

**Mr. Deputy-Speaker:** As the hon. Member is aware, no questions are allowed.

**Shri A. K. Gopalan:** I am not putting any question. I want a clarification on some facts.

**Mr. Deputy-Speaker:** Whether any question is put or it is asked by way of clarification, the purpose is the same. What is the clarification that he wants?

**Shri A. K. Gopalan:** I want to know whether there had been more than 200 suspensions. Orders had been passed against workers. Had they been suspended?

**Mr. Deputy-Speaker:** He has said that there would be no victimisation.

**Shri A. K. Gopalan:** That is why I ask this question. Suspension orders had been given.

**Shri Krishna Menon:** I have no objection to clarify. There are no suspensions with respect to trade union activity. There have been breaches of the rules of the factory or breaking up of things. It is only a normal practice that we do not ask for more trouble by allowing them to break them up.

#### BUSINESS OF THE HOUSE

**The Minister of Parliamentary Affairs (Shri Satya Narayan Sinha):** Sir, with your permission, I rise to announce that in accordance with the order of discussion and voting of Demands for Grants announced by me on 12th March, 1958, and the allocation of time for them as approved by the House, business for the week commencing 24th March will consist of discussion and voting of Demands for Grants in respect of the Ministries of—

Health, Irrigation and Power,  
Transport and Communications,  
and Works, Housing and Supply.

#### GENERAL BUDGET—DEMANDS FOR GRANTS—contd.

##### MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH—contd.

**Mr. Deputy-Speaker:** The House will not resume further discussion on the Demands for Grants relating to the Ministry of Education and Scientific Research. Out of five hours allotted for this 2 hours and 7 minutes now remain. How much time would the hon. Minister like to take for reply? Is the Deputy Minister intervening?

The Minister of State in the Ministry of Education and Scientific Research (Dr. K. L. Shrimall): I expect Dr. Das to speak. I will need at least 45 minutes.

**Mr. Deputy-Speaker:** Would 15 minutes be sufficient for the Deputy Minister?

The Deputy Minister of Education (Shri M. M. Das): I need a little more, Sir.

**Mr. Deputy-Speaker:** "Little more" is very vague. How much time exactly does he want?

**Shri M. M. Das:** I want at least half an hour.

**Mr. Deputy-Speaker:** That means 1½ hours for both of them.

**Shri Braj Raj Singh (Firozabad):** Out of 5 hours, it would be too much for the Ministers.

**Mr. Deputy-Speaker:** I would look into that. (*Interruptions.*) When once a decision is taken by the House, it should ordinarily be adhered to.

**Shri Barrow (Nominated—Anglo-Indians):** The House can be asked to reconsider the position in the light of these circumstances.

**Mr. Deputy-Speaker:** Not on every point. Now Shri Patabhi Raman may continue his speech.

**Shri C. R. Pattabhi Raman (Kumbakonam):** Mr. Deputy-Speaker, Sir, yesterday I had referred to the department of education, to the libraries and to the cultural activities with special reference to the archaeological section with which the education department is concerning itself. I shall now, before I go to the question of scientific research, refer to one matter which I think is very important, and that is the matter of scholarships.

Sir, about Rs. 2 crores are being given by way of scholarships to poor students. I am afraid that it is a one-way traffic. Let the river of charity run into many branches. By all means, let us give all help to the depressed classes, to the Scheduled Castes and Scheduled Tribes; they deserve all encouragement. But let a portion of this scholarship amount go also to the Backward Classes and to the so-called higher classes. Poverty is not restricted to Scheduled Castes alone. We have no idea, Sir, with regard to the figures so far as many States are concerned *vis-a-vis* what are called the higher classes. There are instances where a student gets what is called 'D' Distinction—that is, more than 75 per cent. in all subjects. In one case I am aware a student got 100 marks out of 100 in mathematics and still he was unable to get a seat in the engineering college and continue his studies. I submit that the giving of scholarships should not be confined only to Scheduled Castes. This amount should be increased. After all, who are going to be masters, the rulers, the cream of society as they say, the intellectual classes tomorrow? It is only the students of today, students who are brilliant and good students. They should not be handicapped or hampered on account of poverty. Therefore, let some amount be given to the so-called higher classes and backward classes also. By all means, increase the amount from Rs. 2 crores to a higher amount. I submit this is a *sine qua non* so far as the future is concerned. I dread to think what will

happen if the deserving brilliant students are not able to continue their studies simply because they are poor.

Yesterday, Sir, I was referring to the University Grants Commission. I find they have referred particularly to these features. They have also referred to, what they say is a deterioration in the standards so far obtaining in the various universities. I have no doubt the Ministry will pay due heed to this aspect of the matter.

I now come to the scientific research section. I am very happy to say that in this Ministry there has been a good record from the word 'go'. We have had a great savant, a great classical scholar, Maulana Azad, in charge of the Department. Even before independence we had the famous Radhakrishnan Commission on education, and now we have the University Grants Commission. I sincerely hope that so far as university education is concerned, so far as higher education is concerned, it will be enabled to carry on its magnificent work without political interference in seclusion if necessary, and I am very happy to note that so far as this aspect of the matter is concerned the Education Ministry are not suffering from 'Delhi-itis'. I find they are spread far and wide.

The universities of Osmania and Delhi are specialising in astronomical studies, Banaras and Andhra in geophysics, Kashmir and Aligarh in cosmic rays; Annamalai, Andhra and Kerala in biological and oceanographical studies; Calcutta, Andhra, Delhi and Agra are doing very good work so far as nuclear physics is concerned, and I also find that biological survey is carried on effectively in Calcutta. That is very important. I am also glad to see that the marine fishery section in Mandapam near Rameshwaram in South India is also doing good work. This sort of spreading out of these various branches of learning is very good. I hope this trend will continue for all time to come.

[Shri C. R. Pattabhi Raman]

After all, Sir, where is really good work being done? The Raman Institute conducted by the great scientist Shri C. V. Raman is doing magnificent work. He is the National Research Professor in Bangalore. He has been recently awarded the Lenin Peace Prize. His work, in Bangalore and Homi Bhabha's work in Bombay are monumental. Similarly, there is research in textile work being carried on in Bombay. Therefore it is, I am saying that wherever else you may allow a conglomeration of these units you must not allow it so far as the field of education is concerned. Oxford and Cambridge are nowhere near London, the Massachusetts Institute of Technology, Yale and Harward are nowhere near Washington and, similarly, Golttingen and Heidelberg are nowhere near Berlin. Therefore, we have to see to it that these various scientific research sections are spread out far and wide.

There are magnificent palaces in Udaipur, Gwalior, Indore and so many other places where former princes were ruling. Why not make use of them? They are good enough to become universities in themselves. We can make use of the various palaces spread all over India. They are allowed to fall into disrepair and destitute; they are being neglected. The other day I was referring to what is happening in Nagpur. In Nagpur you have a Government House. There is the Secretariat and the High Court. All that is not being utilised; at least a good bit of it is not being utilised. I submit that the Ministry of Education must get hold of all those magnificent buildings and make use of them for scientific research.

Sir, yesterday I referred to the teachers. I find that a concerted move is being made to improve their lot. But it is also important that the recommendations so far as the university professors are concerned are given effect to. I do not know why we do not have an Indian Educational

Service as we had in olden days. You have the I.A.S. and other all-India Services. It is very important that you should have an Indian Educational Service, so that you will have professors from the South teaching in the North and teachers from the North teaching in the South. In the olden days it was a very common thing. For example, Professor Dey from Bengal and also Principal Roy Chaudhury were great institutions in Madras. Similarly, we had our distinguished Vice-President in Calcutta and Professor Sheshadri in Ajmer. That should not be stopped now. You must see that there is an All India Educational Service so that professors are shifted from place to place. That will add to the homogeneity of the country.

श्रीमती लक्ष्मीबाई (विकाराबाद):  
उपाध्यक्ष महोदय, अभी तक इस विषय पर कोई बहल नहीं बोली है—कल भी नहीं बोली और आज भी नहीं बोली।

उपाध्यक्ष महोदय : कल माननीय सदस्या चली गई। आखिरी वक्त में जब मैंने देखा, तो वह अपनी जगह पर नहीं थी।

श्रीमती लक्ष्मीबाई : दो तीन बहनों को आज मौका दीजिए।

Shri M. M. Das: Mr. Deputy-Speaker, Sir, I am extremely grateful to the hon. Members of this House, who have taken part in this discussion on the Demands for Grants of the Ministry of Education, for the indulgence and kindness they have shown during the discussion. Sir, perhaps the memory of the services and life-long suffering of the great man who presided over this Ministry has restrained hon. Members, and we have been spared of a harsher criticism. Glowing tributes have been paid by Members from all sections of this House to the hallowed memory of that great leader. I associate myself

fully with hon. Members, and I join in paying my humble tribute to that great departed person under whom I had the proud privilege to serve.

I propose to deal with only two sections of the Education Ministry, namely, technical education and scientific research. The other sections will be dealt with by my senior colleague Dr. Shrimali.

Sir, although the first technological institution in this country was established more than 100 years back, yet technical education remained static till the beginning of the Second World War. During the Second World War there was a great demand for technicians, and the bitter experience of the Second World War awakened the authorities and led to the post-war development plans. It was realised for the first time that for the development of the country, in whichever branch it may be, the expansion and development of technical education should be the sheet anchor.

Sir, during the post-war period, the then authorities took two important steps. One step was on the recommendation of the Central Advisory Board of Education. They established the All-India Council of Technical Education. The second step was that an *ad hoc* committee was established under the chairmanship of Shri N. R. Sircar, and that committee recommended that there should be four higher technological institutions in four zones of the country. Out of these four institutions we have already established one—the Kharagpur Institute—and the other three are being established.

The need for a great improvement in technical education was first realised after the country became independent, and especially under the impact of the first Five Year Plan, the national Government appointed the Scientific Manpower Committee. This Committee emphasised both a qualitative and quantitative approach. From this time, the Government of India has been making strenuous efforts towards the expansion and de-

velopment of technical education. I am glad to inform this hon. House that the efforts of the Government of India in this direction have been on the whole successful.

We do not claim that we have worked wonders. We do not claim that we have done something miraculous, but with all humility I want to place before this House this view and to state that the achievements of the Government of India in this direction have been of no mean order and that significant progress has been made in the fields of technical education and scientific research.

I would like to place before this House some comparative figures which will prove to the entire satisfaction of all sections of this House the truth of my statement. In the year 1947 there were only 32 institutions for conferring degrees in engineering and Technology, that is, 32 engineering colleges. In the year 1957 the total number of engineering colleges conferring degrees has gone up to 75. From 32 it has gone up to 75, an increase of 134 per cent. The admission capacity in the year 1947 was 2,900 so far as degree courses are concerned. In the year 1957 this figure has gone up to 9,600. From 2,900 it has gone up to 9,600, an increase of 231 per cent.

I come to the output of engineering graduates. In the year 1947 the annual output of engineering graduates was 1,300. This number has gone up to 4,025, an increase of 209 per cent. I next take the diploma courses. In the year 1947 there were 50 institutions conferring diplomas in engineering technology. In the year 1957 this figure has gone up to 127. From 50 institutions it has gone up to 127 institutions, an increase of about 154 per cent. The admission capacity in our diploma courses was 3,700 in 1947. This has gone up to 16,000 in the year 1957, an increase of 332 per cent. The output of diploma courses in the year 1947 was 1,450. This figure has gone up to 4,900 in the year 1957, an increase of 337 per cent.

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At the present rate of development of technical education in this country it is estimated that the annual admissions will exceed 11,000 so far as degree courses are concerned and 20,000 in the diploma courses, by the end of the Second Five Year Plan. This will result in an estimated output of 8,500 graduates and 15,000 diploma-holders per year.

Schemes for the establishment of additional technical institutions during the current Plan period are under active consideration. When the new institutions start functioning, the provision of facilities will be for an annual admission of 13,000 students for degree courses and 25,000 students for diploma courses.

Two hon. Members of this House—Shri H. N. Mukerjee from the opposite benches and Shri Harish Chandra Mathur from this side of the House—raised suspicions whether the Government of India will be able to meet the demand of engineering personnel that will be created at the end of the Second Five Year Plan. I think Shri Harish Chandra Mathur quoted some figures to show that perhaps it will not be possible for us to meet the demands. With all respect to the hon. Members I beg to state that there has been some confusion in this matter. The only committee that has assessed the requirements of the engineering and technical personnel which will occur at the end of the Second Five Year Plan is the Engineering Personnel Committee. If the original Second Five Year Plan, so far as technical education is concerned, were implemented, then the total admission figure for the degree courses would have been 5,735 and for the diploma courses it would have been 9,600. The Engineering Personnel Committee which assessed the requirements that will occur at the end of 1961 said that there will be a shortfall of 2,794 degree seats and 8,221 diploma seats. That is, instead of 5,735 in the case of degree courses,

we have to raise it to 8,529, and in the case of the diploma courses we have to raise it to 17,821.

If our plans go all right—the plans that have already been formulated and some of which are being worked out now—then, by the end of the year 1961, the total number of admissions in our degree colleges will go up to 9,300, and in the diploma institutions the total number of admissions will go up to 18,730. This will not only meet the requirements as assessed by the Engineering Personnel Committee but it goes further up.

Moreover, we have got schemes for the establishment of some new institutions. If these institutions come into existence, then the total admission figure in degree courses will go up to 13,000 a year and that in the diploma courses will go up to 25,000—which will be much greater than the requirements assessed by the Engineering Personnel Committee.

Some confusion has been created by quoting the figures of some other committee. The then Ministry of Industry and Supply set up a committee under the chairmanship of Mr. P. P. Advani, retired Director of Industries, Bombay. That committee assessed the requirements of craftsmen. He assessed the requirements of craftsmen to be very high. That committee dealt with the requirements of craftsmen and not of engineering graduates and diploma-holders. Some confusion has been created about that committee's report.

Moreover, some reports have appeared in the papers which give some figures about the requirements, but they have no basis at all. With the exception of the Engineering Personnel Committee, no other committee has been established by the Government of India and which has assessed the requirements of the engineering personnel that will be met by the end of the Second Five Year Plan. Of

course the Planning Commission is now collecting data for making another survey, but I think it will take sometime before the Planning Commission is able to make a fresh assessment.

Then I come to qualitative development. The crux of the problem of technical education, qualitatively speaking, is the provision of three things: adequate accommodation, adequate equipment and adequate teaching staff. The All India Council for Technical Education and its regional committees have carried out comprehensive examination of each and every technical institution in this country—I want to put emphasis upon the words “each and every technical institution in this country”—whether belonging to the Central Government, State Government or to the Universities or private trusts, and they have drawn up the requirements for the improvement of all those institutions. According to the report of the All India Council for Technical Education, Government has arranged for liberal financial assistance for those institutions, so that a fairly high standard can be maintained.

Regarding the post-graduate course researches, no facilities existed before the year 1947. Now those facilities are being introduced in a number of institutions all over the country on a wide range of subjects such as aeronautical engineering, power engineering, internal combustion engineering, electrical engineering, communication engineering, dam construction and irrigation engineering etc. Provision has also been made for awarding scholarships for post-graduate studies and research.

At present nearly 500 post-graduate students and research scholars in various institutions are availing this scholarship. By the year 1961 facilities will be made for over 1,500 students to do advance research work. In addition to this scholarship, there is another scholarship which is available for research work alone. During

the last 7-8 years the research scholarship programme has been expanding and today we have 680 scholarships in various centres. The value of each scholarship is Rs. 200 per mensem and the period is three years. The target in the Second Plan is to have 800 scholarships. In addition to the research scholarship, it is proposed to increase the national research scholarship from 48 to 80 in 1958-59. The value of each of these scholarships is Rs. 400 per month and this is given only to brilliant scholars who are desirous of doing research at post-doctorate level.

Now I come to the questions that have been raised either by cut motions or speeches by the hon. Members. Professor Mukerjee from Calcutta has said that 511 trained engineers are waiting for employment in the rolls of the employment exchange. Today our actual production of engineers and diploma-holders is about 9,000 per year. These 9,000 engineers do not find any difficulty in getting employment. Moreover, so far as the students of the Indian Institute of Technology, Kharagpur, are concerned, as soon as they appear for the final examinations they get offers. There may be some causes for this negligible number of engineers being unemployed. It may be that many of them have not got suitable jobs of their choice or jobs up to their ambition.

Then, complaint was made that equipments worth lakhs of rupees are lying idle in the Indian Institute of Technology, Kharagpur. It is true that these equipments are lying idle, because new buildings are being constructed. As soon as a new building is ready, these equipments will be installed there.

Then, it has been alleged that the expenditure in the Kharagpur Institute is much more in comparison with other institutes and there are more staff than in other institutions in this country. Here I may state that the Kharagpur Institute is a unique institution, which has been

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modelled on the institutions in other parts of the world such as the Massachusetts Technological Institute in U.S.A. and the Federal Technical Institute in Switzerland. Moreover, in an institution which has got research and post-graduate courses the student-teacher ratio should be very low. In Kharagpur the student-teacher ratio is 6:1. In the Calcutta University, which has got several research departments, the teacher-student ratio is 1:4.5. In the Massachusetts Institute of Technology it is 1:4. By this comparison we can see that the number of staff in the Indian Institute of Technology, Kharagpur, is not abnormally high.

Mr. Mathur from Rajasthan referred to the Prime Minister's resolution on scientific policy and wanted to know which particular Ministry is connected with the implementation of the policy and how it is going to be implemented. I may inform him, although he is not here, that it is too premature to go into a detailed discussion about this policy and its implementation.

Shri Goray (Poona): When you make a policy statement, do you mean to say that the administration which is going to be put into charge of its execution is going to be evolved afterwards?

Shri M. M. Das: The administration that is going to implement that policy is naturally the Government of India. The Education Ministry is not the only Ministry that deals with scientific personnel. There are other Ministries—Communications Ministry, I. & B. Ministry, Transport Ministry, Railway Ministry, Food and Agriculture Ministry—that deal with scientific personnel. So, all these Ministries, and the Government of India as a whole, are responsible for implementing the policy.

Mr. Mathur has also suggested that higher technical institutes like the Kharagpur Institute, the Bombay Institute and others should be established in backward areas only. I am sorry, we cannot share his views. The

proximity of big industries is a very important matter, so far as these institutions are concerned. We want that the students should get intimate knowledge of the industries which they will have to work in future.

Shri S. M. Banerjee (Kanpur): I want a clarification. The hon. Minister just now referred to higher technical institutes. I want to know from the Minister where the higher technical institute is going to be established in Kanpur. Even the site has not been selected as yet, though an amount of Rs. 2 crores has been sanctioned. I should like to know the further developments.

Shri M. M. Das: It is not quite correct to say that the site has not been selected. The U.P. Government has selected the site, and our officers have gone and seen the site. Most probably, the site has been approved also. But I am not quite sure about that. We are trying our best to establish the higher technical institute as early as possible in Kanpur, from where my hon. friend comes.

Shri Narasimhan (Krishnagiri): Will a time-schedule be fixed for all the higher technical institutes?

Mr. Deputy-Speaker: The hon. Minister is intervening. Let him proceed as he wants. Then what is left will be covered by the hon. Minister. He has already taken half an hour. I do not want to stop him.

Shri M. M. Das: I am sorry, within that time I shall not be able to do justice to both the wings of scientific research.

Dr. Shusila Nayar (Jhansi): The Minister should have taken the same time as any other Member, because another Minister is giving the final reply to the debate.

Mr. Deputy-Speaker: Therefore, he thought he might take half an hour.

Dr. Shusila Nayar: Half an hour?

**Mr. Deputy-Speaker:** That is what the leaders of groups have been taking.

**Shri M. M. Das:** The activities of the Ministry in the field of scientific research is divided into three categories. First of all, there is the establishment and maintenance of the Council of Scientific and Industrial Research. Secondly, financial assistance to private scientific organisations such as the Indian Association for the Cultivation of Science, Calcutta, the Bose Institute, Calcutta, the Indian Science Congress Association, Calcutta, the Birbal Sahni Institute of Palaeobotany, Lucknow, and others. I have mentioned this because during Question Hour also some points have been raised on the subject.

During the year 1957-58 amounts aggregating to Rs. 29 lakhs are likely to be given as financial assistance to these institutions, which are private institutions. A budget provision of Rs. 32.5 lakhs has been made for the next year, i.e., 1958-59. The C.S.I.R. was established in the year 1942 and the first National Laboratory came into existence in the year 1950, i.e., the National Chemical Laboratory, Poona. From 1950 to 1957, within a span of seven years, the number of laboratories has gone up to 18 and it has been decided to establish three more laboratories in the near future. These laboratories which are going to be established soon are the Central Mechanical Engineering Research Institute, Durgapur (West Bengal), the Public Health Engineering Research Institute and the Assam Regional Institute.

Some criticism has been made about the working of the Council of Scientific and Industrial Research and, I think, I have got no other alternative but to go in some detail in placing before hon. Members the activities of this institution, i.e., the Council of Scientific and Industrial Research. Some reference has been made by hon. Members to the contribution of the National Laboratories towards

the implementation of the Plan. In short I would like to draw a picture of what the National Laboratories have done so far as our plans are concerned.

Researches have been carried out, results of which have been considered extremely valuable in the expansion of the coal mining industry and in the setting up of three State-owned iron and steel factories. The blast furnaces of the Bhilai and other steel projects will operate on iron sinters as their charge. It is the research of the Metallurgical Laboratory in Jamshedpur that has found the ingredients and the type of sinters which will be suitable for this factory. This is a work of fundamental importance that has been carried out by one of the National Laboratories of India.

Researches have also been carried out with highly satisfactory results about iron ores, dolomite and refractory lining materials in connection with the three steel plants. Research has been carried out with highly satisfactory results on foundry sands, which is to be used in the Rourkela Steel Plant. Work has also been done on the L.D. process of steel making, which will be operated in the Rourkela Steel Plant. The Pilot Plant was designed in the Metallurgical Laboratory and is now being operated there.

Then highly important work about coal blending and coal washing has been carried out in the Central Fuel Research Institute, Jealgora. These researches have shown that the results of our coking and metallurgical coal are double the quantities calculated before. Four central coal washing plants are being established upon the research work that has been carried out in the Central Fuel Research Institute.

Then, the Durgapur Coke Oven Project of the West Bengal Government has been planned by the Central Fuel Research Institute, which is also helping the execution of the project. The Central Fuel Research Institute also investigated the technical aspects



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of the Neyveli Lignite Project and collected the technical data for the planning of the project.

The Glass and Ceramic Research Institute has invented a process of manufacturing refractory bricks from waste mica dust, which will be largely used in the Bhilai Steel Plant.

Our hon. friend, Shri Mukerjee, made some wild allegations against the C.S.I.R. He said that in a particular year the total expenditure of the C.S.I.R. came down but the administrative expenditure went up. He made a confusion between the Capital and Recurring expenditure. I may quote the figures, which will convince him that what he stated is not true. In the year 1953-54 the recurring expenditure was Rs. 151 lakhs for the whole of the C.S.I.R. and the capital expenditure was Rs. 45 lakhs, because some building construction was going on. So, the total expenditure came to Rs. 196 lakhs. The next year the recurring expenditure went up from Rs. 151 lakhs to Rs. 169 lakhs—it went up—but the capital expenditure came down from Rs. 45 lakhs to Rs. 19 lakhs. So, the total expenditure was less than the year before. In the year 1953-54 the total expenditure was Rs. 196 lakhs and the next year it was Rs. 188 lakhs. But this is because the capital expenditure came down. This was mentioned by Shri Mukerjee and he said that although the total expenditure had come down the administrative expenditure had gone up.

Then Shri Mukerjee said something about the appointment of an engineer and a law officer. The engineer was not newly appointed. There were two posts, which were filled by two gentlemen—one was the post of an architect and another was the post of an engineer. Now both these gentlemen resigned their jobs and went away and in their place we appointed only an engineer. So, instead of

increasing the expenditure, as alleged by Shri Mukerjee, we made some saving, because we appointed only one man instead of two.

Then he said that a law officer was unnecessarily appointed. According to the bye-laws and rules and regulations of C.S.I.R., only cases, which involve an amount of more than Rs. 15,000, should be referred to the Law Ministry of the Government of India and cases, which involve less than Rs. 15,000 have to be decided by the C.S.I.R. Moreover, in order to send files to the Law Ministry of the Government, we are to process the matter in a way which could be dealt with easily by the Law Ministry. So, the services of a man, who knows law, have become essential for the C.S.I.R. . . .

Shrimati Renu Chakravartty (Basirhat): So, for every Ministry there should be a law officer.

Shri M. M. Das: . . . because most of the officers of the C.S.I.R. are on contractual basis.

Shri Mukerjee also said something about the auditing of accounts of C.S.I.R. and that they are not placed on the Table of the House. Before April, 1956, the practice was, of course according to the bye-laws and rules and regulations of C.S.I.R., that the A.G.C.R. will conduct the audit and he will send reports to the Government of India. There was no provision for placing these reports on the Table of the House. But after April, 1956, the rules and regulations and bye-laws were changed and the present provision is that the accounts of the Society, i.e., C.S.I.R., as certified by the Controller and Auditor-General together with the Audit Report thereon should be forwarded annually to the Central Government and the Government shall cause the same to be laid before the Houses of Parliament. So, I think, Shri Mukerjee was wrongly briefed and his statement in this regard was not correct.

**Shri Harish Chandra Mathur (Pall):** Who made these rules and regulations and were they laid on the Table of the House?

**Shri M. M. Das:** The Governing Body of the C.S.I.R. have changed their rules and regulations.

**Shri Harish Chandra Mathur:** The Ministry exercises no control over that?

**Shri M. M. Das:** The Governing Body of C.S.I.R. is under the Chairmanship of the hon. Prime Minister and the Vice-Chairman is the hon. Education Minister. Moreover, the Director-General of C.S.I.R., who is the Executive Officer of the C.S.I.R., is appointed by the Government of India. Moreover, no expenditure can be formulated without an employee of the Finance Ministry, who is closely associated with the C.S.I.R. So, it will not be quite proper to say that the Government of India and the Ministry of Education has got no control over C.S.I.R.

Can you give me a few minutes more or shall I conclude?

**Mr. Deputy-Speaker:** He may continue.

Now I come to a point which is more controversial and which involves one of the hon. Members in the House. A cut motion has been given by my hon. friend, Shri S. M. Banerjee, regarding the C.S.I.R. Workers' Union and the Karmachari Union of the Survey of India. The Government rules and regulations which are applicable to the C.S.I.R. stipulate that two conditions must be fulfilled for giving recognition to any union or service association.

**Dr. Sushila Nayar:** Is there any time left for other hon. Members?

**Shrimati Reanka Ray (Malda):** The time may be extended because there are some more hon. Members who want to speak.

**Mr. Deputy-Speaker:** The hon. Deputy Minister might conclude, if he can; he sees the impatience of the hon. Members and it is right to some extent.

**Shri S. M. Banerjee:** I am equally impatient.

**Shri M. M. Das:** I will finish in a minute. Those two conditions are firstly that the union or association must be formed by one class of employees and not two or some classes. Class III and Class IV employees cannot form any union jointly. The second thing is that no outsider should be allowed to continue as member or hold any office in the union, without the previous permission of the authorities. I want to tell my hon. friend who has given the cut motion that unless and until these two conditions are fulfilled, we cannot do anything in this matter.

**Shri S. M. Banerjee:** I want one clarification. My object in moving the cut motion was to impress on Government that there are many unions among the Central Government employees where Members of Parliament and outsiders are Presidents. May I know whether this point is being raised specifically because I belong to the Opposition and I am their President?

**Shri M. M. Das:** I would request my hon. friend to go through the rules and regulations issued by the Ministry which are applicable to the C.S.I.R. Union. (*Interruption*).

**Mr. Deputy-Speaker:** The hon. Members want to help the Deputy Minister to conclude now.

**Shri M. M. Das:** If he has got any doubt, he can come to me at any moment; we will sit together and I can explain it to him.

The hon. Member, Mr. Hem Barua, from Assam made a personal reference to one of the high officials of the

[Shri M. M. Das]

C.S.I.R., namely the Director-General. This is what he said:

"I hear that the Director General of this Council is a B.Sc. in Electrical Engineering. If that is so, can we not have a research scholar who really has a reputation all through the country?"

This sentence can be taken as an attempt to lower down the high official in the estimation of this House. I beg to state that it is unfair, unjust, unwarranted and uncharitable for an hon. Member of the House to make such personal references to officers. Our Constitution does not permit the officers to appear before this House and explain their conduct. After all, we are here as targets of hon. Members to give the most patient and the most respectful hearing to them. So, I think this practice is not just...

Mr. Deputy-Speaker: That is a privilege of mine.

Shri M. M. Das: Ours also; we have to keep dumb sitting in the benches and patiently listening to the hon. Members...

Shri Goray: What is the truth?

Shri M. M. Das: My hon. friend asks what is the truth. I might say...

Mr. Deputy-Speaker: Would he be able to answer every provocation?

Shri M. M. Das: No, Sir. The present incumbent of the office of Director-General of the C.S.I.R. is an experienced man and he is the Chairman of some international committees. He is an acknowledged authority in pure technology in the whole world and he is well known in the country. He was director for a number of years in one of the most premier institutions of this country, namely, the Indian Institute of Science. Perhaps I cannot add more than to say that he is a man who deserves the post he holds.

I am thankful to you, Sir, for your kind indulgence and to the hon. Members for the patient hearing they have given me.

Shri Barrow (Nominated—Anglo-Indians): Mr. Deputy-Speaker, after the rhythmical and exhausting—I am sorry, exhaustive,—speech made by the Hon. Deputy Minister, my own speech will be short and brief.

Mr. Deputy-Speaker: He must judge the temper of the House well.

Shri Barrow: Sir, I have a cut motion in my name which reads:

"To discuss the significance of the changes proposed by the All-India Council for Secondary Education in the Scheme of Studies suggested by the Secondary Education Commission."

This is apparently a technical matter, a matter for educational experts, but I believe that as it will vitally affect the educational life of the whole country, this is the proper forum in which it should be discussed.

I believe, Sir, I will not be indulging in hyperbole when I say that if the scheme as amended by the All-India Council of Secondary Education is implemented, then the whole structure of secondary education will totter and collapse,—the edifice which we are trying to build anew will be as a house built on sand.

The Secondary Education Commission was an expert team of eminent educationists headed by no less a person than Dr. Lakshmanaswami Mudaliar and they put forward a pattern and concept of secondary education, which I believe is in line with accepted ideals of education, namely, to foster and to develop the growth of the individual within a unified and coherent social pattern. The All-India Council for Secondary Education has sought to make a fundamental change in this pattern. I am quoting from

the report of the All-India Council for Secondary Education from 1st October, 1955 to 31st March, 1956:

"A significant decision taken at the second meeting of the Council was with regard to certain amendments in the scheme of studies suggested by the Secondary Education Commission.

The Council resolved that the core subjects of Social Studies and General Science (including Mathematics) should be taught right up to the end of Class XI and that every pupil in the Higher Secondary School should compulsorily study three languages."

Sir, I will only briefly outline what the Secondary Education Commission recommended, so as to bring out the significance of these changes and to convince the hon. Minister that my own ideas are not half-digested.

The Secondary Education Commission recommended that there should be a four-year course of studies, that there should be two languages, that there should be two core subjects, namely, Social Studies and General Science including Mathematics, that there should be a Craft and there should be three elective subjects.

I will endeavour to analyse the changes proposed:

The Commission recommended that there should be a four-year course; and the Council has recommended that there should be a three-year course: I have no quarrel with this, because it has also been accepted by the Central Advisory Board of Education that the standard should be the same as that of the first year intermediate and not that of the second year intermediate, as originally envisaged.

Secondly, the council recommend a three language formula: Sir, I oppose this on educational grounds—I stand very firm against the imposition of a

three-language formula at the Secondary stage.

The Secondary Education Commission's view was this:

"We are definitely of the opinion that the curriculum should not be loaded with too many languages and while a majority should only study languages which are absolutely essential, those who possess linguistic ability should be able to take an additional third language."

13 hrs.

Sir, it has been suggested by eminent persons, from time to time, that in countries like the United Kingdom, Belgium and Switzerland the study of three languages is normal. I would respectfully submit that if it is investigated it will be found that only 10 to 15 per cent of the students,—those students within the highest Intelligence Quotient bracket, those who are labelled "Superior", actually study three languages at the Higher Secondary stage.

I am not opposed to the study of the three languages, but I am opposed to the study of the three languages at the Higher Secondary Stage. I suggest that we should in this matter follow the pattern which has been suggested by Dr. Wilder Penfield, the well known neurologist and brain surgeon. He has said that brain physiology shows that between the ages of four and ten, three languages can be studied and that the "language units" do not interfere with one another; that is his theory. But I want to bring practical evidence of this to this House. Sir, I am connected with about three hundred Anglo-Indian schools throughout the country. For nine years now we have been experimenting with the three-language formula. But we have been trying it between the ages of five and eleven. What we do is this: the medium of instruction in our schools is English, it being the mother tongue of the Community to which I belong—We start with English; in the third year

[Shri Barrow].

we introduce either Hindi or the Regional language; in the fifth year we introduce either the Regional language or Hindi whichever was not introduced in the third year and we continue the study of these three languages right up to Standard IX. In the last two years of school life the child studies only two languages. I say that this experiment has proved successful. I do not say it has proved entirely successful, but as pupils coming to most schools are not selected, to that extent the experiment has been successful.

I want to repeat once again that if three languages are to be studied they should be studied from the primary stage and not at the Higher Secondary stage: for the last two years only two languages should be studied.

Sir, thirdly the Council wants that the two Core subjects, viz., Social Studies and General Science, including Mathematics, should be studied for all three years of the Secondary stage. This recommendation has been made not only in the face of the recommendation of the Secondary Education Commission but I believe also in spite of the opinion of the Expert Committee which was appointed by the All India Council for Secondary Education itself. I am reading from the Report of the Central Coordination Committee (Appendix D of the proceedings of the 2nd meeting of the All India Council for Secondary Education):

“As the Higher Secondary course is now planned for three years, it is suggested that the syllabuses in these core subjects be pursued in Standards VIII and IX, as in view of the demands of the differentiated courses under Section D, there may not be time enough to study these subjects in Standard X.”

The Council has in fact made this recommendation: that every pupil shall study ten subjects. There will

be three languages; there will be Social Studies which include History, Geography and Civics; there will be General Science; there will be Mathematics, which includes Arithmetic, Algebra, Geometry, Mensuration and Statistics; there will be a Craft and there will be three elective subjects which may be Physics, Chemistry and Biology, and for a candidate who is taking the Technical subjects the work-load will be heavier.

The best that I can say of this is that, it is a table of contents which some Deity, sitting in some celestial sphere, might contemplate before he is creating what he considers a well-educated Indian. But the average Indian will not be able to follow this course of studies and get any degree of satisfactory education.

I place before the House an attempt that I made of drawing up a timetable for these ten subjects. It will show how utterly inadequate such a break-up is going to be for a full, proper, sufficient and satisfactory study of these ten subjects:

For the First Language : 5 periods a week;

For the Second Language : 5 periods a week;

For the Third Language : 2 periods a week;

For Social Studies : 2 periods a week;

For General Science : 2 periods a week;

Elementary Mathematics, which includes Arithmetic, Algebra, Geometry, Mensuration and Statistics : 2 periods a week;

Craft : 4 periods a week;

P. T. Debates, Music Social Service : 4 periods a week;

Then four periods each for three elective subjects which may be Physics, Chemistry and Biology.

I ask the House to consider whether it will be possible for any degree of satisfactory work to be done with a break-up like that.

Sir, the danger is this: Because this has the seal, because it has the *imprimatur* of the All-India Council for Secondary Education, Examination Boards have already started implementing the scheme and I know of two Examination Boards that want to have an external examination in nine out of ten subjects. That goes against the whole concept of diversified courses as was envisaged by the Secondary Education Commission. I regret to say this that although the All India Council did not recommend that all the subjects should be examined externally, a body closely associated with the Central Government, that is, the Central Board of Secondary Education, has decided to examine in nine out of ten subjects externally.

Sir, I do not want to expatiate upon the evils and hampering effects of the examination system, but I will quote from the Secondary Education Commission. This is what the Commission says about examinations—

“Thus all circumstances conspire today to put an undue and unnatural emphasis on examinations, specially the external examinations, and they have come to exercise a restricting influence over the entire field of Indian education to such an extent as almost to nullify its real purpose.”

Sir, in spite of our Commissions and Councils, and Seminars on Examinations, we have come back to the point at which we started. The idea, the concept of differentiated courses, or diversified courses, all seem to have been lost. I had the opportunity of discussing this matter with the Secretary of the All India Council for Secondary Education, Dr. Bhan, and some of his colleagues and I will say that they showed a real appreciation of the position. But I believe now that a decision on these lines has been

taken by the Central Advisory Board of Education it will be necessary for a person of the experience and stature of our present Minister to ask them to go back on that decision. I know that our Minister with his practical experience of education will appreciate the significance of this and I would commend to him the pattern which has been adopted by the Board of Secondary Education in West Bengal. At every stage, they drop certain subjects so that the whole idea of diversified courses and the need to foster individuality may find expression through the curriculum.

In this Sputnik age, I am reminded of the words of Prof. Whitehead, the great educationist: “the rule is absolute, the race which does not value properly trained intelligence is doomed. Not all your heroism, not all our wit can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step and there will be no appeal from the judgment which will then be pronounced on the uneducated.”

श्री बीरबल सिंह (जीनपुर)  
माननीय उपाध्यक्ष महोदय . . .

उपाध्यक्ष महोदय : माननीय सदस्य को सिर्फ दस मिनट में ही समाप्त करना है।

श्री बीरबल सिंह : उपाध्यक्ष महोदय, आज हम शिक्षा और वैज्ञानिक गवेषणा मंत्रालय के अनुदानों के सम्बन्ध में विचार कर रहे हैं।

शिक्षा का विषय बहुत ही महत्वपूर्ण है, विशेषकर जब कि हमने अपने देश में जनतांत्रिक शासन स्थापित किया है तब तो हमको जनता की शिक्षा की ओर भी विशेष जोर देना है। इसलिए आज जनता की शिक्षा और प्रारम्भिक शिक्षा का देश में बड़ा महत्व है। हमारे

### [श्री बोरबल सिंह]

संविधान की ४५वीं धारा में यह कहा गया है कि संविधान स्थापित होने के दस बरस के अंदर देश में निःशुल्क और सर्व सुलभ अनिवार्य शिक्षा का प्रबन्ध किया जायेगा। जिस समय हमारे देश में स्वतंत्रता स्थापित हुई उस समय ६ वर्ष से १४ वर्ष तक की उम्र के विद्यार्थियों में से केवल ३६.३ प्रतिशत स्कूलों में जाते थे। जिस समय पहली पंचवर्षीय योजना प्रारम्भ हुई उस समय ऐसा विचार था कि ६ से १४ वर्ष तक के बालकों में से ४४.५ प्रतिशत स्कूलों में जाते हैं और उस समय यह अनुमान था कि भ्रगर जनता का पूरा सहयोग रहे तो योजना के अन्त तक पांच बरस में यह संख्या बढ़ कर ६० प्रतिशत तक हो जायेगी। लेकिन कुछ इस अनुमान में गलती थी। वास्तव में सन् १९५०-५१ में इन बालकों का ४२ प्रतिशत ही स्कूलों में जाता था और पहली पंचवर्षीय योजना में जो काम हुआ उसके फलस्वरूप यह संख्या ५१ प्रतिशत तक पहुँच गयी, यानी पांच वर्षों में ९ प्रतिशत की वृद्धि हुई। इस प्रकार जो ६० प्रतिशत की आशा थी वह ५१ प्रतिशत तक ही रह गयी।

अब जो दूसरी पंचवर्षीय योजना बनी है उसमें पहली योजना की अपेक्षा प्रारम्भिक शिक्षा के लिये कम धन रखा गया है। इसलिए अब ऐसा मालूम पड़ता है कि जो दस बरस के अन्दर प्रारम्भिक शिक्षा अनिवार्य करने का विचार था वह तो समाप्त हो गया और अब जो योजना कमीशन ने विचार किया है और गवर्नमेंट ने भी जो विचार किया है उससे मालूम होता है कि तीसरी पंचवर्षीय योजना के समाप्त होने तक ६ से ११ बरस तक के बच्चों की स्कूल जाने की संख्या ६५ प्रतिशत तक हो सकेगी। तो यह प्रबन्ध तीसरी योजना के अन्त तक ६ से ११ वर्ष तक की आयु के बच्चों के लिए होगा, और १४ बरस तक की आयु के बालकों

के लिए होगा, शायद तीसरी योजना में भी कुछ न हो सकेगा

इसके अलावा मैं यह कहना चाहता हूँ कि प्रारम्भिक शिक्षा का प्रबन्ध गवर्नमेंट की तरफ से हो रहा है लेकिन उससे पहले की उम्र के बच्चों की शिक्षा का कोई प्रबन्ध नहीं है। मनोविज्ञान विज्ञानियों का विचार है कि पांच वर्ष तक के बालक जितना सीख लेते हैं उतना वह १५ बीस वर्ष में भी नहीं सीख सकते। लेकिन हमारा शिक्षा मंत्रालय इस संबन्ध में कुछ भो नहीं कर रहा है। कुछ ध्यान इस तरफ है लेकिन वह बहुत कम है। हमारे देश में सन् १९४५-४६ में सारे देश में केवल २७५ विद्यालय इस तरह के थे जिनमें कि ५ बरस से कम के बालकों की शिक्षा का प्रबन्ध था और उनमें भी ज्यादातर बड़े बड़े लोगों के लड़कों के लिए विद्यालय थे और प्राइवेट तौर पर थे। इधर इसमें कुछ प्रगति हुई है और अब १९५५-५६ में इन विद्यालयों की संख्या बढ़कर ५१३ हो गयी है। इनमें केवल ११.९ प्रतिशत विद्यालय तो सरकार के हैं, और २.१ प्रतिशत म्युनिसिपल बोर्डों के हैं और बाकी ८६ प्रतिशत प्राइवेट हैं और उनमें केवल धनी लोगों के लड़कों के लिये ही प्रबन्ध है। गरीब लोगों के बच्चों के लिए कोई प्रबन्ध नहीं है। इस पर गवर्नमेंट को ध्यान देना चाहिए। प्रारम्भिक शिक्षा से पूर्व की शिक्षा के ऊपर गवर्नमेंट ने अभी तक बहुत कम ध्यान दिया है। मैं आशा करूँगा कि इस पर गवर्नमेंट विशेष रूप से ध्यान देगी।

जहाँ तक प्रारम्भिक शिक्षा के रूप का सम्बन्ध है, गांधी जी ने सन् १९३७ में इस बात पर जोर दिया था कि प्रारम्भिक शिक्षा में बुनियादी शिक्षा का

समावेश होना चाहिए जिसमें शिक्षा हाथ की कारीगरी के जरीये से हो । उनका विचार था कि वह इस देश के लिए आवश्यक है और अनुकूल है । लेकिन इस बात को बीस बरस हो गये । उस समय जो कांग्रेस गवर्नमेंट स्थापित हुई थी उसने इस दिशा में कुछ काम किया था लेकिन इस सम्बन्ध में अभी तक बहुत कम काम हुआ है । अब यद्यपि गवर्नमेंट ने इस बात को स्वीकार कर लिया है कि प्रारम्भिक शिक्षा में बुनियादी शिक्षा का ही रूप रखा जायेगा, लेकिन फिर भी इस समय सारे देश में केवल ४७,००० के करीब ऐसे स्कूल हैं जहां बुनियादी शिक्षा का प्रबन्ध है और तीन लाख के ऊपर पुराने ढंग के प्राइमरी स्कूल चल रहे हैं । इन ४७,००० बुनियादी स्कूलों में से ३३,००० उत्तर प्रदेश में हैं । उत्तर प्रदेश की गवर्नमेंट तो जितने प्राइमरी स्कूल हैं उन सबको बुनियादी स्कूल मानती है । इन बुनियादी स्कूलों में और पुराने स्कूलों में कोई अन्तर नहीं है । केवल इनमें कुछ शिक्षा हाथ की कारीगरी के द्वारा दी जाती है । लेकिन वह वास्तव में बुनियादी स्कूल नहीं हैं । इन ३३,००० स्कूलों को अगर छोड़ दिया जाये तो फिर कुल देश में १४,००० स्कूल रह जाते हैं । इधर जो नये स्कूल स्थापित हो रहे हैं वह भी बुनियादी स्कूलों के नाम से स्थापित हो रहे हैं लेकिन ज्यादातर पुराने ढंग के प्राइमरी स्कूलों को ही स्थापित किया जा रहा है ।

हमारे देश में सन् १९५०-५१ में बुनियादी स्कूलों का पुराने ढंग के स्कूलों से २० प्रतिशत का अनुपात था । जो स्कूल दूसरी पंचवर्षीय योजना में स्थापित किये जा रहे हैं अगर उनका हिसाब लगाया जाये तो मालूम होगा कि इस योजना के अन्त में बुनियादी स्कूलों का पुराने ढंग के स्कूलों से ११.५ प्रतिशत का अनुपात

होगा । इसलिए यद्यपि गवर्नमेंट की यह नीति है और गवर्नमेंट यह मान चुकी है कि बुनियादी स्कूल ही प्राइमरी स्कूल हों, लेकिन फिर भी दूसरी पंचवर्षीय योजना में जो स्कूल स्थापित किये जा रहे हैं उन में बुनियादी स्कूलों का अनुपात कम हो जायेगा । इस और गवर्नमेंट को विशेष रूप से ध्यान देना चाहिए ।

इसके प्रतिरिक्त जहां तक कालिजों की शिक्षा का सम्बन्ध है, मेरा मुझाव है कि जहां तक सम्बद्ध कालिजों का सम्बन्ध है, सरकार को उनके अध्यापकों की तरफ, उनकी लाइ-बेरियों की तरफ, लेबोरेटरीज की तरफ विशेष रूप से ध्यान देना चाहिए क्योंकि अगर इन कालिजों में अच्छा प्रबन्ध नहीं होगा तो हमारी शिक्षा का स्तर उन्नत नहीं हो सकता ।

एक बात की तरफ और मैं गवर्नमेंट का ध्यान दिलाना चाहता हूं । वह हिन्दी के सम्बन्ध में है । संविधान के अन्दर माना गया है कि संविधान लागू होने के १५ बरस के अन्दर हिन्दी देश की राष्ट्र भाषा हो जायेगी और उसके बाद भी अगर पार्लियामेंट चाहेगी तो अंग्रेजी को भी जारी रखा जा सकेगा । तो शिक्षा मंत्रालय का यह विशेष कार्य होना चाहिए कि हिन्दी को वह इस योग्य बनाये कि जिससे वह इस अवधि के अन्दर राष्ट्रभाषा का रूप ले सके । मुझे यह दुःख है कि अहिन्दीभाषी क्षेत्रों में हिन्दी प्रचार के लिए बहुत कम खर्च किया जा रहा है । इस काम के लिए केवल ५ लाख रुपया रखा गया है । इस बात की तरफ गवर्नमेंट को ध्यान देना चाहिए ।

श्री नरदेव स्यालक (भलीगढ़—रजित-अनुसूचित जातियां) : उपाध्यक्ष महोदय, आज हमारे बीच में जब कि शिक्षा मंत्रालय का यह बाद विवाद हो रहा है उस वक़्त हम यह



[श्री मरदेव स्नातक]

देखते हैं कि हमारे जो मौलाना साहब थे उनसे शिक्षा के बारे में ही नहीं अपितु उनसे हमारे देश को बहुत कुछ राहत और बहुत कुछ सहारा मिलता था, आज दुःख का विषय है कि वे हमारे बीच में नहीं हैं। अगर आज वे जीवित होते तो काफ़ी हमारे देश के लोगों को और खास कर इस शिक्षा मंत्रालय को उनका सहारा होता परन्तु आज वे हमारे बीच में नहीं हैं लेकिन हम यह अच्छी तरह समझते हैं कि उनकी जो भावना थी उसको हमारा यह शिक्षा मंत्रालय जरूर पूरा करेगा वे यह चाहते थे कि हमारे देश की जो शिक्षा व्यवस्था है वह ठीक से चले।

आप जानते हैं कि आज राष्ट्रपति से लेकर के एक साधारण व्यक्ति तक यह अनुभव करता है कि वर्तमान शिक्षा प्रणाली में काफ़ी कमी है और यह बहुत ही खराब है और वह इस कारण से कि इसमें सिवाय कर्क पैदा करने और ऊंची-2 जो जगहें हैं अंग्रेजी पढ़ कर उन स्थानों पर पहुंच जाना, यही एक आज की शिक्षा का उद्देश्य रह गया है। आप जानते हैं कि शिक्षा केवल पढ़ने लिखने से ही शिक्षा नहीं होती। शिक्षा के अन्दर एक बात है और वह यह है कि पढ़ने लिखने के साथ साथ आचार विचार का भी ठीक होना शिक्षा में जरूरी है और हम यह देखते हैं कि हमारी इस वर्तमान शिक्षा प्रणाली में इसका भारी अभाव है। पहले युग था जिस वक्त कि हमारे देश के अन्दर विद्यार्थी शहरों के दूषित वातावरण से दूर रह करके जंगलों में रहा करते थे और आचार्य के पास पढ़ते थे और १, २ नहीं सैकड़ों और हजारों की तादाद में विद्यार्थी पढ़ते थे और उन विद्यार्थियों का खर्च सरकार बेटी थी, कुलपति देता था और कुलपति होता था राजा। हजारों विद्यार्थियों का खर्च वह कुलपति या राजा देता था परन्तु

आज की शिक्षा प्रणाली आप देखते हैं कि इतनी मंहगी और खर्चीली है कि साधारण तबके का व्यक्ति उसको बर्दाश्त नहीं कर सकता, उसको सहन नहीं कर सकता और यही कारण है कि हमारे देश के रहने वाले जितने भी विद्यार्थी हैं उन सबकी अधूरी शिक्षा होती है और यही कारण है कि शिक्षा प्राप्त कर लेने पर भी हमें देश को आगे ले जाने वाले जैसे कर्णधार चाहियें वह देखने को नहीं मिलते हैं। इसलिए शहरों में जो स्कूल और कालिज हैं सरकार को चाहिए कि ऐसे विद्यालयों, स्कूलों और संस्थाओं को वह जंगलों में खोले जहां पर कि हमारे विद्यार्थी शहरों के दूषित वातावरण से बच सकें। शहरों में स्कूल और कालिज होने का एक परिणाम यह देखने में आता है कि हमारे विद्यार्थियों पर राजनैतिक संस्थाओं का और पार्टी पालिटिक्स का प्रभाव पड़ता है। अब विद्यार्थी के पास पढ़ाई के लिए कुछ घंटों का ही तो समय रहता है और उनमें भी हर विषय के लिए कुछ मिनट निर्धारित होते हैं। एक विषय का क्लास खत्म होता है उसका अध्यापक जाना है। दूसरे विषय का क्लास शुरू होता है और दूसरे अध्यापक महोदय आते हैं और तब इस विषय की पढ़ाई चलती है। अध्यापक बदलते हैं, विषय बदलते हैं और इस तरह वे चन्द घंटे समाप्त हो जाते हैं और वहां ऐसे ही होता है, जैसे सिनेमा के चित्रपट के ऊपर तरह तरह के चित्र आते हैं और बदलते जाते हैं। अब शहरों में आवादी के बीच में स्कूल होने के कारण राजनैतिक संस्थाएं उन पर अपना दूषित प्रभाव डालती हैं और जिसका कि परिणाम यह होता है कि हमारे विद्यार्थी पढ़ने लिखने के स्थान पर दूषित मनोवृत्तियों में फंस जाते हैं और देश को आजादी मिल जाने के बाद जो उसको आगे प्रगति पथ पर ले जाने की बात है, वे बैसा न करके पार्टी

पालिटिक्स में पढ़ करके इधर उधर बहक जाते हैं। इसलिए मेरा शिक्षा मंत्रालय को सुझाव है कि वह स्कूल और विद्यालय शहरों और जिलों में ऐसे स्थानों पर खोले जो कि शहर के बाहर २, ४ मील की दूरी पर हों। वहां पर सेंटर्स कायम किये जायें और उनमें विद्यार्थी पढ़ाये जायें।

इसके साथ ही एक बात और है वह यह है कि हमारे देश के अन्दर मे साम्प्रदायिकता हटे, छुआछूत हटे और जाति भेद हटे लेकिन मेरा कहना है कि यह चीजें कभी नहीं हट सकतीं और उसका कारण यह है कि स्कूलों में और कालिजों में आज जो विद्यार्थी आते हैं वे उन चन्द घंटों में जो कि उनकी पढ़ाई के होते हैं उनमें जाति, बिरादरी और अपने सम्प्रदाय को लेकर बातें करते हैं परन्तु यदि वे शहरों के दूषित मनोवृत्ति और वातावरण से दूर रह कर जंगलों के स्वस्थ वातावरण में शिक्षा पायेंगे तो वे दिल लगा कर पढ़ेंगे और चौबीसों घंटे अपना मन पढ़ने लिखने में लगायेंगे और एकाग्रचित्त होकर पढ़ेंगे और वहां पर पढ़ने में उनके अन्दर जो साम्प्रदायिकता, जातीयता, छुआछूत और ऊंच नीच का भेद भाव है वह दूर हो जायगा और सब एक साथ बैठेंगे, पढ़ेंगे और साथ साथ खाना खायेंगे और एक साथ रहेंगे और उसका परिणाम यह होगा कि वह एक आदर्श विद्यार्थी होगा और वह समाज और राष्ट्र के प्रति उसके क्या कर्तव्य है उनको भली प्रकार समझेगा। पहले जमाने में विद्यार्थी हमारे वहां जंगलों में रहा करते थे और गुरुकुलों में आचार्यों के पास रहकर शिक्षा ग्रहण करते थे। आज भी गुरुकुल हैं लेकिन वे पुराने जमाने के गुरुकुलों की तरह नहीं हैं और आज के गुरुकुल नहीं के बराबर हैं। उनकी अपनी कोई स्थिति दृढ़ नहीं है। उनके स्वर्च बहुत

है, पैसे का अभाव है और यदि सरकार उनको पैसा दे तो यह जो गुरुकुल की पुरानी परम्परा हजारों वर्षों से हमारे देश में चली आ रही है उसको अब भी हम प्रोत्साहित कर सकते हैं और उसको आगे बढ़ा सकते हैं। यह सरकार का काम है कि उनको आर्थिक सहायता दे। आज वे हमारे बिचारे गुरुकुल और विद्यापीठ जिनके पास पर्याप्त पैसा नहीं है उनको स्वयं यह मन्वेह होने लगा है कि जिस शिक्षा प्रणाली को वे अपना रहे हैं वह ठीक भी है या नहीं। मैं समझता हूँ कि वह ठीक है और हर कोई समझदार आदमी भी यही समझता है कि वह ठीक है और उसको प्रोत्साहन मिलना चाहिए। इसलिए मैं सरकार से निवेदन करूंगा कि ऐसी संस्थाओं का प्रोत्साहन मिले, आर्थिक सहायता मिले और ऐसे स्कूल और कालिज जंगलों में और शहरों में दूर खोले जायें।

एक निवेदन और है और वह यह कि हमारा मोरेल कैरेक्टर, हमारा जो साधारण आचार विचार है उसके बारे में हम देखते हैं कि तरह तरह की दूषित भावनायें हमारे विद्यार्थियों के अन्दर घर करती जाती है। इस सम्बन्ध में मेरा शिक्षा मंत्रालय से यह निवेदन है कि कुछ खास २ जो ऊंचे ग्रन्थ हैं और ऊंची जो बातें हैं चाहे वे किन्हीं धर्म ग्रन्थों में हों, चाहे वे वेद में हों, कुरान में हों, गुरुग्रन्थ साहब में हों अथवा बाइबिल में हों, उन बड़े २ धर्म ग्रन्थों की अच्छी अच्छी चीजें लेकर एक मोरेल कोड बनाया जाय और उस मोरेल कोड के द्वारा विद्यार्थियों के अन्दर एक अच्छी मनोवृत्ति पैदा की जाये उनका आचार विचार शुद्ध किया जाय ताकि वे देश के अच्छे और योग्य नागरिक बन सकें और राष्ट्र और समाज के प्रति अपने कर्तव्यों को भली प्रकार निबाह सकें। इसलिये मैं मंत्रालय से प्रार्थना करूंगा कि मोरेल

[श्री नरदेव स्नातक]

कैरेक्टर के ऊपर ध्यान दिया जाय और विद्यार्थियों में उदात्त भावनायें पैदा की जायें और यह सबमे जरूरी चीज है ।

अन्त में कुछ शब्द में हिन्दी भाषा के बारे में भी कहना चाहूंगा । हमारे देश की राष्ट्रभाषा हिन्दी हो गई है परन्तु जैसा कि कल कुछ माननीय सदस्यों ने यहाँ पर कहा कि अभी यह तय करना रह गया है कि आया देश की राष्ट्र भाषा हिन्दी हो या अंग्रेजी । मैं उन माननीय सदस्यों से यह पूछना चाहता हूँ कि जिस बात को तय करने के लिये कहा जा रहा है वह बात तो बहुत पहले ही तय हो चुकी है केवल उसको अमल में लाने की बात है । उसको अमल में लाना चाहिये । हिन्दी के बारे में जो इस तरह की बात कहते हैं वह हमारे दक्षिण के भाई हैं और उनकी संख्या बहुत थोड़ी है । वे थोड़े से भाई ऐसा कहते हैं कि हिन्दी जबदस्ती हमारे ऊपर लादी जाती है मगर उनको यह मालूम होना चाहिये कि हिन्दी तो कभी लादी नहीं जाती और न लादा जाना योग्य भी है । वह तो अपने आप धीरे धीरे उन्नति कर रही है । हिन्दी को कभी यहाँ पर लादने का सवाल ही नहीं रहा । स्वामी दयानन्द सरस्वती गुजराती थे लेकिन हर कोई जानता है कि उन्होंने हिन्दी भाषा को अपनाया और उन्होंने अपने सारे ग्रन्थ हिन्दी और संस्कृत में लिखे । वे यह चाहते थे कि हिन्दुस्तान के रहने वाले ज्यादा से ज्यादा तादाद में हिन्दी भाषा को अपनायें और उसमें व्यवहार करें और बोलचाल में प्रयोग करें । इसी तरह महात्मा गांधी के बारे में कहा जा सकता है । गांधी जी देश के सबसे बड़े नेता हैं और आज भी उनके नाम की दुनिया में बहुत इज्जत है । पूज्य बापू जी भी वहीं चाहते थे कि इस देश की भाषा हिन्दी हो और सारे देश में हिन्दी का व्यापक प्रचार और व्यवहार हो । हमारे तिसक महाराज भी हिन्दी के बारे में यही कहते

थे । यह दुर्भाग्य का विषय है कि आज कुछ बड़े आदमी बिलकुल दूसरी बात कह रहे हैं, अब बड़े आदमियों की बातें बड़ी ही होती हैं और उनके बारे में मुझे कुछ नहीं कहना है । लेकिन इतना अवश्य कहूंगा कि हिन्दी अंग्रेजी से ज्यादा विदेशी है, यह मानना बड़ों की बड़ी बातें हैं और उनमें छोटे आदमियों को नहीं पढ़ना चाहिये । मैं शिक्षा मंत्रालय से निवेदन करना चाहता हूँ कि हिन्दी को प्रोत्साहन देने के सिलसिले में जैसा कुछ वह प्रयत्न कर रहा है वह उसे करे परन्तु उसके साथ साथ यह जरूरी है कि उसकी प्रगति कुछ तेज की जाय । दक्षिण की जितनी भी भाषायें हैं उनके कुछ शब्द ले लिये जायें और इस हिन्दी भाषा के अन्दर जोड़ दिये जायें क्योंकि हिन्दी संस्कृत की पुत्री है और यदि थोड़ा सा इसका व्याकरण परिवर्तित कर दिया जाय, दक्षिण की भाषाओं के शब्द हिन्दी में ले लिये जायें और उसको आम बोलचाल की भाषा का रूप दे दिया जाय तो इसका परिणाम यह होगा कि सारा देश उत्तर से लेकर दक्षिण तक और पूर्व से लेकर पश्चिम तक सब लोग हिन्दी को अच्छी तरह से समझने लगेंगे और इसका व्यवहार करने लगेंगे । भारतवर्ष के ४२ प्रतिशत लोग हिन्दी भाषा बोलते हैं जब कि अंग्रेजी के केवल १ फ्रीसदी हैं और १ फ्रीसदी से भी कम हैं । इस मुल्क को आजादी मिले अभी १० वर्ष से कुछ ऊपर हुआ है और संविधान में हिन्दी को राष्ट्रभाषा के पद पर आसीन किया है और इसलिये हर एक देशवासी का यह कर्तव्य हो जाता है कि हिन्दी का अधिकाधिक प्रचार करें और उसको अपने जीवन में अपनायें और उसको तरजीह दें । लेकिन जब हम ऐसा करने को कहते हैं तो इसका यह अर्थ नहीं है कि हमें कोई अंग्रेजी से विरोध है । अंग्रेजी से हमारा कोई विरोध नहीं है । अंग्रेजी आज अन्तर्राष्ट्रीय भाषा है और इसलिये उसकी उपेक्षा करने का कोई सवाल

नहीं है और एक अन्तर्राष्ट्रीय भाषा होने के कारण लोगों को उसका ज्ञान प्राप्त करना चाहिये परन्तु उसके साथ साथ हम यह कहना चाहते हैं कि हिन्दी जो इस देश की राष्ट्र भाषा है, उसका सीखना हर देशवासी के लिये जरूरी है और इसलिये में शिक्षा मंत्रालय से निवेदन करूंगा कि वह इस विधा में सक्रिय प्रयत्न करे और आज जो प्रगति की रफ्तार ज़रा धीमी है उसको तेज़ करे ।

**श्रीमती लक्ष्मीबाई :** उपाध्यक्ष महोदय, आज कल एजुकेशन के बारे में लोग यहां पर बोल रहे हैं और उसके सम्बन्ध में कई हमारे भाइयों ने बहुत सही सही बातें बतलाईं। एजुकेशन डिपार्टमेंट में बहुत तजुबेकार और एजुकेटेड लोग हैं, उनको हमारी बातों का बुरा नहीं मानना चाहिये। हम लोग तो सिर्फ तरीके को क्रिटिसाइज कर रहे हैं। उनके ऊपर तो हमारी बड़ी श्रद्धा है, बहुत काबिल सेक्रेटरी हैं, उनसे भी काबिल हमारे मिनिस्टर हैं, सब कुछ है। मगर बात यह है कि पार्लियामेंट के मेम्बर जो पालिसी रखते हैं, जो कुछ कहते हैं जब उसको इम्प्लिमेंट करने के लिये विभाग के लोग जाते हैं तो बहुत तरीकों से उसे बदल कर, उस की रूपरेखा बदल बदल, उस पर काम करते हैं। मैं आप को एक उदाहरण दूँ। यहां आप के पास सेकेन्ड फाइव इयर प्लेन के दौरान हर साल एजुकेशन के लिये ६० करोड़ ६० मौजूब हैं। इसका मतलब यह है कि उसमें से ३० करोड़ स्टेट्स को दिया जाना चाहिये। आप यहां पर बड़ी बड़ी स्कीम्स बनाते हैं। टेकनिकल लोग हैं, हमारे मिनिस्टर हैं, डिप्टी मिनिस्टर हैं, इतने पड़े लिखे वे लोग हैं, यह सब कुछ मैं मानती हूँ। मगर आप के यहां कुछ गलती हो रही है। उसको महसूस करके तो आप को खुश होना चाहिये क्योंकि हम तो आपकी पालिसी को क्रिटिसाइज कर रहे हैं, आप को नहीं।

गुजिश्ता साल में, यानी सन् १९५६-५७ में बेसिक एजुकेशन और एलिमेंटरी एजुकेशन पर ३ करोड़, ३१ लाख ६० मंजूर किये गये थे। मगर उसमें से जब वे लोग बेचारे लेने आये तो केवल २ करोड़ ६० ही ले गये। मतलब यह हुआ कि वे दो तिहाई तो ले गये, और एक तिहाई आपके पास लैप्स हो गया। आप कहते हैं कि हम करोड़ों रुपये की स्कीमें बनाते हैं। लेकिन हकीकत में जब वह इम्प्लिमेंट होती है तो बहुत कम होती है। आप के कानून में कुछ नुटियां हैं जिसके कारण स्टेट्स आपसे रुपये लेने में बहुत तंग होते हैं। आप इस को ५० परसेंट से ज्यादा बढ़ाते नहीं हैं और जब वे पैसा लेने आते हैं तो उनको देते नहीं हैं।

बहुत से लोग यहां कल से बोल रहे थे कि हमारे देश में एजुकेशन का परसेन्टेज बहुत कम है, सेकेन्ड फाइव इयर प्लेन में भी बहुत कम है। पूरे प्लेन तक भी हमारे आधे बच्चे स्कूलों में नहीं जायेंगे। मैं एलिमेंटरी एजुकेशन के बारे में बतला रही हूँ, खुसूसन लड़कियों के बारे में। आज गर्ल्स एजुकेशन इतनी खराब है कि टोटल सैटिस्फैक्शन आप को नहीं है। बड़े बड़े लोग इस की ओर ध्यान नहीं देते। स्टेट-वाइज जितने तजुबेकार लोग होते हैं, एक्स्पर्ट्स होते हैं वे यहां आ कर बैठ जाते हैं, दिल्ली में बैठ कर स्कीमें बनाते हैं। कभी नहीं सोचते कि लड़कियों की एजुकेशन में क्या खराबी है। आप समझते हैं कि यह स्कूल एजुकेशन देने वाले हैं। स्कूल नहीं, स्कूलों से ज्यादा घर एजुकेशन देते हैं। मां एजुकेशन देती है। आप करोड़ों रुपये एजुकेशन पर खर्च करते हैं लेकिन एजुकेशन बढ़ती नहीं है। उससे हम सैटिस्फैक्शन क्यों नहीं दे पाते हैं? बात यह है कि बच्चा १० बजे से ५ बजे तक स्कूल में रहता है। वहां उनको सबसेस क्यों नहीं हो रही है? एक गांव में एलि-

**[श्रीमती लक्ष्मीबाई]**

मेंटरी एजुकेशन के लिये एक स्कूल होता है। वहां कोई डाई सौ या तीन सौ बच्चे रहते हैं, लेकिन टीचर एक या दो ही रहते हैं। उसको बच्चों को छड़ी ले कर सिखाना होता है। उसको फुर्सत ही नहीं होती उनको ठीक से सिखाने की क्योंकि वे तीन सौ या डाई सौ बच्चों को एक छोटे से मद्य में बैठा कर पढ़ाते हैं। पता नहीं वे क्या पढ़ाते हैं। घर में मां नहीं पढ़ाती और स्कूल में टीचर नहीं पढ़ाता। इसलिये जो समय होता है बच्चों का वह बैस्टेज ही बैस्टेज होता है। बच्चा चार जमात तक नहीं आ पाता है। इस की वजह यही है कि नातजुबेकार टीचर हैं, मैन टीचर हैं जो कि मारने के सिवा कुछ करते नहीं। इसलिये बच्चा घबरा जाता है और स्कूल नहीं जाता।

सबसे बदकिस्मती की बात यह है कि बच्चों की एजुकेशन में लड़कियों की एजुकेशन सिर्फ ३२ परसेन्ट है। आधी लड़कियां भी नहीं आती हैं। एलिमेंटरी एजुकेशन में १० गल्लें जाती हैं, हाई स्कूलों में मालूम है कितनी जाती हैं? ४ या ५। इन ४ या ५ लड़कियों से बेचारी एजुकेशन क्या चले? श्रीमती दुर्गाबाई देशमुख जो चेअरमैन हैं वेलफेअर बोर्ड की उन्होंने अपने तजुबे से और लड़कियों की एजुकेशन में श्रद्धा रखते हुए एजुकेशन मिनिस्ट्री की एक रिपोर्ट पेश की है कि सन् १९६२ तक यानी सेकेन्ड फाइव इमर प्लेन के पूरी होने के बाद एलिमेंटरी स्कूलों में जाने वाली कितनी लड़कियां होंगी? बहुत कम। २० या २५ लड़कियां एलिमेंटरी स्कूलों में जाने वाली होंगी और सेकेन्डरी स्कूलों में जाने वाली ८ या ९ होंगी। वह भी इरल एरिया की नहीं होंगी। ग्रॉवन एरिया की होंगी। गांव की लड़कियों को पढ़ने का मौका ही नहीं मिलता है। आप कहते हैं कि हजारों इन्स्टिट्यूशन हैं लेकिन पता नहीं उनमें लड़कियां क्यों नहीं आ रही हैं। बात यह है

कि इरल एरिया में हमारी लड़कियां को-एजुकेशन में नहीं आती हैं।

13.32 hrs.

[SHRIMATI RENU CHAKRAVARTY in the Chair]

आज से तो अंग्रेजी जमाता ही बेहतर था क्योंकि तब को-एजुकेशन नहीं होती थी और लड़कियों के लिये एलिमेंटरी एजुकेशन से ले कर हाई स्कूल तक फ्री एजुकेशन थी। ब्रिटिश राज्य में उन को डर रहता था कि अगर यहां लड़कियों की ट्रेनिंग नहीं हुई तो हमसे कोई पूछने वाला है। लेकिन अब कोई डर नहीं इसी लिये लड़कियों की एजुकेशन कुछ नहीं होती, उनको स्कालशिप नहीं मिलता, फ्रीशिप नहीं मिलती, अबकाश नहीं मिलता। गांवों में लेडी टीचर नहीं मिलती आप जो टीचर रखते हैं उनको फुर्सत नहीं मिलती। आप कुछ भी कोशिश कर रहे हैं, लेकिन मैं श्रद्ध से अर्ज करती हूँ कि लड़कियों की एजुकेशन आज बिल्कुल सिफर है। पुराने जमाने में पुराने पंडित वगैरह घर में आ कर रामायण और महाभारत वगैरह पढ़ाते थे, वह भी खत्म हो गया क्योंकि

“निराश्रया न शोभन्ते पण्डिताः वनिताः लताः”

आज कल उन का कोई आश्रय नहीं होता। पहले राजे महाराजे थे। पुराने जमाने में उनके यहां इन लोगों को आश्रय मिलता था और वे लोगों को पढ़ाते थे। कुछ कल्चर होता था, एजुकेशन बढ़ी है लेकिन पुरानी एनुंगेन की तरह नहीं। नई एजुकेशन आज लड़कियों के वास्ते नहीं है। श्रीमती दुर्गाबाई देशमुख ने अपनी जो तजवीज रखी है, मैं अपने एजुकेशन मिनिस्टर को बधाई देती हूँ कि वह बहुत अच्छी तरह से उसे धनाने की कोशिश कर रहे हैं। मैं उसका नमूना बताती हूँ। मैं आप को एस्टिमेट्स कमेटी की बात बतलाती हूँ। उसने इसको कबूल कर लिया कि

हमारी सरकार इस चीज को बहुत ध्वा से लाये ।

**Mr. Chairman:** The hon'ble Member has only one more minute.

**Shrimati Luxmi Bai:** Since yesterday no lady Member has spoken on Education.

लेडी नेमरमेंट बँठी हुई है और मैं गर्ल्स एजुकेशन के बारे में बोल रही हूँ । हमारे यहाँ लड़कियों की एजुकेशन मिल है इसलिये आप भी इधर ध्यान दीजिये और अपनी राय भी दीजिये । मैं एजुकेशन मिनिस्टर को कुछ सजेशन देना चाहती हूँ कि किस तरह से लड़कियों को एजुकेशन की तरफकी हो सकनी है ।

आप को सोचना चाहिये कि लड़कियों की एजुकेशन के लिये ज्यादा स्कालशिप्स होने चाहिये और कोएजुकेशन बन्द होनी चाहिये । ताल्लुका हेडक्वार्टर्स में जहाँ २००० से ५००० तक की पापुलेशन जहाँ हो वहाँ गर्ल्स एजुकेशन के लिये एक स्कूल होना चाहिये क्योंकि अगर स्कूल इस तरह नहीं होते तो आप को लेडी टीचर्स कैसे मिलेंगे । ऐडल्ट एजुकेशन की भी जल्दी तरफकी होनी चाहिये और जो ऐडल्ट वीमेन आँवें उनके लिये आप को उम्र का कोई लिहाज नहीं रखना चाहिये । १८ से लेकर ३५ वर्ष तक की औरतों को उन में बुलाने के लिये तरफकी देने के वास्ते शाट टर्म कोर्स के ट्रेनिंग स्कूल्स होने चाहिये । आप को आगे चल कर बहुत से टीचर्स चाहिये । कम से कम एक लाख टीचर्स को जरूरत होगी लोगों को पढ़ाने के लिये ।

आप जानते हैं कि एजुकेशन की स्कीमें बनी हैं । मैं इस में ब्यायज और गर्ल्स को सेपरेट नहीं करती । ब्यायज और गर्ल्स ही तो समाज की बुनियाद हैं, लेकिन फिर भी लड़कियों की एजुकेशन के लिये ज्यादा जोर इसलिये दे रही हूँ वह जरूरी है । गांव को दाना देने से कितना लाभ होता है यह आप को मासूम है जब कि

लड़कों को एजुकेशन देने से ही बही लाभ होता है जो जुएल्स का होता है । मोने को गले में पहनने से क्या फायदा होता है ? लड़कों की एजुकेशन तो सिर्फ पैसा कमाने के लिये ही होती है जब कि लड़कियों की एजुकेशन बच्चों को ट्रेनिंग देने के लिये होती है । आज जो हमारी प्लेन है वह भन्धरे में चल रही है क्योंकि जो एजुकेशन होती है उस में औरतों का परसेन्टेज कम होता है । अभी मेरी बहन मेरे पास से कह रही थी कि ब्रिटिश गवर्नमेंट तो एम० ए० के लिये भी फ्रीशिप देती थी । दो बातें हैं ।

**Mr. Chairman:** The hon. Member should not waste her time giving explanations.

**Shrimati Laxmi Bai:** I am not wasting time.

**Mr. Chairman:** There is no more time.

**श्रीमती लक्ष्मी बाई :** मैं आपको एक सुझाव और देती हूँ । जितनी शिक्षित बहिनें हैं उनको आप गांवों में जाने का प्रोत्साहन दीजिये । जो बच्चों को अच्छा ट्रेन कर सकती हों उनको गांवों में भेजना चाहिये और इस काम के लिये उनको कुछ इनाम भी मिलना चाहिये । अगर ऐसा होगा तो बहुत महलियत हो जायेगी । बहुत सी शिक्षित औरतें घरों में बैठी रहती हैं । उनको आप तरफकी नहीं देते । आप १६ से बीस साल की लड़कियों को ट्रेन करके टीचर बना देते हैं । जब यहाँ पर स्कालरशिप के बारे में कहा जाता है तो मंत्री जी कहते हैं कि यह स्टेट सबजेक्ट है, जब स्कूल खोलने के बारे में कहा जाता है तो कहते हैं कि यह स्टेट सबजेक्ट है । यह मैं मानती हूँ । पर आप टोटल एमालूमेंट कितना खर्च करते हैं । आप जो कुछ खर्च करते हैं वह सरकुलर भेजने में करते हैं । आप यहाँ पर इस करोड़ रुपया खर्च कर रहे हैं । वह ज्यादातर कागज पर ही खर्च हो रहा है । मैं प्रदब से प्रार्थ करती हूँ कि आपके पास जितने सचरवेकार लोग हैं उनको

[श्रीमती लक्ष्मी बाई]

डिस्ट्रिक्ट्स' में भेज दीजिये । उनको तनखाह के अलावा चार पांच सौ रुपया और दीजिये ताकि वे गांवों में जा कर काम कर सकें । अच्छे अच्छे डाक्टरों को जा कर वहां काम करना चाहिये न कि उनको यहां रखा जाये । यहां पर काबिल लोग बैठे सरकुलर जारी करते हैं और स्कीमें बनाते हैं । यहां से जो तरह तरह के सरकुलर जाते हैं उन पर स्टेट गवर्नमेंट्स को जवाब देने के लिये अपने शिक्षा विभाग के खर्च का पांच दस पर सेंट खर्च करना पड़ता है, उनको इस काम के लिये टाइपिस्ट रखने पड़ते हैं । आपके रोज सरकुलर जाते रहते हैं । उनका उनको जवाब देना पड़ता है ।

में प्रार्थना करूंगा कि आपके देश के मामले बैसिक एजुकेशन के मामले में नमूना पेश करना चाहिये ।

अन्त में मैं यह भी कहना चाहती हूँ कि यहां पर अमला बहुत ज्यादा रहता है । इसमें कमी होनी चाहिये ।

**Mr. Chairman:** The hon. Member should conclude now because she has already taken more than her time.

**श्री भक्त बर्षान :** (गढ़वाल): सभानेत्री जी, विरोधी दलों की ओर से कटौती के प्रस्तावों की भरमार जब मैंने देखी तो मुझे ऐसा लगा कि मानों हमारे शिक्षा मंत्रालय ने इन पांच-दस वर्षों के अन्दर कोई भी कार्य नहीं किया हो । लेकिन कल से आज तक जो मैंने विरोधी पक्षों के प्रवक्ताओं के भाषण सुने और यहां पर दूसरे साधियों ने जो भाषण दिये उनसे यह तथ्य सिद्ध हो गया कि जितनी हम आशा रखने थे यद्यपि उतनी प्रगति नहीं हुई है, फिर भी कठिनाइयों के बावजूद प्रगति की दिशा में हमारा कदम बढ़ा है ।

**एक माननीय सदस्य :** बोलने नहीं दिया गया ।

**श्री भक्त बर्षान :** मैं इस सम्बन्ध में अपने और साधियों के साथ इस प्रगति के लिए

स्वर्गीय भीलाना आजाद के प्रति अपनी अद्भुत प्रतिपत्ति करता हूँ । पिछले कुछ वर्षों से स्वास्थ्य ठीक न रहने के कारण वह अक्सर सदन से अनुपस्थित रहते थे और पिछले वर्षों से हम लोगों ने शिकायत भी की थी कि इस मंत्रालय के अनुदानों पर बहस के समय भी वे उपस्थित नहीं रह पाते थे । लेकिन उनकी अनुपस्थिति में भी इस मंत्रालय को उनसे बड़ी प्रेरणा मिलती रही है, और मुझे आशा है कि जो इस विभाग के वर्तमान सूत्रधार हैं उनको भी भागे भीलाना साहब से प्रेरणा मिलती रहेगी ।

उनके सुयोग्य सहायक के रूप में मैं डा० श्रीमाली जी को बधाई देता हूँ । उनका नाम ही 'माली' है अतः वे शिक्षा की बाटिका को एक चतुर माली की भांति संभारेंगे और इस कार्य में अवश्य सफल होंगे । श्री डा० मनमोहन दास तो मन मोहन हैं ही । श्री हुमायूँ कबीर की नियुक्ति इस मंत्रालय में अभी हुई है । उनको जो वैज्ञानिक अनुसंधान और सांस्कृतिक विभाग में रखा गया है यह बहुत उपयुक्त नियुक्ति हुई है । मैं इस सम्बन्ध में यह सुझाव देना चाहता हूँ कि इस विभाग को अगर कल्चुरल एफेअर्स विभाग कहा जाये तो ज्यादा उचित होगा । वे इस समय अनुपस्थित हैं । पर मैं उनकी अनुपस्थिति में एक यह निवेदन करना चाहता हूँ कि अभी तक संस्कृति के यह माने समझे गये मालूम होते हैं कि यहां से विदेशों को ऐसे व्यक्ति भेजे जायें जो नाचें और गायें । परन्तु एक जमाना था कि जब इस देश से स्वामी विवेकानन्द और स्वामी रामतीर्थ जैसे व्यक्ति विदेशों को गये और वहां पर उन्होंने हमारी संस्कृति का प्रचार किया, जिससे हमारा बहुत मान बढ़ा । तो मैं उनसे यह प्रार्थना करना चाहता हूँ कि वे इस विषय पर गम्भीरता से विचार करें । उनके नाम के साथ कबीर शब्द जुड़ा हुआ है और मैं समझता हूँ कि वे उस नाम के अनुकूप ही काम करेंगे ।

लेकिन उनके नाम के साथ हुमायूँ शब्द भी तो लगा हुआ है। अतः अगर उन्होंने उसके अनुसार काम किया तो खतरनाक होगा।

इन प्रारम्भिक शर्तों के साथ मैं यह निवेदन करना चाहता हूँ कि स्वर्गीय मौलाना आजाद के प्रयत्नों की वजह से इस मंत्रालय के लिए पहले जो रक्यप्या मिलता था वह बढ़ता रहा है। मैं समझता हूँ कि हम को योजना आयोग पर जोर डालना चाहिए कि इसके लिए और अधिक रक्यप्या दिया जाये। इसके साथ ही मैं यह भी कहना चाहता हूँ जिस प्रकार इस मंत्रालय का कार्य चल रहा है उसमें भी परिवर्तन करने की आवश्यकता है।

मैं पब्लिक स्कूलों के बारे में चंद बातें कहना चाहता हूँ। मैं जानता हूँ कि मेरे मित्र मिस्टर बैरो जो यहां बैठे हुए हैं वे पब्लिक स्कूलों के बड़े समर्थक हैं, लेकिन मैं अपने अन्तरात्मा की आवाज को नहीं दबा सकता। इन पब्लिक स्कूलों से ऊँचे वर्ग के लड़कों को ही शिक्षा मिलती है। वहां से जो लड़के निकलते हैं वे समझते हैं कि डिफेंस एकेडमी में, आई० ए० एस० में आई० पी० एस० में उनका स्थान निश्चित है। और सबसे बुरी बात जो है वह यह है कि उनमें अहमन्यता की बड़ी मात्रा रहती है। वे अपने की साधारण समाज से अलग समझते हैं। इसलिए मैं डा० श्रीमाली से निवेदन करना चाहता हूँ कि यद्यपि उन्होंने दो बार पहले यह घोषित कर दिया था कि इन स्कूलों को अनुदान देना बन्द कर दिया जायेगा, लेकिन फिर भी मैं देखता हूँ कि इस वर्ष के बजट में भी ४७ हजार रक्यप्या सहायता के रूप में दिया जा रहा है और इसके अलावा ११,५४,००० रक्यप्या छात्रवृत्तियों के रूप में दिया जायेगा। यह तो बड़ा भारी

प्रोत्साहन है। अभी मूस से पहले श्री नरदेव स्नातक ने गुरुकुल की तरह के विद्यालयों को इस प्रकार को सहायता देने पर बल दिया मैं आज के युग की परिस्थितियों को देखते हुए उनसे इस विषय में सहमत नहीं हो सकता। लेकिन अगर हमको इस प्रकार के खास स्कूल चलाने ही हैं तो हमें यह रक्यप्या ऐसे स्कूलों को देना चाहिए जैसे बाथी विद्यापीठ और गुरुकुल कांगड़ी आदि। तो मेरा निवेदन है कि पब्लिक स्कूलों को सहायता देने के बनिस्वत तो इनको सहायता देना ज्यादा अच्छा होगा।

दूसरी बात मुझे यह कहनी है, जिसे अभी मेरे एक दूसरे मित्र ने भी कहा था कि हमको विद्यार्थियों की एबस्ट्रैक्टरीकुलर एक्सिटीज पर भी विचार करना चाहिए। मैं इस प्रकार की एबिटिटीज को विरुद्ध नहीं हूँ लेकिन जिस तरीके से यहां दिल्ली में युवक समारोह का आयोजन किया गया था उसका तो मैं धोर विरोध करता हूँ। उसमें मैं कामुकता और विलासिता की झलक देखता हूँ। मैं आपसे निवेदन करूंगा कि इस प्रकार के प्रदर्शनों को देख कर तो हम दिल्ली के पुराने मीना बाजारों का स्मरण हो आता है। इस प्रकार की चीजों से तो हम अपने बालकों के चरित्र को गिराने में सहायक होंगे। पिछले बजट में इसके लिए २,६८,००० रक्यप्या रखा गया था। वह इस बीच में बढ़ाकर ४ लाख कर दिया गया है। इसी सिलसिले में मेरा निवेदन है कि यह जो लेबर और सोशल सर्विसिस के कैम्प विये जाते हैं और जो सारे देश का भ्रमण करने के आयोजन किये जाते हैं उनमें इस रकम को क्यों न लगाया जाये।

अब चूँकि समय कम है अतः मैं एक, खास विषय की ओर सदन का ध्यान खींचना चाहता हूँ। कुछ दिनों पहिले यहां सदन में एक बहस में कहा जा रहा था कि हमारे देश के विद्यार्थियों में जो अनुशासनहीनता का



[श्री भक्त दर्शन]

रोग बढ़ रहा है उसको किस प्रकार से रोकना जाये। इस विषय में बहुत से लोगों ने पने-पपने सुझाव दिये हैं। मैं निवेदन करना चाहता हूँ कि वैसे तो हमारे सारे समाज में ही अनुशासनहीनता बढ़ रही है, लेकिन यह जो हमारे छात्र और छात्राओं में अनुशासनहीनता बढ़ रही है यह देश के लिये बहुत चिन्ता का विषय है। इस सम्बन्ध में मैं निवेदन करना चाहता हूँ कि इस दिशा में जनरल भोंसले द्वारा प्रारम्भ की हुई राष्ट्रीय अनुशासन योजना में अच्छा परिणाम दिखाया है और उम्मेद आता कि एक किरण प्रकट हुई है। मैं स्वयं भी स्काउट और एन० सी० सी० का कॅडेट रहा हूँ और मैं जानता हूँ कि इनमें कितना लाभ होता है लेकिन इस राष्ट्रीय अनुशासन योजना के अन्दर हमारे देश के छात्र-छात्राओं को न केवल शारीरिक स्वास्थ्य का लाभ होता है, बल्कि उनमें चरित्र-निर्माण, कर्तव्यपरायण तथा समाज-सेवा की भावना पैदा होती है और सबसे अधिक यह चीज पैदा होती है कि उनमें अपने देश के भूत, वर्तमान और भविष्य के प्रति विश्वास पैदा होता है। इस योजना ने बड़ा अच्छा काम किया है और इसकी हमारे यहां जो बहुत से विदेशी यात्री हैं उन्होंने और हमारे देश के मजान नेताओं ने बड़ी प्रशंसा की है। पहले इसको पुनर्वास मंत्रालय में शुरू किया गया था। वहां इसकी बड़ी प्रशंसा हुई। उसके बाद इसका कुछ अन्य स्कूलों में भी शुरू किया गया।

लेकिन मैं इस सम्बन्ध में एक थोड़ा सा निवेदन करना चाहता हूँ। पिछले वर्ष इस योजना के लिए जहां तक मुझे मालूम है ११,३१,००० रुपये खर्च किये गये थे। लेकिन सारे साल भर बहस ही होती रही, विचार विमर्श ही होता रहा और साल के अन्त तक शायद इसमें से एक लाख रुपये भी खर्च नहीं हो पाया। यह बड़े अमंजोब की बात है। इस साल इसके लिए १८,८०,००० रुपये

खर्चा गया है। आशा है कि इस साल इसका पूरा उपयोग होगा। अब बहस का जमाना लड़ गया, अब तो ठोस काम करने का समय है।

इस सम्बन्ध में मैं एक बात और कहना चाहता हूँ। इस साल इस योजना को तीन प्रान्तों में यानी बम्बई, बंगाल और पंजाब में जारी करने का विचार है। जहां तक मुझे मालूम है पहले यह योजना दिल्ली, पंजाब, जम्मू-कश्मीर, बम्बई, मध्य प्रदेश, बंगाल और उत्तर प्रदेश के कुछ स्कूलों में जारी की गयी थी। अतः जब इसको इतने प्रान्तों में जारी किया जा चुका है तो अब इसको केवल तीन प्रान्तों में सीमित करना मैं ममत्ता हूँ उचित नहीं होगा।

एक दूसरा और भी मसाला है। कुछ लोगों का ख्याल है कि यह योजना स्काउटिंग, ए० सी० सी० और एन० सी० सी० आदि के विरोध में शुरू की गयी है। लेकिन ऐसी बात नहीं है। यह तो उनको सन्तोषित करने के लिए एक पूरक योजना के रूप में प्रारम्भ की गयी है। हम तो अपने छोटे बच्चों को कस्तूरबा बालिका विशालय के बच्चों की भांति देखना चाहते हैं।

अगर उनके अन्दर हम दृढ़ अनुशासन की भावना को जमा दें तो उनके बाद में वे चाहे किसी भी क्षेत्र में जाकर काम करें—चाहे वे माधारण नागरिक हों, चाहे सरकारी नौकर हों और चाहे फौज में भरती हों—बुनियादी तौर पर उनमें जो अनुशासन के बीज भ्रग आयेंगे, वे समाप्त नहीं हो सकते। इसलिए मैं शिक्षा मंत्रालय में यह निवेदन करूंगा कि इस योजना को केवल तीन प्रान्तों में ही सीमित न रखा जाय। अगर रुपए की कमी है, तो इस सम्बन्ध में मेरा सुझाव है कि हर प्रान्त के हर जिले में कम से कम इसका एक सेंटर रखा जाय। ये सैटर्स पावर-हाउस की तरह काम करें जिस

प्रकार पावर-हाउस में बिजली निकलती है और चारों ओर प्रकाश फैलाती है, उसी प्रकार इन सैन्टर्स के द्वारा सारे देश में अनुशासन की भावना को फैलाया जा सकता है। जहाँ तक मेरा ख्याल है, सारे देश में लगभग ५०० जिले होंगे। उनमें ५०० केन्द्र स्थापित करके चारों ओर इस योजना को फैलाया जा सकता है।

साथ ही इस बारे में राज्य सरकारों का भी सहयोग लिया जा सकता है राज्य सरकारें अपने शिक्षा विभागों के द्वारा व्यायाम-शिक्षकों आदि पर काफी रूपया खर्च कर रही हैं। प्राईवेट संस्थाओं में भी व्यायाम-शिक्षक हैं। अगर उस रूप में इस तरफ डाइवर्ट कर दिया जाये, या उन्हीं व्यायाम-शिक्षकों को रिफ्रेगर काम दे कर इस योजना के द्वारा उनको प्रशिक्षित कर दिया जाय, तो उर्मा रूप में द्वारा यह योजना सारे देश में फैल सकती है।

अन्त में एक और बात की ओर में डा० श्रीमाली का ध्यान आनर्पित करना चाहता हूँ। क्या सत्रे का मिनट और मिल सकते हैं ?

**Mr. Chairman:** I would just remind hon. Members that the Private Members' Business should begin at 2.30. I think the hon. Minister will require at least three quarters of an hour or so—he has told me so. So, I would request hon. Members to be very brief; otherwise, we shall have to extend the sitting of the House.

**Dr. Sushila Nayar:** Even now, there is not even three quarters of an hour left for the hon. Minister. It is nearing 2 o'clock now.

**Mr. Chairman:** We shall see.

**श्री अक्षय बर्मान :** सभानेत्री जी, हिन्दी को राज-भाषा के पद पर आसीन करने के बारे में सबसे बड़ा जो तर्क दिया जाता है, वह यह है कि हिन्दी एक दरिद्र भाषा है। हिन्दी का एक सेवक होने के नाते मैं इस दरिद्रता को स्वीकार नहीं करता हूँ। जिन लोगों ने

पिछले दिनों शिक्षा मंत्रालय के द्वारा आयोजित दिल्ली में वैज्ञानिक और प्राविधिक पुस्तकों की प्रदर्शनी का देखा था, जिसका बाद में दिल्ली विश्वविद्यालय में भी आयोजन किया गया, उनके लिए वह एक अखिल खोल देने वाली बात थी। बिना सरकार के प्रोत्साहन के इस देश के हिन्दी के लेखकों ने विज्ञान आदि के विषयों पर ऐसी पुस्तकें लिखी हैं, जिनके द्वारा कम से कम प्रैजुएट कक्षा तक शिक्षा दी जा सकती है। हमारी पुरानी संस्थाओं—काशी विश्वपीठ और गुरुकुल कांगड़ी इत्यादि—में हिन्दी माध्यम के द्वारा पहले से ही बी० ए० पढ़ा जा रहा है। इसमें यह सिद्ध है कि हिन्दी के माध्यम के द्वारा और अन्य भारतीय भाषाओं के माध्यमों के द्वारा, उच्च से उच्च कक्षाओं तक शिक्षा दी जा सकती है। इस लिए यह तर्क कोई मायने नहीं रखता है।

मैं यह निवेदन करना चाहता हूँ कि इस सम्बन्ध में हमारे शिक्षा-मंत्रालय का बड़ा भारी उत्तरदायित्व है। हमें बनवाया गया था कि १९५० में १९५५ के बीच में सब साइंटिफिक टर्ज—पारिभाषिक शब्द—बन जायेंगे। आज हम १९५५ तक आ पहुँचे हैं और मैं समझता हूँ कि सायद एक-दो-तीस का काम भी नहीं हो पाया है। जिस गति से यह काम हो रहा है, उसका देखते हुए तो धनस्त काल तक भी यह काम पूर्ण नहीं हो सकेगा। अतः इस सम्बन्ध में मैं एक दो निवेदन करना चाहता हूँ।

जहाँ तक मैं जानता हूँ, अलग-अलग विषयों के कुछ बोर्ड बना दिए गए हैं, और उनमें जो विशेषज्ञ रखे गए हैं, वे विद्यालयों के प्राफेसर हैं। उनको महोत्सव में तीन दिन के लिए दिल्ली बुलाया जाता है और उनको सामने ये सूचियाँ रख दी जाती हैं। इस अर्थ में और इस तरीके से वे बेचारे क्या काम कर सकते हैं ? उनको और भी काम है। जिस मन्थर गति से, विश्विल गति से यह काम चल रहा है, वह बड़ा निराशाजनक है।

[श्री भ्रम दहौन]

में शिक्षा मंत्रालय से निवेदन करना चाहता हूँ कि दो-तीन वर्षों के लिए होल-टाइम विशेषज्ञ रखे जायें और दो तीन वर्षों में, अधिक से अधिक पांच वर्षों में, इस काम को पूरा कर दिया जाय।

मुझे बताया गया है कि हजारों शब्द ऐसे हैं, जो गढ़े जा चुके हैं, बनाये जा चुके हैं, लेकिन अभी तक उन पर कैबिनेट की मुहर नहीं लगी है। यह बात मेरी समझ में नहीं आती है। राजभाषा आयोग ने भी इस बारे में टिप्पणी की है कि इन हजारों शब्दों को कैबिनेट के सामने जाने की क्या जरूरत है? उस के पास इतना प्रवकाश नहीं है कि वह बारीकी से इन शब्दों को देख सकें। इस लिये यह प्रतिबन्ध हट जाना चाहिये और जो हजारों शब्द पहले से तैयार हैं, उन को स्वीकृति दी जानी चाहिये।

बहु ध्योरी बिल्कुल गलत है कि जब पारिभाषिक शब्द बन जायेंगे तब पाठ्य-पुस्तकों तैयार की जा सकेंगी। संसार का इतिहास इस बात का साक्षी है कि साहित्य पहले बनता है और कोष बाद में बनते हैं। लेकिन जिस को बेल के आगे गाड़ी लगाना कहते हैं, वही इस सम्बन्ध में हो रहा है। कमीशन ने भी अपनी रिपोर्ट में बताया है कि पुस्तकों को लिखने का काम समानान्तर रूप से जारी कर दिया जाये। तभी तो लेखक के सामने किसी शब्द के चयन का प्रश्न आयेगा और तब ही वह तय करेगा कि कौन सा शब्द उपयुक्त है। एक तरह की लेबोरेटरी में बैठ कर यह तय नहीं किया जा सकता कि किस विषय में कौन शब्द उपयुक्त होगा। सभानेत्री जी, आप जानती हैं कि अंग्रेजी में एक-एक भाव के कितने शब्द हैं, उस में एक-एक शब्द के लिये दस, बारह, पंद्रह तक सनानियम होते हैं। अतः लेखक जब लिखने बैठेगा, अनुवाद करने बैठेगा, तो उस को कठिनाई होगी और वह उपयुक्त शब्दों का

चयन करेगा या निर्माण करेगा और इस तरह सच्चे अर्थों में भाषा का विकास हो सकेगा।

इन शब्दों के साथ में शिक्षा-मंत्रालय की मांगों का समर्थन करता हूँ और आप को धन्यवाद देता हूँ।

**Mr. Chairman:** Order, order; may I know how long the Minister will take?

**Dr. K. L. Shrimall:** About forty-five to fifty minutes.

**Mr. Chairman:** I would place it before the House whether we shall continue to sit, say, till 20 to 25 minutes after five o'clock. Is the House willing?

**Some Hon. Members:** No.

**Mr. Chairman:** I think it will be a bad precedent to cut short the time for Private Members' Business. And, I think, we should also hear the reply of the hon. Minister. So, for this purpose I would put the suggestion to the House that we sit for another 20 or 25 minutes after five o'clock. What is the sense of the House?

**Shri Goray:** Will that be enough?

**Shri Braj Raj Singh:** The hon. Minister can continue the next day.

**Mr. Chairman:** I should have expected that, when the Members have made so many suggestions, they would also be anxious to listen to the hon. Minister. They have put certain questions and asked for certain information. Therefore, I think the House will be agreeable to sit for another 20 or 25 minutes after 5 o'clock and allow the hon. Minister sufficient time to reply.

**Some Hon. Members:** No, no.

**Mr. Chairman:** Then, I shall take the opinion of the House.

The question is:

"That the House do sit for half an hour after five o'clock."

Those in favour will please say 'Aye'. 14 hrs.

Several Hon. Members: 'Aye.'

Mr. Chairman: Those against will please say, 'No'.

Some Hon. Members: 'No'.

Mr. Chairman: I think the 'Aye' have it.

Some Hon. Members: No.

Mr. Chairman: Will the hon. Members who are opposed to this kindly rise in their seats? There are only a few. The motion is adopted.

*The motion was adopted.*

Dr. K. L. Shrimall: In rising to reply to this debate I am overwhelmed with the feeling of desolation on the passing away of Maulana Azad who is no more with us. It was fortunate for this Ministry that we should have had an eminent leader like Maulana Azad as our Minister immediately after independence. The Ministry has lost its anchor today; but, he had laid the foundations of the national system of education. And, it is our duty and responsibility to follow his footprints so that we may reach our destination.

One of the most significant developments that have taken place during the last ten years under his leadership in Indian education is that the Central Government have taken an increasing interest in the progress of education though the Constitution has laid limited responsibility on the Centre.

The House is aware that the Central Government is now assisting the State in all schemes of development beginning from the pre-primary to the university stage. I am sure this House welcomes this development. The resources of the States are limited and while the Centre's resources are not unlimited it is fair and just that the Centre should contribute its share for the development of the national system of education.

The States are today confronted with a great dilemma. There is a great pressure for the expansion of education at all levels. At the primary stage and secondary stage, expansion to some extent is inevitable. In fact we would like to accelerate the process of expansion at the elementary stage so that the Directive of the Constitution may be fulfilled as early as possible. Some expansion at the secondary stage is also inevitable since we shall need a large number of young men and women for our industries and for our developing economy with necessary skills and leadership. At the university stage our policy has been to restrict a rapid expansion. But in spite of this, the numbers in the universities are swelling as the House would learn from the report of the University Grants Commission.

The dilemma before the State Government is whether they should finance the expansion of education or improve the quality of education. I do not think they can neglect either. Expansion has to take place both at the elementary and the secondary stage. At the same time, if we are to meet the challenge of the changing society and if we are to reconstruct a new society, a qualitative improvement must also take place.

I shall briefly outline the special measure which we propose to take during the course of the next year before I come to the criticisms which have been made in regard to the Demands of this Ministry. The Government will continue to give the greatest importance to the improvement of the quality of the teachers at all levels. The teacher is working today under difficult conditions in the most impoverished and unprotentious surroundings. We must all admit that he belongs to that great profession which is tolling for the perfection of mankind. His cause may appear

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modest at first sight but in the words of a great educator, it is one of the greatest causes of history, a cause on which kingdoms and generations rest.

The most important step which the Central Government have taken is to give financial assistance to the State Governments for improving the salaries of teachers. I am glad to inform the House that from next year, the State Governments will get financial assistance for teachers of all categories: primary, secondary, university and affiliated colleges. In 1956-57 and 1957-58, we gave grants totalling Rs. 2,74,19,741 for increasing the salaries of primary school teachers at the rate of 50 per cent of additional expenditure. Last year, we also started giving grants for increasing the salaries of secondary school teachers which totalled Rs. 42,61,400. Here also, the Centre's contribution is 50 per cent of the increased expenditure. But we wrote to the State Governments that wherever they were unable to find their share, they might utilise the Central Government's grant to increase the salaries of secondary school teachers. During the last two years, we have paid Rs. 7,48,614 to 18 universities for increasing the salaries of university teachers. So far as the teachers of affiliated colleges of the universities are concerned, a reference was made to this by several hon. Members. These cases were not included in any of the schemes. I am glad to say that the University Grants Commission has decided to upgrade the salaries of full-time and permanent teachers of affiliated colleges also and the Commission will bear 50 per cent of the increased expenditure in the case of men's colleges and 75 per cent of the increased expenditure in the case of women's colleges. The Commission is also anxious to improve the quality of teachers and, therefore, it has laid down certain minimum conditions for upgrading the salaries. The conditions are as follows. The college will be entitled to grant

under the scheme when the number of students in the college is below 1000 and in the case of other colleges if the college agrees to a phased reduction of the number. The quality in education has deteriorated because we are at present admitting a larger number of students than we can manage. Therefore, through this measure a reduction of the numbers is aimed at. The colleges receiving assistance under this scheme would also be required to regulate private tuition work undertaken by the teachers. I am sure these measures will not only give relief to the teachers but they would also be able to concentrate on the work better and thus improve the academic standards.

**Shri Hem Barua (Gauhati):** In spite of the fact that the teachers of these affiliated colleges through their governing bodies have offered their co-operation, there is some difficulty. I want to know whether the State Governments are not co-operating. It was also suggested on the floor of this House on a previous occasion that this should be decided. This proposal was made by the University Grants Commission on 1st April, 1957.

**Dr. K. L. Shrimali:** I am prepared to answer all such questions but you may have to increase the time.

**Shri Tangamani (Madurai):** May I ask one question?

**Mr. Chairman:** Order, order. He has very little time. If he is interrupted like this, he will take more time and then the House will have to sit longer.

**Shri Tangamani:** Where the State Governments are not willing to contribute their 50 per cent, will the Commission give at least its 50 per cent without asking the Governments

to pay so that professors of the non-Government colleges will get at least that benefit?

**Dr. K. L. Shrimall:** Probably, hon. Members think that the Central Government has unlimited funds. We have to approach this problem in a realistic manner. It is not the direct responsibility of the Centre. The Central Government realises the role which the teachers have to play in a society and had taken this step. I think it is fair that the State Governments should play the game.

Another step which we propose to take up next year is to institute a scheme of national award for teachers. Government has decided to give recognition to the services of outstanding teachers who have worked in a spirit of dedication and service. A scheme called the 'National Award for Teachers' has already been formulated and under this scheme teachers will be selected from all the States and given national awards. The amount proposed for this award is insignificant, but I hope that through this measure we would be able to raise the prestige of teachers and give recognition to their services, and in this way give impetus to do better work.

With regard to elementary education, I am sorry to say that I cannot place too rosy a picture before the House. The House is aware, that recently we had to reduce our targets from 6:14 to 6:11. It will be now our endeavour to fulfil this target by the end of the Third Five Year Plan. According to our rough calculations we shall require an expenditure of the order of Rs. 320 crores during the Third Five Year Plan in addition to the level of expenditure that will be reached by the end of the Second Five Year Plan, and an additional recurring expenditure of about Rs. 72 crores annually after that period. The target can be achieved only when it is fully understood by the country that education is an integral part of the core of the Plan.

It is true that at present we do not have adequate funds for education to fulfil the directive of the Constitution, but I must also confess that we have not yet developed a suitable machinery to carry on large scale educational expansion. In 1956-57, the first year of the Plan, there was a short-fall of expenditure of nearly 50 per cent in education. Therefore, great efforts will have to be made both on the part of the Central Government as well as State Governments to set up a suitable machinery to implement the directive of the Constitution. With this end in view the Ministry of Education has recently set up an All India Council of Elementary Education which will try to co-ordinate the work at the Centre as well as in the States.

**Shri C. K. Nair** (Outer Delhi): May I know what has been decided about.....

**Mr. Chairman:** Order, order. Hon. Members should not interrupt like this. I have already requested hon. Members not to do so, because in that case we will have to extend the time.

**Dr. K. L. Shrimall:** The House will remember that the Government of India had undertaken last year an all India survey of elementary education. The field work of the survey is over in most of the States and it is expected that the survey would be complete by the middle of 1958-59. This fact finding statistical survey will give us a complete picture of the areas which are already being served by the existing schools at the primary, middle and high school stages, and also the areas where new schools are needed. If the results of the survey are properly utilised, it will be possible to serve the maximum area through minimum number of schools. The schools will be planned in such a way that no child may ordinarily be required to walk more than one mile for education at the primary stages, not more than three miles for the middle stage, not more than five miles

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for the high school stage. The attention of the State Governments has already been drawn to this survey and I am glad to inform the House that many State Governments have assured us that they will utilise fully the results of this survey.

**Shri Braj Raj Singh:** Will you provide conveyance?

**Shri M. E. Masani (Ranchi-East):** Is it each way or both ways?

**Dr. K. L. Shrimali:** There is no question of providing any conveyance; we hope that children will be able to walk at least this much of distance.

**Shri Braj Raj Singh:** Five to ten miles?

**Dr. K. L. Shrimali:** Only 5 miles for a high school student.

**Shri Barrow:** Five miles each way.

**Dr. K. L. Shrimali:** Madam.....

**Mr. Chairman:** The hon. Minister should not give way; he must continue to speak.

**Dr. K. L. Shrimali:** I have not given way; I am on my legs.

With regard to girls' education it was pointed out that there is a great disparity between the educational facilities available for girls and boys. It is quite true that this disparity exists. The number of girls attending educational institutions was 74,86,886 in 1955-56 as compared to 1,70,24,645 boys attending the schools. Assuming that 50 per cent of the school age children are girls, the enrolment of girls is only 30 per cent of the total school population. We have, therefore, decided to make up the leeway in women's education both at the primary and secondary levels. The Ministry proposes to launch an important scheme for the expansion of girl's education which envisages provision of free accommodation for women teachers in rural areas, appointment of school mothers, organisation of condensed and special courses in women

teachers, award of stipends to girl students in classes 8 to 11, organisation of refresher courses for trained women, award of attendance, scholarships and exemption from tuition fee in all elementary schools. I hope some of these measures will help in accelerating the expansion of girls' education.

I would also like to inform the House that the Government are appointing a special committee under the chairmanship of Shrimati Durgabai Deshmukh to survey the whole question of women's education. This committee will examine the problem of wastage in girls' education, and also the problem of adult women who have relapsed into illiteracy or who have received inadequate education and who need continuation of education. The whole point is that we are anxious to see that educated girls should not be wasted to the society, but they should be able to make their own contribution to social and national reconstruction which they can admirably make.

In the field of secondary education we shall continue to carry on the two major programmes relating to the replacement of high school system by the higher secondary system and the conversion of a number of selected schools to multi-purpose schools. So far 575 schools have already been converted to multi-purpose type and 109 to the higher secondary type. In order to meet the special needs of the diversification of secondary education in rural areas, special provision has been made for the next year for introduction of agricultural and science courses.

There has been a general complaint that there has been a growing deterioration in the standards of teaching of English both at the secondary as well as university stages. Government are greatly concerned about this deterioration in teaching of English and, therefore, to stem the deteriorating standards of English teaching,

Government are setting up an English language teaching institute in Hyderabad. This institute will offer courses to teachers of training colleges and teachers in high schools and later on, also for the university teachers.

**An Hon. Member:** What about Sanskrit?

**Dr. K. L. Shrimati:** Another important step which the Government propose to take is to institute special lectures on the philosophy of Gandhiji. Persons who have been in close association with Gandhiji and who have made a special study of his life and philosophy are being selected for delivering this course of lectures at the various universities. In this connection I would like to inform the House about the special achievement of the All India Council of Secondary Education. The most important problem in education is to continue to educate the teachers and to continue to improve their professional qualification. This can only be done through the training colleges. Most of the teachers who go out of the training colleges relapse into old habits of teaching and forget all that they had learnt in the training colleges. In order to keep the trained teachers as well as the other practising teachers in contact with the training colleges, the Ministry has instituted extension service departments in various training colleges and the universities. At present there are 52 training colleges and university departments of education where the extension service departments have been set up. The main activities of this department include holding of seminars, conferences, special courses, publication of special literature for teachers and extension of library facilities. In the year 1958-59 we hope to establish more extension service departments in the colleges and universities.

The House is deeply concerned with, and references were also made by several hon. Members to, the delay in implementing the recommendations

of the University Education Commission as well as the Secondary Education Commission with regard to the introduction of three-year degree course. The House may remember that the Government have appointed a committee under the chairmanship of Shri Chintaman Deshmukh to go into the financial implications of this reform. The report was submitted sometime back, and I am glad to say that the Government have given their final approval to this report. The total amount which will be needed to introduce the scheme in all the universities has been estimated at Rs. 25 crores. But during the second Five Year Plan we need only Rs. 15 crores, half of which would be borne by the Centre and half by the States.

Along with the introduction of the three-year degree course, the committee has envisaged that several other reforms will be introduced and estimates for expenditure which have to be made include expenditure which may be incurred to improve the quality of collegiate education in general such as revision of syllabuses, reduction of overcrowding in the colleges concerned, improvement of teacher-pupil ratio, strengthening laboratories, replenishing libraries and, wherever possible, instituting the tutorial system. It is expected that within the course of the next three years 150 intermediate colleges will be upgraded and 360 degree colleges will be reorganised. The optimum strength recommended for the colleges is 800 to 1,000 students. One of the important conditions which has been laid down is that the share of the Central Government will be paid only when the university has taken a decision to introduce the three-year degree course, and either the State Government or the university or the college is to be prepared to give the matching funds.

We also propose to take several steps to improve the standards and the amenities available in the physical education colleges. Grants will be given from next year to selected



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institutions for improvement in their development and also for the development of indigenous physical institutions like *Akharas*, *Vyamsshalas*, etc. to which reference was made by some hon. Members.

Grants will also be given for research and for award of research scholarships to competent scholars. We also propose to start a national physical efficiency drive. A scheme is under preparation and under this drive, competitors who undergo certain athletic and other physical efficiency tests will be given medals of merit in accordance with the degree of their achievement.

The House is aware that the Ministry has set up at Gwalior a National College of Physical Education. This college will become the focal centre for research and higher physical education.

14.25 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

We would like to increase our assistance to the Kaivalayadham Shreeman Madhava Yoga Mandira Samiti, Lonavala, which is carrying on research in the significance of yogic asanas in terms of modern physiology. The researches that are being carried out in this institution have been recognised not only in this country but outside this country also. The Government propose to give grants to other centres where yogic asanas and yogic systems of exercise are being practised.

With regard to sports and games, I would like to say that we are proposing to reorganise the All-India Council of Sports. A comprehensive scheme for the development of Sports in educational institutions and the development of facilities for the encouragement of first-class standards in sports and games among the masses of the people is already under consideration, and that scheme is

expected to cost about Rs. 170 lakhs during the next three years.

Reference was made in this House about the national discipline scheme. I am glad to say that the Ministry of Education, which took over the national discipline scheme in December, 1957, is proposing to expand and widen the scope and introduce this scheme in other educational institutions in the States of Bombay, West Bengal and Punjab. A scheme of expansion which will cost Rs. 58 lakhs has already been approved, and physical training instructors are being selected. It is expected that by 1960-61 this scheme would be introduced at least in 300 schools.

With regard to the development and propagation of Hindi, I would like to say that we are going according to plan, which was circulated to the Members of Parliament. Over 1,10,000 terms have been evolved up to 15th March, 1958 and I am hoping that by the end of 1960 our target of evolving 3,67,000 words would be completed. In the meanwhile, we have also started preparing manuals on the basis of the terminology already evolved.

Another notable scheme which the Ministry propose to take up next year is the translation of standard text-books in science and technology from English into Hindi. The House is aware that there is a great dearth of proper books on science and technology in Hindi to be used in the universities and colleges. The Government is already preparing lists of standard books which should be translated, and as soon as this list is finalised, work will be undertaken in co-operation with the universities, eminent scholars and voluntary organisations.

The House is aware that India is an active member of the UNESCO, and in co-operation with the UNESCO, it proposes to undertake several projects next year, and among these I might mention the

holding of two regional seminars on Educational Reforms and Use of Audio-Visual Aids in Fundamental Education and Community Development. These regional seminars are being held for the countries of South-East Asia. India is interested naturally in both these seminars because we are interested in our educational reorganisation and we are also interested in the audio-visual aids, for we can use them in the development of Community Projects.

Another important project which we propose to take next year, with the co-operation of UNESCO, is the Mutual Appreciation of Eastern and Western Cultural Values. The major project on the Mutual Appreciation of Eastern and Western Cultural Values includes a scheme which has been prepared by the Indian Council of World Affairs to bring out a *History of Asia* in six volumes. It is expected to cost nearly Rs. 10 lakhs.

The Indian National Commission has recommended this project to UNESCO for assistance for a period of six years to cover one-third of the total cost. UNESCO has also been invited to participate in the celebration of the Centenary of Rabindranath Tagore. As a part of the programme under this project, UNESCO has initiated action to bring out a volume on Gandhiji's sayings.

UNESCO has formulated another major project for the improvement and co-ordination of research on problems of arid lands, especially in the regions stretching from the Eastern Mediterranean to the Middle East and South East Asia. This project will continue for six years and is intended to promote research in certain member States in this region in developing the resources to the better living conditions and to enable them to produce more food. Steps are already being taken to set up a Central Desert Research Station at Jodhpur. It is expected that the UNESCO will give assistance for this project in the form of experts,

fellowships and equipment as well as financial aid.

These are some of the measures which we propose to take to improve the educational system and to work out the national plan of education which we have already drawn up. I have a few minutes more at my disposal, and I would like to utilize that time by going into the points which have been raised by hon. Members during the course of the debate.

My hon. friend, Mr. Mukerjee raised a point with regard to the expenditure which was incurred in connection with taxies. I am sorry he is not here today; he has sent me a note. He gave the impression that the Ministry in its recurring expenditure has incurred this expenditure. This expenditure was incurred in connection with the UNESCO conference as one of the obligations of the host country. I will make a full statement and if there is any further information which the House would like to have, I would be glad to furnish it.

As one of the obligations of the host country, the Government of India was required to provide transport services to the delegates to the UNESCO general conference. A large number of cars were acquired and placed at the disposal of UNESCO for a period ranging from one to two months for the use of the senior officials of the UNESCO Secretariat. Arrangements were also made for the transportation of the foreign delegates, numbering about 800, and other UNESCO officials from the place of their stay in New Delhi to the Vigyan Bhawan in King Edwards Road and back. For this purpose, 40-50 cars and 25 buses were taken on hire. The buses were hired from the UP Roadways and the cars were hired from a local firm of Taxi Service in consultation with the Ministry of Transport. The majority of the vehicles were engaged for full time. The buses were engaged for a period of covering more than a month. The rate of hire for cars was Rs. 1,250/- per month per car up to a mileage of 1,500. The rate for

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the buses was Rs. 150 per day up to 60 miles for 12 hours.

I am giving all these details because the hon. Member had given quite a wrong impression to the House. These rates were fixed on the basis of the lowest tender in consultation with the Ministry of Transport. The expenditure was Rs. 1,05,003/- for the buses and Rs. 1,44,847/- for the cars, the total amount spent on transport being Rs. 2,49,850/-. Considering the magnitude of the Conference and its duration, the expenditure incurred on transport services seems to be reasonable.

I will now come to the point which was raised by my friend, Mr. Masani. I am in full agreement with him that in the field of art and literature, even in the field of education, there should be no regimentation. We should allow full autonomy to the artists, writers and to the persons who are engaged in creative activities. It is only a totalitarian society which aims at regimentation. As the House is aware, the very purpose of establishing these academies is to avoid that kind of regimentation.

Sometimes there is a great deal of difference of opinion among the artists themselves; but they are free to have that difference of opinion. In fact, the remedy which my friend, Mr. Masani, has suggested would bring in greater control and regimentation, that is, if the Government were to interfere in that matter. The Academy had full freedom to select their artists and to give their awards. There is no interference from the side of Government.

I would like to tell my friend Mr. Masani that he is not well-informed when he says that the Lalit Kala Academy is not autonomous. Its constitution will show that a great majority of the members on its executive bodies are not nominees of the

Central Government. On the General Council as many as 15 members are representatives of art interests, eminent Indian artists elected in their individual capacity by the General Council, 14 nominees of the State Governments and only 5 nominees of the Central Government. In their deliberations and decisions Government have not given any directive so far and have never interfered. Now, I hope my hon. friend is satisfied that Government are as keen as he is to maintain that autonomy and freedom in the realm of art and literature.

There are various other points which have been given in the cut motions and also in the speeches of hon. Members. I have only dealt with most of the important points, as I do not like the Members sitting longer after the scheduled time. In the end I would like to thank all the Members of the House who have taken part in this debate. I have been very happy that the House has in general laid great emphasis on the development of elementary education and the implementation of the directive in the Constitution.

Government are at present working under very great limitations. The task that we have undertaken is of great magnitude and the resources which are at our disposal are very limited. But nobody can deny that unless we place more funds resources at the disposal of the Ministry for the development of education, we cannot realise the ideal of free and compulsory education. Education has always been, not only in this country but in other countries also, a powerful instrument for social reconstruction. Very often people say that after we have established factories and mills, schools can follow; there cannot be a greater fallacy than this. It is true that we need more wealth and more production in order that edu-

cation might be financed. But we must remember that we also need men, men of character and vision and skill, in order to run these factories and industrial concerns.

I am, therefore, very grateful to the House for having given this general support to my Demands.

**Shri Braj Raj Singh:** May I ask a question?

Do you hope to fulfil the Directive of the Constitution of giving free and compulsory education to children up to the age of 14 by the end of the Fourth Five-Year Plan?

**Dr. K. L. Shrimali:** I have already explained the position that the panel in the Planning Commission went into this question very recently and they have come to the conclusion that it is not possible to provide free and compulsory education to children between the age group 6—14 and that we do not know how many years will it take. Therefore they have suggested reduction of the age limit. Instead of 6—14 they have suggested that by the end of the Third Five-Year Plan we might try to introduce free and compulsory education in the whole country. So I am expecting by the end of the Third Five-Year Plan if we get the necessary resources, which we are hoping to get.....

**Shri V. P. Nayar (Quilon):** How big is that "if"?

**Dr. K. L. Shrimali:**...to bring in at least the age group 6—11, i.e., introduce compulsory education at least for that group. As far as the age group 11—14 is concerned, it may take ten or fifteen years. It all depends on to what extent we can produce more wealth and to what extent we can place more resources at the disposal of educational authorities.

**श्री ब्रज राज :** मैं केवल एक सुझाव देना चाहता हूँ माननीय मंत्री जी को और उपमंत्री जी को। अगर उनको समय नहीं मिल सका है और सब बातों पर वे प्रकाश नहीं डाल सके हैं तो जिन सदस्यों ने उनको जो सुझाव दिये हैं उन के सम्बन्ध में, उचित समझें तो, उन सदस्यों को सूचित कर दें कि क्या किया गया है।

**Mr. Deputy-Speaker:** The hon. Minister has expressed his gratefulness to those hon. Members who have contributed so nicely and I have to express my regrets that I have not been able to accommodate them all. This is all that I can say, but hon. Members would appreciate the difficulties of the Chair also. There is no other method that we have been able to devise to solve them. Therefore hon. Members sometimes feel aggrieved and they are right but then the Chair's helplessness should also be kept in view.

I now put all the cut motions to the vote of the House.

*The cut motions were put and negatived.*

**Mr. Deputy-Speaker:** The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1958, in respect of the heads of demands entered in the second column thereof against Demands Nos. 13, 14, 15, 16, 17, 18, 19, 20, 21 and 109."

*The motion was adopted.*

[The motions for Demands for Grants which were adopted by the Lok Sabha are reproduced below—Ed.]

**DEMAND No. 13—MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH**

"That a sum not exceeding Rs. 63,81,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1959, in respect of 'Ministry of Education and Scientific Research'".

**DEMAND No. 14—ARCHAEOLOGY**

"That a sum not exceeding Rs. 1,00,56,000 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, 1959, in respect of 'Archaeology'".

**DEMAND No. 15—SURVEY OF INDIA**

"That a sum not exceeding Rs. 1,56,85,000 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, 1959, in respect of 'Survey of India'".

**DEMAND No. 16—BOTANICAL SURVEY**

"That a sum not exceeding Rs. 11,46,000 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, 1959, in respect of 'Botanical Survey'".

**DEMAND No. 17—ZOOLOGICAL SURVEY**

"That a sum not exceeding Rs. 10,88,000 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, 1959, in respect of 'Zoological Survey'".

**DEMAND No. 18—SCIENTIFIC RESEARCH**

"That a sum not exceeding Rs. 5,85,73,000 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, 1959, in respect of 'Scientific Research'".

**DEMAND No. 19—OTHER SCIENTIFIC DEPARTMENTS**

"That a sum not exceeding Rs. 51,95,000 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, 1959, in respect of 'Other Scientific Departments'".

**DEMAND No. 20—EDUCATION**

"That a sum not exceeding Rs. 23,25,68,000 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, 1959, in respect of 'Education'".

**DEMAND No. 21—MISCELLANEOUS DEPARTMENTS AND EXPENDITURE UNDER THE MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH**

"That a sum not exceeding Rs. 2,21,74,000 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, 1959, in respect of 'Miscellaneous Departments and Expenditure under the Ministry of Education and Scientific Research'".

DEMAND NO. 109—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

"That a sum not exceeding Rs. 2,00,51,000 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, 1959, in respect of 'Capital Outlay of the Ministry of Education and Scientific Research'".

COMMITTEE ON PRIVATE MEMBERS' BILLS AND RESOLUTIONS

SEVENTEENTH REPORT

Sardar A. S. Saigal (Janjgir): Sir, beg to move:

"That this House agrees with the Seventeenth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 20th March, 1958."

Mr. Deputy-Speaker: The question is:

"That this House agrees with the Seventeenth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 20th March, 1958".

*The motion was adopted.*

The House will now resume further discussion on the motion moved by Shri Raghunath Singh.

Shri Raghunath Singh (Varanasi): No, Sir, introduction of bills has to be taken up first.

REPRESENTATION OF THE PEOPLE (AMENDMENT) BILL\*

(Amendments of sections 55A, 82 and 116A)

Shri Tangamani (Madurai): Sir, I beg to move for leave to introduce a Bill further to amend the Representation of the People Act, 1951.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the Representation of the People Act, 1951."

*The motion was adopted.*

Shri Tangamani: I introduce the Bill.

STATES' REORGANISATION (AMENDMENT) BILL\*

(Amendment of section 51)

Shri Easwara Iyer (Trivandrum): Sir, I beg to move for leave to introduce a Bill further to amend the States' Reorganisation Act, 1956.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill further to amend the States' Reorganisation Act, 1956."

*The motion was adopted.*

Shri Easwara Iyer: I introduce the Bill.

SOCIAL CUSTOMS (CURTAILMENT OF EXPENDITURE) BILL\*

Shri Jhulan Sinha (Siwan): Sir, I beg to move for leave to introduce a Bill to provide for curtailment of

\*Published in the Gazette of India Extraordinary Part II-Section 2, dated 21st March, 1958, pp. 395-97, 398-99 and 400-03.