिव काउंसिल के वक्त में हुआ था। इसलिये मैं निवेदन करना चाहता हूं कि माननीय सदस्य जिस एग्जीक्यूटिव काउंसिल की टाका कर रहे हैं वह वहां अब नहीं है। और जो यह डील हुआ था वह इस काउंसिल के समय का नहीं है बल्कि वह पहली एग्जीक्यूटिव काउंसिल के समय में हुआ था।

डा० राम सुभग सिंह : उपाध्यक्ष महोदय, मैं तो चाहता हूं कि शिक्षा मंत्री महोदय की

बात के एक एक अक्षर को मानूं लेकिन मुझे दुःख होता है जब ये खुद अपने आपको रिव्यू-डिएट कर देते हैं। पब्लिक स्कूल के सवाल पर उन्होंने अपने को रिव्यूडिएट किया और अग्लोइड यूनिवर्सिटी के वाइसचांसलर के बारे में कहा कि वाइसचांसलर ने कन्ट्रिब्यूटरी रिपोर्ट दी। अगर कोई वाइसचांसलर कंट्रिब्यूटरी रिपोर्ट देता है, तब तो और भी ज्यादा खानबीन करने की जरूरत है कि जो रिपोर्ट आपके उसकी एक एक चीज को देखें और जो असलियत उसके अन्दर है उसकी एन्क्वायरी करें। चाहे यह मामला अग्लोइड विश्वविद्यालय के वाइसचांसलर हो या किसी दूसरे विश्वविद्यालय का, ऐसी हालत में उसकी जांच की जानी चाहिये। अग्लोइड यूनिवर्सिटी के बारे में कहा गया है कि बेगम स्वाजा की जमीन तीन रुपये यार्ड के हिसाब से यूनिवर्सिटी न ली। यह चार्ज है कि वह जमीन जरूरत से ज्यादा रेट दे कर ली गई। वहां के बैल्य आफिसर ने वह एक्स्प्लेट किया कि उसका रेट साढ़े तीन रुपये होना चाहिये। इन सब बातों की खानबीन की जानी चाहिये। अगर बैल्य आफिसर की बात गलत है, तो माननीय मंत्री कहें कि हम यूनिवर्सिटी की रिपोर्ट मानते हैं और अगर यूनिवर्सिटी की बात गलत है, तो बैल्य आफिसर की बात को सही मानें। या फिर वह अपने किसी धादमी को वहां भेज कर जानकारी प्राप्त करें। मैं उसमें नहीं जाता। मैं तो इस बात का कायल हूं कि अगर कोई एन्क्वायरी कमेटी बने, तो उसको देखभाल करने की पूरी स्वतंत्रता होनी चाहिये। मैं यह भी चाहता हूं कि अगर कहीं तनिक भी दोष हो, तो उसको कड़ाई से निकालना चाहिये। लेकिन मेरी शिकायत है कि सरकार दोषी को निकालने के बजाये निर्दोष व्यक्तियों को दंड देती है।

अभी बनारस हिन्दू यूनिवर्सिटी के बारे में कहा गया कि वह एग्जीक्यूटिव काउंसिल अब नहीं है। जुलाई, १९५६ में डा० बी० एम० सा एग्जीक्यूटिव काउंसिल के बेयरमैन बने। उस वक्त उसके २१ मम्बर थे। वह एग्जीक्यूटिव

[डा० राम सुभग सिंह]

कौमिल १९५८ में भंग की गई। उसके रजिस्ट्रार वही थे, यानी श्री एस० एल० दर। उसमें पंडित कुंजरू वगैरह सब मेम्बर थे। नई एग्जीक्यूटिव कौमिल के चेयरमैन भी श्री झा हैं और रजिस्ट्रार भी वही हैं।

डा० का० ला० श्रीवाली : माननीय सदस्य को पता नहीं है कि रजिस्ट्रार इस कमेटी के मेम्बर नहीं हैं।

डा० राम सुभग सिंह : मैं जानता हूँ कि नहीं है। चेयरमैन भी वही हैं, और एक मेम्बर भी वही है। चेयरमैन और ट्रेजरर वही हैं, जो पहले थे।

डा० का० ला० श्रीवाली : मैं यह भी निवेदन करना चाहता हूँ कि जब से यह एग्जीक्यूटिव कौमिल नियुक्त हुई है, एक भी काम बाइसचांसलर ने पूरी एग्जीक्यूटिव कौमिल के बिना पूछे नहीं किया है। वह जो कुछ काम करते हैं, एग्जीक्यूटिव कौमिल के आदेश से करते हैं। मैं आपसे यह भी निवेदन करना चाहता हूँ कि इस एग्जीक्यूटिव कौमिल में जिन सदस्यों को रखा गया है, हिन्दुस्तान में सब से प्रतिष्ठित व्यक्ति जो हो सकते हैं, उनको हम ने रखा है। मेरे पास इस से ज्यादा प्रतिष्ठित आदमी नहीं हैं।

डा० राम सुभग सिंह : मैं उनकी प्रतिष्ठा के बारे में कुछ नहीं कहना चाहता हूँ।

उपाध्यक्ष महोदय : माननीय सदस्य शायद धाम तौर पर, जेनरल तौर पर बात कर रहे हैं। वह किसी खास आदमी की नुकता-चीनी नहीं करना चाहते।

डा० राम सुभग सिंह : किसी व्यक्ति की निन्दा मैं नहीं करता। केवल जेनरल बात मैं कह रहा हूँ। इनने धाना दर्ज के मदस्यों के होते हुये भी सोलह लाख रुपये नाजायज तरीके से खर्च किये गये। खासकर टीचरों के प्राविडेंट फंड का रुपया उत्तर प्रदेश के जमींदारी एबा-

लिशन बाइज खरीदने में लगा दिया गया। ट्रेजरर के मित्र लोग भ्रोकर्ज भी थे। अगर इस बारे में पूरी छानबीन कराई जाये, तो इसका पता चल जायगा। अभी उन्होंने पूरी छानबीन करने का आश्वासन दिया है।

जहां तक शिक्षकों के निकाले जाने का मवाल है, मैं कहना चाहता हूँ कि शिंदे एक्वायरी कमेटी ने डा० गोपाल त्रिपाठी को निर्दोष साबित किया था। जस्टिस शिंदे जज थे। यह चार्ज है, ट्रेजरर पर कि मोलह लाख रुपये नाजायज खर्च किये गये और एग्जीक्यूटिव कौमिल के सारे मेम्बरों इनक्विडिंग बाइसचांसलर पर कि इन के जमाने में यह रुपया खर्च किया गया, लेकिन इन लोगों का केस रोब्यूडिंग कमेटी के सामने नहीं रखा गया। इन पर चार्ज होने के बावजूद रोब्यूडिंग कमेटी ने इन केसिज को नहीं देखा और कोई एक्शन नहीं लिया, लेकिन जिन पर कोई चार्ज जस्टिस शिंदे ने नहीं लगाये, उनको हटाने के लिये नोटिस दिया गया और उन को हटा भी दिया गया। श्री राधेश्याम शर्मा हैं और अनेक प्रोफेसर हैं।

डा० का० ला० श्रीवाली : इस बारे में माननीय सदस्य को वाकफियत नहीं है। जहां तक बाइसचांसलर का ताल्लुक है, मैं निवेदन करना चाहता हूँ कि उनका केस सालिसिटर-जेनरल के पास गया था। उस के बाद क्या हुआ, मुझे मालम नहीं, लेकिन सालिसिटर-जेनरल के पास जांच के लिये उनके खिलाफ जो चार्जिज थे, वे गये थे।

डा० राम सुभग सिंह : उपाध्यक्ष महोदय, यही मेरा कहना है कि जब आप के खिलाफ हाउस को नाजायज ढंग से मंचानन करने का चार्ज हो, तो हम लोग जरूर हाउस में निवेदन करेंगे कि तब तक आप को छुट्टी दे दी जाये, जब तक कि उस चार्ज में आप बरी न हो जायें और एक्जेशन मिनिस्ट्री पर यही मेरा चार्ज है कि बाइसचांसलर के खिलाफ

चाजिज हैं और फिर भी उनको वहां रहने दिया गया। वाइसचांसलर को मैं जानता हूँ कि इंस्टिट्यूट डंग में वहां के लड़कों को पंजाया गया, इंस्टिट्यूट डंग में निकाला गया।

**उपाध्यक्ष महोदय :** अगर हमने कानून में यही रखा था कि जो चाजिज हैं, वे सालिस्मिटर-जेनरल के पास जायेंगे और वह उन को देखेंगे और उस के बाद वे रीप्यूंड कमेटी के पास जायेंगे, तो हमें इंतजार करना चाहिये।

**डा० राम सुभग सिंह :** जब उस कमेटी को प्रॉडिनेंस में भंग कर दिया गया, तो यह जानते हुये कि उनके खिलाफ यदि कोई छोटा भी चार्ज है, उनको वाइसचांसलर नहीं बनाना चाहिये था। यही मेरा चार्ज है एजुकेशन मिनिस्ट्रो पर कि यह जानते हुये भी कि उनके खिलाफ चाजिज हैं, उसने उन को फिर वाइसचांसलर नामीनेट किया। वैसे लोगों के हाथ में यूनिवर्सिटी की लगाम इन्होंने दी है, जिन्होंने आज तक वहां के लड़कों और प्रोफेसरो के जीवन को शांतिमय होने से वंचित कर दिया है और चूँकि इन लोगों ने नाज़ायज डंग में रुपये का इस्तेमाल किया है, इसलिये मैं चाहूंगा कि उन तमाम लोगों के खिलाफ जो कार्यवाही की गई है, उस कार्यवाही को रद्द कर दिया जाये, क्योंकि ये लोग खुद एबाब रोपरच नहीं हैं। मैं चाहूंगा कि किसी एग्जीक्यूटिव कौंसिल के ही मेम्बर को भेजा जाये, जिस को माननीय मंत्री अच्छा समझते हों, और वह बैठ कर ईमानदारी से सब की देख-रेख करें। मैंकड़ों लड़कों के खिलाफ कार्यवाही की गई है। कभी उन को संस्था चालीस बताई जाती है, कभी पचास और कभी ४३। कितनों को ज़माना हुआ है। अब तक असली लिस्ट हम लोगों को नहीं मिली है। एक बारस पहले प्रोफेसरो को बहाल किया गया कि आप लड़कों के कंडक्ट की जांच कीजिये। उन लोगों ने कुछ को निकाला। अब उन्हीं प्रोफेसरो को ही निकाल दिया गया है। उन प्रोफेसरो के अच्छे होने के बारे में विद्वान कर के सरकार ने उन को लड़कों को निकालने के बारे में बिठाया

और अब उनको ही निकाल दिया गया है। वहां लाइफ अब बड़ी अन-सिक्कुर हो गई है और उसमें बचने के लिये यह आवश्यक है कि जिन लड़कों और शिक्षकों के खिलाफ एक्शन लिया गया है और नाज़ायज रीनि में एक्शन लिया गया है उसको सरकार रद्द करे और माननीय मंत्री के वक्तव्य के अनुसार जिन लोगों के बारे में यह माबित हो चुका है कि उन्होंने यूनिवर्सिटी के फंड्स का नाज़ायज डंग में दुरुपयोग किया है उन के खिलाफ एक्शन लिया जाये।

**डा० सुशीला नाथर (झांसी) :** उपाध्यक्ष महोदय, मुझे यह कहना है कि हम एजुकेशन मिनिस्ट्री की टीका बेशक करें—प्राखिर टीका करने के लिए हमारा यह मदन है—लेकिन उस के साथ ही साथ उस टीका में कुछ संतुलन रहे कि जहां वे धन्यवाद के पात्र हैं, वहां उन को धन्यवाद भी दें और जहां टीका के पात्र हैं, वहां हम उन की टीका भी करें। मैं समझती हूँ कि यहां पर, यूनिवर्सिटीज में, और दूसरी जगहों पर, जो बहुत से दोष चल रहे थे, उन के बारे में सदस्यों के मन में उद्वेग है, कष्ट है, चिन्ता है और वह उचित चिन्ता है, उचित उद्वेग है, मगर क्या उन सब खराबियों के लिए हम आज अपने मंत्री महोदय को जिम्मेदार ठहरा सकते हैं, यह विचार करने की बात है।

जहां तक बनारस हिन्दू यूनिवर्सिटी का ताल्लुक है, हम सब जानते हैं कि कितने बरसों से वहां पर खराबी चल रही थी, गड़बड़ चल रही थी, किस तरह से प्राचार्य नरेन्द्रदेव जैसे वाइस-चांसलर को, वहां पर शिक्षकों का और दूसरा जो वातावरण बन गया था, उस पर घासू बहाने पड़े थे। यह हालत हो गई थी। जहां पर डिप्ट को पालिसी चल रही थी, उस समय हमारे शिक्षा मंत्रालय ने धागे बढ़ कर कदम उठाया और उस को दुरुस्त करने की कोशिश की। वह सराहनीय कदम है। मैं नहीं कहना-

[डा० मुशीला नायर]

चाहती कि सब खराबियां दूर हो गई हैं बनारस हिन्दू यूनिवर्सिटी की। अभी और दोष हैं, मगर उन दोषों को दूर करने की कोशिश हो रही है और उम के लिए हमारा शिक्षा मंत्रालय सराहना का पात्र है, और मैं आशा रखती हूँ कि जो मुझाब यहां हम लोग दे रहे हैं, उन मुझाबों को अपने सामने रख कर और भी तेजी से इन चीजों को दुरुस्त करने की कोशिश वह करेंगे। आज सब के मन में बहुत बड़ी चिन्ता है अलीगढ़ यूनिवर्सिटी के बारे में। अलीगढ़ यूनिवर्सिटी के बारे में चिन्ता के दो कारण हैं। एक कारण तो यह है जो कि अभी थोड़ी देर पहले जब मंत्री महोदय ने अपना स्टेटमेंट पढ़ा, उस वक्त हमारे सामने आया कि वहां पर की गड़बड़ी कोई एक या दो साल से नहीं है, वहां पर तो दस सालों से गड़बड़ी चलती रही है और दस सालों से मंत्रालय में डिप्ट की पालिसी चल रही थी, उस को आगे बढ़ कर रोका नहीं गया। और, उस के बारे में कुछ कदम उठाये गये, वह ठीक है, मगर काम आगे बढ़ा नहीं। अब और क्या करेंगे और क्या नहीं करेंगे, यह देखने का सवाल है। किसी यूनिवर्सिटी के भीतर, जहां पर कि चरित्र निर्माण किया जाता है लड़कों का, हमारे भविष्य के हिन्दुस्तान के नागरिकों का, अगर एम्बैजमेंट हो या रुपये पैसे के बारे में गड़बड़ हो, या जैसे कि दूसरी यूनिवर्सिटीज के बारे में कहा गया, कुछ चरित्रहीनता की शंका हो, तो यह सहन करने लायक चीज नहीं है। हमारे लड़कों का चरित्र क्या बनेगा ऐसे वातावरण में और क्या हम आज की बात सोचते हैं या हम भविष्य के हिन्दुस्तान की बात भी सोच रहे हैं? हमारे कल के लीडर्स कैसे निकलेंगे ऐसे वातावरण से, अगर हम इस वातावरण को दुरुस्त न करें?

दूसरी चीज यह है, जो कि मुझ को भी ज्यादा चिन्ता दिला रही है, कि कहीं इस में से कोई कम्यूनलिज्म का वातावरण न खड़ा

हो जाय। आज उस का काफी खतरा है, और जहां तक मैं समझी, दस वर्षों में इस चीज पर हाथ नहीं डाला गया, इस चीज को नहीं उठाया गया, इस डर से कि कहीं कोई उल्टी सीधी बात न हो जाय। जो दोनों तरफ के कम्यूनल तबके हैं, हिन्दुओं और मुसलमानों में वे कहीं इस चीज का नाजायज फायदा न उठावें। मैं आशा करती हूँ कि हमारे देश के लोग दोनों तरफ के कुछ भी बात करेंगे तो इस चीज को ध्यान में रख कर करेंगे जिस से कि जो हमारा ध्येय है कि शिक्षा और शिक्षा देने की जगह दोनों दुरुस्त हों, वह पूरा हो सके, वहां का वातावरण, वहां का स्टैण्डर्ड ऊंचे से ऊंचे किस्म का हो सके।

बहुत दुःख की बात है कि इतने वर्षों के बाद जो एक प्रच्छी खासी कमेटी नियुक्त की गई थी मंत्री महोदय की सलाह से, उस के टर्म्स आफ रेफरेंस बगैरह भी शिक्षा मंत्रालय ने तैयार कर के दिये, वह कमेटी आज काम नहीं कर रही है, उसने रेजिनेशन दे दिया। उस ने रेजिनेशन क्यों दिया? मैं सुनती हूँ कि दो खास बजहें कमेटी ने कही थी। एक तो यह कि वहां के वाइसचांसलर जैदी साहब ने कुछ जवाब दे दिये, श्री प्रकाश वीर शास्त्री ने जो इत्जामात लगाये थे, उन के बारे में। अब मैं यह कहना चाहती हूँ कि उपाध्यक्ष महोदय, आप तो हमेशा इस चीज पर जोर देने हैं कि जो लोग यहां नहीं हैं, उन का नाम ले कर उन के ऊपर चार्जज लगाना, जो कि अपना बचाव नहीं कर सकते, जवाब नहीं दे सकते, ठीक नहीं है। आप हमेशा रोक दिया करते हैं हम लोगों में से किसी को भी। मुझे मालूम नहीं कि किस प्रकार उस दिन श्री प्रकाश वीर शास्त्री जी इस प्रकार के इत्जामात, चार्जज, व्यक्तिगत नाम ले कर, इस सदन में लगा सके। वह नहीं होना चाहिए था। दुःख की बात थी। अब उस के बाद अगर जवाब देना था तो ये समझती हूँ कि बेहतर होता कि बजाय खुद

जवाब देने के जैदी साहब किसी दूसरे से जवाब दिलवा देते। उन का यह खयाल रहा हांगा कि कमेटी की रिपोर्टें तो छः महीने के बाद निकलेगी और यहां पर कुछ स्पेमिफिक चार्ज एक प्रतिष्ठित व्यक्ति के नाम से लगाये गये, उनको इज्जत का मवाल था, उनको इसकी चिन्ता होनी चाहिये थी, निहाजा उन्होंने उस का जवाब देना मुनासिब समझा। मैं समझती हूँ कि खुद देने के बदले अगर वह किसी और से जवाब दिलवा देते तो ज्यादा अच्छा होता। बहरहाल जो कुछ हुआ, जो टर्म्स आफ रिफरेंस उस कमेटी के थे, उसके साथ तो उस जवाब का मालूम नहीं था। निहाजा क्या कमेटी के सदस्यगण से हम यह निवेदन नहीं कर सकते कि इस चीज के लिये वह कमेटी से इस्तीफा न दे कर जो टर्म्स आफ रिफरेंस उनको दिये गये हैं उन पर वह बाकायदा काम करते क्यों ?

दूसरे यह कहा गया कि वह कहते हैं कि जब यह कमेटी साल भर में या छः महीने में अपनी रिपोर्ट दे देगी तो मंत्री महोदय ने कह दिया, उपाध्यक्ष महोदय ने कह दिया सदन में, कि अगर हम संतुष्ट नहीं होंगे उस की रिपोर्ट से तो उस के बाद विजिटर्स की कमेटी बैठेगी। मैं समझती हूँ कि इस में कोई नामुनासिब बात नहीं है। आखिर नौअर कोर्ट की अपील हाई कोर्ट में होती है, हाई कोर्ट की अपील सुप्रीम कोर्ट में होती है। तो इस के कह देने पर कि अगर हम संतुष्ट न हुए तो एक कमेटी बैठाई जा सकती है, आन्वेक्षण लेना, मुझे बहुत अच्छा नहीं लगता। हम क्यों सोचें कि वह रिपोर्टें अच्छी नहीं होंगी, या उस से सब को सन्तोष नहीं होगा ? मैं समझती हूँ कि उस से सन्तोष हो सकता है। मैं कद्र करती हूँ मंत्री महोदय की इस भावना की कि जब वह बिजिटर्स कमेटी अप्वाइंट करने की बात सोच रहे थे उस वक्त उन्होंने वाइस चांसलर की इस

दलील पर कि पहले यूनिवर्सिटी की एक कमेटी अप्वाइंट कर दी जाय, क्योंकि आखिर उसमें यूनिवर्सिटी की शान ज्यादा बरकरार रहती है, ध्यान दिया और उन्होंने इस चीज को मंजूर कर लिया कि विजिटर्स कमेटी की जगह पर यूनिवर्सिटी की कमेटी अप्वाइंट कर दी जाय। और ऐसा करने की वाइस-चांसलर को इजाजत दे दी। अगर इस कमेटी की रिपोर्ट आ जाती और उस के ऊपर हम विचार करते तो अच्छा होता। दुःख की बात है कि इस दम्यान में एक ऐसा तनाव तन गया उस हाफ ऐन एबर डिस्कशन के कारण जिस से यह काम्प्लिकेशन पैदा हो गया। मगर इस सब के बावजूद मैं कहती हूँ कि अब सब से ज्यादा इज्जतदार रास्ता यह होगा, और हम मंत्री महोदय से यह दख्खस्त करेंगे कि वह कमेटी के सदस्यगण से प्रार्थना करें, कि किसी प्रकार की डिस्टर्बेन्स उन के जर्नमेंट के बारे में यहां पर पैदा नहीं की गई, कमेटी अपना काम करे और जो टर्म्स आफ रिफरेंस दिये गये हैं उन टर्म्स आफ रिफरेंस में वह अपनी रिपोर्ट जल्दी से जल्दी पेश करे।

धलीगढ़ यूनिवर्सिटी आज बनारस हिन्दू यूनिवर्सिटी के सदृश ही पुरानी यूनिवर्सिटी है, उस के अपने ट्रैडिशन हैं, उस में एक खास किस्म का गर्व और अभिमान भी देश के लोगों को महसूस हो सकता है क्योंकि ग्रंथों की हुकूमत के वक्त से हिन्दुस्तानियों ने अपनी इन यूनिवर्सिटीज को कायम किया। उन यूनिवर्सिटीज में अगर कोई खराबी होती है तो हमें दुःख होता है। लखनऊ यूनिवर्सिटी में गड़बड़ होने के कारण, इलाहाबाद यूनिवर्सिटी में गड़बड़ होने के कारण, मैसूर यूनिवर्सिटी में गड़बड़ होने के कारण, हमें दुःख होता है, लेकिन इन दो यूनिवर्सिटीज में जब हम गड़बड़ देखते हैं तो हमको तकलीफ होती है, हमारे स्वाभिमान को चोट लगती है। इसलिये मैं निवेदन करूंगी मंत्री महोदय से कि उन्होंने मुनासिब कदम लिये हैं इन दोनों यूनिवर्सिटीज को ठीक करने

[डा० मुशीला नायर]

के लिये, उनको अच्युत तरफ से चलाने के लिये, और अगर किसी और कमिशन के, एक ही कमिशन उनके सामने रहा कि इस देश के नौजवानों के प्रति हमारा कुछ उत्तरदायित्व है, इस देश के भविष्य के प्रति हमारी कुछ जिम्मेदारी है। और इस लिहाज से उन यूनिवर्सिटीज को दुरुस्त करने के लिये जो भी जायज कदम हैं उनको वे उठायें और इस तरह के सबके सब काम करें।

अब मुझे यह कहना है कि आज जो स्टूडेंट्स में जगह जगह पर इंडिमिनिशन हो रही है, उस में कुछ गहरे जाने की जरूरत है। मुझे खुशी है इस बात की कि शिक्षा मंत्रालय ने इस चीज को समझा कि मारल एंड एचिकल बैल्यूज खत्म हो जाने से बहुत तकलीफ हो रही है। मारल एंड एचिकल बैल्यूज को फिर से दाखिल करने के लिये उन्होंने एक कमेटी बिठलाई। उस कमेटी ने अच्युत खामो रिपोर्ट दी, और उस रिपोर्ट को शिक्षा मंत्रालय ने स्वीकार किया है। मैं आशा करती हूँ कि जल्दी से जल्दी वह प्रमल में लाई जायेगी। मगर मैं समझती हूँ कि मारल एंड एचिकल बैल्यूज की आप टेस्ट बुक्स बना दें तो ज्यादा मुनासिब है। इसके लिये आप कुछ प्रवर्तन रख दें। मगर मारल एंड एचिकल बैल्यूज बताने वाले खुद अपने जीवन में कितनी मारल एंड एचिकल बैल्यूज रखते हैं, जब तक इस चीज पर आप जोर नहीं देंगे तब तक इस शिक्षा का उन बच्चों पर क्या असर होगा, यह विचार करने की बात है। जो कुछ आचार्य कृपालानी जी ने कहा, मैं उससे १०० फी सदी सहमत हूँ कि जो हमारे ऐडमिनिस्ट्रेशन के लोग हैं उनकी प्राइवेट लाइफ उनका अपना कंसन है, यह गलत हो या न हो, लेकिन शिक्षा में जो लोग हैं उन की प्राइवेट लाइफ उन का अपना कंसन कभी नहीं हो सकता क्योंकि शिक्षा खाली क्लासों में

नहीं दी जाती। शिक्षा में तो शिक्षक अपनी सारी परमनालिटी को प्रोजेक्ट करता है लड़कों में बच्चों में और तभी तो लड़के बच्चे सीखते हैं। खाली वह उन की जवान में एक चीज निकलती है उसकी तरफ भी उन की तबय्यज नहीं रहती बल्कि उन का जीवन क्या कहना है वह उन के ऊपर बहुत ज्यादा असर करता है बजाय इस के कि उन की जवान में क्या शब्द निकलते हैं। इसलिए मैं समझती हूँ कि जो भी मुनासिब कदम हैं, उठाये जायें ताकि हमारे शिक्षकों की जो क्वालिटी है और शिक्षकों की जो एक प्रौढ गण्ड परमनालिटी है उस को ध्यान में रख कर, उनके चरित्र को और शिक्षकों की टोटल की टोटल परमनालिटी को ध्यान में रख कर शिक्षक गण सब शिक्षा के स्थानों में रखे जायें। इसके लिए उपाध्यक्ष महोदय, मैं एक बात कहना चाहती हूँ जो मैं पहले भी एक प्राध बाग कह चुकी हूँ दूसरे सिलसिले में और वह यह है कि आज हमारी सैलरीज का स्ट्रक्चर कुछ इस तरह का है कि अच्छे से अच्छे दिमाग वाले तो आई० ए० एस०, आई० एफ० एस० में जायें, किसी भी दूसरी सर्विस में जायें और जो कुछ बचड़ खुचड़ रह जाते हैं वे जायेंगे शिक्षा में। इस पर गहरे रूप से सोचने की जरूरत है। अकेले शिक्षा मंत्री महोदय यह कार्य नहीं कर सकते। वह इस चीज को कैबिनेट के सामने रखें कि क्या वह वक्त नहीं आ गया कि हम यह सारी की सारी सर्विसेज की सैलरीज की पालिसी को फिर से रीव्यू करें और इस तरह से हमारी प्लानिंग में यह चीज आये कि हर एक जो भी जीब है, चाहे ऐडमिनिस्ट्रेशन में, चाहे शिक्षा में, चाहे किसी और चीज में, मेडीमन में, इंजीनियरिंग में, इन का जो सैलरीज का स्ट्रक्चर है वह इस किस्म से हो कि जो व्यक्ति ऊँचे से ऊँचा टोप पर पहुँच सकता है, उस के एमोल्गुमेंट्स सब क्षेत्रों में, बराबर हों। इस का नतीजा यह होगा कि लड़के की जो नेचुरल ऐबिलिटी है उसके मुताबिक वह उम्र

वास क्षेत्र में जाने की कोशिश करेगा। और महज इस वास्ते कि किसी क्षेत्र में चूक पैसा ज्यादा मिलता है वह उस क्षेत्र में जाने की कोशिश नहीं करेगा । यह बहुत आवश्यक चीज है । ऐसा होने पर ही हमारी क्वालिटी इम्प्रूव होगी और तभी हमारे पास अच्छी किस्म के शिक्षक होंगे क्योंकि शिक्षा में वही लोग जायेंगे जिन के कि हृदय में लगन है शिक्षा के लिए तड़प है और जिनका कि शिक्षा के लिए नेचुरल एंटीच्यूड है । इसलिए मैं बहुत नम्रता से निवेदन करूंगी कि मंत्री महोदय इस चीज को अपनी कैबिनेट में उठाये और प्लानिंग कमिशन में उठाये और जो स्ट्रक्चर है उस का धीरे धीरे ओवरहाल हो । उसके बगैर नहीं हो सकता ।

यहां पर टीचर्स सैलरीज के बारे में चर्चा हुई । अब युनिवर्सिटी ग्रान्ट्स कमिशन ने कुछ युनिवर्सिटीज की स्थिति जो फिजिकल फीमेंलटीज हैं बिल्डिंग वगैरह की उस की तरफ कुछ थोड़ी सी तवज्जह दी है । सेकेंडरी एजुकेशन कमिशन तो बैठ गया मगर उसके बावजूद मेकेंड्री एजुकेशन की हालत आज बिल्कुल एक यतीम जैसी है । उस की तरफ कोई खास तवज्जह नहीं कोई खास प्रोग्राम हम नहीं रख रहे । मेरी तो समझ में नहीं आता कि सेकेंडरी एजुकेशन का हाल अगर यही रहा तो युनिवर्सिटीज में जाकर हमारे यह लड़के क्या सीखेंगे और किस प्रकार से उसका लाभ उठा सकेंगे ।

प्राइमरी स्कूल के टीचर्स के बारे में श्रीमती रेणू चक्रवर्ती ने बहुत मुनासिब चीज कही है कि एक प्राइमरी टीचर की तनस्वाह एक चपड़ामी से भी कम है । अपने बच्चों और लड़कों के चरित्र निर्माण करने वाले शिक्षक को हम एक चपड़ामी से भी कम वेतन देने है ।

अभी पिछले हफ्ते विजगापट्टम के एक गांव में मुझे जाने का इतिफाक हुआ था । वहां के एक गांव में एक हायर मेकेंडरी स्कूल

चल रहा है । दो लड़कियां मेरे पास आई । एक उन में से बी० एस० सी० थी और दूसरी एम० एस० सी० थी फर्स्ट क्लास । उनको वहां पर माइंस मिलाने के लिए रखा गया था । उन को एक बहुत बड़ी शाही तनस्वाह ७५ रुपये पर शुरू किया गया था । उन लड़कियों ने मुझे बताया कि अभी रिवोजन होने वाला है । रिवाइज्ड स्केल्स बनेंगे तो ज्यादा सैलरी होगी । कितनी हो जायगी, ६५ रुपये । बहुत बड़ा एक कदम है । मैं निवेदन करूंगी कि आपने अपनी रिपोर्ट में लिखा है कि आप एक कमेटी मुकर्रर कर रहे हैं ताकि फिजिकल एजुकेशन के शिक्षकों की सैलरीज को स्टैंडर्डाइज किया जाय । मुनासिब है, कीजिये उसको । लेकिन क्या आप नहीं चाहते क्या आप यह मुनासिब नहीं समझते कि आपके सेकेंडरी स्कूल टीचर्स और प्राइमरी स्कूल टीचर्स की सैलरीज को स्टैंडर्डाइज किया जाय ? उनको लिविंग वेज देना क्या आप मुनासिब नहीं समझते ? मैं समझती हूं कि जब हम एप्रीकलचर लेबर के लिए और इंडस्ट्रियल लेबर के लिए मिनिमम वेजेज देने पर जोर दे रहे हैं और जब हम भलग भलग किस्म की इंडस्ट्रीज के लिए वेज बोर्ड्स मुकर्रर कर रहे हैं तो क्या यह शिक्षा का मुहकमा आपका इंडस्ट्रीज से कोई कम जरूरी है ?

उपाध्यक्ष महोदय : अब माननीय सदस्या अपना भाषण समाप्त करें ।

डा० सुशीला नायर : उपाध्यक्ष महोदय, मुझे थोड़ा सा समय और चाहिए क्यों कि मुझे अभी बहुत सी बातें और कहनी हैं । मैं यह निवेदन कर रही थी कि आपको शिक्षकों की सैलरीज की तरफ तवज्जह देनी होगी । आज हो क्या रहा है ? गांवों में जाकर मैंने देखा कि छोटे छोटे स्कूल तो आप चला रहे हैं लेकिन उनमें अक्सर ५, ५ और ७, ७ दिन तक शिक्षक महोदय ही गायब रहते हैं । मैं पूछना चाहती हूं कि यह जो छोटे छोटे प्राइमरी स्कूल

[ डा० सुषीला नायर ]

म्यूनिसिपैल्टीज और डिस्ट्रिक्ट बोर्ड्स द्वारा चल रहे हैं उनको सही किस्म से चसाने के लिए आप के पाम क्या तरीका है। आप इस पर विचार करें। अगर आप सोचते हैं कि आप सेंटर से कोई इंस्पेक्टिंग टीम भेज सकते हैं हर एक स्टेट में, थोड़ा सा सैम्पुल सब हर साल होता रहे ताकि उनको यह फिफ रहे कि उनके काम को कोई देखने वाला है, अगर आप कोई ऐसा तरीका सोचना चाहते हैं तो आप उस पर विचार करिये। आप यह जो नये नये स्कूल खोल रहे हैं तो उनका खोलना जरूरी है क्योंकि यह जो आपने ६ वर्ष में ११ वर्ष के बच्चों को अनिवार्य रूप से सन् ६५—६६ तक स्कूल में पहुँचाने की बात कही है तो उसके लिए स्कूल काफी तादाद में खुलने चाहिए। उस पर आप को कायम रहना चाहिए और यह तो कम से कम चीज है कि आप स्कूल खोल दें लेकिन आप यह खाली सिगिल टीचर्स स्कूल्स और सिगिल रूम्स स्कूल कायम करके यदि आप यह कहें कि हमने प्राइमरी एजुकेशन कायम कर ली तो वह दुरुस्त नहीं होगा और वह प्राइमरी एजुकेशन नहीं कहला सकती। वह तो एजुकेशन नाम में है लेकिन काम में वह एजुकेशन नहीं है। आपको उसकी तरफ ध्यान देना होगा।

उपाध्यक्ष महोदय, मुझे लगता है कि एक तो एजुकेशन बेचारी थोड़ी सी यतीम रही है बहुत भ्रसों में लेकिन उस के साथ ही साथ यह एजुकेशन मिनिस्ट्री के टुकड़े होने से कम्पलीकेशन भी हो गया है। यह एजुकेशन का तो एक विंग रहा और दूसरा साइंटिफिक रिसर्च और कलचरल एफेयर्स एक अलहदा मुहकमा हो गया। अब आप लैंग्वेज को देखिये। हिन्दी तो एजुकेशन मिनिस्ट्री में रह गयी और बाकी की लैंग्वेज दूसरी मिनिस्ट्री में चली गई। यह अपनी इनडोलोजी दूसरी तरफ चली गई और हा-

मैनिटीज आप के पास रह गई। कहने का मतलब यह है कि संस्कृत आप के पास है हिन्दी आपके पास है लेकिन यह इंडोलोजी दूसरी तरफ चली गई है तो संस्कृत और हिन्दी के बगैर आप की इनडोलोजी में क्या रह जाता है। लाइब्रेरीज एजुकेशन डिपार्टमेंट के पाम नहीं हैं बल्कि अलग मिनिस्ट्री में है। मैं पूछना चाहती हूँ कि क्या कोई भी एजुकेशन बगैर लाइब्रेरीज के चल सकती है लेकिन आज लाइब्रेरीज आपके हाथ में नहीं हैं और आप लाइब्रेरीज इस्टैबलिश नहीं कर सकते। इसी तरह विज्ञान मंदिर की एक स्कीम चल रही है कलचरल और साइंटिफिक रिसर्च मिनिस्ट्री के नीचे। मैं नहीं समझती कि यह जो आपकी रिपोर्ट में कंट्रिडिक्शन है उनका कोई सोल्यूशन हो सकता है? मेरी समझ में तो इसका एक ही उपाय है कि इस चीज को दुरुस्त करने के लिए यह जो आपने इस मिनिस्ट्री को काट कर दो किया है उसको एक कर दें। यह एजुकेशन और साइंटिफिक रिसर्च और कलचरल एफेयर्स की दो अलहदा मिनिस्ट्रीज रखने से कोई फायदा होने वाला नहीं है और इनको एक कर दिया जाना चाहिए। मेरी इस बारे में दोनों मिनिस्ट्री वालों के साथ बात हुई है और दोनों ही मुहकमे वाले इस चीज को मानते हैं कि दोनों को मिलाकर एक मिनिस्ट्री कर दी जाय तभी काम चल सकता है। अलग अलग मिनिस्ट्रीज कायम रखने से काम नहीं चल सकता। मैं समझती हूँ कि इस चीज की तरफ मंत्री महोदय अपनी कैबिनेट का और प्लानिंग कमिशन का ध्यान दिलायेंगे।

और फिर आखिर में मैं एक आबश्यक बात जो सबसे शुरू में कहनी चाहिए थी, वह कहना चाहती हूँ। वह यह है कि हम समझते हैं कि हमारे पाम सड़कें बनाने के लिए रुपया है, पुल बनाने के लिए रुपया है लेकिन एजुकेशन पर हमेशा कट लग जाता है। आपकी दूसरी फाइव इअर प्लान

एजुकेशन की ५०० करोड़ रुपये की भी लेकिन वह कट कर २२६ करोड़ की रह गयी और उसमें से भी दूसरी प्लान के तीसरे वर्ष के आखिर तक जो एक्सपेंडीचर हुआ उसके बारे में मैं कुछ फिगर आपके सामने रखना चाहती हूँ। मैं तीन बड़ी स्टेटों के बारे में यानी प्रान्द्र प्रदेश, बिहार और उत्तर प्रदेश के बारे में कहना चाहती हूँ कि जो प्लान प्रावीजन है उसका अभी तक ३० में ३३ पर गैट तक खर्च हुआ है, एक तरफ तो ५० पर गैट कम हो गया और दूसरी तरफ जो बचा उसको भी पूरा इस्तेमाल नहीं कर पाए। उन प्रावीजन्य और बाटिलनुब्स की वजह से जो कि बने हुए हैं। इन को दुरुस्त करने की जरूरत है। अगर एक साल का रुपया खर्च नहीं हो पाता तो दूसरी साल कम रुपया दिया जाता है। इस से कम्प्लीकेशन पैदा होता है। तो जरूरत है कि बजाए हम ब्रिज बनाए हमको वह रुपया अच्छे नागरिक बनाने पर खर्च करना चाहिए, क्योंकि आपने लाखों रुपया लगाकर एक ब्रिज बनाया और उन्होंने उसको जाकर उड़ा दिया तो आपका लाखों रुपया बरबाद हो जायगा। आप देखें कि मैसूर में क्या हुआ, आपके लड़कों ने लाखों का नुकसान कर दिया। दूसरी जगहों पर भी इसी तरह की चीजें हो रही हैं। इसलिए जरूरत है इस चीज की कि आप इस तरफ जोर दें कि प्लानिंग में शिक्षा को ज्यादा महत्व का स्थान दिया जाए। उससे ज्यादा महत्व मिलना चाहिए जितना इस वक्त मिल रहा है।

जहां तक विमेंस एजुकेशन का सवाल है, अगर आप सीरियली इस गैप को पूरा करना चाहते हैं तो जो टीचर्स बगैरह तैयार करने के बारे में स्पेशल कंसीडरेशन की तरफ मिसेज चन्नवर्ती ने आपका ध्यान दिलाया है उन पर आप भ्रमल करें। लेकिन अगर आप चाहते हैं कि देहात में औरत टीचर्स काम करे तो आपको उनके लिए रेजीडें-शियल एकोमोडेशन का इन्तिजाम करना चाहिए। इसके बगैर कोई लड़की देहात

में आकर काम करने के लिए तैयार नहीं होगी।

दूसरे अगर आप चाहते हैं कि प्राइमरी लेविन पर एजुकेशन हो जैसा कि मैं भी चाहती हूँ, तो मेहरबानी करके जितनी जगह भी हो सके आप प्राइमरी स्कूल में औरतों को हैडमिस्ट्रिस रखें। अगर कोई औरत हैडमिस्ट्रिस होगी तो प्राइमरी स्कूल में बच्चे और बच्चियां आसानी के साथ पढ़ सकेंगे और एक स्टैंडर्ड रहेगा, वरना इसमें भी बहुत सी तकलीफ हो सकती है। रशिया बगैरह दूसरे देशों में प्राइमरी एजुकेशन पूरे तौर पर औरतों के हाथ में है। मैं जानती हूँ कि आपके पास विमेंस टीचर्स की कमी है इसलिए आप पूरे तौर पर प्राइमरी एजुकेशन को औरतों के हाथ में नहीं दे सकते। लेकिन आप इसकी तरफ ध्यान दें, और जैसा कि दूर्गाबाई कपेटी की रिपोर्ट में कहा गया है आप हर लेवल पर औरतों को अपने मंत्रालय में और अपने डाइरेक्टोरेट में महत्व का स्थान दें।

एक और चीज जो कि मैं दुर्ग के साथ कहना चाहती हूँ, वह यह है कि आज रिजर-वेशन के नाम से एजुकेशन को बहुत धक्का पहुंच रहा है। आपने मैट्रिकल कालिजों में, टेक्निकल कालिजों में और इंजीनियरिंग कालिजों में, जहां आपको बैस्ट ब्रेन्स चाहिए, वहां आप कम्यूनल बेसिस पर जो रिजर्वेशन करते हैं वह मुल्क के लिए ठीक नहीं है। मैं हरिजनों की बड़ी हिमायती हूँ और पिछड़े वर्गों को ज्यादा से ज्यादा एजुकेशन देने के हक में हूँ मगर मैं कहती हूँ कि हमें इस तरह रिजर्वेशन करके देश के भविष्य को खतरा में नहीं डालना चाहिए, और जहां तक टेक्निकल लाइन का तात्त्विक है उसमें बैस्ट ब्रेन्स को लेना चाहिए ताकि हमारा देश आगे बढ़ सके, उसके बगैर देश आगे नहीं बढ़ सकता।

संशल एजुकेशन के बारे में भी कहना चाहती थी लेकिन समय नहीं रहा।

उपाध्यक्ष महोदय : माननीय सदस्य ने शुरू में ही कहा था यह हाउस है। उस पर तो टीका टिप्पणी की जा सकती है। मगर करते करते वह स्पीकर साहब पर भी टीका कर गयी। स्पीकर या मेरे लिए कहा कि आप एजाजत नहीं देते कि हाउस में किसी व्यक्ति का नाम लेकर कुछ कहा जाए। मगर जब प्रकाश बीर शास्त्री बोल रहे थे तो उन्हें वह सब करने दिया गया। यह नहीं होना चाहिए था, जिससे उनकी मुराद यह थी कि यह गलत हुआ।

**Dr. Sushila Nayar:** I apologise if I have given that impression.

**Mr. Deputy-Speaker:** That was not an impression, that was the words used and no other impression could be drawn from them.

तो मैंने उसी वक्त डिबेट मंगवाकर देखी थी। एक बात तो यह है कि मेरी बखत तो हो गयी क्योंकि उस वक्त खुद स्पीकर साहब बुर्सी पर थे। मैं नहीं था। दूसरी बात यह है कि उन्होंने भी मेम्बर साहब को कई बार कहा था कि पारटीकुलर्स में न जाएं और जो कयाद हैं उनके मुताबिक वह उनको बार-बार बन्द करते रहे। मगर बाज़ वस्तु किसी का नाम लेना जरूरी हो जाता है, या कोई मेम्बर सवाल करता है तो नाम लेना जरूरी हो जाता है।

**Dr. Sushila Nayar:** I was not in the House then. Anyhow, I apologize if I have said something that should not have been said.

**Mr. Deputy-Speaker:** In any case, she has already made those comments.

**Shri S. L. Saksena:** Just now Acharya Kripalani made his speech on this Demand. He is not only one of our topmost leaders but also one of our foremost educationists. I am glad that he laid down certain principles which, I hope, the Ministry will ponder over. From his own experience

he said that indiscipline itself is not due to some defects among the students. The students are the same as before. But the defect lies with the teachers themselves. He said that two qualifications of a teacher can alone entitle him to the respect of the students—either he must be an expert in his subject which may inspire the respect of students, or if he is not an expert in his subject then he must be like a father to his students. That was the test he laid down for judging the Vice-Chancellors, whose names my friend just now read. He was himself a student of the Banaras Hindu University.

About the eminence of the Vice-Chancellor of the Banaras Hindu University in the educational field, everybody knows that he was an inspector of schools, not specially qualified in some particular scientific subject; nor has he any special merit in philosophy, mathematics or some other subject. He did not claim either that he was a very big expert on any educational subject. The second test is whether he has been a father to the students. About this I would say that during his regime during the last two or three years, in the last one year alone about 700 students have been punished for various terms by various methods and about one hundred students have been expelled from the University, some by rustication, some by expulsion, some by being asked to get transfer certificates, some by refusal of permission to sit for examinations and so on and so forth. A Vice-Chancellor who has the heart to punish students with such punishments cannot be called a father to the students. For the sake of keeping that man in office this Education Ministry has done something which probably will remain a blot on its fair name for ever.

Some of the Professors of the Banaras University have been charged with offences or charges which are so trivial which, if I could read out to the House, you will all be surprised.

The most important thing is that all these professors come from a particular region, viz the East U.P. Nine persons have been charged, as the Minister himself stated in his reply to a question the other day, and they are:

Dr. R. D. Mishra, Head of the Department of Botany (East UP); Dr. R. B. Pandey, Principal, College of Indology (East UP); Dr. A. Lal, Reader in Agricultural College (East UP); Pt. Ram Vyas Jyotishi, Head of the Department of Jyotish (East UP); Dr. Ram Yash Roy, formerly Reader reduced to Lecturer by present Executive Council (East UP); Shri Ganesh Prasad Singh, Lecturer, TT College, Secretary of the Teachers' Association (East UP); Dr. Hazari Prasad Dwivedi, Head of the Department of Hindi (East UP); Dr. Gauri Shankar Tiwari, Lecturer, CHC, Kamachha (East UP); Dr. Gopal Tripathi, Principal, College of Technology (East UP).

So, all these nine persons, about whom our Minister said they are angels and the most eminent men in the whole country, the present Executive Council found them to be a danger to the University. Only these nine persons from Eastern Uttar Pradesh were found to be the devils in the University who have ruined the University. I want to know whether you can find a man of the calibre of Dr. Hazari Prasad in the whole country, a scholar of Hindi, who has served the Shantiniketan University for thirty years. But the University authorities.....

**Mr. Deputy-Speaker:** A complaint has been made of which I spoke just now. If we now go on discussing individual cases here and representations are made on behalf of those individual servants, then perhaps we will not be able to conduct our business just in the manner as we want. It is not fair now to take the cases of individuals. When he began with one, I allowed him just to mention all those nine names. He now takes one name and says that he is a man of brilliance, man of such qualifications, man of such and such character etc. Now, if the

other man comes and brings charges, shall we discuss and then decide who is right and who is wrong? Would it be possible for the Parliament to take up individual cases here and then come to a decision whether this man is right, or is fit to be kept there in the University or not? That is not possible and so we should not go into the details in this Parliament. He has made that grouse that out of the nine men who have been punished, all of them belong to eastern Uttar Pradesh. I think that should be enough.

**Shri S. L. Saksena:** I respect your ruling. I only wanted to say that this was done not because the men are so despicable and so they have been selected for this treatment; it has been done because they come from Eastern Uttar Pradesh, about which the Mudaliar Committee mentioned twelve times in its report.

**Mr. Deputy-Speaker:** What is the proportion of eastern Uttar Pradesh in the staff?

**Shri S. L. Saksena:** About 25 per cent. from eastern Uttar Pradesh and 75 per cent. from the rest of India that is the proportion, whereas in the University at Shantiniketan, it is about 75 per cent. from West Bengal and 25 per cent. from the rest of the country.

**Mr. Deputy-Speaker:** Why should he go to the other side?

**Shri C. K. Bhattacharya:** What is the limit of Eastern UP? We do not understand where eastern UP begins and where it ends. We know only one UP and that is Uttar Pradesh.

**Shri S. L. Saksena:** The Eastern Uttar Pradesh consists of Gorakhpur division and Banaras Division. It is only for nine districts the name Eastern Uttar Pradesh applies. I may tell you that these nine districts were the target of their attack. As I have stated just now, Acharya Kripalani has stated that this area is the poorest. So, the people of this area should get a better chance. The Mudaliar Committee, in fact, found fault that the Hindu University has

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been generally catering for the poor students. It said:

"The information before us goes to prove that the bulk of these under-graduate students for the first degree are students from what are known as the eastern districts of Uttar Pradesh. A few would appear to come from Bihar also. While we sympathise with the needs of the students in these regions for higher education, we do feel that other methods must be explored for giving them the proper type of education that is needed, whether it be within the city of Banaras or in the districts from which they come.

"It is understood that many students from the eastern Uttar Pradesh districts are not in a position to maintain themselves in Banaras, and this adds to the seriousness of the situation created when such students are not in a position to pay their fees or their boarding charges. The result has been a great deal of pressure on the University to raise funds for helping students," etc.

15 hrs.

Because they are poor they should have no right to read in the Banaras Hindu University. That was the crux and the sum total of the findings of this Mudaliar Committee. I, therefore, say that today the reviewing committee about which this House was so critical, which it had criticized as something very undemocratic and unprecedented, that reviewing committee could find nobody in the whole body of teachers except these nine teachers, eminent men I say, from eastern UP. The other 591 were all angels.

**Dr. K. L. Shrimall:** I think it is my duty to draw the attention of the hon. Member to the fact that the whole Act was modified by this Parliament. A reviewing committee was appointed. We had a jurist of international reputation, Sir Radha Binod Pal, who was

the Chairman. Now if hon. Members criticize the recommendations or the decisions which the reviewing committee took, it may create a great deal of difficulty and it will not be possible to persuade any person to become a member of any committee.

**Dr. Ram Subhag Singh:** If I may be permitted to say, some professors approached the reviewing committee to furnish them with the findings but they were not furnished with those findings and the reviewing committee took decision. Then those decisions were accepted by the executive council. The executive council, after accepting the recommendations of the reviewing committee, served notices on these professors saying, "Explain your conduct within two weeks". Having accepted the recommendations of the reviewing committee, it was useless for the Registrar or the executive council to serve "show cause" notices on those professors. These are the irregularities. We do not dispute that they are not of international fame. They may be of universal fame. But they were not in a position to correct the irregularity of the Banaras Hindu University.

**Dr. K. L. Shrimall:** You will remember, Sir, that you yourself were in the Chair when this whole matter was discussed. After a good deal of consideration in the Select Committee of which you were the Chairman, it was decided that first of all the cases should be forwarded to the Solicitor General and after the Solicitor General is satisfied that there is a *prima facie* case, the cases will be forwarded to the reviewing committee. The reviewing committee will then examine those cases and will ask those people to explain their conduct. After they are satisfied that the continuance of the University is detrimental to the interest of the University they will recommend to the executive committee. The executive committee will then again consider those cases and give

them an opportunity to explain. It is only then that action will be taken. All safeguards have been taken so that no injustice is done in regard to the professors.

**Shri S. L. Saksena:** I have not said that. I have been charging the executive council. I have said that the executive council sends the charges to the Solicitor General. Everybody cannot send them. But I say that out of 591 professors in the whole University the executive committee could find only nine persons of eastern UP to be corrupt. My charge is against the executive council among whom, he says, there are men of the highest calibre and angels probably. The previous Vice-Chancellor said that there were three groups of teachers in the Banaras Hindu University. He has given their names. But only one group, which he calls the group, has been chosen to be the victim. The Mudaliar Committee has chosen them to be the victim. I say the executive council is prejudiced and it has only selected nine persons of eastern UP and none from among other groups. I say it is obviously unworthy to be there. There is nothing wrong with the Chairman of the reviewing committee. Also, we know the Chairman of the reviewing committee has dissented. Yet, the majority of two persons nominated by the UGC have held the day. The decisions are majority decisions and are not unanimous decisions. And you want to take shelter under the Banaras Hindu University rules. He has said that he is a dissenting member and yet those decisions have been taken. I do not say anything against the Chairman. He is no doubt a man.....

**Dr. K. L. Shrimali:** May I know from where the hon. Member has got the information that Shri Radha Binod Pal was a dissenting member?

**Shri S. L. Saksena:** You do not deny that. That was said when the charge sheet was given to him. That was a majority decision. Who was the member who dissented?

**Dr. K. L. Shrimali:** I thought they had said that this is a majority decision. No identity was revealed. I would like to know from where the hon. Member has got the information that the Chairman was the dissenting member.

**Shri Khushwaqt Rai (Kheri):** How are you concerned with the source?

**Mr. Deputy-Speaker:** Why not? At least the hon. Member, who makes this point, should satisfy him. He should know.

**Shri S. L. Saksena:** I shall satisfy him. The professor, when he appeared before the Chairman, had fully satisfied him. He himself said that he was fully satisfied with what the professor had said. The cases were referred to the Shinde Committee. Shri Shinde was a judge. The University said that Shri Shinde had adopted improper procedure and therefore they must be re-examined. When this gentleman went to him, the judge told him, "I am satisfied but the two members who are not judges have dissented". So on a majority decision he is going to be dismissed. It is on the information which he himself has got. Let him deny it if he has not said so.

I would only say that the whole thing has to be changed. We have got the UGC. Could we not find any eminent educationist to be the head of the commission? Only he could be the head of the department.....  
(Interruption).

**Mr. Deputy-Speaker:** I will advise the hon. Member not to continue in the same strain, just making allegations and criticising every individual who is there. I think he has said enough about the complaint that he had in his mind. Now he might pass on to certain other aspects of the Education Ministry.

**Shri S. L. Saksena:** The problem of indiscipline among students is a burning problem of the country. Our national leaders are the product of the universities. If we do not have dis-

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cipline there the nation will go to the dogs. I therefore say that the men at the helm of affairs in the UGC should be from among eminent educationists like Acharya Kripalani, should be men of that calibre who can really model the policies of education.

**Dr. K. L. Shrimall:** Is the hon. Member aware that I almost begged of Acharya Kripalani at one stage to accept my request to become the Vice-Chancellor of this University? He is one of our eminent men and we all have the highest respect for him.

डा० राम सुभग सिंह : वहाँ के लोगों को ही क्यों नहीं हलक होने देते ?

You allow the people of that institution to elect.

**Dr. K. L. Shrimall:** Because the hon. Member had said that we should try to get men like Acharya Kripalani I just wanted to tell him that I had actually gone and begged of him to become the Vice-Chancellor of Banaras Hindu University. But he did not accede to my request.

**Dr. Ram Subhag Singh:** That is interference which we do not want to be allowed.

**Shri D. C. Sharma:** A Member of the Lok Sabha cannot be the Vice-Chancellor.

**Pandit Thakur Das Bhargava (Hissar):** We do not want that he should leave us. We want him in the House.

**Acharya Kripalani** rose—

**Mr. Deputy-Speaker:** Is there any need to explain anything? There is nothing said against Acharya Kripalani.

**Acharya Kripalani:** What I want to say is that the hon. Education Minister was kind enough to approach me but he could not take away the dis-

qualification. He wanted me to leave the Parliament and take over the Vice-Chancellorship which I could not possibly do.

**Shri S. L. Saxena:** What I say is that if you really want to fight indiscipline, for God's sake appoint those men as Vice-Chancellors who at least fulfil one of these two criteria, namely, either they are like fathers to the students or they are eminent educationists. Unfortunately the recent disturbances in the Universities of Lucknow, Allahabad and Banaras can be traced to the fact that they had not satisfied these two conditions. I am very sorry to say but I have to say that so long as the personnel of the universities are not selected properly, so long as the lot of the teachers is not improved, so long as their pay-scales are not bettered and so long as they are not attracted to it, our education system will not improve and the resentment of students against such professors, who do not inspire confidence and respect among them, shall continue.

Another thing that I have to say is about this compulsory primary education. Our Constitution lays down that in ten years, that is, by 1960, we should have given compulsory education to every child up to the age of eleven years. Unfortunately even during the Third Plan it seems that we will not be able to achieve that. I think it is most criminal that the children of the country should be denied schooling merely because of other considerations. I think the first priority must be given for education to children. Every child in the country must be sent to school. Who knows among the children who do not go to schools there may be many Gandhis, many Jawaharlals and many others. I therefore say that the first priority must be given to compulsory primary education. Every child up to the age of 14 years must go to school by the end of the Third Five Year Plan. For that,

whatever amount of expenditure necessary must be set apart, and the first priority must be given to it in our Third Five Year Plan. I hope the planners will take into consideration the fact that all our plans will go awry, all our projects will be uneess, unless the human material is improved, unless we have got in the country real men, men who are properly educated and properly trained, who have got a vision of the India that they have got to build up.

**श्री मु० हि० रहमान (भमरोहा) :**

मोहतरम डिप्टी स्पीकर साहब, मैं आज एक खास बात की तरफ मोहतरम एजुकेशन मिनिस्टर साहब की तबज्जह दिलाना चाहता हूँ। मैं यह भी समझता हूँ कि इन पिछले चन्द बरसों में इस बात की तरफ मुस्लिफ मौकों पर पालियामेंट में तबज्जह दिलाई भी गई है, लेकिन अभी तक उसमें कामयाबी नहीं हो रही है। हमारे कांस्टिट्यूशन के बनने के बाद यह बात बहुत साफ कर दी गई कि जहाँ तक तालीम का और शिक्षा का ताल्लुक है, गवर्नमेंट सिर्फ सेकुलरिज्म के मुताबिक, नेशनलिज्म के मुताबिक किताबों को, कोर्स को, अप्रैली तालीम के अन्दर जज्ब करेगी। किसी के मजहब और किसी के धर्म की तालीम की ज़िम्मेदारी ठुक्कत पर नहीं है। यह बात हम ने भी बहुत ही मुफीद समझी। और यह सही कदम है जो कि यकीनन तालीम के सिलसिले में सेकुलर स्टेट में होना चाहिये। लेकिन बदकिस्मती मे टेक्स्ट बुक कमेटी के जरिये जो किताबें प्राइमरी एजुकेशन में और मिडल की तालीम में हिन्दुस्तान की मुस्लिफ स्टेट्स में जारी हैं उन में यह बात महसूस होती है, बहुत वाजह तौर पर कि उन किताबों में किसी खास अन्दाज से इस तरह के बयान और इस तरह के मजबूत लाये जाते हैं जिस में खास तौर पर मुसलमानों या इस्लाम के बारे में जितना भी खिलाफ लिखा जा सके, लिखा जाय। साथ ही साथ अगर यह न भी हो तो कम से कम इस तरीके से लिखा जाय जिस से किसी एक

मजहब का प्रोपेगन्डा हो और दूसरे मजाहब पर उस का बुरा असर हो।

इस बारे में पिछले बरसों में गवर्नमेंट आफ इंडिया की एजुकेशन मिनिस्ट्री के सामने, एजुकेशन मिनिस्टर मोलाना आजाद मरहूम मकदूर के सामने भी, हम ने तक्रोबन २५, ३० किताबें पेश कर के जल्त कराई थीं। उन की तहकीक की तो मालूम हुआ और स्टेट गवर्नमेंटों ने भी तसलीम किया कि हम नहीं कह सकते कि किस तरह वह किताबें दाखिल की गई, और वह जल्त की गई। लेकिन २५, ३० किताबें जल्त होने के बावजूद आज एक सिलसिला बराबर एक सैलाब के तरीके से हम देख रहे हैं। तालीम में स्कूलों की किताबों में दानिस्ता या नादानिस्ता जिस तरह आ हो, एक सैलाब की तरह का सिलसिला भी जारी है और किताबों में दोनों चीजें बराबर मौजूद हैं। पिछले जमाने में तक्रोबन ६५ किताबों के बारे में एक फहरिस्त बना कर भी भेजी गई, हम ने यह बताया कि इस किस्म की किताबें इस काबिल नहीं हैं जो कि तालीम में रखी जा सकें। यह बहुत मुजिर है और इस से दूसरे मजाहब की हानि भी होती है और सेकुलरिज्म और नेशनलिज्म के खिलाफ भी है। लेकिन जहाँ तक मैं समझता हूँ वह सैलाब रुकता नजर नहीं आता।

जब हम कभी कभी ऐसी तक्ररीरें करते हैं तो किताबें मांगी जाती हैं। हम वह किताबें मुहैया कर देते हैं, लेकिन उस का नतीजा यह होता है कि महकमा तालीम यह समझता है कि सिर्फ उन चन्द किताबों के बारे में शिकायत थी और उस ने शिकायत दूर कर दी। हालांकि सूरते हाल यह नहीं है। सूरते हाल दो, चार, दस, बीस या पच्चीस किताबों का बयान कर देने तक ही नहीं है। आज अगर कोई कमेटी बिठलाई जाये और इस बारे में ग्रहमियत के साथ तहकीकात कराई जाय तो बिला मुबालगा मैं यह कह सकता हूँ कि ५० फीसदी किताबें प्राइमरी और

[श्री मु० हि० रहमान]

मिडल तालीम के कोर्स में इस किस्म की दाखिल हैं जिस में सेकुलरिज्म के खिलाफ एक खास मजहब का प्रोपेगन्डा किसी तरीके से है या खुली हुई किसी दूसरे मजहब की हानि और उस के मुताल्लिक इस किस्म की तौहीन मौजूद है, चाहे वह किताब के बारे में हो इल्हामी किताब के बारे में हो मुसलमानों के, मसलन् पैगम्बर सतेअल्लाह अलिया वसल्लम के बारे में हो, या मुसलमान बादशाहों के खास रंग के बारे में हो ।

श्री प्रकाश बीर शास्त्री (गुडगांव) :  
कोई नमूना पेश कीजिये ।

श्री मु० हि० रहमान : मैं नमूना पेश करने के लिये नहीं सड़ा हुआ हूँ । लेकिन इस तरह की २५, ३० किताबें जल्द हो चुकी हैं, और ६५ किताबों की फहरिस्त दी जा चुकी है । नमूने की जिम्मेदारी मैं नहीं ले सकता, लेकिन इस का चेलेन्ज करता हूँ कि अगर हिन्दुस्तान की तमाम स्टेटों में तहकीकात कराई जाय और तकरीबन ५० फी सदी किताबें ऐसी कोर्स के अन्दर साबित न हों, तो इस से ज्यादा जुर्म मेरे खिलाफ या मेरी जिम्मेदारी के खिलाफ कोई दूसरा नहीं हो सकता । यह चीज मैं इस लिये कह रहा हूँ कि मैं यहां पर कोई दो चार किताबों का हवाला नहीं देना चाहता । एक वक्त वह भी था जब किताबें पेश की गईं, उन के कोटेजन्स पेश किये गये, लेकिन आज मैं इस बीमारी को दिक के दर्जे की समझ कर यह गुजारिश कर रहा हूँ । जरूरत इस बात की है कि इस बात को खास तौर पर चैक किया जाय । मैं ने सजेशन्स भी दिये हैं मुस्तलिफ कांफेंसों में तजवीज भी पेश की गई है, वह तजावीज मुस्तलिफ भंजुमनों जमायत उल उलेमाय हिन्द और दूसरी भंजुमनों, भंजुमन तरक्कीये उर्दू, की तरफ से भी आई हैं, जिन में दो बातें कही गई थीं । एक बात यह कि एक सब-कमेटी हो जो इस

किस्म की किताबों को चेक करे । अभी अभी "क्रान्ति की लहरें" नाम की एक किताब हम ने अपने एजुकेशन मिनिस्टर मोहतरम को ध : या सात दिन हुए दी थी । उन्होंने खुद ही मुझ से इकरार किया कि उस के अन्दर आब्जेक्शनेबल मजमून हैं, बहुत सस्त और काबिल एतराज मजमून इसलाम के खिलाफ हैं, और वह बाकायदा कई बरसों से उत्तर प्रदेश में पढ़ाई जा रही है । उस के खिलाफ आवाज उठाई जाती है लेकिन कोई बात आगे नहीं बढ़ती । इस तरह के वाकयात राजस्थान में, इस तरह के वाकयात बिहार में, इस तरह के वाकयात मध्य प्रदेश में और इस तरह के वाकयात दूसरी स्टेट्स में बराबर जारी हैं । मैं तो मर्ज के दर्जे की बात कह रहा हूँ और इस बात का लिहाज होना चाहिये । आज मुसलमान जनता कहती है, हम को ताना देती है कि क्यों साहब, यह सेकुलरिज्म है, यह सेकुलर स्टेट की किताबें हैं जिन में खुल कर इसलाम के खिलाफ, कुरान के खिलाफ, रसूल के खिलाफ यह बातें मौजूद हैं ? मालूम यह होता है कि हमारे तालीमी सेक्शन को, तालीम का जो हिस्सा है, उस को गालिबन किसी एक मजहब के प्रोपेगन्डा के तबलीगी इरादे की हैसियत से इस्तेमाल किया जा रहा है ।

चीजें सामने आती है बगर्त उन को अहमियत दी जाय, बगर्त यह न समझा जाय कि कहने वाला आदमी हिन्दू मुसलमान के नाम से कम्यूनलिज्म की बात कह रहा है । हमारे लिये बड़ी मुश्किल है । हमारी जनता जो कहती है, हम जब उन बातों को कहते हैं, जब किताबें दिखलाते हैं कि उन की माकूलियत और उन के एतराज सही है, जब कभी हम उन का जिक्र करते हैं, तो कह दिया जाता है कि यह जब तकरीर करेंगे तो हमेशा हिन्दू मुसलमान का सवाल करेंगे, या कम्यूनलिज्म की बातें कहेंगे । हमारा तो वही हाल है जैसा कि एक शायर ने कहा है :

“न तड़पने की इजाजत है, न फरियाद की है, घुट के मर जाऊँ, यह मर्जी मेरे सैयाद की है।”

यह सूरते हाल बहुत नाकाबिल बर्दाश्त है, और तालीम के बारे में तो बिल्कुल ही बर्दाश्त के काबिल नहीं है, इस लिये कि तालीम तो बच्चे के दिमाग को शुरू से ही एक खास तरीके पर कंट्रोल करने के लिये है। अगर यह मुल्क सेकुलर स्टेट है और बजा तौर पर इस का फल है, तो हर एक चीज को सेकुलर स्टेट की झांकी बनना चाहिये, उस की एक एक चीज को सेकुलरिज्म की निशानी बनना चाहिये। तालीम और शिक्षा के अन्दर, जो सब से ज्यादा अहमियत की चीज है, अगर एक खास मजहब या धर्म का प्रापेगेंडा हो तब लोगी इरादे की हैसियत से और दूसरे के मजहब की तौहीन हो तो यह चीज नाकाबिल बर्दाश्त है। इस के लिये सिर्फ यह कहना काफी नहीं है कि किताबें भेज दीजिये। ५०, ६० किताबों को भेज दिया जायेगा तब भी मसला हल नहीं हो सकता। अगर इस की अहमियत समझी जाय, अगर इस चीज को महसूस किया जाता है, अगर एक खास नुक्तये नजर से इस बात को देखा जा सकता है कि इस से खास तौर पर कुछ अकतियबों को तकलीफ है, और इस हैसियत से महसूस कर के इस की चेकिंग की जाय तो जरूरत दो बातों की है। एक ऐसी कमेटी बने जो कि इस चीज का मुस्तलिफ सूबेजात में, स्टेट्स में, चेक करे और इस किस्म की किताबें जो हों उन सब को खारिज करायें। उन को कोर्स से निकाल दिया जाय और दूसरे यह कि प्रायन्दा जो हमारी टेक्स्ट बुक्स बनती हैं उन में दो बातें होनी चाहिए। या तो यह कि जो मजमून और जो चैप्टर लिखा जाय वह उस मजहब के आदमी से लिखवाया जाय और अगर यह बात मुश्किल है तो हमें कोई इस बात में मुश्किल में डालना नहीं है। सीधी सीधी बात है कि एक हिन्दू अगर इस्लाम पर कोई एक किताब लिखे तो

वह इतना माहिर तो हो कि वह इस्लाम धर्म के बेसिक आइडियाज क्या हैं उनको तो जानता हो। वह इतना तो पहचानता हो कि आखिर इस्लाम के, हिन्दू धर्म के, ईसाई मजहब के या सिक्ख धर्म के आइडियाज क्या हैं और उस मजहब के जिसके कि बारे में वह किताब लिखे उसके क्या उसूल हैं। अगर इतना भी नहीं जानता तो ये किताबें लिख देना और कुछ अपने रिस्तेदारों के जरिए और कुछ मुस्तलिफ कोशिशों के जरिए उन किताबों को कोर्स में शामिल करा लेना कितने बड़े अफसोस की बात है। अभी पिछले साल यहां दिल्ली में एक किताब इसी किस्म की लिखी गई। जब मैंने उसको बाबत मुसल्लिम साहब से जाकर बातचीत की तो यह पाया कि बाकई मुसल्लिम साहब बहुत सीधे सारे आदमी से और उनका मकसद इस्लाम की तौहीन करना नहीं था। उन्होंने माजरात में कहा कि मैं क्या करूं। मुझे इस्लाम मजहब के बारे में जो बातें मालूम थीं वह मैंने स में लिख दी हैं और कोशिश से मेरी किताब टेक्स्ट बुक की तौर पर शामिल हो गई। भला यह भी कोई तरीका है कि कोई भी किताब ऐरा गैरा लिख मारे और वह ये ही मजाक के तौर पर टेक्स्ट बुक की तौर पर शामिल हो जाय करे। ऐसे शक्स से जो न एक्सपर्ट हो और न जिसमें तालीमी महारत हो, उससे इस तरह की किताबें लिखवाना कहां तक वाजिब और मुनासिब है? इसलिए टेक्स्ट बुक कमेटी में अगर यह चीज हो कि ऐसे माहिर जो कि किसी तरह का तास्मुब न रखते हों और जो कि उस मजहब को सही तौर पर समझते हों, उनके जरिए इस तरह की किताबों को लिखवाया जाय तो वह बेहतर तरीका हो सकता है। लेकिन मैं चाहता तो यह हूं कि वह किताबें जो कि हमारे स्कूल्स में हों उन में सिवाय नेशनलिज्म के कोई दूसरी चीज न हो। बेशक मुसलमानों के नबियां का उनमें जिक्र हो, बंगक बेहतर से बेहतर जो हमारे हिन्दुस्तान में अंधि, मुनि गुजरे हैं उनका जिक्र करो और तवारीख

[ श्री मु० हि० रहमान ]

की हैसियत से उनका जिक्र करो लेकिन ऐसे आइडियाज न ब्यान करो और वह तरीके न बतलाओ जिस से कि एक मजहब का तसादुन दूसरे मजहब से होता हो और एक मजहब की हानि दूसरे मजहब के जरिए होती हो। यह काम उन मजलिसों का है जो बैठ कर बाहर मनाजिरे हिन्दू, मुसलमानों के, सिक्ख, के मुसलमानों के या सिक्ख, हिन्दुओं के करा कर उनको आपस में लड़ाती हैं। यह काम हमारा नहीं है, गवर्नमेंट का नहीं है और एक सैकुलर स्टेट का नहीं है। इस बिना पर मैं बहुत दुःख से यह बात कहने को तैयार हूँ कि इस चीज को बहुत ही मामूली समझा जाता है और वक्ती तकरीर के जरिए यह चीज खत्म कर दी जाती है। इस पर खास तबज्जह देनी चाहिए। इस वक्त हमारे यह डिप्टी एजुकेशन मिनिस्टर साहब तशरीफ फरमा हैं लेकिन अगर हमारे एजुकेशन मिनिस्टर साहब तशरीफ फरमा होते तो मैं ज्यादा इस बात पर कहता . . . . .

एक माननीय सदस्य : जी यह एजुकेशन के डिप्टी मिनिस्टर नहीं हैं।

श्री मु० हि० रहमान : जी हां, आपने दुस्त फरमाया, माफ कीजियेगा मुझे कुछ गलतफहमी हो गई। बहरहाल मैं चाहता था कि जब मैं यह अर्ज कर रहा हूँ तो यहां पर खुद हमारे मोहतरम श्रीमाली जी होते। उनको इसका प्रहसास होना चाहिए। यह बात मामूली नहीं है, यह उसूल की बात है। मैं जानता हूँ कि तालीम ट्रांसफर्टेड सलैजिट है और इस के बारे में भूबों को अपने अपने तरीके पर चलने का भ्रूल्यार है लेकिन इतना तो होना ही चाहिए कि जो उसूल है, जो हमारी बेसिस है कि हमारी तालीम नेशनलिज्म के मुताबिक हो और सैकुलरिज्म के मुताबिक हो तो उसका तो सब स्टेट्स को ध्यान रखना ही चाहिए . . . . .

Shri C. K. Bhattacharya (West Dinajpur): May I know from the hon. Member whether he is referring to books in the Hindi language or to books in other languages too? What are the languages to which he is referring? That must be made clear.

श्री मु० हि० रहमान : जी हां। एक नहीं कई जबानों में ऐसी किताबें हैं।

Mr. Deputy-Speaker: He has stated now that it is not one language but more than one language.

Shri C. K. Bhattacharya: My submission to you is that the hon. Member is not conversant with all the languages in India. Therefore, when he makes such a charge, he should specify the languages which he is referring to.

श्री मु० हि० रहमान : मैंने हिन्दी लैंग्वेज को मबसूस इसलिए नहीं किया क्योंकि जैसा मैंने कहा गुजराती लैंग्वेज में भी हैं, मद्रासी में भी हैं। मैंने किसी खास लैंग्वेज के बारे में यह नहीं कहा है। मैंने तो कहा है कि दूसरी जबानों में भी इस तरह किताबें हैं . .

Shri C. K. Bhattacharya: When he is referring to books in other languages and is making such a charge, he should say whether he has read those books in those particular languages. That must be made clear.

श्री मु० हि० रहमान : क्या मुन्क में एक जबान का दूसरी जबान में तरजुमा नहीं कराया जा सकता।

Mr. Deputy-Speaker: There might be others who might be living in those areas, and they might have brought those complaints to the notice of the hon. Member.

श्री मु० हि० रहमान : कुछ किताबें पढ़ी भी जाती हैं और दूसरों से भी मालूम किया जाता है।

**Shri C. K. Bhattacharya:** To which languages is he referring?

**Mr. Deputy-Speaker:** He says that he is referring not to one particular book, but to a series of books that are coming up in different languages.

**Dr. K. L. Shrimall:** The hon. Member had drawn my attention to one particular book some time back, and I have got that examined. I think there are certain portions in that book which are objectionable, and I am going to write to the proper authorities to look into that matter, and if he would draw my attention to similar other books, I would certainly look into them, and ask the proper authorities to remove such portions as are objectionable.

श्री मु० हि० रहमान : मैं बहुत ही श्रद्धा से भ्रज करूंगा कि मैं ने जैसे पहले भी कहा था कुछ किताबें इस किस्म की दी जा सकती हैं, पेश की जा सकती हैं, लेकिन अब इस के लिये यह कहा जाय कि हम उस की जिम्मेदारी लें कि जिस मुकाम पर या जिस सूबे में यह सब हो रहा है। वहां से यह सारी किताबें समेट कर यहां भानरेबुल मिनिस्टर के सामने रख दी जायें तो यह तो हमारी कुदरत के बाहर होगा। हम तो आप की इत्तिला में ला रहे हैं कि ऐसा हो रहा है। हम कह रहे हैं कि गुजराती किताबों में हो रहा है, हिन्दी जवान में हो रहा है, उर्दू जवान में हो रहा है। आप प्राइमरी और मिडिल में जो तालीम दी जा रही है वहां पर खास तौर पर ध्यान रखें कि ऐसी किताबें बच्चों को न पढ़ाई जायें। इस धारे में मेरे दो सुझाव हैं। एक तो यह कि स्टेट्स में एक इस तरह की सब कमेटी हो जो कि इस बात की इनक्वायरी करे और ऐसी किताबें कि जिन में किसी मजहब की तोहीन हो, या ऐसी किताबें कि जिन में किसी एक खास धर्म के वास्ते कोई इस तरह का प्रोपेगेंडा हो जिस से कि दूसरे मजहबों पर बुरा असर पड़ता हो, दोनों चीजों में से अगर कोई भी

चीज हो तो ऐसी किताबों को टेक्स्ट बुक्स में से निकाल दिया जाय। उन को कोर्स में शामिल न किया जाय। उन को कोर्स में से निकाल दिया जाय और उन को कतन शामिल न किया जाय। दूसरे टेक्स्ट बुक कमेटी में ऐसे अरकान मुस्तकित तौर पर होने चाहियें जोकि इस बात की जांच कर लें कि वह किताब जिस को कि हम कोर्स में दे रहे हैं वह दोनों चीजों से پاک ब साफ है और वह नेशनललिज्म और सैकुलरिज्म के मुताबिक है।

पंडित ज्वा० प्र० ज्योतिषी (सागर) : क्या टेक्स्ट बुक कमेटी द्वारा ऐसा नहीं किया जा रहा है ?

श्री मु० हि० रहमान : नहीं हो रहा है उसी की तो शिकायत की जा रही है। अब जिन को तकलीफ है वह भ्रमसास करते हैं।

दूसरी गुजारिश यह है कि दिल्ली हमारी सेंट्रल गवर्नमेंट के मातहत है। ४, ५ वर्ष गुजर गये। बार बार तबज्जह दिलाई जा रही है कि उर्दू की किताबें जो हमारे स्कूलों में पढ़ानी जरूरी हैं वह किताबें टेक्स्ट बुक कमेटी नाशिरों के जरिये, जो प्रोपराइटर्स हैं उन के जरिये लिखवाये और इस तरह की किताबें बाजार में मिलनी चाहियें। ५, ६ वर्ष गुजर गये हैं लेकिन आज तक इस को भ्रमल में नहीं लाया गया है। पिछले साल हम ने कोशिश की और डाइरेक्टर तालीमात का मैं शुकिया भ्रदा करूंगा कि उन्होंने ने हम को एक हद तक इस बात की इजाजत दी कि हम अपने तौर पर अगर कुछ उर्दू की किताबें छपवा लें तो वह किताबें कोर्स में दाखिल की जा सकती हैं और उन्हें कोर्स में कबूल कर लिया जायगा। लेकिन जिस वक्त कि उस पर भ्रमल करने के लिये कदम उठाने का मौका आया और उस के लिए एक कमेटी बनी तां वह लोग जिन के कि हाथ में पब्लिसिटी थी और जोकि

[ श्री मु० हि० रहमान ]

इजारेदार हैं और ठेकेदार हैं दिल्ली में, उन्होंने ने हजार झड़गें लगाये और कानूनी तौर पर हमें मजबूर कर दिया कि तुम कोई भी किताब हमारी इजाजत के बिना नहीं छाप सकते और जिस का कि नतीजा यह हो रहा है कि न तो वह खुद अपने आप उर्दू की किताब को बाजार में लाते हैं और अगर हम लोग खुद अपना पैसा खर्च कर के उर्दू की किताबें बाजार में लाने की कोशिश करते हैं तो उस में इस तरह का कानूनी झड़गा लगा दिया जाता है कि किसी तरह से किताबें न आने दी जायें। आज ६ वर्ष हो गये लेकिन उर्दू की किताबें बाजार में नहीं आयी हैं। अगर चार, पांच हैं भी जिन को कि हम ने जद्दोजहद कर के छाप भी लिया तो अब हमें आर्डर हो गया है कि तुम इस तरह से किताबें कानून की रू से नहीं छाप सकते। अब हुकूमत के नजदीक तो यह बात बहुत मामूली है लेकिन यह वाक्या है कि आज किसी एक खास जवान के लिये या किसी एक खास कम्युनिटी के लिये बहुत मुश्किलता दरपेश हैं और वह बहुत परेशान हैं। मैं चाहूंगा कि सरकार इधर ध्यान दे और यह आज जो एक खास कम्युनिटी और जवान के लिये दिक्कत और दुश्वारी हो रही है उस को रफा करने के लिये मुनासिब कदम उठाये।

यहां हाउस में यूनिवर्सिटीज की भी चर्चा हुई और मैं भी उस की बाबत कुछ अर्ज कर देना अपना फर्ज समझता हूं। मुझे यह देख कर बड़ा दुःख हुआ कि एक खास यूनिवर्सिटी के लिये किस तरह पर यहां लोगों ने उस को क्रिटिसाइज किया और कंडेम किया। शुरू से ले कर आखिर तक मैं ने देखा कि वें लोग जिन की कि जिन्दगी गांधी जी के दायेँ और बायेँ गुजरी और जिन लोगों ने कि अपनी जिन्दगी तज दी देश की आजादी के लिये, लखूखा रुपया बर्बाद कर के तबाह कर के उन्होंने ने अपने मुल्क और वतन की आजादी को प्राये

बढ़ाने की कोशिश की, बहुत ही मामूली तरीके से मानों कोई बात ही नहीं है उन के नाम को ले ले कर यहां किस तरीके से क्रिटिसाइज किया गया, किस तरीके से उन के खिलाफ आवाज उठाई गई जिस का कि कोई जवाब ही नहीं है। यह चीज बहुत तकलीफदेह है। इस तरह पर अगर यह चीजें आती हैं तो यकीनन यह नामुनासिब है। अब अगर यह समझा जाय कि किसी यूनिवर्सिटी का माली इंतजाम खराब है, तालीमी इंतजाम खराब है तो उस को बेहतर बनाने की कोशिश होनी चाहिये लेकिन इस तरह से खुले तौर पर उस का क्रिटिसिज्म नहीं होना चाहिये। इस से तो यह मालूम देता है कि यह एक खास प्रोपेगेंडा है किसी मसलहत के मातहत कि मुस्लिम यूनिवर्सिटी को इस तरह से बदनाम किया जाय।

मुस्लिम यूनिवर्सिटी के बारे में कह गया कि एक मकान में जिसे कि यूनिवर्सिटी ने लिया है, उस रानीखेत के मकान में ऐंटी नेशनलिज्म की और ऐंटी नेशनल एक्टिविटीज चल रही हैं जबकि हकीकत यह है कि वहां स्टूडेंट्स के और उस्तादों के सिवाय कोई भी ऐसी एक्टिविटी नहीं है जोकि की जा रही है। वहां पर बेहतर से बेहतर तरीके पर पढ़ाई का काम चल रहा है। वहां नशनलिज्म और सेकुलरिज्म इतनी कुव्वत के साथ मजबूती पकड़ रही है जितनी कि उस ने तवारीख में इससे पहले कभी नहीं पकड़ी थी . . . . .

श्री प्रकाश बीर शास्त्री : क्या यह सच है कि उस मकान में एक राजनैतिक दल विशेष से सम्बन्ध रखने वाले विद्यार्थी और अध्यापक ही जाते हैं ?

श्री मु० हि० रहमान : यह जितना बयान किया गया उन की हकीकत बाइस चांसलर ने भी बयान कर दी है कि यह सरासर झूठ है। इस तरह का गलत और झूठा प्रोपेगेंडा एक खास मकसद को ले कर और इस मुस्लिम



[ شری م - ح - د عمان ]

منسٹری کے سامنے - ایجوکیشن منسٹر مولانا آزاد مرحوم مقدور کے سامنے بھی - تقریباً ۲۵-۳۰ کتابیں پھس کر کے ضبط کرائی گئیں - ان کی تحقیق کی تو معلوم ہوا اور اسٹیٹ گورنمنٹوں نے بھی تسلیم کیا کہ ہم نہیں کہہ سکتے تھے کس طرح وہ کتابیں داخل کی گئیں - اور وہ ضبط کی گئیں - لیکن ۲۵-۳۰ کتابیں ضبط ہونے کے باوجود آج ایک سلسلہ برابر ایک سیلاب کے طریقہ سے ہم دیکھ رہے ہیں - تعلیم میں اسکولوں کی کتابوں میں دانستہ یا نادانستہ جس طرح بھی ہو - ایک سیلاب کی طرح کا سلسلہ جاری ہے اور کتابیں میں دونوں چیزیں برابر موجود ہیں - پچھلے زمانہ میں تقریباً ۶۵ کتابوں کے بارے میں ایک فہرست بنا کر بھی بھیجی گئی - ہم نے یہ بتایا کہ اس قسم کی کتابیں اس قابل نہیں ہیں جو کہ تعلیم میں رکھی جا سکیں - وہ بہت مضر ہیں اور اس سے دوسرے مذاہب کی ہانی بھی ہوتی ہے اور سیکولرزم اور نیشنلزم کے خلاف بھی ہے - لیکن جہاں تک میں سمجھتا ہوں وہ سیلاب رکنا نظر نہیں آتا -

جب ہم کبھی کبھی ایسی تقریریں کرتے ہیں تو کتابیں مانگی جاتی ہیں - ہم وہ کتابیں مہیا کر دیتے ہیں - لیکن اس کا نتیجہ یہ ہوتا ہے

کہ محکمہ تعلیم یہ سمجھتا ہے کہ صرف ان چلند کتابوں کے بارے میں شکایت تھی اور اس نے شکایت دور کر دی - حالانکہ صورت حال یہ نہیں ہے - صورت حال دو - چار - دس - بیس یا پچیس کتابوں کا بیان کو دیئے تک ہی نہیں ہے - آج اگر کوئی کمیٹی بھیجائی جائے اور اس بارے میں اہمیت کے ساتھ تحقیقات کرائی جائے تو بلا مبالغہ میں کہہ سکتا ہوں کہ ۵۵ فی صدی کتابیں پرانہ دی اور مقل تعلیم کے کورس میں اس قسم کی داخل ہیں جن میں سیکولرزم کے خلاف ایک خاص مذہب کا پروپیگنڈا کسی طریقہ سے ہے یا کھلی ہوئی کسی دوسرے مذہب کی ہائی اور اس کے متعلق اس قسم کی توہین موجود ہے - چاہے وہ کتاب کے بارے میں ہو - آ لہاس کتاب کے بارے میں ہو مسلمانوں کی مثلاً پیغمبر صلی اللہ علیہ وسلم کے بارے میں ہو - یا مسلمان بادشاہ ہوں کے خاص رنگ کے بارے میں ہو -

شری پرکاش ویر شاستری (کڑاؤں):  
کوئی نمونہ پیش کیجئے -

شری م - ح - د عمان: میں نمونہ پیش کرنے کے لئے نہیں کھڑا ہوا ہوں - لیکن اس طرح کی ۲۵ - ۳۰ کتابیں ضبط ہو چکی ہیں اور ۶۵ کتابوں

انہوں نے خود ہی مجھ سے اقرار کیا کہ اس کے اندر ایجوکیشنل مضمون ہوں۔ بہت محنت اور قابل اعتراض مضمون اسلام کے خلاف ہیں اور وہ باقاعدہ کئی برسوں سے اُتر پردیش میں پڑھائی جا رہی ہے۔ اس کے خلاف آواز اُٹھائی جاتی ہے۔ لیکن کوئی بات آگے نہیں بڑھتی۔ اس طرح کے واقعات راجستھان میں۔ اس طرح کے واقعات بہار میں۔ اس طرح کے واقعات مدھیہ پردیش میں۔ اور اس طرح کے واقعات دوسری اسٹیٹس میں برابر جاری ہیں۔ میں تو مرض کے درجہ کی بات کہہ رہا ہوں۔ اور اس بات کا لحاظ ہونا چاہیے۔ آج مسلمان جلتا کہتی ہے۔ ہم کو طلعے دیتی ہے کہوں صاحب۔ یہ سہولیت ہے۔ یہ سہکار اسٹیٹ کی کتابیں ہیں جن میں کھل کر اسلام کے خلاف قرآن کے خلاف رسول کے خلاف یہ باتیں موجود ہیں۔ معلوم یہ ہوتا ہے کہ ہمارے تعلیمی سہکشن کو۔ تعلیم کا جو حصہ ہے اس کو غالباً کسی ایک مذہب کے پروپیگنڈا کے تعلیمی ادارے کی حوثوث سے استعمال کیا جا رہا ہے۔

انہوں نے خود ہی مجھ سے اقرار کیا کہ اس کے اندر ایجوکیشنل مضمون ہوں۔ بہت محنت اور قابل اعتراض مضمون اسلام کے خلاف ہیں اور وہ باقاعدہ کئی برسوں سے اُتر پردیش میں پڑھائی جا رہی ہے۔ اس کے خلاف آواز اُٹھائی جاتی ہے۔ لیکن کوئی بات آگے نہیں بڑھتی۔ اس طرح کے واقعات راجستھان میں۔ اس طرح کے واقعات بہار میں۔ اس طرح کے واقعات مدھیہ پردیش میں۔ اور اس طرح کے واقعات دوسری اسٹیٹس میں برابر جاری ہیں۔ میں تو مرض کے درجہ کی بات کہہ رہا ہوں۔ اور اس بات کا لحاظ ہونا چاہیے۔ آج مسلمان جلتا کہتی ہے۔ ہم کو طلعے دیتی ہے کہوں صاحب۔ یہ سہولیت ہے۔ یہ سہکار اسٹیٹ کی کتابیں ہیں جن میں کھل کر اسلام کے خلاف قرآن کے خلاف رسول کے خلاف یہ باتیں موجود ہیں۔ معلوم یہ ہوتا ہے کہ ہمارے تعلیمی سہکشن کو۔ تعلیم کا جو حصہ ہے اس کو غالباً کسی ایک مذہب کے پروپیگنڈا کے تعلیمی ادارے کی حوثوث سے استعمال کیا جا رہا ہے۔

کی فہرست دی جا چکی ہے۔ نہونہ کی ذمہ داری میں نہیں لے سکتا۔ لیکن اس کے لئے چھاپچھاپ کرنا ہوں کہ اگر ہندوستان کی تمام اسٹیٹوں میں تحقیقات کرائی جائے اور تقریباً ۵۰ فی صدی کتابیں ایسی کورس کے اندر ثابت نہ ہوں تو اس سے زیادہ جرم میرے خلاف یا میری ذمہ داری کے خلاف کوئی دوسرا نہیں ہو سکتا۔ یہ چیز میں اس لئے کہہ رہا ہوں کہ میں یہاں پر کوئی دو چار کتابیں کا حوالہ نہیں دینا چاہتا۔ ایک وقت وہ بھی تھا جب کتابیں پیش کی گئیں۔ ان کے کوٹیشن پیش کئے گئے۔ لیکن آج میں اس بوماری کو دق کے درجہ کی سمجھ کر یہ گزارش کر رہا ہوں۔ ضرورت اس بات کی ہے کہ اس بات کو خاص طور پر چیک کیا جائے۔ میں نے سچھشلس بیوی دئے ہیں۔ مختلف کانفرنسوں میں تجاویز بھی پیش کی گئی ہیں۔ وہ تجاویز مختلف انجمنوں جماعت العہد ہند اور دوسری انجمنوں جیسے انجمن ترقی اُردو۔ کی طرف سے بھی آئی ہیں۔ جن میں دو باتوں کہی گئی تھیں۔ ایک بات یہ کہ ایک سب کمیٹی ہو جو اس قسم کی کتابوں کو چیک کرے۔ ابھی ابھی کرائی کی لہریں نام کی ایک کتاب ہم نے ایجوکیشن منسٹر مہترم کو ۶ یا ۷ دن دوئے دی تھی۔

چیزیں سامنے آتی ہیں بشرطیکہ ان کو اہمیت دی جائے۔ بشرطیکہ یہ نہ سمجھا جائے کہ کہنے والا آدمی ہندو مسلمان کے نام سے کمونزم کی بات کہہ رہا ہے۔ ہمارے لئے

[ شری م - ج - رحمان ]

بڑی مشکل ہے۔ ہمارے جلتا جو کہتی ہے۔ ہم جب ان باتوں کو کہتے ہیں جب کتابوں دکھاتے ہیں کہ ان کی معقولیت اور ان کے اعتراض صحیح ہیں جب کہیں ہم ان کا ذکر کرتے ہیں تو کہہ دیا جاتا ہے کہ یہ جب تقریر کریں گے تو ہمیشہ ہندو مسلمان کا سوال پیدا کریں گے۔ ہا کمونلزم کی باتیں کہیں گے۔ ہمارا تو وہی حال ہے جیسا کہ ایک شاعر نے کہا ہے۔ نہ تو پہلے ہی اجازت ہے نہ فریاد کی ہے۔ کہتے ہیں مر جاؤں یہ مرضی نہیں سہا کی ہے۔

یہ صورت حال بہت ناقابل برداشت ہے اور تعلیم کے بارے میں تو بالکل ہی برداشت کے قابل نہیں ہے۔ اس لئے وہ تعلیم تو بچے کے دماغ کو شروع سے ہی ایک خاص طریقہ پر کنٹرول کرنے کے لئے ہے۔ اگر یہ ملک سہندر اسٹیٹ ہے اور بھارتی طور پر اس کا فطر ہے تو ہر ایک چیز کو سیکر اسٹیٹ کی جہانگی بلنا چاہئے۔ اس کی ایک ایک چیز کو سیکرزم کی نشانی بلنا چاہئے۔ تعلیم اور شکشا کے اندر جو سب سے زیادہ اہمیت کی چیز ہے۔ اگر ایک خاص مذہب یا دھرم کا پریپیگنڈا ہو تبلیغی ارانے کی حیثیت سے اور دوسرے کے مذہب کی توہین ہو

تو یہ چیز ناقابل برداشت ہے۔ اس کے لئے صرف یہ کہنا کافی نہیں ہے کہ کتابیں بھج دیجئے۔ ۵۰-۶۰ کتابوں کو بھیج دیا جائے گا تب ہی مسئلہ حل نہیں ہو سکتا۔ اگر اس کی اہمیت سمجھی جائے۔ اگر اس چیز کو محسوس کیا جاتا ہے۔ اگر ایک خاص نقطہ نظر سے اس بات کو دیکھا جا سکتا ہے کہ اس سے خاص طور پر کچھ اقلیتوں کو تکلیف ہے۔ اور اس حیثیت سے محسوس کر کے اس کی چیلنگ کی جائے تو ضرورت دو باتوں کی ہے۔ ایک ایسی کمیٹی بنے جو کہ اس چیز کو مختلف صوبہ جات میں۔ اسٹیٹس میں۔ چیک کرے اور اس قسم کی کتابیں جو ہوں ان سب کو خارج کرائے۔

ان کو کورس سے نکل دیا جائے اور دوسرے یہ کہ آئینہ جو ہمارے ٹیکسٹ بکس بنی ہوئے ہیں۔ ان میں دو باتیں ہونی چاہئیں۔ یا تو یہ کہ جو مضمون اور جو چھوڑ لکھا جائے۔ وہ اس مذہب کے آدمی سے لکھوایا جائے اور اگر یہ بات مشکل ہے تو ہمیں کوئی اس بات میں مشکل میں ڈالنا نہیں ہے۔ سہادی سہادی بات ہے کہ ایک ہندو اگر اسلام پر کوئی ایک کتاب لکھے تو وہ انڈیا ماہر تو ہو کہ وہ اسلام دھرم کے بھسک آندیز کیا ہیں۔ ان کو تو جانتا ہو۔

وہ اتنا تو پہچانتا ہو کہ آخر اسلام نے - ہندو دھرم کے - عیسائی مذہب کے یا سکھ دھرم کے آئندہ باز کہا میں اور اس مذہب کے - جس کے کہ بارے میں وہ کذب لکھے - اسکے کہا اصول میں - اب اتنا بھی نہیں جانتا تو یوں کتابیں لکھ دیتا اور کچھ اپنے رشتہ داروں کے ذریعہ اور کچھ مختلف کوششوں کے ذریعہ ان کتابوں کو کورس میں شامل کرا لیتا کتنے بڑے افسوس کی بات ہے - ابھی پچھلے سال یہاں دہلی میں ایک کتاب اسی قسم کی لکھی گئی - جب میں نے اسکی بابت مصنف صاحب سے جا کر بات چیت کی تو یہ پایا کہ واقعی مصنف صاحب بہت سہمے سادے آدمی تھے اور انکا مقصد اسلام کی ترویج کرنا نہیں تھا - انہوں نے معذرت میں کہا کہ میں کہا کروں - مجھے اسلام مذہب کے بارے میں جو باتیں معلوم تھیں وہ میں نے اس میں لکھ دی ہیں اور کوشش سے مہربی کتاب ٹیکسٹ بک کی طور پر شامل ہو گئی - بھلا یہ بھی کوئی طریقہ ہے کہ کوئی بھی کتاب ایسا فیرو لکھ دے اور وہ اس میں مذاق کے طور پر ٹیکسٹ بک کی طور پر شامل ہو جایا کرے - ایسے شخص سے - جو نہ ایکسپرت ہو اور نہ جس میں تعلیمی مہارت ہو - اس طرح کی کتابیں لکھوانا کہاں تک واجب اور مناسب ہے - اس لئے

ٹیکسٹ بک کمیٹی میں اگر یہ چہرہ ہو کہ ایسے ماہر جو کہ کسی طرح کا تعصب نہ رکھتے ہوں اور جو کہ اس مذہب کو صحیح طور پر سمجھتے ہوں - ان کے ذریعہ اس طرح کی کتابوں کو لکھوایا جائے تو وہ بہتر طریقہ ہو سکتا ہے - لیکن میں چاہتا تو یہ ہوں کہ وہ کتابیں جو کہ ہمارے سکولس میں ہوں - ان میں سوائے نیشنلزم کے کوئی دوسری چیز نہ ہو - ہشک مسلمانوں کے نہیں کا ان میں ذکر ہو - ہشک بہتر سے بہتر جو ہمارے ہندوستان میں رشی ملی گزے ہیں - ان کا ذکر کرو اور تواریخ کی حیثیت سے ان کا ذکر کرو لیکن ایسے آئندہ باز نہ بیان کرو اور وہ طریقے نہ بتاؤ جس سے کہ ایک مذہب کا تصادم دوسرے مذہب سے ہوتا ہو اور ایک مذہب کی ہائی دوسرے مذہب کے ذریعے ہوتی ہو - یہ کام ان مجلسوں کا ہے جو بیٹھے کو مذہبی مناظرے ہندو مسلموں کے - سکھ مسلمانوں کے یا سکھ ہندوؤں کے کرا کر ان کو آپس میں لڑاتی ہیں - یہ کام ہمارا نہیں ہے - گورنمنٹ کا نہیں ہے اور ایک سکولر سٹیٹ کا نہیں ہے - اس بلما پ میں بہت دکھ سے یہ بات کہلے کو تھار ہوں کہ اس چیز کو بہت بھی معمولی سمجھا جاتا ہے اور وقتی تقریر کے ذریعہ یہ چیز ختم کر دی جاتی ہے - اس پر خاص توجہ دینی چاہئے - اس وقت ہمارے یہ

[شری م - ح - رحمان]

ڈپٹی ایجوکیشن مسٹر صاحب  
تشریف فرما ہیں لیکن اگر ہمارے  
ایجوکیشن مسٹر صاحب تشریف  
فرما ہوتے تو میں زیادہ اس بات پر  
کہتا.....

एक माननीय सदस्य : जी यह एजुकेशन  
के डिप्टी मिनिस्टर नहीं हैं ।

شری - م - ح - رحمان : جی ہاں۔  
آپ نے درست فرمایا - میں کہنے کا  
مقصد کچھ غلط فہمی ہو گئی -  
بہرحال میں چاہتا تھا کہ جب میں  
یہ عرض کر رہا ہوں تو یہاں پر خود  
ہمارے محترم شری مالی جی ہوتے -  
انکو اسکا احساس ہونا چاہئے - یہ  
بات معمولی نہیں ہے - یہ اصول کی  
بات ہے - میں جانتا ہوں کہ تعلیم  
ٹرانسفورڈ سیکریٹ ہے اور اسکے بارے  
میں صوبوں کو ایسے طریقے پر چلنے  
کا اختیار ہے لیکن اتنا تو ہونا ہی  
چاہئے کہ جو اصول ہیں - جو ہماری  
پالیسی ہے کہ ہماری تعلیم نہشلازم  
کے مطابق ہو اور - ہیکولرزم کے مطابق  
ہو تو اسکا تو سب سٹہٹس کو دھیان  
دیکھنا ہی چاہئے ...

Shri C. K. Bhattacharya (West  
Dinajpur): May I know from the hon.  
Member whether he is referring to  
books in the Hindi language or the  
books in other languages too? What  
are the languages to which he is  
referring? That must be made clear.

شری - م - ح - رحمان : جی ہاں۔  
ایک نہیں کئی زبانوں میں ایسی۔  
کتابیں ہیں -

Mr. Deputy-Speaker: He has stated  
now that it is not one language but  
more than one language.

Shri C. K. Bhattacharya: My sub-  
mission to you is that the hon. Mem-  
ber is not conversant with all the  
languages in India. Therefore, when  
he makes such a charge, he should  
specify the languages which he is  
referring to.

شری - م - ح - رحمان : میں نے  
ہندی لٹریچر کو مخصوص اس لئے  
نہیں کہا کہونکہ جہاں میں نے کہا  
گجراتی لٹریچر میں بھی ہیں -  
مدراسی میں بھی ہیں - میں  
نے کسی خاص لٹریچر کے بارے  
میں یہ نہیں کہا ہے - میں نے تو  
کہا ہے کہ دوسری زبانوں میں بھی  
اس طرح کی کتابیں ہیں.....

Shri C. K. Bhattacharya: When he  
is referring to books in other lan-  
guages and is making such a charge, he  
should say whether he has read those  
books in those particular languages.  
That must be made clear.

شری - م - ح : رحمان : کیا ملک  
میں ایک زبان کا دوسری زبان میں  
ترجمہ نہیں کرایا جا سکتا -

Mr. Deputy-Speaker: There might  
be others who might be living in  
those areas, and they might have  
brought those complaints to the notice  
of hon. Member.

شری - م - ح - رحمان : کچھ  
کتابیں پڑھی بھی جاتے ہیں ..  
دوسروں سے بھی معلوم کیا جاتا ہے -

Shri C. K. Bhattacharya: To which  
languages is he referring?

**Mr. Deputy-Speaker:** He says that he is referring not to one particular book, but to a series of books that are coming up in different languages.

**Dr. K. L. Shrimall:** The hon. Member had drawn my attention to one particular book some time back, and I have got that examined. I think there are certain portions in that book which are objectionable, and I am going to write to the proper authorities to look into the matter, and if he would draw my attention to similar other books, I would certainly look into them, and ask the proper authorities to remove such portions as are objectionable.

شری - م - ج - رحمان : میں بہت ہی ادب سے عرض کروں گا کہ میں نے جسے پہلے بھی کہا تھا کچھ کتابیں اس قسم کی دی جا سکتی ہیں - یہیں کی جا سکتی ہیں لیکن اب اس کے لئے یہ کہا جائے کہ ہم اس کی ذمہ داری لیں کہ جس مقام پر یا جس صوفے میں یہ سب ہو رہا ہے وہاں سے یہ ساری کتابیں سمیٹ کر وہاں آنریبل منسٹر کے سامنے رکھ دی جائیں تو یہ تو ہماری قدرت کے باہر ہوگا - ہم تو آپ کی اطلاع میں لا رہے ہیں کہ ایسا ہو رہا ہے - ہم کہہ رہے ہیں کہ کچھ کتابیں میں ہو رہا ہے - ہندی زبان میں ہو رہا ہے - اردو زبان میں ہو رہا ہے - پرائمری اور میڈل میں جو تعلیم دی جا رہی ہے وہاں پر خاص طور پر دھیان رکھیں کہ ایسی کتابیں بچوں کو نہ پڑھائی جائیں اس بارے میں میرے دو سچھڑے ہیں - ایک تو یہ کہ

اسٹیمس میں ایک اس طرح کی سب کمیٹی ہو جو کہ اس بات کی انکوائری کرے اور ایسی کتابیں کہ جن میں کسی مذہب کی توہین ہو یا ایسی کتابیں کہ جن میں کسی ایک خاص دھرم کے واسطے کوئی اس طرح کا پراپیگنڈہ ہو جس کا کہ دوسرے مذہبوں پر برا اثر پڑتا ہو - دونوں چیزوں میں سے اگر کوئی بھی چیز ہو تو ایسی کتابوں کو ٹھیکسٹ بکس میں سے نکال دیا جائے ان کو کورس میں شامل نہ کیا جائے اور ان کو قطعاً شامل نہ کیا جائے - دوسرے ٹھیکسٹ بک کمیٹی میں ایسے لوگ مستقل طور پر ہونے چاہئیں جو کہ اس بات کی جانچ کر لیں کہ وہ کتاب جس کو کہ ہم کورس میں دے رہے ہیں وہ دونوں چیزوں سے پاک و صاف ہے اور وہ نہشائزم اور سیکولرزم کے مطابق ہے -

वंदितश्चा० प्र० ज्योतिषी (सा०१२) :  
बया टेक्स्ट बुक कमेटी द्वारा ऐसा नहीं  
किया जा रहा है ।

شری - م - ج - رحمان : نہیں ہو رہا ہے اسی کی تو شکایت کی جا رہی ہے اب جن کو تگداف ہے وہ احساس کرتے ہیں -

دوسری گزارش ہے کہ دلی ہماری سلیبل گورنمنٹ کے ماتحت ہے - چار پانچ برس گذر گئے - بار بار توجہ دلائی جا رہی ہے کہ اردو کی

[شری م - ح - رحمان]

کتابیں جو ہمارے اسکولوں میں پڑھائی ضروری ہیں وہ کتابیں ٹیکسٹ بک کمپنی ناشرین کے ذریعہ جو پریپر انٹرس میں ان کے ذریعہ لکھوائے اور اس طرح کی کتابیں بازار میں ملتی چاہئیں - پانچ چھ وزں گذر گئے ہیں لیکن آج تک اس کو عمل میں نہیں لایا گیا ہے - پچھلے سال ہم نے کوشش کی اور ڈائریکٹر تعلیمات کا میں شکریہ ادا کروں گا کہ انہوں نے ہم کو ایک حد تک اس بات کی اجازت دی کہ ہم اپنے طور پر اگر کچھ اردو کی کتابیں چھوڑ لیں تو وہ کتابیں کورس میں داخل کی جا سکتی ہیں اور انہیں کورس میں قبول کر لیا جائیگا - لیکن جس وقت کہ اس پر عمل کرنے کے لئے قدم اٹھانے کا موقعہ آیا اور اس کے لئے ایک کمیٹی بنی تو وہ لوگ جن کے کہ ہاتھ میں پہنچتی تھی اور جو کہ اجارے دار ہیں اور ٹھیکہ دار ہیں دلی میں انہوں نے ہزار اڑتے لگائے اور قانونی طور پر ہمیں مجبور کر دیا کہ تم کوئی بھی کتاب ہماری اجازت کے بغیر نہیں چھاپ سکتے اور جس کا کہ نتیجہ یہ ہو رہا ہے کہ نہ تو وہ خود اپنے آپ اردو کی کتابیں کو بازار میں لاتے ہیں اور اگر ہم لوگ خود اپنا پیسہ خرچ کر کے اردو کی کتابیں بازار میں لانے کی کوشش کرتے

ہیں تو اس میں اس طرح کا قانونی اڑتہ لگا دیا جاتا ہے کہ کس طرح سے کتابیں نہ آنے دی جائیں - آج چھ وزں ہو گئے لیکن اردو کی کتابیں بازار میں نہیں آتی ہیں اگر چار پانچ ہیں بھی جن کو کہ ہم نے جدوجہد کر کے چھاپ بھی لیا تو اب ہمیں آؤر ہو گیا ہے کہ تم اس طرح سے کتابیں قانون کی رو سے نہیں چھاپ سکتے - اب حکومت نے نزدیک تو یہ بات بہت معمولی ہے لیکن یہ واقع ہے کہ آج کسی ایک خاص زبان کے لئے یا کسی ایک خاص کمیونٹی کے لئے بہت مشکلات پڑھیں ہیں اور وہ بہت پریشان ہیں - میں چاہوں گا کہ سرکار ادھر دھیان دے اور یہ آج جو ایک خاص کمیونٹی اور زبان کے لئے دقت اُڑ رہی ہو وہی ہے اس کو رفع کرنے کے لئے مناسب قدم اٹھائے -

یہاں ہاؤس میں یونیورسٹی کی بھی چرچا ہوئی اور میں بھی اس کی بابت کچھ عرض کر دینا اپنا فرض سمجھتا ہوں - مجھے یہ دیکھ کر برا دکھ ہوا کہ ایک خاص یونیورسٹی کے لئے کس طرح پر یہاں لوگوں نے اس کو کریڈٹسٹانز کیا اور کلتیم کیا - شروع سے لیکر آخر تک میں نے دیکھا کہ وہ لوگ جن کی کہ زندگی گندمی جی نے دکھائی اور انہیں گندمی اور جن لوگوں نے کہ اپنی زندگی تپ دی دیہی کی آزادی کے لئے -

لکھو کھا روپیہ برباد کر کے تباہ کر کے انہوں نے اپنے ملک اور وطن کی آزادی کو آگے بڑھانے کی کوشش کی۔ بہت ہی معمولی طریقے سے مانوں کرنی بات ہی نہیں ہے ان کے نام کو لے لے کر یہاں کس طریقے سے کریٹیسائز کیا گیا۔ کس طریقے سے ان کے خلاف آواز اٹھائی گئی جس کا کہ کوئی جواب ہی نہیں ہے۔ یہ چیز بہت تکلف دہ ہے۔ اس طرح پر اگر یہ چیزیں آئی ہوں تو یقیناً وہ نامناسب ہے۔ اب اگر یہ سمجھا جائے کہ کس یونیورسٹی کا مالی انتظام خراب ہے۔ تعلیمی انتظام خراب ہے تو اس کو بہتر بنانے کی کوشش ہونی چاہئے لیکن اس طرح سے کھلے طور پر اس کا کریٹیسزم نہیں ہونا چاہئے۔ اس سے تو یہ معلوم دیتا ہے کہ یہ ایک خاص پریپاریشنڈا ہے کس مصلحت کے ماتحت کہ مسلم یونیورسٹی کو اس طرح سے بدنام کیا جائے۔

مسلم یونیورسٹی کے بارے میں کہا گیا کہ ایک مکان میں جسے کہ یونیورسٹی نے لیا ہے اس رانی کھیت کے مکان میں ایلٹی نیشنلزم کی اور ایلٹی نیشنل ایکٹوویٹیز چل رہی ہیں جبکہ حقیقت یہ ہے کہ وہاں اسٹوڈنٹس کے اور استادوں کے سوائے کوئی بھی ایسی ایکٹوویٹی نہیں ہے جو کہ کی جا رہی ہو۔ وہاں پر بہتر سے بہتر طریقہ پر پڑھائی کا کام چل رہا ہے۔ وہاں نیشنلزم اور سیکولرزم اتنی قوت کے ساتھ مضبوطی پکڑ

رہی ہے جتنی کہ اس نے تواریخ میں اس سے پہلے کبھی نہیں پکڑی تھی ....

آئی پراساں ویر شاستری : کیا یہ سچ ہے کہ اس مکان میں ایک راجنیتک دل विशेष سے सम्बन्ध रखने वाले विद्यार्थी और अध्यापक ही जाते हैं ?

شری - م - ح - رحمان : یہ جتنا بیان کیا گیا ان کی حقیقت رائس چانسس نے ہی بیان کر دی ہے کہ یہ سراسر جھوٹ ہے۔ اس طرح کا غلط اور جھوٹا پریپاریشنڈا ایک خاص مقصد کو لیکر اور اس مسلم یونیورسٹی کو بدنام کرنے کے لئے کیا جا رہا ہے۔ آج مسلم یونیورسٹی میں جو ایکٹوویٹیز ہیں ان کی بنا پر وہیں دعویٰ کے ساتھ کہہ سکتا ہوں کہ وہ ایلٹی نیشنلزم ہیں اور وہ نیشنلسٹ ایکٹوویٹیز ہیں۔ آج وہاں پر کونسلرزم کے خلاف بھارتیہ بڑھ رہی ہے اور جیسا کہ اس سے پہلے کبھی تواریخ میں نہیں دہی اور یہ اندوس کی بات ہے کہ وہاں مسلم یونیورسٹی میں جو سیکولرزم اور نیشنلزم کی ایکٹوویٹیز بڑھ رہی ہیں اور اس کا جذبہ بڑھ رہا ہے اس کی کوئی تصدیق نہیں کی گئی بلکہ اس کو غلط طور پر کریٹیسائز ہی کیا گیا۔

آج میں یہ محسوس کرتا ہوں۔

چوتھی بات آخری طور پر میں یہ عرض کرنا چاہتا ہوں کہ جہاں تک دہلی کا تعلق ہے۔ مسٹر

[شری م - ح - رحمان]

صاحب کو اردو کے مسئلے پر خاص طور پر توجہ دینا چاہئے - لیکن اس بارے میں میں کسی دوسرے وقت گزارش کروں گا - اس وقت تو میں کتابوں کے بارے میں توجہ دلانا چاہتا ہوں - اور خاص کر کورس کے بارے میں مہرے دل پر چوت ہے - میں چاہتا ہوں کہ آپ کو اسکولوں میں کتابیں رکھنے کا ایسا معقول اور مستقل انتظام کرنا چاہئے کہ کوئی شکست پیدا نہ ہونے پائے کہ وہ کسی کے مذہب کے خلاف ہے -

15:30 hrs.

[SHRI MULCHAND DUBE in the Chair]

Shri Jamal Khwaja (Aligarh): Mr. Deputy-Speaker, Sir, almost all the speakers who preceded me referred to the problem of student indiscipline in our Universities and I am sure there can be no two opinions that this is one of the most important and pressing problems of the day. Certain suggestions have also been given and certain steps have also been taken in this regard and as Dr. Sushila Nayar said, a committee had been appointed by the Education Minister to look into this problem and to find out how far this problem was due to the lack of teaching of ethics or moral science among the students especially because our educational system is based on secular lines and no religious teaching is permitted and is thought to be proper in educational institutions. I think that it was a right step and a wise step. But I feel that although this is necessary, it is not sufficient by itself. This reflects the moral approach. The moral approach, while it is necessary is not sufficient. It must be supplemented by the scientific approach.

What does the scientific approach mean in this context? It means that these problems cannot be solved merely by moral exhortation or merely by raising the standard of the character of the teachers or others, but it means that a scientific analysis should be made into the causes of these conditions.

I have no time to go into the details and moreover I have to speak on some other matters also. I would just like to say that apart from the teaching of moral science, whatever it might be called, mental hygiene should be made a compulsory subject. Because it is the inner conflicts of students and of teachers which are in most cases responsible for these aberrations and for these demonstrations. Unless a man or a student knows himself, knows his inner conflict, his personality drives and other connected matters which come in the scope of psycho-analysis or personality psychology or social psychology, mere moral exhortation would not do.

This leads me to the question of the scientific attitude in general. I know that there are many things which are very important in this country, with which the Education Ministry is charged and one of them is propagation of Hindi. Whatever may be the views of some of the Members, I know that things are being done and they will be expedited. As we come nearer the dead-line, I am sure the efforts would be expedited still more.

Then I would submit that apart from this there is another problem which, I think, should be one of the main responsibilities of the Education Ministry. The Education Ministry is not concerned with details or with the actual administration of education. That is a State subject. The Education Ministry is concerned with giving inspiration and guidance to the States and to all others. So, I think, the propagation of the scientific attitude to life should also form one of the main responsibilities of the Education Ministry.

What is the scientific attitude? I am afraid, very few of us understand what is meant by the scientific attitude. We may study science, but we do not know the scientific attitude as John Dewey and Bertrand Russell and many other eminent philosophers of the world have pointed out and is also being continuously pointed out by the distinguished Prime Minister of our country. The scientific attitude or the scientific temper is something quite different from technical knowledge. We want technicians; we want technology to flourish in this country. Nothing can be done without technology, but the scientific attitude goes beyond this. It means the application of the scientific method—the method of doubt, of constructive doubt, suspension of judgment, checking of hypothesis by observation and experience—to the problems of life whether they lie in the field of economics, or of morality, or of religion, or of law. I know some of the books which concern this subject have been taken up by the Ministry of Education or by the Ministry of Scientific Research and Cultural Affairs. Whitehead's book entitled "Science and the Modern World" is one of the books. But I would submit that there are a large number of books, American books, German books and other books which are very popular in those countries and which have had a very good effect upon the people of those countries. They should be taken up and the committee which I believe exists should take this into consideration. Not only the work of translation but books should also be written in various Indian languages by our own writers. Of course, the Education Ministry cannot be charged exclusively with this problem. This is a problem and the responsibility of all of us. But the Education Ministry could certainly give a lead in this direction.

Sir, there are a large number of things to which I would like to refer but I feel that I should save all the time that I have at my disposal to make some observations on the question of the affairs of the Aligarh Uni-

versity which has exercised the minds of many of us and which has been in the news also recently. But before I do so, I would like to make one thing clear that I am not an apologist of the Aligarh University or any individual, be he the Vice Chancellor or the Education Minister or anybody. I represent only truth and justice, as I view it. And I believe that this attitude should characterise all of us. Why should I think that—because the name 'Muslim' is included—it is my duty to defend the Aligarh Muslim University rightly or wrongly. Why should I think that because I happen to be a member of the ruling Party and the Minister and I are well-acquainted—and we are friends—it should prevent me from bringing out the truth as I know it.

Now, the first thing that I would like to say is that the half-an-hour discussion held on 2nd March took an unfortunate turn. I had no idea of what the contents of the speech would be, but as the hon. Member continued to hurl charge after charge against a number of persons who were not present here, I felt very sorry. One of the persons whose name was taken in this House is very intimately related to me and because I did not know much about those allegations—because I did not concern myself with those problems, I must confess—I did not say anything about them. But I made a humble offer with regard to one particular instance which he gave and I stand by that offer. I have also written to him and I stand by that offer.

**Shri D. C. Sharma:** Brave offer.

**Shri Jamal Khwaja:** But when I came to know all the true facts—I may tell you that the Aligarh University being in my own constituency, I am very much familiar with all the office-bearers of the University including the Vice Chancellor—about the purchase of the house by the University from the Secretary of the Education Ministry. I was really very very sorry to find that such a serious charge was levelled against the Secretary of a Ministry and the Minister to

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whom the Secretary is responsible, who is the head of the Ministry, who presides over the Ministry, was sitting in this House and nothing was said by the Minister to exonerate or to uphold the honour and the dignity of the Secretary. I may tell you, Sir, that at least.....

**Dr. K. L. Shrimall:** This question is being raised again. I must say that the University has acted in a most irresponsible manner and they have unnecessarily brought in the name of the Education Secretary and for this the entire responsibility is of the University.

**Mr. Chairman:** Order, order. This is hardly a matter for discussion in the House at the present moment, because the full facts are not before the House. The hon. Member may say one thing; another hon. Member may say another thing, and the hon. Minister may say a third thing, and the House will not be in a position to decide which of them is correct. I suppose the hon. Minister is appointing some Committee or doing something of the kind to inquire into the matter. Till the report of that inquiry is available, the matter may be allowed to rest.

**Shri Jamal Khwaja:** Mr. Chairman, I may assure you and the House that I have no interest whatsoever in the Education Secretary as an individual. I am interested in him only as an institution, as a Secretary. We must realise the fact that ours is a democracy—democracy of a particular type. We cannot function here unless the permanent officials and servants have certain rights and privileges and those rights and privileges are upheld. Without that, it would become absolutely impossible for democracy and for Parliament to function. So I assure you again that I have no interest whatsoever in the Secretary as an individual. What I want to speak about and what I want to draw the attention of the House to is about the question of the relationship....

**Dr. K. L. Shrimall:** I am sorry this subject is being discussed. I have already explained the whole position. I have already said that the University has acted in a most irresponsible manner with regard to this matter, and unnecessarily Education Secretary has been brought into this picture. I tried to get some information from the University and they failed to give it. They must take the full responsibility for this. I would request you not to allow the hon. Member to bring in the name of the Education Secretary again in this connection.

**Mr. Chairman:** May I request the hon. Member not to refer to this matter at all now?

**Shri Jamal Khwaja:** I am not interested in any personalities; it was on a question of principle that I was referring to it. However, I shall now go on to refer to another matter.

**Mr. Chairman:** Order, order. I do not think any question of principle is involved. It is a question of fact that is involved.

**Shri D. C. Sharma:** The hon. Member has certain information in his possession from which he can prove that the Secretary did not act in a wrong way. He has every right to do so.

**Shri Jamal Khwaja:** I would ask the Minister whether it is or it is not a fact that on the 29th February he received certain detailed information from the University, which was directly pertinent and relevant to the remarks and allegations that had been made by the hon. Member, Shri Prakash Vir Shastri.

**Dr. K. L. Shrimall:** I will answer that. I am very sorry that the hon. Member is again referring to this matter.

**Mr. Chairman:** Order, order. Two persons cannot speak at the same time.

**Shri Jamal Khwaja:** I have only 15 minutes at my disposal.

**Mr. Chairman:** He has asked a question of the Minister. Let him reply.

**Dr. K. L. Shrimall:** Let him have the reply to the question he has asked. He does not want to hear it.....

**Shri Jamal Khwaja:** I will hear it afterwards.

**Dr. K. L. Shrimall:** This particular letter to which the hon. Member has referred—I think Shri Khwaja has also referred to it in the University Gazette—was received in my Ministry by the Under Secretary on the 29th evening. He was at his residence. This letter was not seen by the Education Secretary, far from it being sent by me. I saw it only when it appeared in the University Gazette.

**Shri Jamal Khwaja:** It was the duty of the Secretary to bring it to the notice of the hon. Minister.

**Dr. K. L. Shrimall:** No, it is not the duty of the Secretary to do so; the hon. Member is quite wrong in thinking that the Ministry is bound to bring to the notice of the Minister all kinds of communications at all times.

**Shri Jamal Khwaja:** It was known that a half-hour discussion was going to take place arising out of a question on the matter.

**Dr. K. L. Shrimall:** I have already said this question had nothing to do with the half-hour discussion at all.

**Shri Jamal Khwaja:** I refuse to yield.

**Dr. K. L. Shrimall:** The hon. Member is unnecessarily creating heat in this matter. This question with regard to his house had nothing to do with the half-hour discussion.

**Shri Jamal Khwaja:** I have very little time at my disposal and I would not like it to be wasted in such remarks and encounters.

I would go to a point which the Education Minister has specifically mentioned in the statement. He said that he received contradictory replies and statements from the Vice-Chancellor. This is a very very serious statement.

**Dr. K. L. Shrimall:** I maintain it. Let the Vice-Chancellor deny it.

**Shri Jamal Khwaja:** What I mean to say is that the Education Minister, no matter who he may happen to be, is a very eminent person, and so is the Vice-Chancellor who is the functional or administrative head of the University.

**Dr. K. L. Shrimall:** It is a very strange argument. The hon. Member is questioning my integrity. My integrity has been questioned in the University Gazette which published the letter of Shri Khwaja in which he said that I had suppressed the truth and that the letter, to which he referred, was in my possession. This is absolutely wrong. I am denying it. This letter was received by the Under Secretary. Even the Secretary had not seen it, far from it being seen by me. It is highly objectionable that the hon. Member should go on repeating this charge again and again.

**Shri Jamal Khwaja:** I seek your protection, Sir.

**Mr. Chairman:** Order, order. The ordinary rule is that a statement made by the Minister is accepted as the truth. We do not really contradict the statement made by Ministers or by Government. When the Minister makes a statement saying that he had no knowledge of it, the matter ends there. We cannot proceed further on a different basis.

**Shri Jamal Khwaja:** I am not at all challenging the statement made

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by the Minister nor even his *bona fides*. I am only referring to certain facts.

**Dr. K. L. Shrimall:** It has been challenged in the University Gazette.

**Shri Jamal Khwaja:** I am stating certain facts. I am quoting from the statement which he made. How am I challenging his *bona fides* or the *bona fides* of the Vice-Chancellor or those of anybody else? I am only saying that it is a strange situation and, therefore, something should be done about it. I have a constructive proposal, a humble suggestion, to make. Both are eminent persons and I believe that both honestly believe themselves to be right. Therefore, my suggestion is: let the hon. Minister and the Vice-Chancellor meet as individuals.....

**Mr. Chairman:** Order, order. He is again referring to the same thing. The hon. Minister has made a statement in the House. It has got to be accepted as correct. We do not go behind it. I do not think it necessary for the hon. Member to proceed with the same thing over and over again and try to prove that one of the persons has said something which is not correct.

**Shri Jamal Khwaja:** All right. With your permission, I will drop this subject and go to another.

I know the Minister is a student of philosophy and psychology. What he calls contradiction is a philosophical concept.

**Dr. K. L. Shrimall:** When I have made a statement on the floor of the House that the Vice-Chancellor has made contradictory statements with regard to some matters, why is it that the hon. Member, when he is not in possession of the facts, is trying to defend his position?

**Shri Jamal Khwaja:** I am not defending anybody. I made it clear

that I am not defending the Vice-Chancellor or any person on earth, whether he is my father or the Prime Minister or anybody. I am here stating the truth and I am referring only to facts. I am not at all challenging the *bona fides* or the truth or falsity of the statement of the Minister.

I referred to a philosophical concept, the concept of contradiction. The hon. Minister would appreciate that what appears to be a contradiction may not be a contradiction.

**Dr. K. L. Shrimall:** This is a very strange philosophy. I cannot understand this philosophy. Though I am a student of philosophy and psychology, I cannot understand this kind of philosophy.

**Shrimati Renu Chakravartty:** Why does the hon. Minister always interrupt the hon. Member? Let the hon. Member finish and then the Minister will have a long time. He will have the last say. Nobody else will be able to say anything more after that. So why does the Minister interrupt the hon. Member all the time?

**Mr. Chairman:** That is perfectly right.

**Dr. K. L. Shrimall:** He put a question to me.

**Ch. Ranbir Singh (Rohtak):** The hon. Minister can answer later.

**Mr. Chairman:** When the hon. Minister has made a statement of fact and when it is said that it is not true, it is his duty to intervene.

**Shri Jamal Khwaja:** The House should at least try to understand what I am saying. I say once again that I am not making any charge of insincerity or a charge of having made a false statement against anybody. I am just trying to point out that the concept of contradiction is a philosophical concept. What appears to be a contradiction to one person may not appear to be a contradiction to another

person who has a more synthetic mind, who can reconcile apparently contradictory things. I am not saying anything about the facts. I am only stating a possibility.

Therefore, I say that these two eminent persons, for whom I have respect, should meet. I am not speaking formally; I can assure you I am not speaking formally. I have great respect for the Education Minister. I assure you from the bottom of my heart about that, if I may say so, when I first came to Delhi in 1957, he was one of the very few persons on whom I called, although I did not know him personally at all. I have great respect for him; but I have also respect for the Vice-Chancellor.

**An Hon. Member:** The cat is out of the bag.

**Shri C. D. Pande** (Naini Tal): Here is a contradiction.

**Shri Jamal Khwaja:** Therefore, I am suggesting a way out. The Vice-Chancellor is not a member of this House. I suggest that the Vice-Chancellor and the Education Minister, who have already met the Vice-President informally and separately, should get together and discuss things as friends, not in the capacity of Vice-Chancellor and the Education Minister or with Dr. Radhakrishnan, as the Vice-President of India....

**Dr. K. L. Shrimali:** I think it is quite wrong to bring in the Vice-President here.

**Mr. Chairman:** No; the hon. Member should not bring in the Vice-President or the President or any such person.

**Shri Jamal Khwaja:** This is a suggestion I make. I would like to say a few words; but I do not know how much time has been left for me; but it is not my fault if I exceed my time limit.

Reference has been made to the Vice-Chancellor's statement. Some

Members have said that it is wrong, that the Vice-Chancellor should not have made that statement. That statement had nothing to do with the charges in general. If you read the statement of the Vice-Chancellor, you will see that it does not say that all the charges are a complete travesty of facts. In his statement he has referred only to 4 specific charges. Therefore, to say that he passed a sweeping judgment and tried to prejudge the issue is wrong because the issues of which the Enquiry Committee was seized were very wide. The terms of reference include all appointments, promotions and admissions from 1950—1960; all audit objections and financial transactions of the University from 1950—60 and suggestions for improvement. So, the Vice-Chancellor's statement arose not out of the proceedings of the Enquiry Committee but out of the half-an-hour discussion which was held.

The discussion should not have been held as the hon. Minister himself suggested. But it was over-ruled. When it was over-ruled and when 17 or 18 charges were levelled, then the Vice-Chancellor or anybody else was perfectly justified in replying to those charges. He mentioned only 4 charges which involved very responsible and eminent persons. He did not mention all the charges. Therefore, to say that he prejudged the issues or it was wrong on his part is, to my mind, not acceptable.

**Mr. Chairman:** The hon. Member's time is up.

**Shri Jamal Khwaja:** I entirely agree with the sentiments expressed by Dr. Sushila Nayar. I think, it is all based on a misunderstanding. The resignation of the committee is based upon misunderstanding and false reports that appeared in the newspapers. I know it for certain that the Vice-Chancellor had a talk with the Chairman and the main reason for the resignation of the committee was the observations that had been made

[Shri Jamal Khwaja]

here in the House, namely, the possibility of a Visitor's Enquiry Committee being appointed later on. They felt insulted and slighted. They thought: Are we not responsible and honest and impartial persons; why before the work of the committee had been completed, why when it had hardly begun, should references be made to the Visitor's Committee and such other things? (*Interruptions.*)

Of course, Shri Prakash Vir Shastri did say something. But why was it necessary for others to give the same ideas? The Visitor has, of course, the right to appoint a committee. Nobody questions his right. But rights are not always exercised. Everyone has the right of divorce; but the right of divorce is not exercised always. (*Interruptions.*) I know it for certain that it was not so much the issuing of the Vice-Chancellor's statement as this fact that they thought was a reflection upon the dignity or the ability or the capacity of the members of the committee to accomplish this very task that induced them to resign.

**Mr. Chairman:** The hon. Member must now conclude.

**Shri Jamal Khwaja:** Sir, I would request you to give me a few more minutes at least.

I suggest that this misunderstanding should be removed. I welcome the idea which was mooted by the hon. lady Member. And, I am sure that if the members of the committee and the Education Minister and the Vice-Chancellor, all meet informally with Dr. Radhakrishnan, it would be possible.

Lastly, I want to give you an objective portrait of Aligarh—which I claim to be objective. I claim that objectivity is a very difficult thing. I claim—I hope it will not be regarded as a boast or a challenge—that in most of the things I am objective. But I have no time now. Anyhow, if an occasion arises and a two hour

or two and a half hour discussion takes place, I think I would be able to give, in the interest of truth and objectivity, the proper picture of Aligarh as it is.

Now without going into that, I would say one thing. One of the items before the enquiry committee is the enquiry into the house belonging to the Education Secretary.

**Dr. K. L. Shrimall:** Sir, may I request him not to bring it again and again?

**Shri Jamal Khwaja:** I am making this suggestion. One of the members of the enquiry committee—the member-Secretary of that Committee—happens to be the Joint Secretary in that Ministry. This is, I think, improper.

**Mr. Chairman:** The hon. Member's time is up.

**Dr. K. L. Shrimall:** It is my duty to know what is proper and what is improper.

**Shri Jamal Khwaja:** I am making the suggestion; you may accept it or not.

सरवार प्र० सि० सहगल (जंजगीर) :  
समापति महोदय, शिक्षा मंत्रालय ने जो डिमान्ड पेश की है उस पर मैं अपने विचार रखना चाहता हूँ; डिमान्ड में भारत स्काउट्स एंड गाइड्स के लिये ४ लाख, ३५ हजार रु० कम देने की तजवीज की गई है और यह तजवीज की गई है कि ७५ फी सदी जो हमारी स्टेड्स हैं उन से लिया जाय। मैं आप से यह प्रार्थना करना चाहता हूँ कि भारतीय स्काउट्स का, जिस वक्त बेडेन पावेल के स्काउट्स चल रहे थे, तौर तरीका जो था वह दूसरी तरह का था। हमारे लिये यह जरूरी है, यदि हम अपने बच्चों में और अपने लड़कों में किसी किस्म की डिसिप्लिन लाना चाहते हैं, कि हम अपने बच्चों को स्काउट्स बना कर इस की शिक्षा दें कि

उन को अपने देश के लिये क्या करना है। हमें दुःख के साथ कहना पड़ता है कि जितना रुपया इस सिलसिले में दिया जाना चाहिये था वह नहीं दिया गया है। भारत स्काउट्स का एक दफ्तर जोकि बड़ा दफ्तर होगा सारे भारत के लिये, वह पंचमढ़ी में खोला जा रहा है। पंचमढ़ी में उस के खोलने की जरूरत भी है' लेकिन हमें यह देखना है कि जो भारत स्काउट्स हैं उन के लिये हर एक राज्य सरकारों के लिये लाजिमी होना चाहिये कि वे अपने अपने राज्य में इस की शिक्षा दें।

इस के साथ मैं आप का ध्यान नेशनल डिस्टिन्ग्विश स्कीम की ओर भी दिलाना चाहता हूं। यह जो सबाल है वह कई वर्षों से चल रहा है। हमें बताया गया है रिपोर्ट में कि सन् १९६०-६१ में २ लाख ४० हजार विद्यार्थी शिक्षा पायेंगे। लेकिन जिन २० फी सदी विद्यार्थियों को छोड़ दिया गया अब उन की तादाद करीब करीब २ लाख के है। इन सारी चीजों को देखने के बाद मैं आप से यह कहूंगा कि यह जो स्कीम है, उस की मांग हिन्दुस्तान के कोने कोने से आ रही है और इस के लिये हमारे पास जितने इंस्ट्रुक्टर्स चाहियें, उतने इंस्ट्रुक्टर्स नहीं हैं। क्या यह शिक्षा मंत्रालय का कर्तव्य नहीं है कि वह इंस्ट्रुक्टर्स की ट्रेनिंग के लिये हर एक राज्य में प्रबन्ध करे और वहां की सरकारों को इस बात का आदेश दे कि वे उस को शुरू करें ?

इस के साथ साथ मैं आप से कहना चाहता हूं कि हर एक बच्चे पर करीब करीब ५ रु० खर्च पड़ता है। इसलिये यह जरूरी है कि प्लेनिंग कमिशन जो है वह इसे देखे कि जितनी ज्यादा स्कीमें आयेंगी इस सिलसिले में उतनी ही ज्यादा कमी खर्च की पड़ेगी। इसलिये यह जरूरी है कि हमें इस बारे में ज्यादा पैसा दिया जाय।

जिन लोगों ने उस प्रदर्शनी को देखा था जोकि यहां पर हुई थी वह इस बात को अच्छी तरह से कह सकते हैं कि दरभस्त इस स्कीम को लागू करने की जरूरत है या नहीं और उस के लिये ज्यादा पैसा दिया जाना चाहिये या नहीं।

16.00 hrs.

मैं आप से रिसर्च के बारे में यह अर्ज करूंगा कि हम विवेकानंद की फिलासफी को एम० ए० के क्लास में पढ़ा रहे हैं उसी के साथ महात्मा गांधी की फिलासफी को पढ़ा रहे हैं, महात्मा बुद्ध की फिलासफी को पढ़ाते हैं लेकिन जो और बहुत से लोग हो गये हैं, बहुत से बुजुर्ग हो गये हैं और बड़े महापुरुष हो गये हैं जैसेकि गुरु नानक हुए हैं, उन की भी फिलासफी को पढ़ाने के बारे में विचार किया जाय। हमें इस पर विचार करना चाहिये कि गुरु नानक की फिलासफी को पढ़ाया जाय या नहीं और विचार करने के बाद गुरु नानक की फिलासफी पढ़ाने के वास्ते रकम देनी चाहिये ताकि उस को हम शुरू कर सकें।

इसी के साथ साथ मैं आप का ध्यान गर्ल्स एजुकेशन की तरफ दिलाना चाहता हूं। सन् १९६० के जो हमारे बजट एस्टिमेट्स हैं वह ७०-५० लाख का है और यह कहा जाता है कि बी स्कीम इज बीइंग इम्प्लीमेंटेड थू बी स्टेट गवर्नमेंट्स। अब हमें देखना है कि हमारी जो प्रान्तीय सरकारें हैं वह उस रुपये में से कितना रुपया लड़कियों की शिक्षा पर खर्च करती हैं और जैसाकि मेरी दो बहिनों ने महिला सदस्याओं ने कहा कि लड़कियों की शिक्षा पर जितना पैसा खर्च किया जाना चाहिये वह खर्च नहीं किया जा रहा है। मैं चाहता हूं कि इस की तरफ केन्द्रीय सरकार ध्यान दे और ऐसी व्यवस्था करे ताकि प्रान्तीय सरकारें लड़कियों की शिक्षा पर ज्यादा से ज्यादा रुपया खर्च करें।

[सरदार अ० सिंह सहगल]

इसी के साथ साथ मैं आप से कहूंगा कि जो यूनिवर्सिटी टीचर हैं और उन में जो प्राइमरी स्कूल हैं उन में शिक्षा मुफ्त देने का प्रबन्ध किया जाय और उन प्रान्तों में वहीं की प्रान्तीय भाषाओं में शिक्षा देनी चाहिये ।

अब मैं आप का ध्यान थोड़ा सा रीजनल आफिस आफ दी सेंट्रल फिल्म बोर्ड के बारे में दिलाना चाहता हूँ । उस में जो हमारी १५३ फिल्में हैं उन को उन्होंने ने ६ हफ्ते में सटिफाई किया है । इसी के साथ साथ मिनिस्ट्री का एक हमारा अफसर जोकि बम्बई में इस वक्त मौजूद है वह १८ लम्बी फिल्मों का सेंसर कर रहा है और ऐसा मालूम होता है कि ४०० जो फिल्में हैं वह बम्बई में बहुत जल्द इस तरह से सेंसर हो जायेंगी । फिल्मों को सेंसर करते समय हमें यह भी विचार करना पड़ेगा कि आया इस फिल्म से देश को और उस के निवासियों को हानि पहुंचती है या नहीं । ऐसे फिल्म जिन से कि देश को हानि होती हो उन पर हम ज़रा सख्ती से विचार करें और यदि आवश्यक हो तो उन में काट छांट करें क्योंकि हमें ऐसे फिल्मों को जिन से कि देश के बच्चों और लड़कियों पर खराब असर पड़ता हो, पास नहीं करना चाहिये । आज मुझे अफसोस के साथ कहना पड़ता है कि कुछ फिल्मों ऐसी निकलती हैं जोकि बच्चों पर बुरा प्रभाव डालने वाली होती हैं और हमें ऐसी फिल्मों के कुप्रभाव से अपने बच्चों को दूर रखना है । स्वतंत्र हो जाने के पश्चात् एक मोरेल जिम्मेदारी हमारे ऊपर आ जाती है कि हम इन खराबियों को दूर करें । अगर हम ऐसा नहीं करते हैं तो मैं यह कहे बगैर नहीं रह सकता कि हम अपने कर्तव्य का ठीक तरह से पालन नहीं करते हैं ।

मेरे कुछ मित्रों ने बनारस हिन्दू यूनिवर्सिटी के बारे में अपने विचारों को

रक्खा है । ठीक है उन के खयाल के मुताबिक जो उन्होंने कहा वह ठीक हो सकता है लेकिन मैं यह कहने के लिये तैयार हूँ कि वह शक्स वाइस चांसलर पहले डिप्टी इंस्पेक्टर आफ स्कूल्स थे और वह व्यक्ति तरक्की करता है और एजुकेशन डिपार्टमेंट की हाईएस्ट पोस्ट पर पहुंच जाता है और वह एजुकेशन सेक्रेटरी हो जाता है तो इस में एतराज की क्या बात है । जाहिर है कि उस आदमी में उस के लिये योग्यता रही होगी मेरिट रही होगी तभी वह ऊपर उठा क्योंकि उस के बगैर आदमी ऊपर नहीं उठ सकता । मध्य प्रदेश की सरकार कोई अपनी आखें बन्द नहीं किये हुए थी, आख खोल कर काम कर रही थी और उस ने उस को इस काबिल समझा और इसलिये उस को तरक्की दे कर उस जगह पर बैठा दिया तो इस में अनुचित कौन सी बात है । इसलिये मैं उन चार्ज को रैपिडेट करना चाहता हूँ और कहूंगा कि इस तरह का चार्ज लगाना किसी के खिलाफ ठीक बात नहीं है । मैं अर्ज करूंगा कि इस तरह के स्वीपिंग चार्ज लगाते वक्त हर एक आदमी के बारे में अच्छे तरीके से तहकीकात कर ली जाय करे कि दरअसल क्या हकीकत है तब कुछ कहा जाय । यह जांच पड़ताल कर ली जाय कि वह किस किस्म का आदमी था । खाली लोगों के कहने पर और सुनने पर या दो, चार आदमियों ने अगर उस के खिलाफ कह दिया तो उस पर आप को नहीं जाना चाहिये और कुछ कहने से पहले अच्छी तरह स्वयं जांच पड़ताल कर लेनी चाहिये । मैं यह भी कहने के लिये तैयार हूँ कि वहां जितनी भी चीजें हुई हैं सब की सब ठीक नहीं हैं । लेकिन मैं यह जरूर कहूंगा कि मैं ने खुद बिना किसी के भेजे हुए जा कर देखा और देखने के बाद मेरी यह बिलकुल कतई राय हुई कि जो वहां के वाइस चांसलर हैं उन्होंने जो भी कदम उठाया है वह सही

उठाया है और वह प्रशंसनीय है। मैं चाहता हूँ कि हमारे विश्वविद्यालयों में अनुशासन की भावना बनाये रखना नितान्त आवश्यक है। मुझे याद है कि नान कोआपरेशन के जमाने में मैं खुद हाई स्कूल के सामने जा कर खड़ा होता था और कहता था कि जितने बच्चे पढ़ने के वास्ते स्कूल में जाना चाहते हैं उन को भन्दर जाने दिया जाये। किसी भी बच्चे को पढ़ाई करने से न रोका जाय। उस का मुख्य लक्ष्य स्कूल में विद्या हासिल करना है और उस को अपना ध्यान उधर ही केन्द्रित रखना चाहिये और हमें उसे दूसरी इधर उधर की गड़बड़ियों में फंसा कर उस की जिन्दगी को खराब नहीं करना चाहिये। इस नाते में मैं अपने मंत्री महोदय से यह प्रार्थना करूंगा कि वे ७०-८० विद्यार्थी जिन पर कि आप ने अनुशासन भंग करने के लिये कार्यवाही की है और उन को विद्यालय से अलग किया है अगर उन की तरफ से कोई प्रार्थना पत्र आप के पास आता है तो मैं चाहूंगा कि आप उन विद्यार्थियों को कम से कम इम्तिहान में बैठने की इजाजत अवश्य दे दें। मनुष्यता के नाम पर मैं आप से पुरजोर अपील करना चाहता हूँ कि उन विद्यार्थियों का जीवन खराब न किया जाय और उन को इस तरह पढ़ाई से वंचित कर के उन का जीवन बर्बाद न किया जाय। मैं चाहूंगा कि मंत्री महोदय हर एक मामले को अलग अलग एग्जामिन करें और जो लोग माफी मांग चुके हैं उन को आप इम्तिहान में बैठने की इजाजत दे दें और इसी तरह जो माफी मांगना चाहते हैं उन के बारे में भी हमदर्दी से विचार किया जाय और उन के बारे में भी सरकार उदार रुख अपनाये और उन से कहें कि जाओ हम ने तुम्हें माफ किया और हम तुम्हारी गलत हरकतों को भुनाये देते हैं क्योंकि हम नहीं चाहते कि तुम्हारी जिन्दगी खराब हो। बीती ताहि बिसार दे, आगे की मुधि लेय वाली नीति सरकार को इस सम्बन्ध में अपनानी चाहिये।

मैं चाहूंगा कि सरकार इस बारे में विशेष रूप से ध्यान दे और यह देखे कि हमारे विद्यार्थियों की पढ़ाई में बिघ्न न पड़े और यह ठीक है कि अगर जरूरत हो तो कड़ाई से काम लिया जाये।

इसी के साथ साथ मैं थोड़ा सा अलीगढ़ विश्वविद्यालय के बारे में निवेदन करना चाहूंगा। मैं तीन दफे अलीगढ़ अपने खानगी काम के सिलसिले में गया और वहां पर मैं ने कुछ ऐसी चीजें देखीं जिन के कि कारण मुझे बहुत दुःख हुआ। अब आज जब कि हमारा देश स्वतन्त्र है और हालांकि यूनिवर्सिटीज प्राटोनोमस हैं लेकिन तो भी वे हमारे नीचे हैं और इस नाते हमारा यह कर्तव्य है कि हम उन में जा कर देख कि वहां ठीक तरह से काम होता है या नहीं और अगर कुछ कहीं पर गड़बड़ी हो तो केन्द्र को विद्यार्थियों के हित को ध्यान में रखते हुए हस्तक्षेप करने से भी परहेज नहीं करना चाहिये। मैंने तो वाइस चांसलर साहब से जब कि वह यहां तशरीफ लाये थे तो उन से कहा था कि आप इन चीजों और खराबियों को दूर करने की कृपा करें। सरकार को जितनी भी हमारी यूनिवर्सिटीज हैं, दिल्ली यूनिवर्सिटी है, अलीगढ़ यूनिवर्सिटी है, बनारस यूनिवर्सिटी है, उन की सुचारू रूप से चलाने की व्यवस्था करनी चाहिये। उन के बारे में हमारी एक नीति होनी चाहिये। एक हमारा रास्ता होना चाहिये। जिम रास्ते पर कि हम चलें। आप के इस सदन में ५०० मेम्बर्स हैं। क्या ५०० मेम्बर्स में आप के पास कुछ भी मेम्बर्स इस योग्य नहीं हैं जिन को कि आप वहां भेज कर यह पता लगायें कि वहां पर क्या हालत है और क्या क्या गड़बड़ियां चल रही हैं। और उन को रिपोर्ट और मुलाव के बाद सरकार अपनी पालिसी निर्धारित करे। आप उनके बारे में यह जो लोग राय दें उस को धरवाइये भजे ही नहीं, उस राय को किसी दूसरे व्यक्ति को भी न दें, किपी अखबार वाले को भी न दें लेकिन वे मेम्बर्स अपनी राय सरकार को

### [ सरदार भू सिंह सहगल ]

इस सम्बन्ध में मैंें ताकि सरकार उस के बारे गौर कर सके और यह जो शिकायत भ्राज की जा रही है या गड़बड़ियां हो रही है उन को दूर किया जा सके और यूनिवर्सिटीज को सही लाइंस पर देश और विशेष कर के स्टुडेंट्स के हित में चलाया जा सके। यहां पर कोई साम्प्रदायिकता का सवाल नहीं। हमारे लिये जैसी बनारस यूनिवर्सिटी है उस से ज्यादा हम भलीगढ़ यूनिवर्सिटी को मान्यता देना चाहिये। यह जो लोग प्रचार करते हैं कि यह बात साम्प्रदायिक भावना के कारण कही जाती है, यह गलत है। अगर वे चाहते हैं कि उन के यहां मैडिकल कालिज की स्थापना होनी चाहिये, तो आप बेशक मैडिकल कालिज की स्थापना कराइये और देखिये कि कोई कैसे कह सकता है कि हमारे दिल में कोई दूसरी भावना है। उस में उन के रिप्रेजेंटेटिव रखिए और दूसरों के भी रखिए, लेकिन चूंकि उनकी संख्या ज्यादा है इसलिए उनके ज्यादा रिप्रेजेंटेटिव रहेंगे। अगर आप इस तरह से काम करेंगे तो यह जो भावना हमारे दिलों में आ रही है कि भलीगढ़ यूनिवर्सिटी में साम्प्रदायिकता का प्रचार हो रहा है, हम उस भावना को नष्ट कर सकेंगे। इसलिये मैं आप से भर्ज करूंगा कि हमें इन सारी बातों पर गौर करना चाहिये।

अब मैं आप का थोड़ा सा ध्यान खेल कूद की तरफ दिलाना चाहता हूं। वैसे तो आप इस मामले में बहुत दिलचस्पी लेते हैं। और जो नेशनल गेम्स की मॉटिंग हुई थी वहां भी आप ने बहुत उन लोगों की मदद की, लेकिन जितनी मदद आप को करनी चाहिये उतनी मदद नहीं मिल रही है। इस का कारण क्या है? आखिर जो खेल कूद के मामले में दूसरे देश इतना आगे बढ़ गये हैं वे कैसे बढ़ गये हैं। खेल कूद को तरक्की देने के लिये यह जरूरी है कि प्रान्तों में जो एजुकेशन मिनिस्टर हैं उन को हम कहें कि खेल कूद के मामले में वे पार्टीबाजी से काम

न लें। यदि वे इस मामले में पार्टीबाजी से काम करेंगे तो खेल कूद आगे नहीं बढ़ सकता। वह पार्टी के फंड में फंसा रह जायेगा। मैं ज्यादा तो नहीं कहूंगा लेकिन एक बात मैं जरूर कहूंगा। जहां से मैं आता हूं वहां इस किस्म की चीजें चल रही हैं। हमारा जिला जबलपुर खेल कूद में सब से अच्छा है लेकिन भ्राज वहां इस मामले में कठिनाई पैदा हो रही है क्योंकि हम एक राय नहीं हैं। यह बात अच्छी नहीं है। जबलपुर का जिला खेल कूद के मामले में बहुत अच्छा है। वहां पर लोगों ने इस में बहुत तरक्की की है। भोपाल में भी इस मामले में बहुत ज्यादा तरक्की हुई है। जो गेम्स कमेटी हो उस में सब विचारभाग्यों के लोगों को रखना चाहिये, चाहे वे कम्युनिस्ट हों, चाहे मोशलिस्ट हों, या स्वराज्य पार्टी वाले हों या जन संघ के हों, हम को सब को साथ ले कर चलना है और हम को इस कमेटी से राजनीति को बिल्कुल अलग रखना चाहिये। भ्राज होता यह है कि राजनीति के दलदल में इन चीजों को भी डाल देते हैं और हमारा सब करा कराया नष्ट हो जाता है।

इस के बाद मैं भाषा के सवाल पर आता हूं। मैं मध्य प्रदेश से आता हूं। हम को सोचना है कि इस सवाल को किस तरह से ले चलना है जिस से किसी को यह अनुभव न हो कि हमारे ऊपर कोई भाषा लादी जा रही है। हम भी किसी पर कोई भाषा लादने को बिल्कुल तैयार नहीं हैं। लेकिन हम को सभी भाइयों से प्रेम से कहना चाहिये कि वे भाषा सीखने की कृपा करें। मैं तो खुद कई भाषाएं जानता हूं और सीखने की कोशिश करता हूं। मुझे भाषाओं से प्रेम है। मैं चाहूंगा कि हमें कोई चीज ऐसी नहीं करनी चाहिये जिससे किसी को मालूम दे कि उस पर भाषा लादी जा रही है। जो भाई हिन्दी नहीं बोलते उन पर हिन्दी लादने की कोशिश नहीं करनी चाहिये लेकिन प्यार के साथ उन को हमें समझाना चाहिये और इस तरह हम अपनी भाषा का प्रचार कर सकते हैं।

इस के साथ ही साथ मैं यह अर्ज करूँ कि जो हमारी प्रांतीय भाषायें हैं उन के प्रचार के लिये हमें पूरी मदद देनी चाहिये। मुझे यह देख कर दुःख होता है कि कुछ प्रांतों में जहाँ दो भाषायें बोली जाती हैं उनको लेकर झगड़ा होता है। जैसे पंजाब में हिन्दी और पंजाबी दोनों बोली जाती हैं कुछ भाई हिन्दी चाहते हैं तो कुछ भाई गुरुमुखी लिपि में लिखी पंजाबी के पक्ष में हैं। मैं कहता हूँ कि दोनों को चलने दीजिये। इस में क्या हर्ज है।

इस के अलावा मैं यह कहना चाहता हूँ कि हम को शिक्षकों की तनख्वाहों के बारे में जो रद्दोबदल करना चाहिये वह नहीं दुप्रा है। आज आप डिस्ट्रिक्ट बोर्ड, जनपद सभाओं और लोकल बोर्डस् के शिक्षकों की हालत देखें। मैं अपने शिक्षा मंत्री से कहूँगा कि वह अपने बजट से इन के लिये कुछ करें।

**Mr. Chairman:** Members may now move their cut motions to Demands for Grants subject to their being otherwise admissible.

*Need to have uniform text books throughout the country*

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

"That the demand under the head 'Ministry of Education' be reduced to Re. 1." (213)

*Need to introduce national anthem in schools in place of religious songs*

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

"That the demand under the head 'Ministry of Education' be reduced to Re. 1." (214)

*Need to set up a Pay Commission for teachers on All India basis*

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

"That the demand under the head 'Ministry of Education' be reduced to Re. 1." (215)

*Need to set up all-India and State-wise tripartite Committees consisting of the representatives of the Government, the Universities and the students for enforcing discipline*

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

"That the demand under the head 'Ministry of Education' be reduced to Re. 1." (216)

*Nationalisation of all private educational institutions*

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

"That the demand under the head 'Ministry of Education' be reduced to Re. 1." (217)

*Need to keep educational institutions free from the control of any religious community.*

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

"That the demand under the head 'Ministry of Education' be reduced to Re. 1." (218)

*Failure to introduce compulsory primary education*

**Shri S. L. Saksena:** I beg to move:

"That the demand under the head 'Ministry of Education' be reduced by Rs. 100." (366)

*Failure to solve the problems and cure the troubles of the Banaras Hindu University*

**Shri S. L. Saksena:** I beg to move:

"That the demand under the head 'Ministry of Education' be reduced by Rs. 100." (396)

*Failure to appoint some eminent educationist as the head of the University Grants Commission*

**Shri S. L. Saksena:** I beg to move:

"That the demand under the head 'Ministry of Education' be reduced by Rs. 100." (397)

*Need to develop Hindi and other State languages*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced to Re. 1." (219)

*Policy regarding general education*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced to Re. 1." (220)

*Policy regarding basic education*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced to Re. 1." (221).

*Inadequate grants to the States for development of elementary education*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (42)

*Indiscipline in the Universities*

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

"That the demand under the head 'Education' be reduced to Rs. 100." (43)

*Revision of pay scales of primary and secondary teachers*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (186)

*Purchase of Zamindari Bonds by Banaras Hindu University*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (187)

*Need to have a residential University in Kanpur*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (188) |

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

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

"That the demand under the head 'Education' be reduced by Rs. 100." (189)

*Need to improve the educational system in the country*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (190)

*Inadequacy of the teaching staff in the Government D.M. College, Imphal*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (201)

*Lack of facilities in the Teachers' Training Institute run by the D.M. College, Imphal*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (202)

*Failure of the scheme of Diploma Course—in Secretariat Practice in D.M. College, Imphal*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (203)

**Necessity for promoting women's education in Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (204)

**Need to introduce higher secondary schools in Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (205)

**Lack of equipment and furniture for schools in Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (206)

**Need to introduce Manipuri as a medium of examination and instruction upto the Higher Secondary stage**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (207)

**Need to construct a sports stadium in Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (208)

**Educational tours of teachers and students of Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (210)

**Missionary schools in Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (211)

**Need for more staff quarters for D.M. College, Imphal**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (212)

**Delay in the introduction of the three-year degree course in the Gauhati University**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (222)

**Necessity of starting a residential University in Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (223)

**Need to give aid to schools started by the refugees in Saiton in Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (224)

**Need to give post-matric scholarships at Imphal College, Manipur**

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (225)

*Irregularities in conversion of private schools into Government schools by Manipur Territorial Council*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (227)

*Disparity in the pay-scales of teachers in Government and private educational institutions in Manipur*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (228)

*Restriction on Government school teachers from joining the Teachers' Association in Delhi*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (229)

*Need to give scholarships to students of Scheduled Castes, Scheduled Tribes and Other backward classes*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (230)

*Implementation of schemes for promotion of sports and games*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (231)

*Provision for youth welfare programme*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (232)

*Failure to give the retrospective portion of the University Grants Commission grant to superannuated and retired professors of West Bengal*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (234)

*Failure to introduce compulsory free primary education*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (235)

*Need to revive and reorient the Boys' Scouting System in schools*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (236)

*Need to extend scholarships to displaced persons liberally*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (237)

*Failure to set up adequate number of schools for blind students*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (238)

*Failure to publish adequate number of books in different regional languages by the National Book Trust*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (239)

*Failure to set up adequate number of schools for deaf and dumb*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (240)

*Need to introduce educational tours in the systematic way in the curriculum of school and college subjects*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (241)

*Failure to reorient the present system of examinations*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (242)

*Need to introduce regional language as a medium of instruction*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (243)

*Failure to introduce free-tiffin in schools*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (244)

*Discrimination in the matter of awarding foreign scholarships*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (245)

*Need for a separate institute for imparting theoretical and practical training in physical education*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (246)

*Restriction of scholarships to poor students belonging to scheduled Castes and Scheduled Tribes*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (247)

*Need to provide funds to schools for sports and games*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (248)

*Integration of students with youth welfare programmes*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (249)

*Need for setting up an All-India Committee of Students representing different Universities to conduct Students Festival*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (250)

*Need for setting up separate messes for students in big cities*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (251)

*Need for introduction of regional language as medium of instruction*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (252)

*Need for implementation of the policy of compulsory primary education*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (253)

*Need for extra-territorial jurisdiction of Universities*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (254)

*Adoption of mother tongue as the medium of instruction and examination under the Universities*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (255)

*Imposition of restriction by the University Grants Commission on the number of students in educational institutions*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (256)

*Failure to introduce 3 year Degree Courses in majority of the Colleges of West Bengal*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (258)

*Shortage of trained teachers in primary and secondary schools*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (259)

*Need to set up the system of periodical health examination of school students*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (260)

*Need for prescribing the dietary system for students according to the food habits of each State and to make up the deficiencies through free tiffins in schools in order to check mal-nutrition*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (261)

*Setting up of cheap and subsidised boarding and hostels for students*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (262)

*Need for setting up public library in each Union Territory*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (263)

*Failure to appoint Visitor's Committee to enquire into the affairs of Aligarh University*

**Shri Vajpayee:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (367)

*Delay in manufacturing Hindi Typewriters*

**Shri Vajpayee:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (368)

*Need to establish more public schools in the country for promotion of discipline and improving the quality of man-power*

**Shri P. G. Deb:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (369)

*Deterioration in the standard of education in University*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (370)

*Method of awarding scholarships for overseas technical and post graduate studies*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (371)

*Failure to expedite free and compulsory primary education to children of age-group of 6-11 years*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (372)

*Failure to finalise all India Educational Survey and to produce regular statistics to show actual state of education*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (373)

*Failure to increase the rate of girls' education specially in elementary and secondary stage*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (374)

*Low grades of pay for primary school teachers and their irregular payments in Union Territories*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (375)

*Increasing official interference in the educational institutions*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (376)

*Necessity for showing news-reels and educational films in schools and colleges by rotation*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (196)

*To set up one archive in each State*

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

"That the demand under the head 'Education' be reduced by Rs. 100." (197)

*Activities of Central Social Welfare Board*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Miscellaneous Departments and other Expenditure under the Ministry of Education' be reduced by Rs. 100." (233)

*Need to simplify the procedure for granting aid to voluntary organisations by the Central Social Welfare Board*

**Shri B. Das Gupta:** I beg to move:

"That the demand under the head 'Miscellaneous Departments and other expenditure under the Ministry of Education' be reduced by Rs. 100." (257)

*Need to ask the UGC to undertake a comprehensive review of the falling standards of teaching due to communal and factional tendencies in Universities*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Miscellaneous Departments and other Expenditure under the Ministry of Education' be reduced by Rs. 100." (378)

*Non-implementation of schemes under Central Social Welfare Board*

**Shrimati Renu Chakravartty:** I beg to move:

"That the demand under the head 'Miscellaneous Departments and other Expenditure under the Ministry of Education' be reduced by Rs. 100." (379)

*Need for promotion of Manipuri style of Polo*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (209)

*Discrimination in giving aid to schools in Manipur*

**Shri L. Achaw Singh:** I beg to move:

"That the demand under the head 'Education' be reduced by Rs. 100." (226)

**Mr. Chairman:** These cut motions are now before the House.

**Shrimati Renuka Ray (Malda):** Mr. Chairman, Sir, it is a welcome change at least that there is a greater realisation of the fact that increased productivity or increase in total wealth is not possible until the men and women, who are the builders of society, are trained and equipped. But while there is greater realisation and while even in the Budget provisions we find some evidence of this it is still true to a certain extent that the difference between what are known as the productive and the unproductive services remains. The highest priority surely has to be given to those through whom we are to implement our Plans. Yet even in the outline of the Third Plan that has just come out there does not seem to be evidence of this. There is a large sum of money allotted in this draft outline for social services and the actual amount for education and the social services may be higher but I wonder whether in percentage the amounts are lower or not. I would like the hon. Minister—he is not here now—to make it clear to us when he replies as to what is the position in this preliminary sketch of the Third Plan of social services including education.

Even this year we do not get before us the picture of achievements and of performances. The slight improvement that is there is in regard to the numbers shown. Some statistics are shown. But even today we do not get a proper picture in the reports of Ministries—not only this Ministry—of the performance and of what has been done. The total amount of money may be less than what is required but how much of that has been properly utilised? That picture we do not get.

Then I will start with the position that we face today in regard to primary education. Other speakers and more especially my hon. friend, Acharya Kripalani, spoke about this.

It is true that a target has been laid, that is, by 1965-66 primary education for boys and girls up to the age of eleven is to be introduced.

I want to go back to some years even before independence, I want to go back to the Sargent report which came out in 1944, which recommended a scheme of education in the primary stage, between the ages of 6 and 14; and laid great stress upon the quality content of that education, upon taking up basic education. The only thing that was different in the Sargent basic scheme was that it did not think it would be possible for the children to pay for their education, but apart from that, it had the picture of the entire scheme of basic education, as laid down by Gandhiji

16-21 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

Yet, it was considered then that it was very slow and therefore the scheme was not accepted. Even if the other features were not implemented, if at least the training of the trainers for basic education had taken place, today, though we have been delayed, at least the quality content of education would have been there.

We are now told that all children will get elementary education, not basic education, in the age group of 6 to 11. I would ask the Minister to look into this. What is more, I would ask him to look into the variations that are taking place between State and State. Will even this modest target be achieved by 1965-66? Will all States be in a position to see that all children between 6 and 11 are in schools? That also needs a great deal of attention.

I shall speak about teachers' training later, but at this stage I would more say, that trainers for basic education should be trained on a much larger scale that is being done today. I know that trainers are being trained, but they are not being trained to cover the needs of the entire country.

Turning to secondary education, multi-purpose schools and higher secondary education, I am glad that the Central Ministry of Education has supported this and is trying to encourage the State Governments to bring it in, but when you go round the country, it is sad to see that with the exception of one or two States, we have not gone very far even here. And how can we go very far, because, after all, this multi-purpose scheme needs an elementary education behind it which is purposeful, which has activity, which has all the essence of the basic system. If that is not there, how can you suddenly superimpose these things in the secondary stage? You may have buildings and the apparatus, as some one suggested, but here again we lack the teachers.

Surely, the time has come, and more than come, for us to have a proper machinery to select students at the end of the higher secondary stage for different walks of life. We have been talking about this question of unemployment. Unemployment is very great in the country, but I feel that unemployability is also one of the gravest problems that we face today, because in all the different avenues that are going to open out with the development plans, the personnel required is just not available, we cannot get the right type of personnel, and so we cannot employ our students. Therefore, this is a matter on which we must focus a great deal of attention here and now. Therefore, from the point of view of tackling unemployment and unemployability, we should have a proper machinery to see that students at the end of the higher secondary stage are drafted into such activities as will be suitable to them. I do not mean that they should be employed immediately. Even if they are employed, there should be training, an adequate number of training institutions, of polytechnics, must be there. Not only that. Surely, we should now be able to sit down and plan it in such a way that each student who

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comes out of the polytechnic after training is drafted to service immediately.

We have been talking a great deal about this, but in fact it does not happen. When you go round the country, it is really a great tragedy to see the unemployment prevalent even among the trainees who have come out of such institutions. That leads me on to the whole subject of university education. There is no doubt that there is tremendous wastage here. I think the hon. Minister will bear me out when I say that nearly half the students in most of the universities do not get through the university stage at all, and what is more, as Acharya Kripalani has pointed out, merit is not the criterion today. It is true that the parents undergo a great deal of sacrifice in order to find the fees for sending their sons and daughters to the universities. If the students either fail or they do not jobs after getting their degrees, then they get naturally frustrated. What prevents us from making a suitable arrangement at the higher secondary stage, by which all this could be obviated? I think it needs one of the highest priorities, not only in the Education Ministry, but in the whole governmental machinery that we should focus our attention on this problem of finding for every student a job when he goes out and give him proper training for that job, so that only those who have the capacity to benefit by higher education should go to the universities. It may be said that this is very rigid, but one has to be rigid to some extent.

Idealistically speaking, it may be said that education should not be tagged on to the question of jobs. That is quite true, but we have to live in the world of reality today, and I feel that if we tackle this question in a proper manner we shall be able to do away with a lot of problems that are facing us today, so far as universities are concerned. We continuously talk about the frustration of

youth or the indiscipline of youth and so on, but surely if we had gone by the old adage that prevention is better than cure, then we would have been able to advance further in this matter.

Then, we have been hearing a lot today about certain universities in our country, and it is really a very sad and tragic picture that we have come to. But one of the things that I would like to point out is this, that in the names of the universities, namely the Banaras Hindu University and the Aligarh Muslim University, the words 'Hindu' and Muslim' should be dropped respectively. That is the first thing that should be done in the India of today. What is the point in emphasising something which we do not want to emphasise today in our educational system? It is happening not only here but in many other things also, that we have certain objectives, but in the implementation process, we seem to be always moving away from those objectives.

Coming to the recommendations of the Team on Social Welfare, I would say this. I speak with some amount of diffidence in this matter, but because I happened to be the leader of that team, I would like to point out one thing. It was pointed out that integration should be the objective, more especially in the educational field. But what is happening in the process of implementation? We set up segregated hostels, and we want to overcome the problem of castes. We set up even separate schools in tribal areas, which are not open to the ordinary child. All these things require to be looked into properly. All this, surely, is not integration. These are not leading towards the social objective or the national objective that we have placed before ourselves.

Then, again, it has been recommended that the family should be taken as the unit, for that is the nucleus of society. When we provide social services, the family unit should be considered first. But, instead of thinking of the family unit, we are

thinking in terms of institutional care. I do not say that institutional care must be avoided, but if we deal with the family properly, perhaps, the need for institutional care could be obviated. Here, again, the old maxim that prevention is better than cure would be a good way of dealing with the matter.

We do not even lay down the proper priorities. The child should get the first priority, whether it be education or anything else. For, he is the citizen of the future. We have suggested that amongst children, the normal child and more especially the slum child should get better attention. We have said in that report that the slum child should get better attention, because we deal with the slum children later as products of juvenile delinquency, and we send them to care and after-care homes, with a view to rehabilitate them. If we deal with them properly in the first phase itself, before they become juvenile delinquents, then we may be able to avoid institutional care. Not sufficient stress is given to some of these matters.

*(The bell was rung)*

Sir, I need a little more time.

**Mr. Deputy-Speaker:** My ring is not for the purpose of enquiring whether the hon. Member speaking wants more time or wants to finish, but rather a warning that the hon. Member has to finish within two minutes.

**Shrimati Renuka Ray:** Another thing is that there is complete lack of administrative integration in all fields more especially in the field of social services and education. So many problems are dealt with compartmentally and then when it gets down to the block level, it is simply strange and puzzling for a villager who is the recipient of all these services to see how many authorities come to give him similar services. There are school buildings, but they cannot be utilised in the morning or in the evening for any other social service and yet we

lack resources, but more buildings come up. There are some of the things which need to be planned properly and taken up in a proper manner.

There are two other points which I would like to make. One is regarding the women's education. Other hon. Members have also spoken about it. They have spoken about the Women's National Educational Council that was set up. I want to congratulate the Education Ministry for one thing that even before this Council came into being, it was the Education Ministry at the Centre who has been trying to encourage the State Governments to bring in more secondary schools for girls and have given grants for that purpose. Unfortunately, here again it depends on how far a particular State feels like taking up the scheme and in the case of some of the States, as we can see from the figures, some funds have remained unutilised which the Government of India were willing to give. I think here also some action has to be taken not only on the part of the Central Ministry but also on the part of Parliament and on the part of the people themselves to see that women's education does get a fillip. Today, even in the most progressive States, even in the elementary schools the number of girls is one-third of the number of boys. In other States it is much less. Then, after the elementary stage very often it becomes a wastage because there is no secondary schools for the girl to go to. I do not say that it is possible or feasible at the secondary stage of education to have co-education. But I do not agree with my hon. Member Shrimati Renu Chakravartty that where there is no separate secondary school for girls, even there we should not take advantage of co-educational schools. We can have women teachers attached to the schools and take advantage of them as some States are doing today.

Lastly, Sir, I come to the question of the teachers. I do not know what bankruptcy of statesmanship this is which we are going in for when we want to go ahead in this country and

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we talk of many things. And yet the teacher on whom everything rests, how do we consider him. When I was speaking on the Presidential Address, I said that a *chaprasi* in the Central Government is given greater consideration in this respect than the teacher in the primary school on whom depends the future of this country. If the teacher is disgruntled and he has no feeling of hope in the future, how can he inculcate that feeling to his students.

**Mr. Deputy-Speaker:** The hon. Member's time is up.

**Shrimati Renuka Ray:** Sir, one more minute and I will finish.

Now, I will refer back to the Sergeant Report which was considered not good enough at one time. That Sergeant Report had laid down a scale of specific salaries for teachers, but it had also pointed out that the cost of living index number should be taken into account to adjust there. If the cost of living index number had been taken into account, the salaries of the teachers at all stages beginning from the primary to the higher stages would have been vastly different today. We need the best talent of the country in the teaching profession. But how can we expect that that talent will be coming to the teaching profession if the teachers are expected to live on noble ideals alone but not on bread? It may be that man does not live by bread alone, but it is equally true that the teacher cannot live if his economic problems are not solved. So I would request the Minister and the Minister of Finance, who is also present here today, to see that in the Third Plan first priority.....

**Mr. Deputy-Speaker:** The one minute should not be lengthened out.

**Shrimati Renuka Ray:**.....is given—that is, priority over every other priority—to the salaries of teachers so that we may draw the best talent of the country to that profession.

**श्री बाजपेयी (बलरामपुर):** उपाध्यक्ष महोदय, मैंने ३६७ क्रम संख्या के कटौती प्रस्ताव द्वारा इस बात पर खेद प्रकट किया है कि भलीगढ़ विश्वविद्यालयों के मामलों की जांच के लिये राष्ट्रपति द्वारा समिति को नियुक्त नहीं किया गया है। आज जब शिक्षा मंत्री जी प्रारम्भ में अपना वक्तव्य दे रहे थे तो सदन यह आशा करता था कि उस वक्तव्य के अन्त में शायद शासन के इस निर्णय की घोषणा की जायगी कि भलीगढ़ विश्वविद्यालय के मामलों की जांच के लिये राष्ट्रपति जी ने एक जांच समिति नियुक्त करने का फैसला कर लिया है। लेकिन उन का वक्तव्य अपीलों से समाप्त हुआ, और सरकार क्या करना चाहती है, इस के सम्बन्ध में कोई संकेत नहीं दिया गया। मैं समझता हूँ कि जब चर्जी समिति के लिये विश्वविद्यालय के मामलों की जांच करना असंभव हो गया है और उस के सदस्य अपने पद से, समिति की सदस्यता से त्याग पत्र दे चुके हैं, तब केन्द्रीय सरकार के सामने इस केसिबा कोई विकल्प नहीं है कि वह विश्वविद्यालय के मामलों की जांच के लिये राष्ट्रपति द्वारा समिति को नियुक्ति की घोषणा करें।

मैं समझता हूँ कि जो आरोप इस सदन में लगाये गये हैं, उन से अधिक गम्भीर आरोप भलीगढ़ विश्वविद्यालय के सम्बन्ध में लगाये जा सकते हैं। लेकिन मुझे यह देख कर ताज्जुब हुआ कि कम्युनिस्ट पार्टी की एक सदस्या ने इस मामले में साम्प्रदायिकता का पुट देने का प्रयत्न किया। यदि सदन का कोई सदस्य भलीगढ़ विश्वविद्यालय की आलोचना करता है तो साम्प्रदायिकता से प्रेरित हो कर नहीं करता, और मैं अपने मित्र श्री प्रकाश वीर शास्त्री जी को जानता हूँ। उन्होंने ने जिस भावना से भलीगढ़ विश्वविद्यालय के सम्बन्ध में कुछ अनियमितताओं की ओर सदन का ध्यान आकृष्ट किया, मैं समझता हूँ कि उन की आलोचना को उसी भावना से ग्रहण किया जाना चाहिये। भलीगढ़ विश्वविद्यालय के

नाम के साथ मुसलिम शब्द जुड़ा हुआ है, इस लिये यदि कोई हिन्दू उस की भालोचना करता है तो वह साम्प्रदायिक भावना से ऐसा करता है, मैं समझता हूँ कि इस से बढ़ कर साम्प्रदायिकता और कोई नहीं हो सकती। उस दिन जब भाषे घंटे का विवाद हुआ तो मुझे यह देख कर ताज्जुब हुआ कि जो लोग मंत्रियों की कुर्सियों पर बैठते हैं वे भी साम्प्रदायिकता के प्रवाह में बह गये और उन्होंने वक्ता को बीच में टोका, और ऐसी बातें कहीं जो असाम्प्रदायिकता का परिचय नहीं देती। अगर अलीगढ़ विश्वविद्यालय में कुछ गड़बड़ियाँ हैं, और शिक्षा मंत्री जी ने स्वीकार किया है कि गड़बड़ियाँ हैं, पिछले दस साल से गड़बड़ियाँ हैं, तो यह प्रश्न पूछा जा सकता है कि अभी तक उस की जांच क्यों नहीं की गई। अगर विश्वविद्यालय के अधिकारी इस जांच में झड़गा लगाते हैं तो किसी ऐसी सशक्त समिति की स्थापना की जानी चाहिये थी जो विश्वविद्यालय के अधिकारियों के झड़गों के बावजूद पर्दे को चीर कर बातों को बाहर लाती। किसी भी विश्वविद्यालय के नाम के साथ घंटा, गोल माल और लोगों के हृदय में सन्देश उत्पन्न करने वाले आचरणों के निर्माण का उल्लेख यूनिवर्सिटी या देश के लिये ठीक नहीं है। इस में हिन्दू और मुसलमान का सवाल पैदा नहीं होता। इस सदन में भी हिन्दू विश्वविद्यालय के वाइस चांसलर की भालोचना की गई तब तो किसी ने नहीं कहा कि यह साम्प्रदायिकता के आधार पर की जा रही है, तब अगर अलीगढ़ विश्वविद्यालय के वाइस चांसलर की भालोचना की जाती है तो मैं नहीं समझता कि उस के मूल में कोई साम्प्रदायिकता की भावना है। मैं यह जानना चाहूँगा कि क्या यह सच नहीं है कि अलीगढ़ विश्वविद्यालय के वाइस चांसलर एक ऐसे व्यक्ति हैं जिन्हें मारल टपिट्यूड के आरोप में पहले नौकरी से निकाला जा चुका है ? मैं चाहूँगा कि शिक्षा मंत्री इस आरोप का खंडन करें।

**उपाध्यक्ष महोदय :** मैं माननीय सदस्य से कहूँगा कि मैंने पहले भी जब मੈम्बर साहब बोले तो कहा था कि वे एक एक व्यक्ति को लेकर जिक्र न करें बल्कि जो वहाँ का जनरल इंतजाम है उस के बारे में जनरल तौर पर कहें। लेकिन और आप किसी एक खास व्यक्ति की निम्नत आरोप लगायेंगे तो उस के लिये मुश्किल हो जायेगी। और यह यहाँ हाउस में नहीं होना चाहिये।

**श्री बाजपेयी :** मैं आप से सहमत हूँ लेकिन इस वाद विवाद में कुछ ऐसी बातें कही गयी हैं...

**उपाध्यक्ष महोदय :** अगर कोई शिकायत हुई है तो क्या उस की इन्क्वायरी न की जाय ?

**श्री बाजपेयी :** मैं आप से सहमत हूँ लेकिन मैं यह भी जानना चाहूँगा किसी व्यक्ति का नाम न लेते हुए कि क्या यह सच नहीं है कि अलीगढ़ मुस्लिम यूनिवर्सिटी के लिये प्रायः ८ लाख रुपये का जो इंजोनियरिंग का सामान विदेशों से मंगाया गया था वह बम्बई में आने के बाद पाकिस्तान को एक्सपोर्ट कर दिया गया और क्या यह सच नहीं है...

**Shri Jamal Khwaja:** Does the hon. Member know that when he speaks here in the Lok Sabha he should speak with some responsibility?

**Shri Vajpayee:** I am speaking with the fullest sense of responsibility.

**Shri Jamal Khwaja:** He is alleging that the equipment which was brought for the Aligarh Muslim University was exported to Pakistan; and the implication was that it was done by the Vice-Chancellor. Does he realise the meaning of his statement?

**Mr. Deputy-Speaker:** I hope the hon. Member has satisfied himself with the veracity of the statement.

**श्री बाजपेयी :** मेरा निवेदन यह है कि मैं ने जो आरोप लगाया है उस की गम्भीरता

[श्री वाजपेयी]

को समझ कर लगाया है और अगर राष्ट्रपति महोदय इस के लिये कोई जांच समिति नियुक्त करते हैं, तो मैं इस का प्रमाण देने को तैयार हूँ। यह आरोप समाचारपत्रों में भी प्रकाशित हो चुका है लेकिन उस का खंडन नहीं किया गया . . . . .

Shri Jamal Khwaja: May I point out, Sir....

Mr. Deputy-Speaker: Order, order. I can only make it clear to the hon. Member that whenever he makes an allegation he must be sure of the ground; he must be sure that it is true and that he has taken all measures to see that there is truth in it. That is all I can ask the hon. Member to do. I cannot stop him.

Shri Jamal Khwaja: Sir, may I point out that those papers which published these reports have printed an apology, an unqualified apology in connection with this charge which had been most irresponsibly and unfortunately levelled against the Vice-Chancellor? Does the hon. Member know that those very papers which published these reports have published an unqualified apology to the Vice-Chancellor? The Vice-Chancellor was thinking of taking legal action against those persons. But, when they came to know of it they published an unqualified apology. I really pity the ignorance of the hon. Member who does not know the facts.

Shri Vajpayee: I know the facts; I am in possession of the papers in this matter.

Mr. Deputy-Speaker: According to the hon. Member the papers which had published these reports had offered an unqualified apology. He should take note of that also.

श्री वाजपेयी : मेरा निवेदन यह है कि जिन समाचारपत्रों ने माफी मांगी उन्होंने वे वाइस चांसलर के सम्बन्ध में एक आरोप लगाया था जिसको कि मैं यहां कहना नहीं

चाहता और वह जो माफी है वह उसी के सम्बन्ध में है . . .

उपाध्यक्ष महोदय : इस के बावजूद अगर माननीय मेम्बर कहना चाहते हैं बगैर नाम लिये हुए तो बेशक कहें। अगर इस के बावजूद अपनी जिम्मेदारी लेना चाहते हैं तो वह उस को कह सकते हैं और यह उन की अपनी मर्जी पर है।

श्री वाजपेयी : इंजीनियरिंग कालेज के सम्बन्ध में मैं एक बात और भी कहना चाहता हूँ कि केन्द्र की तरफ से श्री मंगत राय जी को डैप्यूट किया गया था और जो कि इंजीनियरिंग कालेज के प्रिंसिपल के रूप में कार्य कर रहे थे। मैं यह जानना चाहूंगा कि उन्होंने ने काम करने से इंकार क्यों कर दिया। इंजीनियरिंग कालेज में उन्होंने ऐसी कौन सी परिस्थितियां देखीं जिन के कि कारण उन के लिये वहां काम करना असम्भव हो गया ?

इस वाद विवाद में कम्युनिस्ट वक्ता ने अलीगढ़ विश्वविद्यालय का जिस तरह से समर्थन किया है वह कोई नई चीज नहीं है। अलीगढ़ विश्वविद्यालय का संचालन जिस ढंग से किया जा रहा है उसमें साम्यवादी और सम्प्रदायवादी दोनों मिल कर काम कर रहे हैं। जब बनारस विश्वविद्यालय में कुछ गड़बड़ी होती है तो कम्युनिस्ट पार्टी के सदस्य खड़े हो कर उस गड़बड़ का भंडाफोड़ करते हैं और सरकार से कार्यवाही करने की मांग करते हैं . . . . .

Shrimati Renu Chakravartty: On a point of explanation, Sir. He can say whatever he likes but I do not think he even followed what I said. I never, at no stage, supported any corruption or anything that was wrong. All that I said was that the terms of reference should include a fight against communalism and that is something, I suppose, which he does not like.

**श्री बाजपेयी :** कम्युनिस्ट पार्टी के प्रवक्ता ने राज्य सभा में जो भाषण दिया उस का भी महिला सदस्य को ध्यान रखना चाहिये । कम्युनिस्ट पार्टी के समाचारपत्र क्या लिख रहे हैं इस बात को भी नहीं भुलाया जा सकता। इस के अतिरिक्त आज जब स्वामी साहब बोल रहे थे और जिस तरह से वे वहां के उपकुलपति का समर्थन कर रहे थे और जिस तरह से कम्युनिस्ट सदस्य ने उन का समर्थन किया उस से भी कुछ संकेत मिलता है . . . . .

**श्रीमती रेणु चक्रवर्ती :** क्या संकेत मिलता है, मे आई नो ?

These communalists think they can fling about any sort of charges about anybody.

**Mr. Deputy-Speaker:** But could the hon. Member tell me what I should do? That is my difficulty. If there is freedom of speech for everybody, unless he misuses or abuses it, I have to allow him. What shall I do if that be his inference or his conclusion?

**Shrimati Renu Chakravarty:** The conclusion is all right. He must factually prove it. There are no facts at all.

**श्री बाजपेयी :** मैं जो कह रहा हूँ उस के बारे में तथ्य सामने रखना चाहता हूँ। मेरे पास अलीगढ़ विश्वविद्यालय के एम० ए० 'पोलिटिकल साइंस' के एक पेपर की नकल है। मैं ने भी पोलिटिकल साइंस में एम० ए० पास किया है। अलीगढ़ विश्वविद्यालय में पोलिटिकल साइंस का जो विषय पढ़ाया जाता है वह मानो पोलिटिकल साइंस न हो कर मार्क्सिज्म का विषय हो। मुझे भी उस का थोड़ा सा ज्ञान है। अब वहां जो पोलिटिकल साइंस का पेपर दिया गया है उस में १२ में से ६ सवाल ऐसे हैं जिन का कि सम्बन्ध कम्युनिज्म से है। मेरे पास ६ सवाल हैं मैं उन में से कुछ को पढ़ कर सुनाना चाहता हूँ और वे इस प्रकार हैं :

"Comment on any three of the following:

(j) Let a hundred gardens bloom, let a hundred philosophies contend. (Mao)".

The others are all like that.

"Briefly discuss the chief factors that contributed to the development of capitalism from its establishment in the sixteenth century to the time of Karl Marx.

Carefully examine the analytical argument by which Karl Marx tries to prove that the basis of capitalism is the exploitation of labour.

'The knell of capitalist private property sounds, the expropriators are expropriated'.

Carefully examine the arguments by which Karl Marx tried to prove that the development of capitalism would inevitably lead to socialism through a proletarian revolution.

What does V. I. Lenin tell us about the origin and working of finance capital in the world's most industrialised states?

यह सब पूरा पेपर इसी तरह भरा हुआ है

Explain carefully the Communist theory of the State which Lenin has expounded in his State and Revolution.

Carefully estimate the achievements of Chairman Mao as a political thinker. What do you understand by the term 'Thought of Mao Tse-tung'?

Trace the chief stages in the development of the Socialist programme in China since the establishment of the People's Republic in 1949."

**Mr. Deputy-Speaker:** A study can be undertaken even for the sake of criticism.

**Shrimati Renu Chakravartty:** He does not know that.

**उपाध्यक्ष महोदय :** अब उन्होंने कुछ सवालालात दिये हैं और वह जानना चाहते हैं कि स्टुडेंट्स इन के बारे में क्या जानना चाहते हैं ?

**श्री बाजपेयी :** यह पेपर कोई मावस फिलासफी का नहीं है बल्कि यह पोलिटिकल थ्रीट का सारा पेपर है जिस में १३ में से ६ सवाल सिर्फ मावसवाद के ऊपर हैं। मैं यह कहना नहीं चाहता कि अलीगढ़ मुस्लिम विश्व-विद्यालय में ऐसे प्रोफेसर्स हैं जो कि कम्युनिस्ट पार्टी का काम कर रहे हैं और जब केरल में आन्दोलन चल रहा था तो अलीगढ़ मुस्लिम युनिवर्सिटी के प्रोफेसर्स ने एक स्टेटमेंट निकाला और केरल में चल रहे आन्दोलन की उन्होंने निन्दा की। मैं नहीं समझता कि अलीगढ़ मुस्लिम युनिवर्सिटी के प्रोफेसर्स का और केरल में जो आन्दोलन उस समय चल रहा था दोनों का क्या सम्बन्ध है? पीपुल्स पब्लिशिंग हाउस को एक शाखा अलीगढ़ मुस्लिम युनिवर्सिटी में काम कर रही है और प्रोफेसर्स खुले आम कम्युनिस्ट पार्टी के कार्ड होल्डर्स हैं। मैं इसलिये यह बात कह रहा हूँ कि साम्यवादी और साम्प्रदायवादियों का गठबंधन है यह बात निराधार नहीं है।

**Shrimati Renu Chakravartty:** Are we to take it that card holders of the Communist Party cannot be members of the University? I myself was a professor at Calcutta.... (Interruptions)

**Mr. Deputy-Speaker:** The hon. Member may be allowed to proceed.

**श्री बाजपेयी :** इसलिये उपाध्यक्ष महोदय, मैं यह कहूँगा कि किसी भी विश्वविद्यालय में उस के नाम के आगे हिन्दू जुड़ा हो या मुस्लिम जुड़ा हो—यदि कोई ऐसी गतिविधियाँ चलती हैं जो आपत्तिजनक हैं जो उन के स्तर के अनुकूल नहीं हैं, तो मैं समझता हूँ कि केन्द्रीय सरकार को हस्तक्षेप करना चाहिये।

शिक्षा मंत्री जी की तरफ से यह प्रकट नहीं होता कि इस मामले में सरकार क्या करने जा रही है। विश्वविद्यालय द्वारा नियुक्त किसी भी समिति के सामने सब तथ्य नहीं जाने दिये जायेंगे यह इस बात से स्पष्ट हो गया है कि सदन में जो आधे घंटे की चर्चा हुई उस के सम्बन्ध में विश्वविद्यालय की क्या प्रतिक्रिया हुई। अब यह कहा जाता है कि शिक्षा मंत्री जी उस समिति के सदस्यों को वाइस चांसलर को बता कर रखें। मुझे तो शिक्षा मंत्री जी की स्थिति पर दया आती है कि उन की प्रमाणिकता पर सन्देह किया जाता है। अब तो एक ही रास्ता है कि राष्ट्रपति जी द्वारा एक ऐसी जांच समिति नियुक्त की जाये जो तथ्यों को निकाल कर ला सके और अलीगढ़ विश्वविद्यालय की प्रतिष्ठा को जो टेस पड़ चुकी है उस को दूर किया जा सके। हम चाहते हैं कि देश में जो भी विश्वविद्यालय हैं उन का अच्छा नाम हो और वह ठोक तरह से जनता के विश्वास को सम्पादन कर के चल सकें। लेकिन परिस्थिति ऐसी है कि हमारे विश्वविद्यालय अपने ऊँचे आदर्श से गिरते जा रहे हैं। लेकिन अलीगढ़ विश्वविद्यालय की आलोचना केवल इस आधार पर नहीं ठुकराई जा सकती कि उस के आलोचना करने वाले साम्प्रदायिक हैं। मैं समझता हूँ कि जो भी तथ्य हैं उन की जांच पड़ताल होनी चाहिये और सत्य का अन्वेषण किया जाना चाहिये।

मैं ने एक कट मोशन और दिया है जिस के द्वारा मैं ने शिक्षा मंत्री महोदय का ध्यान हिन्दी टाइप राइटर के निर्माण की ओर खींचा है। हम अगर धीरे धीरे विदेशी भाषा के स्थान पर अपनी भाषा में राज-काज चलाना चाहते हैं तो मैं समझता हूँ कि उस के लिये हिन्दी टाइपराइटर की आवश्यकता बहुत बड़ी है। लेकिन यह मामला कई वर्षों तक खड़ा है पड़ा रहा क्योंकि देवनागरी लिपि के सुधार का भार जिन के कंधों पर था वह पहले तो कुछ निर्णय ही नहीं कर सके, और यदि उन्होंने कुछ निर्णय किया तो उस निर्णय पर वह दृढ़ नहीं रह सके। और इसलिये

हिन्दी टाइपराइटर कनिर्माण रुका रहा । मैं समझता हूँ उन्होंने अब फैसला कर लिया है और अब हिन्दी के टाइपराइटर के निर्माण में देरी नहीं होनी चाहिये । हमारा शिक्षा मंत्रालय यह कहेगा कि टाइप राइटर के निर्माण का काम तो इंडस्ट्रोज और कामर्स मिनिस्ट्री करेगी । शासन के भार का जो विभाजन हुआ है उसकी दृष्टि से यह कहना ठीक स्तो सकता है । लेकिन तथ्य यह है कि सरकारी कामकाज में हिन्दो का उस समय तक प्रचार नहीं होगा जब तक कि हिन्दो टाइप राइटर नहीं होगा और यह देवना मन्त्रालय का काम है कि हम इस दिशा में प्रगति करें ।

मैं एक बात और कहना चाहता हूँ । हमारे आचार्य कृपालानी जी ने हमारे देश की शिक्षा पद्धति में परिवर्तन करने के सम्बन्ध में बड़ी सबल और तर्कपूर्ण बातें कही हैं । इस देश को स्वाधीन हुए १३ वर्ष हो गए, लेकिन जिस शिक्षा पद्धति की हम आलोचना करते थे अभी तक हम उसमें परिवर्तन नहीं कर सके हैं । और अभी भी हम उसकी आलोचना करते हैं । राष्ट्रपति जी से लेकर हमारे शिक्षा मन्त्री जी तक इस शिक्षा पद्धति की खामियां बताते हैं, मगर उसमें परिवर्तन नहीं करते । यह शिक्षा देश के युवकों को सही दिशा में नहीं ले जा रही है । वह उनके चरित्र का पूर्ण विकास नहीं कर रही है । वह देश की मूर्तिका से सम्भूत संस्कृति से पीछे चली गयी है । यह शिक्षा चरित्र का निर्माण नहीं करती, भ्रम को प्रतिष्ठा नहीं करती, वह शिक्षा देशभक्त उत्पन्न नहीं करती । मैं समझता हूँ कि समय आ गया है जब शिक्षा पद्धति में परिवर्तन किया जाना चाहिये और शिक्षा मंत्री जी इस सम्बन्ध में विचार करें ।

**Shri L. Achaw Singh** (Inner Manipur): Mr. Deputy-Speaker, Sir, I have moved a number of cut motions and I would like, mostly, to deal with the points raised in my cut motions.

First of all, Sir, I would like to submit that our educational system has not at all changed during the last ten to twelve years. The British used to evolve an educational system which was meant to produce, to manufacture clerks. A number of committees and commissions have been appointed and reports have been submitted to Government, but then no action has been taken. It is a matter of disappointment that our educational policy has not been changed to suit the requirements of the present situation. It is very theoretical and unrelated to the facts of life.

I have seen in some foreign countries that the educational system in those countries has been reoriented and reorganised to suit the requirements of a new society and a new economic system. Here, we find graduates coming from the universities, inexperienced and also unaccustomed to manual work. Our universities still continue to produce parasites. They add to the number of the unemployed, being unused to production and the practical requirements of life.

In our country there is still a wide gulf between the intelligentsia and the workers, between manual labour and intellectual work. The sooner this difference is removed, the better it would be for the country. Our politicians, our directors, our ministers and our leaders in every sphere of our national life still abhor manual labour. They are just props to support the distinction between the intelligentsia and the workers. They ask the people to work and produce. I think they only pay lip-service to the dignity of human labour. We must get rid of this situation and a reorientation and thorough overhaul of our present educational system is necessary. Students and teachers should be asked to go to the fields and also to work in the factories and they should also contribute to the national production.

In this connection, I would like to submit that I cannot at all agree with-

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the half-hearted measures recommended by the committee on national service. We should take prompt steps to introduce the measures in full. Students, I submit, should be given greater opportunities and scope for technical and scientific research and practical application of the knowledge to the means of production. Far-reaching reforms ought to be introduced and carried out for the study of social and physical sciences. In no country we will find so much of wastage on the educational system and in no country do we find so many cases of suicides due to failures at examinations, because there has been a wrong emphasis given to examinations and degrees. There is a vitiated atmosphere. We must get rid of this situation. To make education meaningful and purposeful, reforms have to be immediately introduced at every stage of our educational system.

Coming to the lot of teachers, our teachers generally get a fairly raw deal. They are the worst paid of all the employees and their conditions of service are as bad as ever. There is a great disparity also between the pay-scales of the Government school teachers and those of the private school teachers. It has been reported that the situation is very bad especially in Uttar Pradesh and some other States. In the Centrally administered areas, there is a 90 per cent deficit grant system, that is, the teachers of the private schools are given the pay-scales which are equal to those that are given to the Government school teachers. The deficit in the budget in the respective schools are made up by the Central Government. I submit that the Secondary Education Commission has also strongly recommended the payment of equal pay for these two categories of teachers. I think the Central Government should also advise the States to adopt such a policy in the States.

17 hrs.

The conditions of working of the teachers should generally be improved. We have to improve the quality of the teachers also. An Oxford or Cambridge fellow is most unlikely to lecture for more than six hours a week; sometimes they do half of that. Of course, they have to do some tutoring work for which they are paid, and they are paid very well. In India a Secondary school teacher has to work between 21 periods to 30 periods a week. The quality of their work goes down because they are over worked. It is forced labour, so to speak, because they work under force of circumstances. Their pay also, as we all know, is very meagre. So, expecting them to work for longer hours is quite unjustified. If such a condition were introduced in England, the organisation of teachers there, the National Union of Teachers would strongly protest and they would act against such an action of the Government. Because of these circumstances, the efficiency of our teachers has suffered.

Then, we have no proper organisation of teachers. Government have prevented the teachers from joining the association of teachers in the Union territory of Delhi. Government have put restrictions on the Government school teachers from joining the teachers' association of the State. These teachers have been prevented from being members of the association, though they have been members for the last ten years. The action of the Government in preventing them from joining the association is quite unjustified and is rather vindictive and unwarranted. I demand that these teachers should be allowed to join as members of the teachers' association. Not only in Delhi but in other parts of India also Government school teachers should be allowed to join the respective school teachers' associations.

I take this opportunity to place before the House the unhealthy state

of education in Manipur. Manipur is a Centrally administered area and there is a Territorial Council to which education up to the secondary stage has been transferred. According to the Territorial Councils Act and rules the Administrator can issue directives to the Territorial Council as regards policies. Now, politics has played a very ugly part in education. There is no standard, no principle and no rule for the conversion of private schools into Government schools; for extending the grants-in-aid to private schools etc. I submit that the majority group in the Territorial Council would divide and distribute the schools to be converted, or aid or grant to be given amongst themselves and according to their convenience they take over and extend grants to these institutions. From every school a fixed sum of Rs. 500 is collected and unless the school committees or the teaching staff pay the money, no action is taken regarding conversion as well as extension of grants-in-aid.

During the last two years a number of schools have been taken over by the territorial Council. There are schools without any teachers. There are schools without any students. Some fictitious schools were also taken over. This is the state of affairs. It has become a scandal. The Administrator, of course, has issued directives to the Territorial Council to the effect that only well established schools should be taken over and that schools which satisfy certain minimum conditions should be given aids. But now the directives of the Administrator have not at all been heeded to and that irregularity still persists. It is deplorable that education has been reduced to a very handy instrument in the hands of a few unscrupulous politicians. I demand that a full and thorough enquiry should be made. I urge upon the Ministry to set this irregularity right.

Next I would like to give an instance of this irregularity. There is one ME school started by displaced person at Saiton. The members of

the Estimates Committee (Rehabilitation Group) visited that school. That school has got already the building, sufficient number of students and staff. A particular member of the Territorial Council came and offered that that school could be converted into a Government school if some relatives of his were taken in as teachers. The School Committee refused because they have their own teachers. They have also got a building built by themselves at great sacrifice. The result was that the Territorial Council member started a rival school. That school was taken over as a full-fledged Government school. When the members of the Estimates Committee visited the place they saw the school. The matter was also reported to the Administration. But no action has yet been taken. Rehabilitation is a Central subject and the Rehabilitation Department also should have taken some action on it because the school is mainly run for displaced persons. Either the school should be taken over or some grant-in-aid should be given to this institution. I ask the hon. Minister also to look into this matter.

I have drawn the attention of the hon. Education Minister to another matter, that is, to the grant of scholarships to students of Imphal College. This is a private institution but certain scholarships are given to candidates who pass out in matriculation and IA examination from Manipur. The awards are given by the Manipur Administration on the basis of the results of the examination held under the Gauhati University. Last year two students of this College got first and second positions among all the students passing out the IA examination from Manipur. But then they were informed that they were not entitled to these scholarships because if they wanted to have it they had to be admitted to the Government college. I think this is a discrimination. This is unjust. Scheduled Castes and Scheduled Tribes students of this College are also entitled to

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Government scholarships. There is no reason why the students of Imphal College should be deprived of the scholarships given on the basis of merit.

There is a D.M. College at Imphal. It is a Government institution. This is a premier education institution in the Union Territory. This is the nucleus of a university also. We are not happy with the choice of the present Principal. We want a man with adequate academic qualifications, a man with scholarship and a man with imagination and sympathy, who can instil confidence in the people, the students and the staff. I do not know why a diploma course in secretarial practice has been introduced in this institution; it is not justified because the number of students is very small. People feel that the present teachers' training course in D.M. College, Imphal, is good, but then there is no proper staff, no facilities for training, no equipment, nothing of the kind.

Our schools and colleges are affiliated to the Gauhati University, but this is not at all convenient because communications are very difficult. We have quicker communication between Calcutta and Imphal, than between Gauhati and Imphal. We also want a residential university because our geographical position, our past culture and the needs of our future development demand it.

We are very glad that Government have taken adequate steps for promotion of games and sports. Our students have done very well, they have played a very prominent part in the Inter-University Festival and also in the All-India Inter-School Sports and Games, but there is lack of facilities. There is no playground there. Last year, the Ministry granted liberal help for the construction of sports stadia in Jalpaiguri, Darjeeling and Bankura. I request the Ministry that a sports stadium should be constructed in Imphal also, and enough of young men would come

forward to offer shram dan towards the construction.

Polo is one of our national games in Manipur, and we have got a style of our own. We agree that necessary modifications should be made, but then we request the Ministry to give liberal grants for the promotion of the Manipur style of polo. That is also necessary because we cannot all at once give it up. That will also be very useful in preserving variety.

Lastly, I want to submit that Manipuri should be introduced as a medium of instruction in the secondary examinations. The Minister had informed me in the House that a committee had been formed to explore the possibilities of the introduction of Manipuri as a medium of instruction. I wish to urge upon him that some positive steps should be taken in this regard.

**श्री सुमत प्रसाद (मुजफ्फरनगर) :**

उपाध्यक्ष महोदय, सबसे पहले तो मैं आपका आभारी हूँ कि आप ने मुझे डिबेट में हिस्सा लेने का मौका दिया।

आज बहुत जरूरत है शिक्षा पद्धति को तब्दील करने की। जो मौजूदा पद्धति है उसका परिणाम यह होता है कि ७०, ७५ प्रतिशत के करीब लड़के थर्ड डिवीजन में पास होते हैं, और यूनिवर्सिटी और कालेजों से निकल कर उनके लिये मुश्किल हो जाता है कि वे अपना कोई इन्तजाम कर सकें। ८० ६० की तन-स्वाह भी उनको मुश्किल से मिलती है। नतीजा होता है फस्टेशन। मुश्किल से १० फी सदी ऐसे विद्यार्थी निकलते हैं जो अच्छी योग्यता प्राप्त करते हैं और उनके लिये कम्पिटिशन के जरिये साइंटिफिक और टेक्निकल साइड्स में, इंजीनियरिंग लाइन्स में, दरवाजा खुला होता है। सवाल यह है कि इन ७० या ८० फी सदी विद्यार्थियों का क्या बने। अगर इसी तरीके से चलता रहा तो डिमांडेसी के लिये यह बहुत बड़ा खतरा है।

दूसरे कारणों में से इंडिसिप्लिन का एक कारण यह भी है कि वह यूनिवर्सिटी में या कालेज में इसलिये नहीं दाखिला हासिल करते कि वह कोई उच्च श्रेणी की तालीम हासिल करना चाहते हैं, बल्कि और कोई काम न मिलने के कारण वे वहां पर वक्त गुजारी करते हैं। इससे अवश्य ही इंडिसिप्लिन भावना पैदा होती है।

अब आप सेक्रेटरी एजुकेशन की तरफ चनें। वहां यह हालत है कि १६, १७ वर्ष की उम्र तक जिस विद्यार्थी ने तालीम पाई, वह इस योग्य नहीं होता कि किसी काम में लग सके। अगर वह गांव से आया है तो अपनी खेती का भी भूल जाता है। उसके रहन सहन का वातावरण ऐसा हो जाता है कि गांव की जिन्दगी उसे पसन्द नहीं रह जाती, हाथ से काम करने को वह अच्छा नहीं समझता है। स्कूलों में सूत कटाई और बुनाई सिखलाने का काम जारी किया गया, मैनुअल ट्रेनिंग भी कुछ जगहों पर जारी हुई। यह सब चीजें उनके काम की हैं, लेकिन जो विद्यार्थी हार्ड स्कूल इम्प्टहान पास कर के निकलते हैं उनकी इतनी योग्यता नहीं होती कि सूत कातने या बुनाई को अपनी रोजी पैदा करने का जरिया बनायें। जब तक शिक्षा प्रणाली में ऐसी तबदीली नहीं होगी कि जो विद्यार्थी वहां से निकलें वह सोसायटी में खप सके, और उसके लिये फायदेमन्द हों, उस वक्त तक अनएम्प्लायमेंट की प्रब्लेम हल नहीं हो सकती।

जहां तक यूनिवर्सिटी की इंडिसिप्लिन का तात्पर्य है, उसमें भी बहुत सी वजहें शामिल हैं। कुछ पालिटिक्स यूनिवर्सिटीज में भी चल गई है। पालिटिक्स से मेरा मतलब है यूनिवर्सिटी के अन्दर जो ग्रुप बेसिस है उससे यूनिवर्सिटी को जो आटोनोमस वाटोज बनाया गया है, उसके पीछे एक हिस्टारिकल बैक-ग्राउण्ड है। अंग्रेजों के जमाने में हमारे नेता चाहते थे, और वह ठीक ठीक था, कि यूनिवर्सिटी में अंग्रेजों का हमारी शिक्षा की

पालिसी को बनाने में ज्यादा दखल न हो और यूनिवर्सिटी में स्वतन्त्रता हो ताकि शिक्षा का काम ठीक तरह से चल सके। लेकिन आटोनोमी के माने इस हद तक नहीं खींचने चाहिये कि उसका सुधार मुमकिन न हो। आज यूनिवर्सिटीज में जनता का पैसा लग रहा है। जनता से अपील है कि वह आस्टेरिटी को जिन्दगी बसर करे। लेकिन यूनिवर्सिटी के रुपये का अगर दुरुपयोग हो तो उससे जनता का जो विश्वास गवर्नमेंट में है, डिमाक्रेसी में है, उसको बड़ी जबर्दस्त ठेस लगती है। वहां पर पावर पालिटिक्स चलती है। जब से एलेक्शन की पद्धति चली है वाइस चांसलर की नियुक्ति चली है उस वक्त से यूनिवर्सिटीज में एक गुट-बन्दी सी बन गई है और उस ग्रुप बेसिस में विद्यार्थियों तथा प्रोफेसर्स का नाजायज इतमाल किया जाता है। मिसाल के तौर पर ले लीजिये। लखनऊ यूनिवर्सिटी की बात है कि स्टूडेंट्स ने कुछ प्रोफेसर्सों के खिलाफ शिकायत की। हो सकता है कि वह शिकायत बिल्कुल गलत हो। लेकिन वे विद्यार्थी उस शिकायत को नहीं कर सकते थे और न स्ट्राइक ही कर सकते थे, जब तक उन के पीछे सपोर्ट न हो, और वह सपोर्ट मिलेगी यूनिवर्सिटी के ऊंचे सेक्शन की। अगर यह ठीक है तो फिर कहां तक उचित है कि ऐसे व्यक्ति को ऐसे ऊंचे आसन पर बिठलाया जाय। हार्डकोर्ट के जजेज को सुप्रीम कोर्ट के जजेज को गवर्नमेंट मुकर्रर करती है और वे बिल्कुल निष्पक्षता से काम करते हैं। अगर तजुर्बे से यह बात साबित हो जाय कि एलेक्शन का एलिमेंट जब से वाइस चांसलर के सेलेक्शन में आया है तब से यूनिवर्सिटी का वातावरण दूषित हो गया, तो इसमें तबदीली करने की जरूरत है। मैं यह नहीं कहता कि क्या तबदीली हो, लेकिन उसकी दो किस्में हो सकती हैं। एक यह कि जैसे हार्डकोर्ट और सुप्रीम कोर्ट के जजेज अप्वाइंट होते हैं, वैसे ही वाइस चांसलर भी अप्वाइंट हों। गवर्नर एपायेंट होता है और एपायेंटमेंट के बाद वह वहां का कुलपति होता है। वाइस चांसलर की नियुक्ति कुलपति की

[श्री सुमत प्रसाद]

तरह हो इस तर्जुबे को करके देखा जाय । दूसरी शक्ति यह हो सकती है कि यह कर दिया जाय कि जिस यूनिवर्सिटी में कोई प्रादमी सविस में हो उसका वाइस चांसलर न हो । अगर वाइस चांसलर होना चाहता है तो दूसरी यूनिवर्सिटी में हो लेकिन उस यूनिवर्सिटी में वह वाइस चांसलर न हो । बहरहाल इस सम्बन्ध में कुछ सोच विचार करने की आवश्यकता है ।

अनुशासनहीनता के मामले की जिम्मेदारी खाली स्कूलों पर नहीं है बल्कि स्कूल के शिक्षकों पर भी है । अब यह अलीगढ़ मुस्लिम विश्व-विद्यालय का मामला आया । मुझे तो मालूम पड़ता है कि मामला बड़ा सीधा है । जो स्टेट-मेंट्स आन्दरेबुल शिक्षा मन्त्री ने दिये और जो प्रेस में छपे दोनों से यह पता चलता है कि सन् १९५१ से लेकर इस वक्त तक वहां रुपये पैसे के मामले में गड़बड़ी है । और दूसरी प्रकार क भी इररगुलैरीटीज हैं, वहां ग्राडीटर जनरल की रिपोर्ट हुई और कहा गया कि रुपये का सवुपयोग नहीं किया गया । रुपया बेजा तरीके से इस्तेमाल किया गया । प्रश्न यह है कि सन् १९५३ के बाद यूनिवर्सिटी ने आज तक क्या कदम उठाया ? एक कमेटी बनी । लेकिन उस कमेटी ने काम क्यों नहीं किया ? फिर हालत यह हुई कि दूसरी कमेटी आन्दरेबुल एजुकेशन मिनिस्टर के इशारे पर और उनकी हिदायत के मुताबिक बनाई गई । प्रेस में जो छपा है वह अगर ठीक हो तो उसमें खाली एक यही कारण नहीं था कि वाइस चांसलर साहब ने यह कहा कि कुछ बातों के बारे में जो इल्जामात हैं वे गलत हैं, बल्कि मतभेद इक बात पर भी था कि कमेटी रेप्रेजेंटेशन्स एनवाइट करे, मेमोरेण्डम एनवाइट करें ताकि जिन लोगों को वहां के बारे में कोई जानकारी हो वह उन चीजों को सामने पेश करें और दूसरे वह यह भी चाहते थे कि अगर किसी के पास सबूत हों तो वह सबूत भी दें । यह दोनों चीजें वे चाहते थे । अब इसमें भी मतभेद था कि वाइस चांस-

लर साहब उस कमेटी की प्रोसीडिंग्स में शामिल हों या न हों । मैंने पहले डिबेट की प्रोसीडिंग्स पढ़ीं तो उसमें आन्दरेबुल एजुकेशन मिनिस्टर ने यह सुझाव दिया था कि यह खुब वह ही उचित समझेंगे कि ऐसी प्रोसीडिंग में वह शामिल न हों । बात सीधी है । सीरियस चार्ज है और एक प्राइमा फेंसी केस उन चीजों के बारे में जिनकी कि तरफ ग्राडिटर जनरल ने एक इशारा किया कि एक प्राइमा फेंसी केस बनता है कम से कम एक ऐसा केस बनता है कि उसके लिये एजुकेशन मिनिस्टर साहब ने यह मनासिब समझा कि उसमें एक कमेटी बनाई जाय और वह कमेटी हो सकता है कि वहां का वातावरण ऐसा हो कि उसमें वह फंक्शन न कर सकती हो । अगर वह कमेटी वहां प्राजादी के साथ अपना काम नहीं कर सकती हो जैसा कि लगता है तो कोई दूसरा तरीका फ्रिस्तियार किया जाय । बहरहाल जब यह मामला सामने आ गया तो उसको किसी कम्युनल दृष्टि से देखना बेकार है । यह तो सीधा मामला है कि रुपये का गोलमाल बल्लाया जाता है । बहुत से भवन खरीदे गये । एक रानीखेत में भवन खरीदा । उसकी युटिलिटी मेरी समझ में नहीं आई सिवाय इसके कि प्रोफेसर्स और कुछ स्टूडेंट्स उसमें रिक्रिएशन करें । क्या इस तरह के काम के लिये भी देश का रुपया इस्तेमाल होगा ? देश को आज रुपये की बड़ी जरूरत है और क्या इस तरह के रिक्रिएशन के वास्ते भवन खरीद कर हम देशवासियों के सामने ब्रस्टे-रिटी का एक प्रादर्श पेश करेंगे ? आप अपने प्लांस के लिये रुपया मांगिये, जनता देगी लेकिन जनता को यह इतमीनान दिलाया जाय कि यह एक नेशनल ट्रस्ट है और नेशनल ट्रस्ट को हमें पूरी जिम्मेदारी से हैंडिल करना है । नेशनल ट्रस्ट को लेकर जो हमारे ऊपर जिम्मेदारी आती है उस जिम्मेदारी को पूरी तौर से भरा करेंगे । अब जब तक कि पूरी तरह से छानबीन न कर ली जाय, जब तक पूरी चीजें सामने न आ जाय और इसकी तहकी-

कात न हो जाय कि यह चार्जें गलत हैं तब तक गवर्नमेंट कैसे कह सकती है कि वह गलत हैं। अब जांच पड़ताल के बाद अगर यह चार्जें गलत साबित होते हैं तो उससे यूनिवर्सिटी की प्रतिष्ठा बढ़ेगी और मान्यता बढ़ेगी लेकिन अगर चार्जें ठीक पाये गये तो गवर्नमेंट को यह मौका मिलेगा कि वह उन शिकायतों को दूर करे और उन सराबियों को वहां से मिटा दे।

श्रास्त्र में मैं यही निवेदन करूंगा कि आज अनएम्प्लायमेंट का सवाल जुड़ा हुआ है शिक्षा पद्धति से और शिक्षा प्रणाली से और यह भयंकर शकल अस्तित्वार कर रहा है। शिक्षा पद्धति में ऐसी तबदीली की जाये कि हमारी यूनिवर्सिटीज और हमारे कालिजेज से यूजफुल सिटीजें निकलें ताकि वह अपना जीवन भी सहायित से व्यतीत कर सकें और डेमोक्रेटिक ढंग से शासन चलाने में गवर्नमेंट का हाथ भी बंटा सकें। गांधी जी तो यह चाहते थे कि लिटरेरी एजुकेशन के साथ कोई एक हाथ की चीज भी, एक ऐसी ट्रेनिंग उन को दी जाय जिससे कि वह अपनी गुजर बसर कर सकें। अब ११ वर्ष हो गये। एक काफी जमाना हो गया। सेकेंडरी एजुकेशन की भी बड़ी हालत है और यूनिवर्सिटी एजुकेशन और कालिजेज की भी बड़ी हालत है। ऐसी हालत में कभी कैरेक्टर फार्मेशन नहीं हो सकता। हमारी इन भावी धाने वाली पीढ़ियों पर जो इस देश का काम काज चलाने की जिम्मेदारी आगे चल कर धाने वाली है और अगर हमारे इन विद्यार्थियों का कैरेक्टर फार्मेशन यूनिवर्सिटीज और कालिजेज में नहीं होषा, चरित्र निर्माण नहीं होगा तो इस देश का कैसे काम चलेगा। यों तो बहुत केमेस्टियां बनीं, कमीशन बने, बहुत प्राइमी विलायत गये और हर देश को किन्हीं चीजों के वास्ते विदेशों में अपना लोगों को भेजना पड़ता है और हमारे देश से भी लोग बाहर विदेशों में गये वह तो सब ठीक है लेकिन देखने की बात यह है कि जितना हमारा तजुर्बा होता है जितना हम रुपया खर्च कर रहे

हैं उसका पूरा फायदा देश को मिल रहा है या नहीं। जितनी हमारी पातिसीज है उनका भ्रमल हो रहा है या नहीं यह असल में देखने की चीज है। मैं आशा करता हूं कि एजुकेशन मिनिस्टर साहब इन बातों पर ध्यान देंगे।

Mr. Deputy-Speaker: Shrimati Laxmi Bai.

Shri C. K. Bhattacharya: May I crave your indulgence to speak for a few minutes in this debate? Being associated with the running of perhaps the premier University of India, I believe I could make some useful observations. I submitted my name to the Speaker yesterday.

Shri Raghunath Singh (Varanasi): I want only two minutes.

Ch. Ranbir Singh: The Kurukshetra University is very important.

Mr. Deputy-Speaker: I would be prepared to sit as long as hon. Members desire.

बीमती लक्ष्मी बाई (विकाराबाद) : मैं आपको धन्यवाद देती हूं कि आपने मुझे एजुकेशन की डिमाण्ड्स पर बोलने का अवसर दिया। मैं शिक्षा मंत्री महोदय को जो उन्होंने सोशल वेलफेयर बोर्ड को विभिन्न स्कीमों के वास्ते काफी बड़ी धनराशि दी है उसके लिये उनको मुबारकबाद देती हूं। मैं यह तो स्वीकार करती हूं कि हमारे मंत्री महोदय बहुत बड़ी रकम दे रहे हैं लेकिन भरबन एरियाज और रूरल एरियाज में एजुकेशन के विषय में जो फर्क किया जाता है और भेदभाव किया जाता है उसको बतलाना चाहती हूं। २२ फीसदी प्राइमरी स्कूल भरबन एरियाज में होते हैं जबकि रूरल एरिया में १४ प्रतिशत होते हैं। जहां तक गर्ल्स एजुकेशन का सवाल है तो रूरल एरिया में गर्ल्स की प्राइमरी एजुकेशन का कोई बन्दोबस्त ही नहीं है। भरबन एरियाज में सिटीज में जहां कि लड़कियां पढ़ने जाती हैं वहां पर गर्ल्स एजुकेशन ७ फीसदी होती है। मिडिल स्कूलों में भरबन एरियाज में लड़कों

[श्रीमती लक्ष्मी बाई]

का अनुपात ५ फीसदी पापुलेशन में होता है। जबकि लड़कियों का दो फीसदी होता है। इसी तरह हाईस्कूल में लड़कों का अनुपात ४ फीसदी है जबकि लड़कियों का १ फीसदी है। मैं चाहती हूँ कि शिक्षा मंत्रालय गर्ल्स एजुकेशन की ओर अधिक ध्यान दे और इसके वास्ते अधिक रुपया खर्च करे ताकि शहरों और देहातों में भी अधिकाधिक संख्या में लड़कियाँ शिक्षा पा सकें।

अब यह जो उत्तर प्रदेश की यूनिवर्सिटीज के बारे में शिकायतें सुनने में आ रही हैं और यह कहा जा रहा है कि प्रमुख यूनिवर्सिटी में बहुत गड़बड़ चल रही है तो मुझे तो यह सब सुन सुन कर खेद ही होता है क्योंकि हम दक्षिण वाले तो उत्तर में काशी की पुण्य भूमि के प्रति बड़ी श्रद्धा और भक्ति भाव रखते आये हैं और हम दक्षिण वाले हजारों की तादाद में उस तीर्थ का दर्शन लाभ करने प्रतिवर्ष आते हैं वही पर स्थित विश्वविद्यालय में जब इस तरह की गड़बड़ हो और लोगों में उसके खिलाफ शिकायत हो तो दिल को दुख होता है। इसी तरह भलीगढ़ विश्वविद्यालय के बारे में आज जो शिकायतें सुनने में आईं वे भी दिल को धक्का पहुँचाने वाली साबित हुईं। उनके बारे में सरकार को एक कमेटी कायम करके जांच करानी चाहिये और अगर वे शिकायतें सही पायी जायं तो उनको दूर करने के वास्ते आवश्यक कार्यवाही करी जाय।

मैं यह मानती हूँ कि हमारे मिनिस्टर महोदय शिक्षा के प्रचार के लिये बहुत कुछ कर रहे हैं लेकिन मुझे यह कहने के लिये क्षमा किया जाय कि उनका ध्यान जितना दक्षिण की ओर होना चाहिये वह नहीं है। दक्षिण में हिन्दी प्रचार के लिये उनको अधिक धनराशि देनी चाहिये और उधर विशेष रूप से ध्यान देना चाहिये। हैदराबाद में और आंध्र प्रदेश में हिन्दी के प्रचार के लिये और लोगों को हिन्दी का शिक्षण देने के वास्ते ध्यापको आज की अपेक्षा अधिक प्रयत्न करना चाहिये। इसी

तरह आपने मद्रास, मैसूर, हैदराबाद और बम्बई में हिन्दी के शिक्षण और प्रचार के लिये क्या किया है? हमारे पास सारा सामान मौजूद है, अगर आप दिल खोल कर हैदराबाद में हिन्दी यूनीवर्सिटी बना दें तो लोगों को बहुत सहूलियत हो जाए। मेरी अपील है कि आप इस बारे में सोचिए और जल्दी से जल्दी हमारे यहां हिन्दी यूनीवर्सिटी खोल दीजिए ताकि सब को सहूलियत हो जाए।

अभी मेरे एक भाई मणिपुर से बोले थे मैं उनको गलत नहीं कह रही हूँ। वहाँ लड़कियों की शिक्षा लड़कों के बराबर हो रही है। लेकिन एक ब्रोथर एजुकेशन विभाग की ओर से निकला है उसमें पेज ६८ पर शायद गलती से यह लिखा गया है कि प्रायमरी स्कूलों में लड़कियों की पापुलेशन ६१ लाख है और लड़कों की १२ लाख है। मालूम होता है कि यह छापे की गलती है। इस गलती को जल्द दूर कर दीजिए नहीं तो यह समझा जाएगा कि वहाँ लड़कियों की एजुकेशन लड़कों से पांच गुना ज्यादा है।

मुझे दो तीन सुझाव और देने हैं। बच्चों के कैरेक्टर के बारे में मैं बहुत कुछ सुनती हूँ जो कि मुझे बहुत बुरा लगता है। हमारे मंत्रालय को अभी बहुत से भाई बहिनों ने बहुत से सुझाव दिए और कहते हैं कि कमेटियाँ बढ़ाओ, कमेटियाँ बढ़ाओ, बेहद कमेटियाँ हैं। एक अनस्टांड सवाल के जवाब में मिनिस्टर साहब ने बताया था कि उनके पास कम से कम २०० कमेटियाँ हैं। हमेशा उनके मोहदेदारों की कमेटियाँ बैठती हैं लेकिन काम होता नहीं है। मैं बोलती हूँ कि आप इनमें से एक चौथाई कमेटियाँ रहने दें बाकी को खत्म कर दें क्योंकि बेकार कमेटियाँ रखने से पैसा बहुत खर्च होता है।

डा० का० ला० श्रीमाली : उनमें हिन्दी का काम होता है।

**श्रीमती लक्ष्मी बाई :** अब मैं यूनीवर्सिटीज के बारे में बोलना चाहती हूँ, पर आप मुझे टाइम बहुत कम देते हैं। यूनिवर्सिटी ग्रांट्स कमीशन के बारे में मैं कहना चाहती हूँ कि सैकिंडरी एजुकेशन की स्कीम बन गयी और यूनिवर्सिटीज का काम भी हो रहा है, वहाँ पर बच्चों को और टीचर्स को सहायित्वें दी जा रही हैं। लेकिन मध्य प्रदेश की पब्लिक सर्विस कमीशन के बेयरमैन डा० झा ने अपनी रिपोर्ट में कहा है कि यूनीवर्सिटियों में जो गलतियाँ हो रही हैं और जो तमाम शोर मच रहा है, उसमें बच्चों की गलती २५ परसेंट है और टीचरों की गलती ७५ परसेंट है। जो प्रिंसिपल और हेडमास्टर रखे जाते हैं वे बहुत अच्छे लोग नहीं होते। उनके पास अच्छे लोग आते ही नहीं। जैसा कि आचार्य कृपालानी जी ने कहा अच्छे कैरेक्टर वाले लोग इस काम के लिए मिलते ही नहीं जिनका कैरेक्टर आइने की तरह बच्चों में दिखायी दे। सब लोग यही बोलते हैं और मैं भी बोलती हूँ कि प्राइमरी से लेकर सैकंडरी एजुकेशन तक के टीचरों की तनस्वाह बढ़ाना लाजिमी है।

आपके कुछ कालिजों में टीचर्स की तनस्वाह बढ़ गयी है और उन्होंने ग्रांट्स कमीशन की मदद से लाभ उठाया है लेकिन बहुत सी यूनीवर्सिटीज ग्रांट्स कमीशन में अभी तक शरीक नहीं हुई हैं। अब तक सैलेरी बढ़ाने के लिए यूनीवर्सिटीज ने ग्रांट्स कमीशन से १७ लाख रुपया लिया है। कलकत्ता यूनीवर्सिटी ने ६ लाख रुपया लिया है सैलेरी बढ़ाने के लिए। लेकिन जो यूनीवर्सिटीज अभी तक इसमें नहीं आयी हैं उनसे एक्सप्लेनेशन लेना चाहिए। आपके सामने बहुत से लोग आते हैं और घूम मचाते हैं कि इन यूनीवर्सिटीज की ग्रांट बन्द कर दो लेकिन इसके वास्ते कोई आपके पास कानून नहीं है और आप परेशान होते हैं। अभी एक भाई बोले कि आपको कानून बदलना चाहिए, कांस्टीट्यूशन बदलना चाहिए और ऐसी पावर लेनी चाहिए कि जहाँ कहीं गड़बड़

हो वहाँ आप इंटरफियर कर सकें, चाहे वह बनारस में हो या भलीगढ़ में हो। इसके लिए आपको पास ताकत होनी चाहिए, लेकिन आप निरस्त हैं। आपके पास ताकत नहीं है।

इसके बाद मैं यह कहना चाहती हूँ कि बिहार, मध्य प्रदेश और राजस्थान में लड़कियों की शिक्षा का परसेंटेज बहुत कम है। पंजाब जरूर इस मामले में जरा आगे आया है। उड़ीसा में भी लड़कियों की शिक्षा बहुत कम है। आप इन यूनीवर्सिटियों का एक्सप्लेनेशन क्यों नहीं मांगते, आप उनको यह क्यों नहीं बोलते कि लड़कियों की जब तक शिक्षा नहीं होगी तब तक देश का कैरेक्टर नहीं बन सकता है। भक्सर बच्चों का कैरेक्टर यूनीवर्सिटीज में नहीं बनता है। कालिज में भी नहीं बनता है। बच्चे का कैरेक्टर तो घर में बन सकता है। बच्चे का कैरेक्टर बनाने के लिए घर है, पाठशाला है या सोसाइटी है। पुराने जमाने में पांच साल के बाद बच्चे को आश्रमों में जाकर रहना होता था जहाँ उनको ऋषियों और महर्षियों की सोसाइटी मित्रता थी और समाज में उनका आना जाना बहुत कम होता था और घर भी वह नहीं आ पाते थे। और इस तरह से बच्चों का कैरेक्टर बनता था। बच्चे वहाँ बढ़ते थे और मनन करते थे और इस तरह उनका चरित्र बनाता था। आज घर में हिफाजत नहीं माँ देखती नहीं, वह इंटेलीजेंट नहीं है, और बच्चे जो स्कूलों में जाते हैं तो वहाँ आर्टिफिशियल टीचर हैं। मैं ६६ फीसदी टीचर्स को आर्टिफिशियल बोलती हूँ। उनका बच्चों पर क्या असर पड़ेगा। जहाँ तक कालिज का सवाल है, वे बच्चों के घरों के पास होते नहीं, जिले में कालिज होते नहीं, ताल्लुका में कालिज होते नहीं, वहाँ तो स्कूल होते हैं। तो जो लड़के कालिजों में पढ़ना चाहते हैं उनको घर से दूर जाना होता है। वहाँ पर टीचर उनको अच्छा प्रशिक्षण नहीं देते। बच्चे बाजारों में होटलों में रहते हैं और इस तरह से आजाद हो जाते हैं। उनका विभाग एक दम फिर जाता है। एक भाई ने कहा

[श्रीमती लक्ष्मी बाई]

कि इसका परिणाम यह होता है कि बच्चे अपने घर के काम से जो कि उनके यहां पीढ़ियों से होता आया है, दूर हो जाते हैं। बहुत सी यूनिवर्सिटियों में होस्टल नहीं रहता और होस्टल में खाना ठीक से नहीं मिलता। इसलिए बच्चे बाजार में जेबों में हाथ डाले फिरते हैं। यह हालत बच्चों की हो रही है। मैं कहती हूँ कि आपका मंत्रालय अच्छा है, आप अच्छे हैं, लेकिन आपकी पालिसी अच्छी नहीं है। हमारा इतराज यही है कि पालिसी अच्छी नहीं है। पालिसी गलत है। आपको उसे सुधारने पर जोर देना चाहिए।

आखिर एजुकेशन दुनियां को और समाज को बनाने वाली चीज़ है। उसमें विज्ञान और श्रम दोनों होने चाहिए। तब अच्छा प्रशिक्षण हो सकता है। आपको बेसिक एजुकेशन की तरफ ज्यादा ध्यान देने की जरूरत है। मैसूर में सेमिनार में विनोबा जी इस प्रश्न पर बोलते हुए रो पड़े। आप भी वहां थे। आपके पास तरह तरह के सुझाव इस बारे में आते हैं लेकिन उनको इम्प्लीमेंट नहीं किया जाता। और मेरा कहना है कि बेसिक एजुकेशन पर कोई भ्रमल नहीं होता। विनोबा जी इस को देख रहे हैं। वह इसके बारे में मैसूर में बहुत दर्द से बोले, आप एजुकेशन पर सारे रेवेन्यू का ११ परसेंट खर्च करते हैं, लेकिन मैं आपको बताऊँ कि दूसरे देशों में २० फीसदी २६ फीसदी, ३० फीसदी और ४० फीसदी तक खर्च करते हैं तब वहां पर शिक्षा अच्छी होती है और कोई गड़बड़ नहीं है। तो मैं अभी तक कबूकी कि इस ओर आप और अधिक यत्न करें। साथ ही गर्व एजुकेशन की ओर भी आपको ज्यादा ध्यान देना चाहिए।

मैं बहुत सी किताबें लायी हूँ लेकिन उनमें से कुछ कहने का समय नहीं है।

बच्चों के वास्ते यूनिवर्सिटी ग्रांट वाले बिलिडिंग कंस्ट्रक्शन के लिए रकम देने हैं। उसमें से २६ लाख रुपया अब तक मेंशन हो गया है। जिससे १०-११ होस्टल बन गए हैं। इसमें से लड़कों के लिए सब बने हैं केवल एक लड़कियों के लिए बेचारे आगरे वालों ने न मालूम किस प्रकार बनाया है। उसके लिए दो लाख रुपया दिया गया है। आप देखें कि २६ लाख में से २ लाख लड़कियों के होस्टल के लिए दिया गया है। मैं तो लड़कियों के लिए हमेशा कहती रहती हूँ लेकिन आपको भी बोलना चाहिए। आप यूनिवर्सिटीज को कहिए कि अगर लड़कियों को सहूलियत नहीं दी जाती तो तुम्हारी ग्रांट कम हो जाएगी, आप अपनी पालिसी का यह ऐलान कर दीजिए और ग्रांट्स कमिशन को भी इस बारे में बोलिए। आप कहेंगे कि लक्ष्मी बाई तो सिर्फ लड़कियों के लिए ही कहती है। हमारे लिए लड़के और लड़कियां समान हैं। लेकिन लड़कियों को कम सहूलियत मिलती है तो हमें दर्द होता है। अगर एक लड़का बी०ए० तक पढ़ता है तो उस एक लड़के का ही लाभ होता है, लेकिन अगर एक लड़की बी०ए० तक पढ़ जाती है तो सात पीढ़ियों तक लाभ होता है। इस चीज को यह मंत्रालय और एजुकेशन वाले समझें।

आप प्राइमरी एजुकेशन का काम अधिक से अधिक बहनों के हाथ में दें और बहनों की शिक्षा को बढ़ावें। ऐसा करने से लड़कों का भी दिमाग अच्छा बनेगा। अलीगढ़ यूनिवर्सिटी के हैदराबाद से बहुत ताल्लुकालत हैं। हमारे यहां से अलीगढ़ में यूनिवर्सिटी हर साल तीन सौ से लेकर पांच सौ तक बच्चे-लड़के लड़कियां-आते हैं। मैं नहीं चाहती कि अलीगढ़ यूनिवर्सिटी की शान के खिलाफ कुछ किया जाये। जैसे हाथी तो चलता रहता है, चाहे कुत्ते भीकते रहें, उसी तरह लोगों को बोलने

दीजिए, लेकिन इस बात के लिए तैयार रहना चाहिए कि इन सब बातों की जांच की जाये और उस की रिपोर्ट दी जाये। अगर कोई लक्ष्मी बाई को चोर कहे, तो मैं उस से डर कर चोर नहीं बनना है। अगर हम में हिम्मत है, तो लोगों के कहने से कुछ नहीं होगा। श्रीगढ़ यूनिवर्सिटी के हैदराबाद से बहुत ताल्लुकात हैं—भाषा, कल्चर, रिश्तेदारी, हर बात में बहुत ताल्लुकात हैं। मैं चाहती हूँ कि चाहे बनारस यूनिवर्सिटी हो और चाहे श्रीगढ़ यूनिवर्सिटी हम को उन के बारे में मसाला लगा कर और मजहबों बातें सुना सुना कर नहीं कहना चाहिए। उन से हम को बहुत दर्द होता है। खासकर मुझे बहुत दर्द हो गया है। मैं तमाम प्यायंट रोने में ही भूल गई हूँ। मैं सब प्यायंट भूल गई हूँ।

**उपाध्यक्ष महोदय :** माननीय सदस्या फिर कभी याद कर लें।

**श्रीमती लक्ष्मी बाई :** मैं आप का कृपिया प्रदा करती हूँ कि आप ने मुझे समय दिया।

Several Hon. Members rose—

**Mr. Deputy-Speaker:** A difficulty arises because every hon. Member feels, and he is justified in feeling like that, that he has a very valuable and useful contribution to make.

**Shri Rajendra Singh:** Otherwise, what is the use of this Parliament?

**Mr. Deputy-Speaker:** Then we should close it.

**Shri Rajendra Singh:** That would be better.

**Mr. Deputy-Speaker:** The hon. Member is not sitting as if he were in Parliament.

**An Hon. Member:** He is not sitting properly.

**Mr. Deputy-Speaker:** The difficulty arises because I feel that every claim is justified and every hon. Member can certainly make a useful contribution. Therefore, that difficulty arises. How to choose? If I could discriminate, certainly I would be able to select a few. But I feel that every hon. Member's claim is justified, and I feel diffident. What to do? There are so many claimants. Hon. Members also should appreciate my difficulty, that if there are 30 or 40 hon. Members who do desire to participate and they have very valuable contributions to make within the time limit of five or six hours only 20 or 25 hon. Members can be accommodated. Then, every hon. Member wants to just cross over the line that is limited for him. Therefore, one or two are always elbowed out because that discipline is not kept.

Therefore, I would request hon. Members to realise that if they find that I have not been able to call them it is not on account of any lack of desire to acknowledge their utility in making their contribution, but it might be due to my helplessness.

**Shri Khushwaqt Rai:** I would suggest, Sir, a solution to your difficulty. I would suggest that the time may be extended by one hour.

**Mr. Deputy-Speaker:** If hon. Members are prepared to sit I have no objection. I am prepared to sit. If hon. Members are ready to sit longer I have absolutely no objection.

**An Hon. Member:** We are prepared to sit.

**Shri Raghunath Singh (Varanasi):** Everybody attacks my constituency.

**Mr. Deputy-Speaker:** Shri Bhattacharya.

**Shri C. K. Bhattacharya:** Mr. Deputy-Speaker, Sir, the day is on the decline and the debate has been overshadowed by things that have been

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happening in U.P. The land of Ram and Krishna has fallen on evil days, that is what I find from the debate on the Demands relating to the Education Ministry.

I am just limiting myself within the small time at my disposal to a very limited issue, that is, the difficulties that are being faced by research workers in the upper stages of research, particularly the junior ones. It is within my experience and it is within my knowledge that these people suffer silently and they suffer from both suppression and repression. There is lack of appreciation of juniors by seniors. The juniors do not get a fair deal—I do not mean in the matters of promotion, I mean in the matter of getting facilities for carrying on researches. My information is that in many cases these research workers, particularly the juniors, are treated by their superiors, whether they be vice-chancellors or registrars or even the heads of departments, as servants and not as colleagues, and that is a serious problem. This happens particularly in Government-controlled institutions. I might mention the name of the Pusa Institute, the Bangalore Institute and some of the national laboratories. This is a problem and it should be looked into.

The difficulties that are created by the administrative authorities in the way of research workers are many and one of them is that of transferring these workers from one place to another without any rhyme or reason. After a man has procured special equipment, for which either the Government or the University Grants Commission has paid, for carrying on researches in a particular line, he is transferred to some other place. So, this equipment which has been secured for him goes to waste, when another man comes. And the man who is removed to another place does not get those facilities that he had got in the place which he had just left.

There is an instance within my knowledge to show how these junior research workers suffer. I am not mentioning the name of the university. A student had submitted a thesis and got a Ph.D. on that thesis. What happened after that was that the professor under whom he had worked published a summary of the entire thesis in a European journal under his own name without mentioning even the name of the student. It came to the notice of the student and he referred the matter to the university, and the matter is now pending before the Academic Council of the university.

It is in this way that the research workers are suffering. If science is to flourish in our country, the right man has to be selected and given opportunities, encouragement and freedom to carry on his work. Otherwise, we would not get any result commensurate with the investments that are being made.

I may mention one instance. The Nobel prize in physics would have never come to this side of the Suez had not Sir Asutosh picked up a young man whom he found to be working hard and put him in the proper place and given him all the facilities for working in the way that he wanted to do. I may also mention the name of the late Acharya P. C. Ray who created a band of workers who grew into leading scientists and who have brought glory to India in the scientific research fields.

In this connection, I may quote from a letter that has appeared in *The Hindu* from Professor J. B. S. Haldane who is internationally famous. He has referred to this particular problem and says:

"In India there are numerous laboratories where scientists are forbidden to work. I can think of one in Calcutta where a worker drew Rs. 400 per month for at least six months without doing

anything but filling in forms about work in contemplation and showing visitors round. The worker in question could have done some research, not probably very important, but was ordered to remain in the laboratory beside an incomplete apparatus, and explain the project to visitors. This is not an isolated case."

Then he refers to the juniors and says how the juniors suffer:

"All over the country junior workers are regarded with jealousy by their superiors,"

This is a hateful state of things—that the juniors should be regarded with jealousy by their superiors—and this comes from the pen of an internationally famous scientist:

"I recently saw a bibliography of publication by the head of a well-known Indian laboratory. This remarkable man had published over fifty scientific papers in one year. No single human being before him has ever made discoveries at this rate! No doubt junior colleagues had done most of the work, or all of it. But their names were not mentioned."

That is what Professor Haldane says.

In connection with this he blames even the Prime Minister, and he says:

"He has certainly given his blessing to laboratories which produce very little work of any value, and use up a lot of foreign exchange, while training young men very badly indeed."

I might have quoted other passages from this, but I quote only one more. He says as the cause of this:

"The root cause of all this incompetence and worse is not far to seek. A large number of Indian scientists have no pride in

their profession, though they are proud of their salaries and positions. The opposite attitude is common in Europe, as it was in ancient India. I have seen a member of the Council of the Royal Society (R.A. McCance, to be precise) turn up at a Council meeting in shabby clothes with his luggage on his back in a knapsack. In India today the unworthy successors of Durvasa and Visvamitra actually invite Governors, Vice-Chancellors, and the like, to address them. This may be a relic of British rule. If so, it is a regrettable one."

It is an irony of fate that a scientist who comes from England reminds us and warns us that we have to shake off the relics that we are carrying from the British rule.

After this, I shall quote from another report. This is from Professor Stakman who came from America. He is also an international figure in Botany. He came here under the Rockefeller grant to set up post-graduate training in agriculture in Pusa Institute. Having had experience of how things are carried on here, he pointed out that unless the agricultural scientists work properly, not even the food problem can be solved. He says:

"Food production is a primary and urgent need in India and that better control of plant diseases must be an important factor in increasing and assuring the production."

Then, referring to what is happening in India, he says:

"Indian agricultural scientists function to less than 25 per cent of their maximum potential."

And we are trying to solve the food problem! This is the opinion of a scientist of international repute as

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to how our agricultural scientists are functioning in this country.

"This is the consensus of several score of Indian scientists and administrators whose opinion was solicited. Not a single person estimated higher than 25 per cent. This would be tragic in any country, but it is especially tragic in India where both food and rupees are scarce."

I want to draw the attention of the Education Minister and the Education Department to what is stated here.

Then, about the work to be done by scientists he says:

"feelings of discontent and frustration are too prevalent among many competent scientists who are convinced that their attempts to make their science function usefully are being crippled or thwarted by bureaucratic strangulation or blighting autocracy."

This is the opinion of an international expert. Then he says:

"There is no substitute for a reasonable degree of individual freedom and individual responsibility. Mechanized research is relatively non-productive, both as concerns concrete results and as concerns the development of productive scientists."

Coming to the question of things that would be necessary to increase the food production, he says:

"Many problems of plant-disease control require long-time basic researches by teams of investigators, with provision for as much continuity as possible."

Then, narrating the reasons which have led to this State of things, he says:

"Below is a compilation of criticisms and comments contributed by teachers and students—

There are many mediocre teachers and some good ones. The reasons for the success of the good ones should be studied..... Teachers in some institutions are so burdened with routine duties that they do not have time to prime themselves with facts, ideas, concepts, and enthusiasm; hence their teaching is perfunctory."

—upto the mark in carrying on research work. We are 50 or 100 years behind the researches that are taking place in all the countries of the world. So unless we take particular care to see that our research workers are properly trained and are given facilities and encouragement to do the work that they want to do, I believe we are going to suffer.

There is one more question that I shall refer to. That is the work of the students and teachers. I shall remind the House what feel from Rabindranath Tagore on one occasion about how teachers should exercise their influence over the students and get them under their influence. The proposition that he laid down was "Truth can be communicated only through love". Otherwise it cannot be done and troubles like what are taking place in different universities now arise. This maxim laid down by one of the greatest men of our age and one of the greatest educationists should be properly impressed upon and should be properly taken note of.

श्री नरसिंहन् (कृष्णनिरि) : 'बंगला में क्या कहा है ?

Quote it in Bengali also.

Mr. Deputy-Speaker: The hon. Member's time is up.

**Shri C. K. Bhattacharya:** Fortunately for me he wrote it in English. "Truth can be communicated only through love". That is what he wrote.

**Mr. Deputy-Speaker:** He listens more to the interruption than to the Chair.

**Shri C. K. Bhattacharya:** We are often worried about students getting into extra-academic works which brings in troubles for the universities as well as for the persons who conduct these universities. I would only say that the remarks made by the University Commission under Dr. Radhakrishnan should be taken note of. There he has repeatedly warned about the teacher-politician. That is a term which I do not find previous to this Commission. I had been in politics and in journalism but this particular.....

**Mr. Deputy-Speaker:** Has he found it in this House?

**Shri C. K. Bhattacharya:** It is after coming to this House that I found it. The University Commission has repeatedly asked the universities to take care of the teacher-politicians.

18 hrs.

In our Constitution itself, there are provisions which drag even the school teachers into the elections, and so long as that is there, asking the students to retire from politics will be of no avail. If the teachers are specifically asked to take part in the elections to the legislature, they are bound to use the educational institutions for their purpose, and the students and guardians are bound to go after them. So, if any cure is needed, it should be effected in the Constitution itself.

**Mr. Deputy-Speaker:** Ten minutes now, Shri Supakar.

**Shri Braj Raj Singh:** May I rise on a point of order?

At 6 p.m. today according to the Order Paper we were to have a half an hour discussion. My point is that you might postpone it, but when the discussions are postponed like this, we are very much inconvenienced, our programme is upset altogether. There might be certain people who are interested, who want to come here on the appointed day, and if the discussion is not held, they are inconvenienced. You have been pleased to postpone it and I have got no objection. I have been told that this has been postponed, but then it might be held tomorrow or the day after.

**Shri Rajendra Singh:** Where is the point of order?

**Shri Braj Raj Singh:** Also, during these discussions, the question of quorum may not be raised.

**Mr. Deputy-Speaker:** I have no authority to take a decision that during these discussions there would be no question of quorum raised, or quorum would not be enforced. I have no power, and I cannot do it. That is beside the point.

Secondly, as he has himself said, the information has been communicated to him that we cannot have this half-hour discussion today. So, it was not needed that he should raise it again. He is anxious to have it again soon, and perhaps he has been assured that we will have it, but it is difficult for me now to say that it will be tomorrow or the day after or a day later than that. That can be decided afterwards, as to the day on which we will take it up.

Now, we have to finish this discussion that we have taken up, because so many Members are anxious I should try to accommodate a few more. I am giving ten minutes each to accommodate a few more Members.

The hon. Member has experienced that when he had a half-hour discussion the other day, we could not have quorum for it. If we sit up to

[Mr. Deputy-Speaker]

half-past six or seven, it may not be possible to have quorum. Therefore, I think he would gain if the half-hour discussion is held on another day.

**Shri Braj Raj Singh:** My point is that when we fix the time-table, we should stick to it.

**Mr. Deputy-Speaker:** I agree with him, but when discussion on these Demands is going on, Members should not insist that there ought to be half-hour discussions. We cannot have ample time for the discussion of the Demands and also have such miscellaneous discussions as half-hour and other discussions. We cannot have both. Members should realise that.

**Shri Braj Raj Singh:** As a matter of fact, this raises another point. We have agreed to sit one hour more daily up to the 14th April.

**Mr. Deputy-Speaker:** If the House agrees to sit another hour in the end, up to 7 o'clock, then we can have this discussion.

**Ch. Ranbir Singh:** We have yet to finish discussion on the Demands.

**Shri D. C. Sharma:** It is already 6 o'clock.

**Ch. Ranbir Singh:** The time has been extended.

**Shri D. C. Sharma:** That I know.

**Mr. Deputy-Speaker:** If the hon. Members want to sit. I am prepared to be with them.

**Some Hon. Members:** Yes, Sir.

**Mr. Deputy-Speaker:** Then the hon. Professor is alone, the teacher-politician is alone in this.

**Shri D. C. Sharma:** Everybody is a teacher-politician. The Minister also is a teacher-politician. Otherwise, he would not have become Minister.

**Shri Supakar (Sambalpur):** Before the completion of the Third Plan we are supposed to have free and compulsory elementary education throughout the country, but I do not know how, with the present arrangement, the Government is going to achieve the target. It has been stated by Members on previous occasions that especially the backward States have not made sufficient progress in achieving a satisfactory percentage in this connection, in spite of receiving help from the Centre. But we find that where the Central Government propose to help the States in the matter of the spreading of primary education, they have put so many restrictions that it is difficult, especially, for the poorer States to comply with those conditions. I shall illustrate my point.

I find from the Report of the Ministry of Education for the year 1959-60, that the Central Government have got a certain plan for helping the States in the spread of primary education, and it has been stated therein that the Government of India are agreeable or are willing to bear one hundred per cent of the expenditure in regard to the spread of elementary education, but subject to certain conditions and those conditions are that the trainees....

**Shri Yadav Narain Jadhav (Malegaon):** On a point of order. There is no quorum in the House.

**Mr. Deputy-Speaker:** The bell is being rung.

**An Hon. Member:** Shri Supakar may continue his speech.

**Mr. Deputy-Speaker:** Now that this point has been raised, unless there is quorum, how can I allow the hon. Member to continue? If I were to listen to him in the Central Hall, I could go there.

**Shri D. C. Sharma:** There is no quorum still.

श्रीमती लक्ष्मी बाई : एक्सट्रा में जब बैठा जाय तब तो यह कोरम का सवाल नहीं उठना चाहिए ।

**Shri Braj Raj Singh:** The hon. Railway Minister has come in. I think a Cabinet Minister should be counted as equal to 20 ordinary Members.

**Shri S. M. Banerjee:** It is most unfortunate that the hon. Minister of Parliamentary Affairs is not here.

**An Hon. Member:** The point of order may be withdrawn.

**Mr. Deputy-Speaker:** It is not for him now to withdraw it. There is no quorum. The House stands adjourned to meet again at 11 A.M. tomorrow.

18.10 hrs.

*The Lok Sabha then adjourned till Eleven of the Clock on Wednesday, March 16, 1960|Phalguna 26, 1881 (Saka).*

[Tuesday March 15, 1960/Phalguna 25, 1881(Saka)]

## ORAL ANSWERS TO QUESTIONS

5825-65

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850	Brahmaputra Bridge in Assam . . .	5834-36
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855	Dustless and smoke-free travel . . .	5844-46
856	Dacoity at Kusunda station (Eastern Railway) . . .	5846-50
857	Permanent Agricultural Exhibitions in States . . .	5850-52
858	Surplus Machinery of Hirakud Project . . .	5852-54
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860	P. & T. Forms . . .	5855-58
861	Irrigation water to farmers in Delhi . . .	5859-60
862	Suratgarh Farm . . .	5860-61
863	Flood Control in Andhra Pradesh . . .	5862-65

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852	Indian sugar works, Siwan (Bihar) . . .	5865-66
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865	Sugar quota for sugar factories employees . . .	5866-67
866	Looting of silver bars in Delhi Express . . .	5867-68
867	Indian Freighter aground near Marsilles . . .	5868
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871	Sewage going into Jamuna . . .	5870-71
872	State Electricity Boards . . .	5871-72

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No. S.Q.	Subject	COLUMNS
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874	Orange crop . . .	5873
U.S.Q. No.		
1106	Industrial workshops in Connaught Place, New Delhi . . .	5874
1107	Thefts on Railways . . .	5874-75
1108	Collections for Relief of Flood Victims . . .	5875
1109	Rural Electrification in Delhi . . .	5875-76
1110	High Speed Diesel Engines . . .	5876
1111	Over bridge at Muzaffar Nagar . . .	5876-77
1112	Employees of Western Railway . . .	5877
1113	Appointments on Northern Railway . . .	5877-78
1114	Platforms at stations . . .	5878-79
1115	Platform Tickets . . .	5879
1116	Procurement of Paddy . . .	5879-80
1117	Children's Park, Swimming Pool and open air Theatre in New Delhi . . .	5881
1118	College for Advanced studies for Doctors . . .	5882
1119	Forestry survey schemes in Himachal Pradesh . . .	5882-83
1120	Soil Erosion . . .	5883
1121	Covering of Platforms . . .	5884
1122	Agriculture Department of Himachal Pradesh . . .	5884
1123	Game Department, Himachal Pradesh . . .	5884-85
1124	Panchayat Conference at Solan (H.P.) . . .	5885-86
1125	Procurement of Food-grains in Punjab . . .	5886
1126	Development Blocks in Himachal Pradesh . . .	5886-87
1127	American Professors in Indian Agricultural Research Institute . . .	5887
1128	Orange Gardens in Tripura . . .	5887-88

# WRITTEN ANSWERS TO QUESTIONS—contd.

U.S.Q. No.	Subject	COLUMNS
1129	Government Servants House Building Society, Delhi . . . . .	5888-89
1130	Andamans Forest Department . . . . .	5890
1131	Theft of Currency Notes in Railway Trains . . . . .	5889-90
1132	Tellichery-Mysore Line . . . . .	5890-91
1133	Loan to Agriculturists . . . . .	5891-92
1134	Mid Pennar Regulator Scheme . . . . .	5892-93
1135	Panchayat Secretaries in Delhi State . . . . .	5893
1136	Development Blocks in Delhi . . . . .	5893-94
1137	Public call offices at Kannad and Khatgaon (Madhya Pradesh) . . . . .	5894
1138	Crop competitions . . . . .	5894-95
1139	Lining of Rajasthan Canal . . . . .	5895
1140	Train Derailment . . . . .	5895-96
1141	Ex-employees of cash contractors of Late N. W. R. . . . .	5896
1142	Gonda Station . . . . .	5897
1143	Multipurpose Co-operative Societies . . . . .	5897-98
1144	Research by I.C.A.R. . . . .	5898-99
MOTION FOR ADJOURNMENT . . . . .		5899-5909

The Speaker gave his consent to the moving of an adjournment motion given notice of by Shri A. K. Gopalan and six other members regarding the reported decision of the Government to drop the building of second shipyard at Cochin.

The Speaker asked those members who were in favour of leave being granted to rise in their places. As less than fifty members rose, the Speaker informed that the members did not have the leave of the House.

# PAPERS LAID ON THE TABLE . . . . . 5909-10

(1) A copy of the first Report of the Advisory Committee on Ancillary Industries related to Shipbuilding and Ship-repairs.

(2) A copy of each of the following Notifications under sub-section (6) of Section 3 of the Essential Commodities Act, 1955—

(i) G.S.R. 290 dated the 5th March, 1960, making certain amendment to the Wheat (Uttar Pradesh) Second Price Control Order, 1959.

(ii) G. S. R. 315 dated the 9th March, 1960 making certain amendment to the Uttar-Pradesh Paddy and Rice (Restriction on Movement) Order, 1958.

# MESSAGE FROM RAJYA SABHA . . . . . 5910

Secretary reported a message from Rajya Sabha that Rajya Sabha had no recommendations to make to Lok Sabha in regard to the Appropriation (Vote on Account) Bill, 1960, passed by Lok Sabha on the 10th March, 1960.

# CALLING ATTENTION TO MATTER OF URGENT PUBLIC IMPORTANCE . . . . . 5910-12

Shri S. M. Banerjee called the attention of the Minister of Irrigation and Power to the omission in the Communiqué issued by the World Bank of India's large contribution to the Indus Development Fund.

The Minister of Irrigation and Power made a statement in regard thereto.

	COLUMNS	COLUMNS
STATEMENT BY MINISTER	5912-21	AGENDA FOR WEDNESDAY, MARCH 16, 1960/ PHALGUNA 26, 1881 (SAKA)—
The Minister of Education (Dr. Shrimali) made a statement regarding Ali-garh Muslim University Inquiry Committee.		Further discussion on Demands for Grants in respect of the Ministry of Education and discussion on Demands for Grants in respect of the Ministry of External Affairs.
DEMANDS FOR GRANTS	5921-6110	
Discussion on Demands for grants in respect of the Ministry of Education commenced. The discussion was not concluded.		