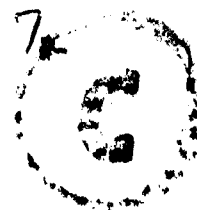


M. L. C. Debates

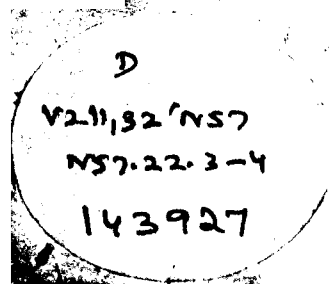
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THE MADRAS LEGISLATIVE COUNCIL.

Tuesday, the 12th November 1957.

The House met in the Council Chamber, Fort St. George, at three of the clock, Mr. Chairman (THE HON. DR. P. V. CHERIAN) in the Chair.

I.—QUESTIONS AND ANSWERS.

STARRED QUESTIONS.

Ventilation and light in the sanctum sanctorum of temples

* 32 Q.—SRI V. V. RAMASWAMI: Will the Hon. the Minister for Home be pleased to state—

(a) whether the attention of the Government has been drawn to the lack of proper provision for ventilation and light in the sanctum sanctorum of temples; and

(b) if so, the action taken or proposed to be taken in this regard?

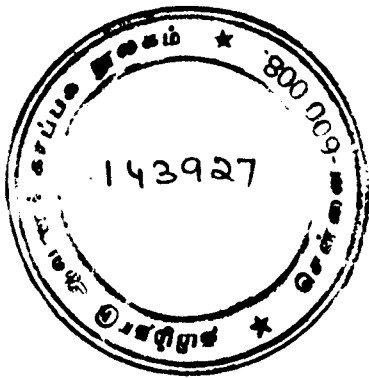
THE HON. SRI M. BHAKTAVATSALAM: (a) No.

(b) Does not arise.

SRI V. V. RAMASWAMI: சில கோயில்களில் முக்கியமான இடத்தில் நல்ல காற்றோட்டமும், நல்ல வெளிச்சமும் இல்லையென்று தெரிகிறது. உள்ளே உள்ள விக்கிரகம் எல்லோருக்கும் தெரியும்படியாக வெளிச்சமும், நல்ல காற்று வசதியும் இருப்பதற்கு அரசாங்கம் ஏற்பாடு செய்யுமா என்று அறிய விரும்புகிறேன்.

THE HON. SRI M. BHAKTAVATSALAM: கோயில்களில் உள்ள கர்ப்பக்கிரஹத்தைப்பற்றி இந்தக் கேள்வி. கர்ப்பக்கிரஹத்தில் அதிகமான வெளிச்சம் கூடாது என்பது எல்லோரும் ஒப்புக்கொள்ளக்கூடிய கருத்து. அதனால்தான் உள்ளே மின்சார விளக்குப் போட அனுமதிப்பதில்லை. அப்படிப் போடுவதானால் 'எபெக்ட்' போய்விடுகிறது என்றுதான், அம்மாதிரி போட்டிருந்த இடங்களில்கூட மின்சார விளக்கை எடுத்துவிட வேண்டும் எனச் சொல்லியிருக்கிறேன். காற்று வசதியைப் பற்றி ஆங்காங்கு கவனிக்கப்பட்டு வருகிறது. கனம் அங்கத்தினர் எந்தக் கோவிலுக்காவது சென்று காற்று வசதி இல்லையென என்னிடம் வந்து சொன்னால், தர்மகர்த்தாக்களைக்கொண்டு அதற்கு வேண்டிய ஏற்பாடுகளைச் செய்யலாம்.

SRI V. CHAKKARAI CHETTY: I do not know whether it is not a deliberate idea to impose some inconvenience on the worshippers when they go to see God, whether it is not proper that they should suffer something instead of merely going up as a gymnast to the sanctum sanctorum, as it is called, to the holy of holies. The phrase indicates to my mind something else but all the same, they have used a Latin expression which comes from the Latin Bible. Holy of holies is the real English word. உள்ளே போடுவார்களுக்குக் கொஞ்சம் கஷ்டம் இருந்தால்தான் என்ன தப்பு? இருப்பதிடமேயே கஷ்டம் ஏதுகிறார்கள். அதிலே கஷ்டம் இல்லை. உள்ளே போன பிறகு சிறிது நேரம் வசதி. குறைவாக இருக்கிறதென்று சொன்னாலும்கூட அவர்களுக்குக் கஷ்டம் உண்டாகிவிடுமா?



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THE HON. SRI M. BHAKTAVATSALAM : Sir, I may tell the hon. Member that there is no such idea that the worshippers should go to the sanctum sanctorum and suffer inconvenience. Holy of holies does not mean suffering inconvenience.

SRI V. V. RAMASWAMI : வெளிச்சம் போட்டால் 'எபெக்' போய்விடுகிறது என்று கனம் அமைச்சர் அவர்கள் கூறினார்கள். யார் பேரில் இருக்கிற 'எபெக்' போய்விடுகிறது என்று அவர்கள் சொல்வார்களா?

THE HON. SRI M. BHAKTAVATSALAM : கனம் அங்கத்தினர் சமீப காலத்தில் எந்தக் கோயிலுக்கும் போய் அந்த எபெக்லை அனுபவித்ததில்லை. ஆகவே அந்த விளக்கச் சொல்வதனால், அவருக்குப் பயன் இல்லை. ஏதாவது கோயிலுக்குப் போய் விட்டு அவர் வந்தாரானால், அதற்குப் பிறகு சொல்கிறேன். அப்பொழுது ஒருவேளை அவருக்குப் புரியலாம்.

DR. A. SREENIVASAN : கர்ப்பக்ரஹம் என்றால்—சூழ்ந்தைகள் கர்ப்பகாலத்தில் மெடர்ன்ஸ்ப்ளட் மூலம், அம்புளிகஸ் கார்டு ஒன்றின் வழி மாத்திரம் இருக்கிறபடியாக, ஆண்டவனுடைய சந்திதனம் இருக்கும், அதிலே வெளிச்சம், காற்று ஒன்றும் இருக்காது—நீரே வழியாகத்தான் பகவானின் அருள் வெளிப்படும் என்பது ஜாகம். தப்பாகவும் இருக்கலாம், சரியாகவும் இருக்கலாம். நம்பிக்கை உள்ளவர்களுக்கு அது சரி. நம்பிக்கை இல்லாதவர்களுக்கு சரியில்லை. இப்போது இது விஷயத்தில் சர்க்கார் எடுத்திருக்கும்படியான நடவடிக்கை சரியானது என்பது என் அபிப்பிராயம்.

THE HON. SRI M. BHAKTAVATSALAM : அரசாங்கத்தின் அபிப்பிராயத்தை ஏற்றுக்கொண்டதற்கு நான் நன்றி செலுத்துகிறேன்.

Pataskar's report.

* 33 Q.—**SRI V. V. RAMASWAMI :** Will the Hon. the Chief Minister be pleased to lay on the table of the House a copy of the Pataskar's Report?

THE HON. SRI R. VENKATARAMAN (on behalf of the Hon. the Chief Minister) : Copies of the report* of Sri H. V. Pataskar on the Andhra-Madras border dispute are placed on the table of the House.

SRI V. V. RAMASWAMI : இந்த அறிக்கை எப்போது அரசாங்கத்திற்கு வந்தது? இந்த அறிக்கை வந்தபிறகு சில அரசியல் கட்சித் தலைவர்களையும் முதல் அமைச்சர் திரு. காமராஜ் கனத்தாலோசித்ததாகப் பத்திரிக்கையில் பார்த்தேன். அப்படி இருக்கும்போது, முடிவான அபிப்பிராயத்தைத் தெரிவிக்குமுன் ஏன் சட்டசபையைக் கூட்டிக் கனந்து கொண்டிருக்கக் கூடாதென்று கேட்கிறேன்.

THE HON. SRI R. VENKATARAMAN : நான் நேற்று இதே கேள்விக்குத்தான், ஒரு உபகேள்விக்குப் பதில் சொல்லும்போது, இருதரப் பினிடையையும் உள்ள தகராறைத் தீர்க்கும் வகையில் படாங்கர் ரிப்போர்ட் இருப்பதனால் அதை ஏற்றுக்கொள்வது என முடிவு செய்துவிட்டோம் என்பதாகச் சொன்னேன். மீண்டும் அதைப்பற்றி ஆலோசிக்க இடம் இல்லை என்றுதான் சொல்கிறேன்.

SRI T. PURUSHOTHAM : Will the Hon. Minister furnish us with details of the villages and the total area and the population that are to be transferred either way as we do not find any details excepting numbers, in the report placed on the table of the House?

* Printed as Appendix on pages 107-120 infra.

[12th November 1957]

THE HON. SRI R. VENKATARAMAN : Sir, this is an omnibus question. But I shall try to answer it to the best of my ability. In Chittoor taluk approximately the total number of villages transferred to this State is 29 and the area is 46.19 square miles; in Tirutani 291 villages have been transferred to this State and in Puttur one village whose area is 0.26 square mile has been transferred to this State.

DR. A. SREENIVASAN : தமிழ் ராஜ்யத்தோடு திருப்பதி சேர்க்கப்பட வேண்டுமென்ற கோரிக்கையை சில தலைவர்கள் வற்புறுத்திக் கொண்டிருக்கிறார்களே, இது விஷயமாக அரசாங்கத்திற்குத் தகவல் வந்திருக்கிறதா? இவ்விஷயத்தில் அரசாங்கத்தின் அபிப்பிராயம் என்ன என்று அறிய விரும்புகிறேன்.

THE HON. SRI R. VENKATARAMAN : திருப்பதி மாத்திரம் இல்லை, ராஜமகேந்திரமும் வேண்டும் என்று சொல்லப்பட்டு வந்திருக்கலாம். இரண்டு பேருக்கும் இடையேயுள்ள தகராறைத் தான் ஒரு வழியாக மத்தியஸ்தரைப் போட்டுத் தீர்த்திருக்கிறோம். மீண்டும் எல்லைத் தகராறைக் கிளப்ப சர்க்காருக்கு உத்தேசம் இல்லை.

DR. A. SREENIVASAN : இத்தனை கிராமங்கள் தான் நமக்கு வந்திருக்கின்றன என்பதாகப் பிரிவினையைப் பற்றி கனம் பந்திரி அவர்கள் சொன்னார்கள். நமக்கு அவற்றிலிருந்து கிடைக்கும்படியான வரும்படி—ரெவின்யூ—என்ன என்பதையும் கனம் அமைச்சர் அவர்கள் சொல்வார்களா?

THE HON. SRI R. VENKATARAMAN : நம்மிடம் அந்த கிராமங்கள் வந்தவுடன் அவர்களிடமிருந்து எவ்வளவு ரெவின்யூ வசூல் செய்ய முடியுமோ, அதை நிதி அமைச்சர் அவர்கள் வசூல் செய்வார்கள். இப்பொழுது அதைப்பற்றிய புள்ளிவிவரம் இல்லை.

DR. A. SREENIVASAN : படாங்கர் ரிப்போர்ட் இருந்த போதிலும் கூட நமக்குக் கெடுதலாக ஏதாவது இருக்குமானால், பின்னர் இதைப்பற்றி ஆராய்ச்சி செய்ய முடியுமா?

THE HON. SRI R. VENKATARAMAN : Sir, the distribution was made on certain principles relating to the composition of the population. It was on the basis of the language of the population that these areas were divided. It is not possible to take into account the revenue consideration and then decide the question.

Family Planning.

* 34 Q.—**SRI T. PURUSHOTHAM :** Will the Hon. the Minister for Revenue be pleased to state the various schemes introduced so far during the current year in the State in respect of Family Planning and the results achieved so far?

THE HON. SRI M. A. MANICKAVELU : The following schemes in furtherance of family planning have been introduced during the current year—

(1) A scheme for the opening of 5 Urban and 74 Rural Family Planning Clinics.

(2) Establishment of a Family Planning Training Centre in the Government Hospital for Women and Children, Egmore.

(3) A pilot scheme for the intensive propagation of family planning in the Pudupakkam area (Triplicane) of Madras City.

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(4) A scheme for subsidisation of approved private medical practitioners for conducting vasectomy operations in Madras City.

It is too early to assess the results.

SRI T. PURUSHOTHAM : Will the Hon. Minister tell us what steps have been taken to make family planning more popular?

THE HON. SRI M. A. MANICKAVELU : Sir, a Family Planning Manual was published recently. It is available for sale at 25 nP. per copy. Then, the personal experience of people also has been summarised—replies received to the questionnaire and published in book form entitled 'Report of Personal Experiences'. A State Family Planning Officer has also been appointed. There is a research centre. At Pudupakkam we have started an intensive scheme. We are trying to popularise it. We find that more people are now coming in for advice. There was a time when there was objection to this. Now people are voluntarily coming to take advice.

3-10
p.m.

SRI T. PURUSHOTHAM : Sir, may I know whether people in urban and rural areas take kindly to Family Planning and whether the old prejudices are dying down?

(Sri V. Chakkarai Chetty rose.)

THE HON. SRI M. A. MANICKAVELU : Yes, Sir, I am glad to say that. I had also misgivings whether the rural people would not object to it. But now they are more anxious to have this than even the town people.

SRI V. CHAKKARAI CHETTY : I am sorry, Sir. In my anxiety to extract information from the Hon. Minister, I was rather hasty, for which I offer my apology to you and to the House.

Sir, I should like to know whether this Family Planning has contributed to the happiness of members of families in Tamil Nad. Has the Hon. Minister any information regarding the state of affairs since the introduction of this Family Planning? Does it mean curtailment in the number of children and birth control, or does it mean contributing to the comfort and convenience of the members of the family including the husband, wife, children and other dependants in the family?

THE HON. SRI M. A. MANICKAVELU : There is no compulsion in this regard. It is purely a voluntary effort. People who want this, go and take advice. What we see is that people have been suffering for a very, very long time with too many children unable to feed them, clothe them and educate them. Now, when there is a very useful way of controlling birth, naturally people are anxious to take to it.

SRI JOHN ASIRVATHAM : As Family Planning and Birth Control wound the religious susceptibilities of the Christian community, will the Government proceed cautiously and slowly in the matter?

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THE HON. SRI M. A. MANICKAVELU : I was aware of the fact that Catholics did not like this and that they were objecting to it as also Muslims. But the condition is slowly changing. This is a voluntary action and those who do not like it, need not take to it; they need not even worry about it.

SRI V. CHAKKARAI CHETTY : Another question, Sir, with your permission. The Hon. Minister said that they wanted to control the number of children. In other countries, western countries, they want to increase the number of children so that the country may be rich in the military sense, rich in food for cannon, in soldiers. This is especially the case where there is the danger of foreign invasion; they want to increase the population so that the army may increase in number and defend the country against foreign invaders. Why do the Government want to reduce the number of children here?

THE HON. SRI M. A. MANICKAVELU : Only in very few countries there is a move for increasing the population, for instance, in France where they give even a subsidy for each child born. In all other western countries, they are quietly following family planning; it is a great tradition in them to avoid too many children.

SRI JOHN ASIRVATHAM : Is the Hon. Minister aware of the fact that years ago, Mahatma Gandhi wrote in "Young India" that instead of birth control, there should be self-control on the part of both husband and wife?

THE HON. SRI M. A. MANICKAVELU : Yes, Sir. I advise that to be followed by Catholics who object to Family Planning.

SRI MOHAMED RAZA KHAN : May I know why Pudupakkam was selected for the intensive scheme? Is there any speciality about the place? Is there any over-population in that particular area?

THE HON. SRI M. A. MANICKAVELU : Yes, because it is a densely populated area where all sorts of lower category of people are residing, as an experimental place, we have selected that area.

DR. A. SREENIVASAN : Sir, is advice on Family Planning given to married people only or unmarried people also?

THE HON. SRI M. A. MANICKAVELU : Only to married people, Sir.

DR. A. SREENIVASAN : Are there instances of unmarried people going to the clinics and seeking scientific advice in the matter of prevention of birth?

THE HON. SRI M. A. MANICKAVELU : Not to my knowledge, Sir.

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DR. A. SREENIVASAN : Will the Government see that such advice is not offered to unmarried people?

THE HON. SRI M. A. MANICKAVELU : Yes. That will be borne in mind.

Exemption from age-limit for S.S.L.C. Candidates.

* 35 Q.—SRI G. KRISHNAMOORTHY : Will the Hon. the Minister for Finance be pleased to state—

(a) the time-limit fixed for the submission of cases of candidates for the S.S.L.C. examination for exemption from age-limit; and

(b) whether there is any proposal under the consideration of the Government to extend the time-limit?

THE HON. SRI C. SUBRAMANIAM : (a) Applications for age exemption should be submitted to the concerned educational authorities so as to reach them not later than the 25th December or 25th April immediately preceding the examination of March or October, as the case may be.

(b) No, Sir.

SRI G. KRISHNAMOORTHY : Can this date, 25th December, be changed, as teachers find it difficult to correct the papers of half-yearly examination before this date?

THE HON. SRI C. SUBRAMANIAM : This has nothing to do with the correction of papers. I do not think there is any difficulty.

SRI G. KRISHNAMOORTHY : As I understand that marks of the half-yearly examination are taken into consideration for their eligibility to appear for the examination before exemption from age-limit is applied for, will Government consider changing the date, considering the gap between December and March?

THE HON. SRI C. SUBRAMANIAM : I shall consider the suggestion. But my own reaction is 25th December is quite all right. When really difficulties arise, I think the question can be examined.

SRI T. P. SRINIVASAVARADAN : I may submit for the information of the Hon. the Education Minister that 10th January is the last date for remitting examination fees. Though 25th December is fixed tentatively, the District Educational Officers admit applications for under-aged boys, for certain reasons beyond the control of the Headmaster and examine them.

SRI V. CHAKKARAI CHETTY : Does the age-limit mean upper limit or lower limit? For boys and girls under a certain age cannot appear and men and women over a certain age cannot. Suppose I want to appear for the S.S.L.C. examination. (The Hon. Sri C. Subramaniam : You are welcome). Will I be permitted? (Laughter).

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THE HON. SRI C. SUBRAMANIAM : You will stand first in the presidency.

SRI V. CHAKKARAI CHETTY : I may fail, if you are the examiner. (Laughter.)

MR. CHAIRMAN : The next question is postponed. Questions are over.

[Note.—An asterisk (*) at the commencement of a speech indicates revision by the Member.]

II.—ANNOUNCEMENTS BY THE HON. CHAIRMAN.

(1) MESSAGE FROM THE ASSEMBLY.

MR. CHAIRMAN : I have to announce to the House that I have received the following message, dated the 11th November 1957 from the Hon. the Speaker, Madras Legislative Assembly :—

“ In accordance with rule 114 of the Madras Assembly Rules, I transmit a copy of the Prevention of Insults to National Honour Bill, 1957 (L.A. Bill No. 19 of 1957), as passed by the Assembly on the 11th November 1957 and signed by me, for the concurrence of the Council.”

III.—GOVERNMENT MOTION.

DISCUSSION ON THE REPORT OF THE LEGISLATURE COMMITTEE ON THE WHITE PAPER ON EDUCATION.

THE HON. SRI C. SUBRAMANIAM : Mr. Chairman, Sir, it is with a certain amount of satisfaction that I move—

“ That the Report of the Legislature Committee on the White Paper on Education be taken into consideration.”

Sir, this Report symbolises the joint effort of the Members of the Legislature, both the Assembly and the Council, and also the representatives of all the political parties in the Legislature. As hon. Members are aware, the Report itself was submitted in December 1956 and because the General Elections intervened, it was not possible to place this Report before the Legislature for discussion earlier than now. But on certain recommendations in regard to which action was necessary and imperative, we have taken action. Therefore, the pace of the change has not in any way been affected because of the delay in the discussion of this Report by the Legislature. Many hon. Members of this House participated in the discussion when the White Paper was before this House. Some of the hon. Members were Members of the Legislature Committee and particularly the hon. the Leader of the Opposition, the Vice-Chancellor of the Madras University, and the Vice-Chancellor of the Annamalai University were associated with this Committee. I am really grateful to them for their services in finalising this Report. Therefore it was that I said that this

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Report represented the joint effort, if I might say so, the wisdom of our State in regard to educational matters. The recommendations are incorporated in three sections in the Legislature Committee's Report. The first section is introductory, the second section makes twelve recommendations, the third section makes another twelve recommendations and the fourth section makes four recommendations which relate to matters outside the scope of the White Paper on Education.

3-20 p.m. Hon. Members may be aware that this matter came up for consideration once before. Even during that discussion and at the committee stage, various other problems arising out of the various proposals were taken into consideration and solutions found for them, and they were all embodied in the Report. I may take hon. Members through the Report briefly. I do not think it is necessary to deal with the Report in any great detail.

Hon. Members will find that the first point on which a decision has been taken is the one regarding the duration of school education. This has been fixed at 11 years. There was a certain amount of controversy over this, because the Secondary Education Commission, which was presided over by the Vice-Chancellor of the Madras University and Leader of the Opposition here, had recommended the adoption of 'n+1' formula. After a good deal of discussion and enquiry into the matter, we came to the decision that we should restrict the course to 11 years—the existing number of years.

With reference to the restriction to 11 years or the maintenance of the *status quo*, it was decided that within these 11 years the standard to be reached should be that of the Pre-University class. For this purpose, it was found necessary that we should have a four-year secondary course instead of the three-year one existing now. It was also further considered necessary that the number of school hours should be increased. Now we work for about 900 hours a year. So, the secondary course of three years will mean 2,700 hours of work in schools. The Committee decided that the number of working days should be increased to 200 so that the number of hours available each year would be one thousand. So, for a four-year secondary course, we will have 4,000 hours of work. Instead of 2,700 hours of work in the secondary course (Forms IV to VI), we will have 4,000 hours available to us for the secondary course of four years. With this increase, it has been accepted by the experts concerned, it would be possible to reach this standard in the secondary course.

We have what are known as Academic course and Bifurcated course. It is only in the Academic course, it is expected, that students will reach the pre-University standard. In the Bifurcated course, it is expected, as far as academic standards are concerned, the attainment will be equivalent to the present S.S.L.C. standard. With reference to technical education, which the

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students may receive, particularly in the engineering, agriculture and other sections, it is expected that students would be able to reach the standard of the first year of the polytechnic course. As a matter of fact, the intention has been expressed here that persons who undergo this bifurcated course in any of these subjects would be enabled to join the second year course of the polytechnic in respect of that subject which they might have taken in the bifurcated course in the school. Therefore, we have, what are called, the four-year Academic course and the four-year Bifurcated course. But it has been decided that the student will have to choose between the two only after he completes the first year of the secondary course. This will be common for both the Academic course and the Bifurcated course. After the first year, the diversion will take place. Those students who want to take the Academic course will take that course and others who want to take the Bifurcated course will take that course. This has been indicated here.

For this purpose, it is necessary to have a new syllabus from the first class to the 11th class so that the standard may improve from year to year. By such improvement in standards from year to year, it would be possible to reach the standard of the pre-University class at the end of the 11th year. It was decided by the Committee that it should be left to an expert committee to decide the content of the syllabus with reference to each class. In respect of this, we have already taken action. Forty-four committees were formed with 266 men wherein many principals, professors, lecturers, headmasters and teachers including some teachers from elementary schools, participated. They have drawn up the syllabus, and it has been published. We are receiving representations with regard to this from the various interests involved in the teaching profession, from the public and from other educationists. After considering these objections and representations, we hope to finalize the syllabus before the end of this month.

As far as elementary education is concerned, it was decided that it should be an integrated course of seven years. This is mentioned in item VII. Then, there is the question of basic education and non-basic education. There has got to be a proper integration of these two aspects of education, and for this purpose a high level committee, with Sri Ariyanayakam as Chairman, has been constituted. I learn that the Committee's Report has just been submitted. The change-over from non-basic to basic education will be according to the decisions which will be taken by the Government on that Report.

There is another important matter on which some difficulty arose at the committee stage. This is about the eighth year in the elementary school. Now we have an eight year course of elementary education. Some people—I think validly—represented, 'Now there is the eight-year course provided for all the students. If you restrict elementary education to seven years, that means you are

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cutting off one year with reference to students who may stop with elementary education alone'. With reference to this representation, we thought that it was not necessary to take a decision immediately and that it was enough if we took a decision three years hence. That is why this question has been postponed. The question whether there should be this eighth year and what the content of education in the eighth year should be has been left for decision in the future. As far as this is concerned, it will not affect the various steps which we will have to take in the course of the next two or three years.

The next topic is of some importance and is a little complicated also. I may say that it is controversial also to a certain extent. It is the question about languages. I am glad to announce that the Committee, in spite of the complicated and controversial nature of the problem, has reached a unanimous decision. This unanimous decision is contained in item 10 of Section II. The important portion is—

Languages—Part I. Regional language.

„ —Part II. Hindi or any other Indian language not included in Part I.

„ —Part III. English or any other non-Indian language.

It was also laid down that English should be taught from the fifth standard. Now it is taught from the I Form. In order to improve the standard of English, it was felt necessary to teach it even in the fifth standard. As far as the English language is concerned, we will have seven years for teaching it. As far as Hindi is concerned, after giving careful consideration to the various aspects of it, the Committee came to the conclusion that it would be more than enough if we had the study of Hindi restricted to the secondary school stage. So, the learning of Hindi or any other Indian language will start in the eighth year. Therefore, there will be four years available for learning Hindi or any other Indian language. That is the main recommendation.

Then, we come to the transition programme. For the purpose of switching over to the new syllabus, we have to chalk out a programme so that we may be able to reach the target and the entire change may come into effect before a particular date, and that is contained in item 11.

We now come to the item dealing with regulation of school-age. Hon. Members may remember that a recommendation was made that the school-age—age at the time of entrance into a school—should be 6-plus. Even in respect of this matter, the Committee came to the conclusion that it was not necessary to change the present practice and that the *status quo* might be maintained, that is, that we might keep it as 5-plus. So far, I have dealt with Section II.

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Section III deals with the development of elementary education. It deals with the question of implementation of the directive principle contained in Article 45 of the Constitution, that is, provision of free and compulsory education up to the age of 14. The Committee had to consider various aspects with reference to this problem, particularly, the financial burden involved in this. After considering all aspects, they came to the unanimous conclusion that it would not be possible to implement the directive principle contained in Article 45 of the Constitution before the date fixed for the purpose in that Article, viz., 1960. Then, what the new target should be was the question which came up for consideration by the Committee. Their unanimous recommendation was that we should aim at free and compulsory education up to the 5th standard before the end of the Third Plan period, that is, 1965-66, and that the question of making it free and compulsory up to the 7th or 8th standard should be taken up afterwards and the target fixed for that purpose, i.e., after another five years, by 1970. Hon. Members may be interested to know that this matter was discussed by a Panel of the Planning Commission and that, after considering this subject fully, they came to the conclusion that our target was realistic enough, and that that has been adopted as an All-India target and endorsed in the conference of Education Ministers also. Thus, Section III deals with the various aspects of this question, namely, how it could be implemented and what the financial implications are. One important thing which I want to bring to the notice of this House is this. If we want to achieve this target of free and compulsory education before the new target date of 1965-66, it has certain financial implications and that financial burden can be borne by the State and by the community only if we take certain steps particularly with reference to the pupil-teacher ratio. It is with great reluctance that we took a decision that the pupil-teacher ratio should be 40:1. We had to take a decision halfway, that is, between not reaching the target at all and reaching the target by taking the decision that we have taken. Anyway, we consoled ourselves with the fact that in other countries also, when this problem of universalising education faced them, they had adopted not this 1:40 ratio, but 1:50 ratio and in some places even 1:60 ratio. To that extent, we may console ourselves and have the satisfaction that our ratio is, after all, not too high, considering the economic situation prevailing in this country.

Then, we come to the other important question, viz., the pay of teachers. If any educational system has to succeed, it will have to depend entirely upon the teaching profession. Unless we have a contented teaching profession, it will not be possible to make any educational system successful. Therefore, we devoted considerable attention to this question. When we were formulating the Second Five-Year Plan, this problem came up for consideration and a decision was taken. That was approved by the Legislature Committee also and that was that there should be an increase of Rs. 10 in the emoluments of the teachers and that Rs. 10 should

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be given in a graduated way at the rate of Rs. 2 per year so much so that at the end of the Second Plan period, we would have implemented this decision of sanctioning an increase by Rs. 10. All hon. Members are perhaps aware of the compelling circumstances that made us go back on all decisions. In spite of the heavy financial burden involved, we took a decision to give an immediate increase of Rs. 12 in the salary of all the teachers. To that extent, the Plan itself has been upset with reference to the education budget. But, we do not mind it because we think that more than anything else, it is necessary to create confidence and enthusiasm in the teachers. By the various measures which we have been taking during the last four or five years, I am able to assure this House that that confidence and enthusiasm has been created in the teachers to a very great extent. I do know that they have a few more grievances, and those grievances have been the subject-matter of representations to me now and then. I may assure the teaching profession through this House that it has always been my endeavour, even without representations, to meet all the just demands of the teaching profession. Now that we have given an immediate increase of Rs. 12, granted pension even to teachers working in the private sector and also undertaken various other measures, I hope the teachers will realize that the Government are devoting a good deal of attention to the problems facing the teachers and that they are trying to solve them as best as they can under the prevailing circumstances. As time goes on, it will be the endeavour of the Government to see that their status and their emoluments are raised. With this assurance, I hope we will have the entire teaching world behind us in implementing the various decisions which we have taken in the Legislature Committee and which we will be taking in this Legislature.

Sir, I have left out one item, viz., item IX of Section III, which has been very enthusiastically received throughout the State. I am glad to announce here that at present by voluntary effort about 60,000 to 70,000 poor students are being fed. Even though we had made provision for Rs. 10 lakhs in the Budget for this item, we did not take a decision with reference to the utilisation of this amount till now. Recently, Government have passed orders giving matching contribution for this midday meal scheme to the various elementary schools. Orders have already been issued.

Item XII deals with the ten-year target for development of primary education. Even for the purpose of reaching this target, it has been recommended by the Legislature Committee that just as we take up development work block by block, so also we should take area by area and concentrate on that area so that within the given period the target may be reached by taking one-fifth of the total area each year. It was thought that we would be able to cover the entire State within the period of five years so much so that the target of free and compulsory education up to the 5th standard would be attained before the end of these ten years.

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Then, Section IV deals, as I have already stated, with other matters which were not, as a matter of fact, dealt with in the White Paper but which arose out of the problems which were considered in the White Paper. One of them is the question of relative priorities. If we want to attain certain targets, we cannot be frittering away our resources in all sorts of schemes and plans. That is why relative priorities have been laid down by the Legislature Committee by saying that the first priority should be for providing education to all the children up to the age of 11, that is, up to the fifth standard. The second priority should be to improve the quality of education within these ten years from the first standard to the 11th standard. Those things have been laid down in greater detail in Section IV.

Then, a recommendation has been made that the Grant-in-aid Rules should be revised. That matter has also been taken up and we hope to finalize it before long.

Then, with reference to school management also, certain recommendations have been made. With regard to private managements, we will have to take certain steps to ensure the efficiency of the management.

Then, a few other matters like the publication of text-books were considered. These are the main recommendations contained in the Report of the Legislature Committee on the White Paper on Education and we have now got to implement them. As a matter of fact, when this Committee was appointed, it was not intended that this question should go back to the Legislature again. But still I felt that the Members of both the Houses should be associated with the various steps taken by the Government at every stage because that alone would ensure that education did not become a subject-matter of controversy at any stage. In the other House during the discussion on the White Paper, I announced that I would be constituting a Standing Committee of the Legislature—not only of the Assembly but of the Council also—so that I might have the advantage—whenever the Education Minister might be—of consulting the leaders of various Parties at every stage. I have absolutely no doubt that if we have to make progress in the field of education, we have got to see that there is no controversy involved in any of the schemes which we may take up. Unless that co-operation from the people is ensured—and that co-operation can be ensured only when the representatives of the people concur in the various steps taken by the Government—the targets will remain mere targets and the standards which we may be laying down for the purpose of attainment may not be reached at all. We find that whenever there is a controversy amongst us in the Legislature, that controversy creeps into the public, that it does not stop there and that it creeps into the school also. Therefore, it is necessary for us to reach agreed conclusions, as far as possible, in making changes or in regard to any of the

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problems arising in the educational sector. With the constitution of this Standing Committee, it is our hope that we would be able to take decisions which would be agreeable to all.

All hon. Members might remember that when this question of the reorganization of school education was being considered, at the same time changes in University education also were being contemplated. I made a suggestion that in view of the fact that we were considering changes in the pattern of school education, the problem should be considered as a whole and that we could have an integrated scheme with reference to school education and University education. For this reason and for other reasons, I made the plea that the changes in University education should be held over for some time because even though many of the students might not go to the college, the feeder to the college was the school. Therefore it is that with reference to the school curriculum, we have to take decisions with regard to collegiate education also. But the University authorities thought that it was not necessary to wait for the contemplated changes in school education and they took a decision that with the pre-University class they could immediately introduce the three-year degree course. As the decision has been taken—if I may say so, as the Rubicon has been crossed—to introduce a change in the pattern of University education, we have also now reached a stage where we have to finalize the pattern of school education. Now, it is necessary to co-ordinate the two so that one may fit into the other. Unless that co-ordination and integration takes place, we will find ourselves in great difficulties and particularly the students will find themselves in great difficulties. As a matter of fact, this is one of the matters which I stressed and I said that the introduction of the pre-University course could be postponed for a year. The Syndicate was good enough to consider my suggestion and made some adjustments with reference to persons who had undergone the diversified course. Subject to that modification, that body thought that it could go on with the changes in University education. That has taken place and now we are taking decisions with reference to the pattern of school education. I think it is necessary particularly for this House—I am saying 'particularly for this House' because we have got here eminent educationists, two of them Vice-Chancellors and others who are intimately associated with the Universities—to consider certain problems which will require solution ere long with reference to school education and University education.

The first thing is this. We have got what we call 'Academic course and Diversified course' in the school curriculum. We have got to ensure that even though a person takes a diversified course, his entry into the college is not once for all barred. If such a situation should arise, I am afraid the success of the Diversified course will become doubtful. For any person undergoing school education up to the Eleventh Standard, whether it be in the Academic course or in the Diversified course, doors should be kept open to

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enter the college. Therefore, we have now got to evolve a formula by which the various subjects which are taught in the school course will be tied up with the subjects in the college course. As I have already stated, the Academic course takes students to the pre-University standard and, therefore, they can straightway join the three-year degree course. I will come to the professional course a little later. I shall now deal with the Academic course.

So far as the 'diversified course' student is concerned, in the second year of the reorganized secondary course, he would have reached academically the present S.S.L.C. standard. If he changes his mind then—if he feels that it is necessary to change—and wants to take the regular academic course in a non-professional college, it should be possible for him to enter the college. We should evolve a formula by which this will be made possible. For this purpose, we will have to sit down and consider what solution can be found. If I am asked to suggest a solution, perhaps the pre-University course may be a solution in respect of such persons, and this will be considered a little later with reference to other matters which I want to place before this House.

3-50
p.m.

One of the matters which the Legislature Committee considered was the avoidance of wastage at various levels. We found that if five boys entered the first standard, ultimately only two got through the fifth standard. The other three boys dropped off in between. Unless a person has at least five years of schooling, he does not become a permanent literate. Therefore, with reference to these three boys, the amount and the energy we spend become a waste. One of the recommendations is that this wastage should be avoided as early as possible.

SRI T. P. SRINIVASAVARADAN : Sir, there is also stagnation.

THE HON. SRI C. SUBRAMANIAM : There is the question of further stagnation also. I would respectfully submit to this House that this wastage is not confined to standards 1 to 5. The wastage occurs at various other levels also. For example, we find to-day that thousands of students appear for the S.S.L.C. examination. But we find that the percentage of passes is from 50 to 55. There is a great wastage here. There is something wrong somewhere. If we prescribe a syllabus and give the students coaching consistent with that syllabus and all the necessary facilities, then it should be possible for at least 90 or 95 per cent of the students to get through this course successfully.

SRI A. M. ALLAPICHAJ : Sir, the examinations are difficult.

THE HON. SRI C. SUBRAMANIAM : It is not a question of examination alone. If we think that we have set up a high standard for ourselves, it should be lowered. But I do not think that a solution should be found by lowering the standards. If, after undergoing schooling for 10 or 11 years, these boys are found to be not fit for this course, then we have got to see that some other

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method is adopted by which this effort on the part of the students will not ultimately become a waste. I would respectfully request the Vice-Chancellors and others connected with educational activities in our State to consider this problem, particularly when we are introducing the 11-year integrated course.

Under this 11-year integrated course, as far as academic attainments are concerned, we contemplate two levels. In the pure academic course we contemplate the attainment of a standard equivalent to that of the pre-University. In the bifurcated course we contemplate an academic standard equivalent to the present S.S.L.C. standard. So, even with reference to the implementation of the present proposals, academic attainments are contemplated at two levels, one at the present S.S.L.C. standard and the other at the pre-University level. I propose that, when a person goes through this 11-year course, it should be possible for him to get the higher certificate of being fit to join the three-year degree course or a certificate that he has attained the S.S.L.C. standard. Combining these standards, it should be possible for 85 or 90 per cent of the boys to get through even in their first attempt. Unless we aim at these standards, I am afraid all our effort would be a waste. Therefore, at this point we will have to consider whether we cannot recognize these two standards, that is, if a student goes through this 11-year course, whether we may have these two categories, one getting through the S.S.L.C. standard and the other getting through the higher standard. This could be judged by the same examination and it should not be necessary to have two sets of examinations. For example, if a student sits for the Honours Course and if he is found not fit for the Honours degree, he is given an ordinary B.A. degree. Just like that, it should be possible to reach that standard I have referred to. Unless we aim at that, it may not be possible to avoid wastage of effort. Therefore, that is a question for our consideration. If we recognize these two standards, there would be a large number of students who have attained the present S.S.L.C. standard. For them also I respectfully submit that admission to the colleges should not be barred once for all. They should be given a chance. In respect of these persons who attain the S.S.L.C. standard through the bifurcated course or who are considered to have attained that standard because of their lower standard in the 11th year in the academic course, it should be possible for them to enter the pre-University class; or we should make some other arrangement, say, after one year's training, it should be possible for them to join the degree course. It was contemplated that for the completion of the degree course there should be 15 years of education and now, with our present formula it is 11 plus 3, i.e., fourteen years. Even for these boys who have to take an extra year's course, it will be within the 15 years contemplated for the purpose of getting a degree. Therefore, this should be taken into consideration and a decision will have to be taken not merely at the Government level, but also at the University level. The Universities will have to be associated in this question, if we want to take a proper decision.

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One other headache that has come out of the reorganization of University education is with reference to the attainment for entry into the professional colleges. With reference to the engineering college, the medical college, the agricultural college, the veterinary college and institutions like them, we have laid down the standard. Now, a student who passes the Intermediate course gets entry into the first year of the engineering course. Since the introduction of the pre-University course, it has become necessary to have, what is called, a pre-professional course. What it should be and where it should be has caused us some concern. First, we have to take into consideration the difficulties of the students. Now, before we reach the stage of reorganization of this 11-year course leading to the pre-University course, let us see what the present position of our students is. First, they have got to pass the S.S.L.C. examination. Next year they have to sit for another public examination, the pre-University examination, and then again in the pre-professional course they will have to sit for another public examination. The result is that we have presented them with three public examinations in a row in successive years. If only we realize the difficulties of our students in preparing for an examination, we can very well imagine the strain caused to them by successive public examinations. Even now I get into nightmares during my sleep sometimes dreaming as if I were sitting in an examination hall trying to answer a question paper but finding that the answers to the questions are not clear to me, then sweating, then getting up and finding myself in the comfortable position of being in the bed and realizing that all those days are gone. I am only explaining to you the amount of strain which a student is put to during this period of examination. It is only for that reason that I am emphasizing this. That being so, are we justified in having three public examinations in three successive years even during a transitional period? As far as these boys are concerned, there is no question of transition. They have to undergo this system of education and get out of this. It is only the boys who come later on that enjoy some benefits. But as far as the present generation of students are concerned, for the next four or five years, they will have to undergo this torture of public examinations in three successive years. Therefore, I would request hon. Members to consider this problem also and suggest a solution.

There are other difficulties which I would like to place before this House. We know that we select the better type of boys for admission to the pre-professional course. For entry into the regular professional course, they will have to pass the pre-professional public examination. Suppose some of these brilliant boys fail, what is their fate? They must get back to the three-year degree course and plod on. All their effort for one year is a waste. There is another aspect of the problem which we have to consider, and that is the difficulty which our students may have to encounter until the entire country adopts this three-year degree course and the pre-University course. Even now our

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students go out to other States for admission to various technical colleges. I am told that every year 200 to 300 of our boys get admission in the various technical colleges outside our State. As far as these students and the Universities that take them are concerned, only a pass in the Intermediate examination is recognized for admission to the engineering and other technical colleges. As a matter of fact, this is a problem we will be facing ourselves next year. I was told that this problem was to be discussed by some experts who came over to this place and I hope it would have been possible for them to find a solution to it. Anyhow, I have not heard about it. Students apart, on our own side, we have other problems. I am saying all this because we have to take a decision about the pre-professional course now, even though we are only considering school education. One thing we have to consider here. At the time the pre-professional course was recommended, it was expected to be attached to technical institutions like the engineering, veterinary and medical colleges. Then, the question arose as to how these technical institutions could provide one more year of education, without putting up necessary buildings and providing other facilities. This is still a problem. Then, yet another difficulty arose with reference to the number of students to be admitted to the pre-professional course, because once we took in a boy, we would have to guarantee him a seat in the technical college. Then, how many should we take in the initial stage? That was the problem. If 100 boys were to be admitted to the engineering course, what was the number to be taken into the pre-professional course? If we took only 100 and if there were some failures, we would be short of students in the following year. So, these were the questions we had to consider. We could not solve the problem unless we made some provision for admission of students who had already failed and made two or three attempts to pass the Intermediate examination. And in that case, we were confronted with another hardship. We would be compelled to take only second-rate boys. Then, suppose we took 125 students into the pre-professional course against 100 seats in the technical colleges. If 110 passed, what would we do with the extra ten students who had passed? So, we could not accurately assess the number of students to be admitted to the pre-professional course so that all of them might be fitted into the regular technical course.

The next difficulty was with reference to the location of the pre-professional course. In order to maintain the efficiency of teaching, we have to locate it properly. If we look into the syllabus of the pre-professional course, we will find that the standard is nothing more than that of the Senior Intermediate; as far as engineering is concerned, there is a little more of geometrical drawing. But all boys have to read subjects like English. Could these be taught in the best way possible in a technical college where we might not have highly trained personnel to

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teach them in the way they could be taught in an Arts college? This was another problem. Ultimately, we decided that the course should be located in the Arts colleges as far as possible and for the purpose of making an experiment in the matter, we permitted the engineering and the medical colleges to have a certain number of students attached to them for training. But now we have to take a final decision as to where it should be located—whether in the Arts colleges or in the technical colleges. Here we meet with another difficulty. If we want to have the pre-professional course attached to the various technical colleges, they should have more funds available with them, more equipment, more buildings and more staff. All these would mean extra cost. If we spend four thousand rupees per student in an engineering college, it will be five thousand rupees if the pre-professional course of one year is tacked on to it. To that extent, we will be making technical education costly. Therefore, these things will have to be taken into account. If the course remains with the Arts colleges, it would not add to the cost.

Sir, school education does not stop with school education as such. It has to proceed to college education, then to technical education and further to post-graduate education. Unless we have a complete, integrated pattern of education from the beginning to the end, it may not be possible to achieve the maximum efficiency. That is why we have made a suggestion to the University to co-ordinate the I year B.Sc. course and the pre-professional course so that all students who take the first year examination in B.Sc. with science subjects and pass it might be eligible for admission to the technical colleges. Unless that takes place, we will find difficulties faced by the students and the colleges also. They will be all the greater in respect of scheduled caste and backward class students. Because we have given them certain reservations, we will be recruiting not first class but only second class students. For them it will be more difficult to pass through the pre-professional course. If they fail in this course, their entire life will become a failure. That is why I am suggesting, and that suggestion has already been made to the University, that the first-year B.Sc. course and the pre-professional course should be co-ordinated so that the persons who pass a test at the end of the B.Sc. first-year course may be taken into professional colleges.

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SRI MOHAMED RAZA KHAN : Will there be another public examination at that stage?

THE HON. SRI C. SUBRAMANIAM : There will have to be an examination. Otherwise, it will not be possible to assess the standard reached by the students. Unless the two courses are integrated, many students may find themselves in a blind alley. These are matters which we will have to take up for consideration with reference to the B.Sc. course and the pre-professional course.

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In view of the fact that we are abolishing the Intermediate course altogether and adopting the three-year degree course, reorganization of colleges has become a problem not only for the University and the Colleges, but also for the Government because ultimately the financial burden will have to be borne by the State Government or shared by the State and the Central Government in some proportion. This has created some difficulties. Hon. Members may be aware that I called for a conference of Principals, and I had a frank discussion with them. After that discussion, the Vice-Chancellor has agreed to review the entire position some time next year so that firm decisions could be taken. I think it is my duty to inform the House of the problems involved in this. Here we are abolishing the Intermediate course and as far as the three-year degree course is concerned, only persons who want to take a degree will enter the colleges. Therefore, colleges which are now having the two-year Intermediate course and the two-year degree course will have a lesser number of students than those with the one-year pre-University course and the three-year degree course and consequently, will have less fee income than before. When we upgrade all high schools, we may abolish the pre-University course, even though we may be having it for certain purposes. There will not be the pre-University course in all colleges and there will be a fall in strength and, to that extent, there will be a fall in the fee income. Therefore, we have got to take into consideration the question of reorganization of the various colleges. The one solution to this problem which the University found in the past has created another problem in its wake. For the purpose of making up the number of students they thought that they could increase the number of admissions to the various Degree courses in the colleges so much so that the authorized strength of the first year of the three-year degree course was fixed at 10,000 odd. But the actual admissions numbered only 4,000. Whether in course of time we will reach this figure of 10,000 admissions into the first-year degree course is itself doubtful. Apart from that, in the transition period when we plan for 10,000, we have to put up buildings if extra space is required, to build up laboratory equipment to that extent, and unfortunately they have employed staff also to the extent of 10,000 admissions. All this has been discussed in the conference of Principals.

As far as the financial burden is concerned, this House as well as the other House will have to vote the required funds. Therefore, we are entitled to look into this position. When we are giving grants to the various colleges, we will have to see whether the grants are being utilized properly and for the maximum benefit of the community as a whole. I am not going into the minute details because, if we go into minute details, very many other problems will have to be faced. All these things are being taken into consideration by the University and I hope by next year they will be able to evolve a pattern by which it will be possible to give satisfaction to the Legislators that whatever amount they are

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voting is absolutely necessary and essential for the purpose of University education. We are hoping that the Central Government also will come to our aid. Whatever be the source of aid, ultimately it is the people that will have to bear the burden and it is the duty of everyone of us who is entrusted with responsibility to see that we get a return of one hundred naye paise for every rupee spent and not be satisfied with anything less. Whether it is the public source or private source—in the public source, whether it is the Central or the State Government—we have got to see that we get full return for the money spent, even if it be for the University, particularly in the strained circumstances in which we are placed. Wastage will have to be avoided in all sectors. Particularly in this sector, wastage will have to be avoided because persons in the University form the cream of society. Persons undergoing training in the University form the cream of society, persons teaching there are the highest personnel with reference to academic qualifications and persons who are in charge of the University, I am glad to say, are of the highest calibre with international renown. With this background, certainly we cannot plead that we have spent badly and that we are unable to avoid wastage. Nobody will excuse us if we say that wastage and extra expenditure became unavoidable. In view of all this, our responsibility is all the more great. Particularly the Leader of the Opposition, who is not only the Leader of the Opposition but also the Vice-Chancellor of the Madras University, should be more critical about wastage at the time of voting the various grants. I hope he will plan properly so that we may be able to face the people and the Planning Commission and tell them that we are not wasting even one rupee, that we have planned properly and that we are spending the money properly.

DR. V. K. JOHN : Does it mean that Government must control University education because it gives grants?

THE HON. SRI C. SUBRAMANIAM : I do not want to control the content of University education and all those things. If the University wants grant from us, certainly the Members of the Legislature are entitled to ask how it is going to be spent. Unless we give satisfaction to the Members of the Legislature, I cannot ask the Members to vote the grant, simply because I happen to be the Finance Minister and Education Minister. If the University has got autonomy, it does not mean that it has got a right to waste. I cannot put forward the plea of autonomy for wastage. As pointed out in another place, this autonomy is being made a fetish of. Unless we realize that it is the joint responsibility of the University, the Government, the Legislature and the people, to see to the better working of the University, mere autonomy will only wreck us. I want to strike a note of warning. On the plea of autonomy, we cannot afford to waste money. When we are in a better position like the position in America or Russia, when we have sufficient resources, we can afford to take risks and

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waste money. But situated as India is, we find ourselves in great difficulties with regard to financial resources even for the implementation of all the projects which are absolutely necessary for meeting the basic needs of the country, and certainly we cannot afford to waste money on University education. Whatever is necessary we shall provide, but certainly not for the purpose of maintaining the autonomy and, in the name of autonomy, committing waste. I am sure even the Vice-Chancellor will not say that in the name of autonomy, we should commit waste. Therefore, the hon. Member, Dr. John, is not correct in his plea for autonomy and in his saying that we are interfering with the University. When the Government and the University differ, I concede that the University's opinion should prevail in academic matters. I do agree that in academic matters the entire responsibility should be that of the University. I do not think that any Minister, however highly placed he might be, whether at the Centre or in the State or in the Legislature, however powerful he might be, should interfere with the academic content and the academic matters of the University. But, with reference to planning which involves financial matters, if there is a certain wastage, certainly the Legislature is entitled to look into it. I do not think that anybody can shut it out by saying, 'The University is autonomous and nobody should look into it.' Such autonomy does not exist in the present context. Therefore, I want to make it clear that, while it will be the responsibility of the Government to see that all necessary funds, funds which are absolutely essential for the purpose of developing University education in the changed pattern, are made available—I hope that this view would be shared by all the hon. Members of this House, even though some might be connected with the University—I feel that we should not be a party to wastage to any extent as far as University education is concerned.

Sir, I am placing all these matters before the House because we have got into certain difficulties. Now that we have got into them, my only request to the University and to the House is that we should all sit down together and plan in such a way that it would be possible to avoid wastage. With that end in view, we have to consider all these proposals.

Now that the hon. the Deputy Leader of the Opposition raised the question of autonomy of the Universities, I shall give a fuller picture of the situation to the House. Now, if we plan on the basis of admission of 10,000 students in the first-year degree course, will it be a realistic target for us, even for the next five or ten years? That aspect we will have to consider. I have consulted experts, not only here but at higher levels also. When I say higher levels, I mean experts at the Centre. I have consulted the Planning Commission also about the targets they have fixed with reference to the various types of education, the various levels of education. When we fix targets, we have also to take

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into consideration the resources available. The hon. Member Sri Balasubramanya Ayyar may think that University education is all in all and that, therefore, the entire money should be plumped into that. But, unfortunately, we are not so placed as to be able to take such an autonomous decision that we will plump into, and spend as much money as possible on, University education. Unfortunately, we have got to share the available resources with reference to the activities in the various sectors. Then, when a certain amount is allotted for educational development, that amount has got to be divided as between primary education, secondary education, University education and technical education. The money available for University education is, therefore, unfortunately very limited. Therefore, we have to chalk out a realistic plan with reference to the economic situation which has developed. Now, Sir, it has been made clear that this target of admission of 10,000 students is a very unrealistic target and that, therefore, it should be scaled down. If it has got to be scaled down, we will have to readjust our development also. But on the basis of admission of 10,000 students, we are now upgrading—particularly, I am posing the problem with reference to the second-grade colleges—all the second-grade colleges into three-year degree colleges. Before we get into it too much and before we spend too much money on the various developments of the second-grade colleges, we have to sit down and find out what would be a realistic estimate of admission to the first-year degree course, how many colleges we would require, whether it would be necessary to upgrade all the second-grade colleges, and so on. Unless we take decisions on these points, we won't be able to plan realistically. Therefore, I would appeal to the University authorities concerned through this House to make a realistic assessment of our resources—not only our resources but the resources available to us—and then plan accordingly. With reference to the second-grade colleges, unless we revise the original decision taken to upgrade them, we will get into various kinds of difficulties. My own view is that these second-grade colleges could be utilized for other purposes also. When I say 'other purposes' they are not useless purposes but useful purposes. That is a matter which we have to consider. I do not think I have to deal with the subject further. I must say that this has created a problem and it is necessary to find a solution to that problem. The mere plea of autonomy cannot solve the problem. I would emphasize and say again that such insistence on autonomy would only intensify the problem and create greater difficulties as far as this House is concerned, as far as this Legislature is concerned and as far as the Government are concerned. But if the University thinks that it need not care for the money of the Government, that it will be able to get on without it, that it has financial autonomy also, that it won't have financial dependency on the Government and that it will find the money for itself, then certainly it can carry on as it likes. But, even then, I would plead with the University, because after all, they are the resources of

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the people, that it should not waste. But then it will be a matter in which we will have no say. We can only appeal. But now we have to take a decision as to the exact amount that has to be allotted for the purpose.

Finally, Sir, there is the question of the medium of instruction. We have been discussing this for a long time. It is easy to agree on a certain principle but I do also agree that the difficulty arises in working out the principle. I do not want, Sir, that we should always be talking about the difficulties without making attempts to get over them. I also do realize that there are difficulties in changing the medium of instruction, from English to regional language. These difficulties will have to be assessed and steps taken to get over them. What I want to represent before the House is that we have not made any attempt to solve the difficulties, except emphasizing the difficulties again and again. The time has come now for us to take a decision. As a matter of fact, this problem was presented before the Official Language Commission. Hon. Members of the House will see on page 67, Memorandum No. V of the White Paper, that this question of language in schools and colleges has been dealt with extensively giving extracts of the memorandum submitted to the Official Language Commission. The various problems and difficulties arising out of the change in the medium of instruction have been fully stated there. After studying all that, this is what is stated in the memorandum :—

‘ A change in the present medium of instruction in colleges is not, therefore, the answer to the problem of arresting the present decline and raising the level of higher educational standards. On the other hand, there is a conflict, requiring reconciliation, between two different objectives, namely, the need for raising higher educational standards, and the need also to develop the potentialities of the mother-tongue as the vehicle of culture. The Government of Madras have not yet taken a decision on how this reconciliation is to be effected. The report of an Expert Committee which is studying the problem is awaited.’

At this stage, I want to state that this problem was taken up two or three years ago. I called for a conference of all the Principals of colleges and in that conference a decision was taken that effective steps should be taken for the change-over of the medium of instruction with reference to ‘ Humanities.’ A Committee was appointed with the Vice-Chancellor as Chairman and some of the Principals as Members thereof. I am yet to hear what the Committee has done in the matter.

DR. A. LAKSHMANASWAMI MUDALIAR: May I say, Sir, that the Vice-Chancellor's endeavour to make the Committee meet produced no response from the Director of Public Instruction?

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THE HON. SRI C. SUBRAMANIAM: I do not know who is responsible for that. But whoever is responsible, I hold the Vice-Chancellor as Chairman of the Committee responsible for convening the meeting of the Committee. Occupying the position he does, certainly he cannot shove the responsibility on to the Director of Public Instruction. If the Director of Public Instruction did not act, he could have brushed him aside and gone on with the work. Or, he could have reported the matter to me that the Director of Public Instruction was not co-operating with him. Till now I have not heard from him anything about the work of the Expert Committee. Sir, I have referred to this because there is a mention made in the memorandum submitted to the Official Language Commission about the report of the Expert Committee which was studying the problem.

“ Present indications are that the answer will have to be found first in making a distinction within the field of higher education between scientific and professional education in the “ Humanities ” and as the basis of this distinction— 4-30 p.m.

(i) taking active steps to bring about an early change in the medium of instruction in colleges as far as the latter is concerned, and

(ii) continuing to use English as the medium of scientific and professional instruction in colleges, at any rate without change until 1965: While continuing to maintain English as the Second Language and subject of compulsory study in Secondary Schools to undertake all practicable measures for improving the efficiency of instruction in the study of that language.”

These were the points which were put before the Official Language Commission in the form of a Memorandum. Before we submitted it, hon. Members may be aware, I called for a meeting of the Leaders of all the Parties in this House and in the other House, that Memorandum was discussed and then the entire Memorandum including this provision was agreed upon by all the parties concerned. Therefore, so far as this aspect is concerned, I do not see any difference of opinion and so far as this principle is concerned, there is no difference of opinion. But, somehow or other, we have been postponing the implementation of this principle. I am afraid the time has come now when, instead of saying that the problem is difficult and instead of thinking of the difficulties of the problem, we should take steps for solving this problem.

In view of this and on my own initiative, without reference to the Expert Committee, I have taken certain steps which I want to state before the House. First of all, to implement that principle, we should have text-books in the language before we can think of a change-over to another medium. Therefore, we have chosen

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twenty subjects and with reference to those twenty subjects, a scheme is drawn up. It has not been finalised and I do not know whether I have given the information to the hon. the Leader of the Opposition. However, as soon as it is finalized, I shall send it on to the Vice-Chancellor and also place it before the House. For the preparation of text-books in these twenty subjects, we are calling for manuscripts from the various authors. We will select, in respect of each subject, three or four books and print them at Government cost and pay the authors in order of priority or rank—the first book, the second book, the third book, etc., at Rupees 5,000, Rs. 4,000, Rs. 3,000, etc., and I think the lowest will be Rs. 1,500. Such a scheme has been drawn up and it needs finalising. Preparation of text-books alone would not solve this problem. We should also prepare lecturers who would be able to teach the various subjects in the regional language. For, though there may be text-books, the method of instruction, how the subject should be put to the students in the regional language is itself a big problem. To solve that problem a scheme is drawn up for selecting ten or twelve outstanding professors and attaching to those professors understudies who are competent in the particular subjects, not only in the particular subject but in the regional language also. The duty of the 'attache' (understudy) is to attend every class where this professor gives lectures and put them down in Tamil. So much so, at the end of the year, a "Manual of Teaching" in that subject would be prepared in Tamil. If it is a three-year course, there will be three volumes. So, even though there may be text-books in particular subjects, there should be an easy method of putting forth to the students the complicated and difficult subject. This is covered by the scheme which has been formulated and which is being finalized. As soon as it is finalized, I shall have it circulated to the University and also to this House. So far as the medium of instruction is concerned, particularly I appeal to the University to take an interest in this matter. As far as English is concerned, we are all agreed that we shall give importance to it even from the 5th standard and always make teaching of English effective and important. Therefore, the method of teaching and the standard of English will improve. As far as introduction of the regional language as the medium of instruction at the collegiate level is concerned, we have got to take effective steps soon. Because the difficulties are not merely ours but also of the students who, after having studied the different subjects throughout the school course in the regional language, have to switch over to English medium at the collegiate level. That is the real difficulty and problem of the student world to-day. Unless we solve that problem, it will not be possible to improve the standards in University education, however eminent our professors might be, however good our buildings and equipment might be. Therefore, this is a matter which requires urgent solution and I hope the University also would co-operate in this matter of switching over to the regional language as the medium of instruction.

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I do not think there is anything more for me to state before the House except to refer to our decision to undertake the publication of text-books. Perhaps, some hon. Members may have objection to that also. We have taken a decision that particularly at the elementary school level, all the text-books should be published either by the Government or by a Government-sponsored Corporation, as far as the reorganized syllabus is concerned, and we are taking steps to see that the books for the reorganized courses are published accordingly. Immediately in the next year, we will be introducing the reorganized course. Therefore, I have authorized the Director of Public Instruction to go forward with all the preparation necessary for the publication of the text-books for the first three classes. In the light of experience gained in the publication of these books, I am hoping, it will be possible to take the next step of publication of text-books for the other classes also. In this respect, I may assure the House that it is not the intention that the Government or Government officers should write the text-books. We will be only utilising the private efforts and selecting the best books. The only thing is that the publication of the text-books will be made by the Government, instead of by private publishers.

For the purpose of distribution of these text-books also, I have evolved a scheme with the help of another Education Minister—I am grateful to him for it. We will attach 25 or 30 elementary schools to each High School. In that High School a Co-operative Stores would be opened for the purpose of selling these text-books and that Co-operative Stores will be responsible for the distribution of these text-books to the elementary schools. In the transaction, if they make a little profit, that will be utilised for the welfare of the students and the general benefit of the school. I am sure the scheme will work not only for the benefit of primary school children but for the benefit of High Schools also. I am hoping that by this method, it will be possible to improve the quality of the text-books and also make them available at cost price, as far as possible, to the primary school children and perhaps it may be possible to supply books free to some poor students. I am hoping that this effort will help us to have that scheme implemented to a greater extent.

These are the various matters which will have to be considered by this House. As far as final decisions are concerned, even though we may discuss all allied matters, final decisions will have to be taken only with regard to school education which is covered by the Report of the Legislature Committee. As far as other matters are concerned, though they may incidentally arise, they also call for a decision, though not at this stage, at least at another stage, perhaps at another level altogether. Therefore, while we may consider all the connected problems, we have to concentrate our attention on the main recommendations made in the Legislature Committee Report and matters arising out of it.

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I thank the House for the patient hearing they have given me. If I have exhibited some enthusiasm or if I have emphasised certain points, it is only for the purpose of making myself clear. I hope no hon. Member will misunderstand my emphasis on certain points. What I want is that it should be the objective of everyone of us here to have clear solutions, good solutions to the various problems facing us and the educationists in our State.

DR. V. K. JOHN : Are we to discuss the question of University education also?

THE HON. SRI C. SUBRAMANIAM : Yes, to the extent that it affects the school course.

MR. CHAIRMAN : Motion moved—

‘That the Report of the Legislature Committee on the White Paper on Education be taken into consideration.’

4-40
p.m.

DR. A. LAKSHMANASWAMI MUDALIAR : In view of the fact that the Hon. the Minister for Education has covered a very wide field which we did not anticipate, I appeal to you, Sir, to consider my suggestion that the debate cannot possibly serve any useful purpose if it is restricted to the period which has been allotted to it by the Business Advisory Committee. I hardly expected such a wide ground to be covered by the Hon. Minister. I think it is only fair that other hon. Members should have an equal opportunity to cover the whole field and express their views. I appeal to you, Sir, to consider this suggestion.

MR. CHAIRMAN : The Business Advisory Committee will meet again and decide.

THE HON. SRI R. VENKATARAMAN : Sir, if that is the desire of the House, then we may meet at 10 or 10-30 to-morrow morning and sit till 1 p.m. This will give enough time to hon. Members to express their views. Work for the other days is fairly full and it is not possible to find time later. Therefore, I would suggest that, if it is the desire of the House, we may meet to-morrow morning at 10 or 10-30.

DR. V. K. JOHN : Is not the other House sitting to-morrow morning?

THE HON. SRI R. VENKATARAMAN : It may be sitting, but we can go on with our work.

MR. CHAIRMAN : The best solution will be to meet to-morrow morning.

SRI V. CHAKKARAI CHETTY : Meeting at 10-30 a.m. will affect our stomach, Sir. (Laughter.)

MR. CHAIRMAN : The hon. Member Mr. Mohamed Raza Khan wanted some clarification from the Hon. Minister.

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SRI MOHAMED RAZA KHAN : I just wanted this clarification from the Hon. Minister. There may be difficulty in the case of students whose mother-tongue is not the regional language. I want to know whether provision has been made for these students in the elementary school stage.

THE HON. SRI C. SUBRAMANIAM : The hon. Member may raise this question in his speech. I shall answer it in my reply.

MR. CHAIRMAN : I would make an alternative suggestion, if hon. Members are not able to meet to-morrow morning. We will carry on discussion to-morrow afternoon and we may meet again on the 14th morning to discuss this subject. This suggestion must be suitable to hon. Members.

DR. A. LAKSHMANASWAMI MUDALIAR : Sir, the Business Advisory Committee may meet and take a decision to-morrow. I think morning sitting may be difficult for some Members. Moreover some Members are not here now.

II.—ANNOUNCEMENTS BY THE HON. CHAIRMAN—cont.

(2) DECISION OF THE BUSINESS ADVISORY COMMITTEE.

MR. CHAIRMAN : I will read out the programme of the House now. This I should have read out before.

I have to report to the House that at a meeting of the Business Advisory Committee held at 2.45 p.m. to-day, the following programme has been decided :—

13—11—1957	3 p.m.	Discussion on the Report of the Legislature Committee on the White Paper on Education (continued).
Wednesday.		
14—11—1957	10 a.m.	Discussion on the Report of the Legislature Committee on the White Paper on Education (continued)—
Thursday.	to	Last day.
	1 p.m.	
	2-30 p.m.	The Madras Village Panchayats (Amendment) Bill, 1957 (L.A. Bill No. 16 of 1957). (Discussion on the White Paper on Education will continue if a large number of speakers are left over).
15—11—1957	10 a.m.	Discussion on the Supplementary Statement of Expenditure for the year 1957-58.
Friday.	3 p.m.	The Prevention of Insults to National Honour Bill, 1957. (L.A. Bill No. 19 of 1957).
16—11—1957	10-30 a.m.	The Madras Money Lenders Bill, 1957.
Saturday.	3 p.m.	Appropriation Bill and other Government Bills.

This programme will be circulated to hon. Members in a few minutes.

DR. V. K. JOHN : We meet at 10 a.m. on the 14th?

MR. CHAIRMAN : Yes.

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III.—GOVERNMENT MOTION—cont.

DISCUSSION ON THE REPORT OF THE LEGISLATURE COMMITTEE ON THE WHITE PAPER ON EDUCATION—cont.

* SRI T. M. NARAYANASWAMY PILLAI: Sir, I move the following amendment:—

“Add the following at the end:—

‘and on such consideration, this Council gives its general concurrence to the recommendations made by the Committee.’”

SRI MOHAMED RAZA KHAN: I second the amendment, Sir.

* SRI T. M. NARAYANASWAMY PILLAI: Mr. Chairman, Sir, I am glad that the Hon. Minister said that he rose with a certain amount of satisfaction to speak on this subject, but when he closed his speech, I think he could not have had the same satisfaction; he referred to matters not covered by the Committee.

(Deputy Chairman in the Chair.)

But I have got complete satisfaction in so far as I have the duty of moving this amendment, because my amendment covers only the recommendations made by the Committee and in regard to the recommendations, we are clear that we must give our general concurrence. In regard to matters which are outside the recommendations of the Committee and which refer to problems arising out of the reorganization of collegiate education and the desire to introduce reforms like the change in the medium of instruction, I do not want to give my opinion. (Dr. V. K. John: Why?) My hon. Friend the Deputy Leader of the Opposition asks, ‘Why?’ I feel, in all humility, I am not competent. At any rate, I have not bestowed any thought on these questions. I must leave the reply to these questions to be made by my esteemed Friend the hon. the Leader of the Opposition; he is the authority to deal with them.

Now, Sir, so far as the recommendations of the Committee are concerned, really there can be no two opinions. Before I proceed further, I must express my appreciation of the Hon. Minister's part in having tackled this problem successfully. Without any exaggeration I can say that he has shown great ability, great industry, and great capacity for practical appreciation of the problems that arise. I must also give my praise to his able Secretary, who was producing document after document with an array of statistics and figures.

So far as the recommendations of the Committee are concerned, it is unnecessary for me to go over the same ground in the same detail in which the Hon. Minister did. But I think I must refer to the whole picture and the background which necessitated the constitution of this Committee and the consideration by this Committee of the problems. This problem of reorganization has been with us for quite a long time. I do not want to go to the

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distant past. But after we attained our Independence, there was the Universities Commission presided over by Dr. Radhakrishnan. There was then the Secondary Education Commission presided over by our esteemed Friend the Leader of the Opposition here. After the publication of the Report of the Secondary Education Commission, we find that the Government went into the question very thoroughly. The Government considered the question with reference to the available resources. So far as elementary education is concerned, we had a committee presided over by the late Dr. Alagappa Chettiar, the philanthropist. This Committee also made very valuable suggestions. On the top of it all, the Secretary to the Education Department has prepared this White Paper which, I should say, is very illuminating, having regard to the array of statistics and figures. The Legislature Committee considered this question from all points of view. We must say that we appreciate the endeavour of the Hon. Minister in coming to practical conclusions, and we are glad that the Committee did come to unanimous conclusions on this important problem.

Referring to the recommendations, I should say that we might perhaps divide them into two sections, one relating to those which I may call the ‘mechanics of reorganization’ and the other, which relates more to the general principles. To the first type, viz., mechanics of reorganization, such questions as pupil-teacher ratio, teachers’ salaries and things of that kind may be said to belong. There was, of course, difference of opinion from some angles on these questions, but in the end, we all came to unanimous conclusions. In regard to these recommendations, I may generally say that they are largely controlled by the overriding factor, viz., finance. So far as this matter was concerned, when it was pointed out to us ‘here is so much of resources, here are so many problems to be met’, we naturally yielded and we had to satisfy ourselves with what was possible within the resources available. That was the position with regard to the salary of teachers. The Hon. the Minister for Education and every one of the Members of the Committee were anxious to see that this useful profession was paid as adequately as it ought to be and really we were glad that we gave our entire approval to the proposal of the Minister to give Rs. 12 by way of increased salary even during the progress of the proceedings of the Committee. If we had not done more, it did not mean that we were not in favour of the enhancement of the teachers’ salaries. We only thought that it was a good beginning and the Committee of the Legislature and everybody would really be glad to give something more, and I should say as much as they deserved, provided we had enough finance. Therefore, if the Committee was not able to recommend higher pay for teachers, if the Government were not able to grant higher pay for teachers, I think no blame could be attached to anyone.

Similarly, with regard to the important question of teacher-pupil ratio, everybody did feel that it was a high ratio and that in this country more than in any other country a lower ratio was

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necessary. In this country individual attention to the student was absolutely necessary in order to produce a good type of student and to develop his personality. But to have a lower ratio was beyond our resources.

There is also the other problem, viz., that of the single-teacher schools. Nobody was more convinced than the Committee of the inadequacy of the system to deal with the problems but it was once again finance which stood in the way. Therefore, generally speaking, with regard to the mechanics of reorganization, the Committee was unanimous and if the Committee had not gone to greater lengths in its recommendations, it was because our recommendations were controlled by the limited finance.

Having regard to the detailed manner in which the Hon. Minister dealt with this question, I shall confine my remarks very briefly to factors which I may call the general principles or those recommendations which relate to the structure of the reorganization. With regard to elementary education, of course, the question which we considered to be important was how to implement the directive principle contained in Article 45 of the Constitution. We would find that, for the first time in the history of elementary education, the State has undertaken directly the responsibility of introducing compulsion. This is an age-old problem. It had been recommended even 40 or 50 years ago from the time the late Gokhale took up the question in 1911. His speech in 1911, when he introduced the Elementary Education Bill, is still ringing in my ears. Year after year, they were pressing the Government to bring forward this much-needed measure. Anyway, we could not make great headway at that time. The Justice Party introduced the Madras Elementary Education Act of 1920, the first Act, I believe, in the history of reform with regard to elementary education. But, compulsion was not undertaken by the State, but was left to be undertaken by the Municipalities and Local Authorities, and they had to pass the necessary resolution not only introducing compulsion, but also stating that they would be willing to levy a certain cess for this specific purpose. But, that again did not make much headway. There were so many amendments to that Act. Thus, we had to reiterate this principle in the very Constitution itself. Any country worth the name must have this, namely, free and compulsory education up to a certain stage. That is the way in which every country has been dealing with this problem. If we want our people not to remain illiterate, if we want our people to have better standards of life and if we want to have more production, this free and compulsory education up to a stage is absolutely necessary. But, at the same time, we will have to remember that the history of every country shows that it was not possible to make its citizens literate unless some element of compulsion was introduced. In this country as in every other country, there has been great opposition to the introduction of the element of compulsion. But, history has shown that without compulsion, i.e., effective compulsion, directly undertaken by the

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State, such a reform could not make any progress. Therefore, this Committee which considered the question in all its aspects came to the conclusion that compulsion should be introduced. The next question that will arise is, 'compulsion up to what stage?' As the Secretary in his own inimitable way has described, the point for consideration was whether the idea of extending compulsory enrolment might be given up altogether or whether a more limited objective should be accepted with an extended time-limit. Free and compulsory education now recommended by the Legislature Committee relates to classes 1 to 5. The way in which this has been worked out and linked with the National Extension Service Blocks and the fact that the Government themselves have undertaken the responsibility of introducing this show that there is a better chance of this scheme succeeding within the next ten years, that is, by 1965-66 we expect the whole State to be covered with elementary schools giving free and compulsory education to the students up to the end of the 5th class, and this recommendation is aided by two factors. What is the use of introducing compulsion if a parent is poor or if a child is unwilling to go to the school? Again, what is the use of introducing compulsion if the school is far away? Therefore, we wanted to remove such hardships. So, this 'compulsion' is buttressed and supported by two recommendations, one of them being provision of midday meal to all poor children. If this provision were not there, it would have been wrong to introduce compulsion. Therefore, this recommendation goes along with the other recommendation, viz., provision of midday meals. I am glad that this has been ultimately introduced and I must express the Council's appreciation and the Committee's appreciation of the inspiring drive and energy displayed by the Director of Public Instruction. I am very glad and the Committee is also very glad to find that more than 60,000 to 70,000 children are being fed under this provision, and the Government have also taken up responsibility and have provided Rs. 10 lakhs and it is being regularized and placed on a matching grant basis. It is something wonderful how this appeal for provision of midday meals has found adequate response from the people, notwithstanding the difficult times through which they are now passing. 5 p.m.

In addition to this, one of the recommendations is that no school should be at a greater distance than one mile from the residence of the pupil. Therefore, those who are against the principle of compulsion need not be very much perturbed because if a parent wants to perform this public duty, and if every child born is to grow into its own, certainly he must submit to this compulsion. Really he would have no grouse or complaint to make on account of the two factors which I referred to just now.

The other thing which strikes me is the kind of rationalized uniformity. There are now several kinds of elementary education, —primary, higher elementary, basic, non-basic, etc., Now, this Committee has introduced a kind of rationalized uniformity, a kind

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of integration between basic and non-basic education. I am glad that the Hon. Minister has referred to it and said that it is left open. Regarding what they call 'basic education', so much is claimed for it and so little is done. Again, it is claimed to be a kind of education which is entirely different from the education to which we have been accustomed. Of course, everybody knows the importance of basic education which emphasises vocational bias. But to go further and say that it constitutes the whole sphere of education and that everything else is not education is something which we cannot accept. Anyway, the Committee decided that there should be this integration and I am glad that further steps are being taken to do it. And I believe in the end the integrated education would not be very much different except for the importance it will be giving to the vocational bias which is very much desired by the Committee. That is another great improvement which the Committee may claim.

Then, Sir, with regard to elementary education, we wanted to be sure of our facts. We did not recommend that the Eighth Standard in the higher elementary schools should be abolished. After all, we are also impressed by the fact that at present there are about—I do not remember the exact figure—1,500 or 2,300 higher elementary schools where there is the Eighth Standard. If we take away the Eighth Standard from these schools, it would cause hardship to those students who are having education in those schools. Therefore, we did not interfere in respect of these schools but with regard to the future, we did say that there would be integration. So far as elementary education is concerned, education for the first five years would be free and compulsory. We also stated that due regard to the location of schools in the rural parts of the country rather than in the urban parts, should be given. There has been a feeling that we are encouraging the location of more schools in the urban parts to the detriment of the rural parts. Therefore, the Committee has stated that perhaps for this scheme to succeed, it is better that greater care and attention is paid to the location and starting of schools in the rural parts. I do not think that I shall deal more with the general features of elementary education.

Now, I come to secondary education. The great point that has been made against our present system of secondary education is that the product of that education is not fit either for going to the college or for entering life. What is it that we require of secondary education? In the majority of cases, the desire is that the students should get a basic fund of knowledge—academic as well as technical—which will enable them to become useful and productive citizens in addition to the general development of character and personality. That is our aim. Now, Sir, having regard to what is happening, the Secondary Education Commission which went into the whole question and studied it, has stated that the three years which are now allotted to secondary education, that is, Fourth to Sixth Forms, are not adequate and that four years

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should be allotted, having regard to the content of education on the academic and technical sides. If a student takes the academic course, he may enter the college. If he takes the technical or diversified course, he may go to the pre-professional course. That is the standard which is aimed at. I shall not deal to-day with the pre-University course or the pre-professional course. There was a lot of discussion on this subject. It is unnecessary to go into the question whether the duration of school education should be 12 years or 11 years. We were anxious that if we could give all the education taught in 12 years, in 11 years, we could have it. We were satisfied that in seven years we could impart what was being taught before in eight years. Now with that accelerated product of seven years, we would in four years give it more than what was being taught in three years. So, the kind of education that a student would get in seven *plus* four years would be much more than what he would get in 12 years. That is the logic and reason behind our decision to have the duration of school education as 11 years. Therefore, our object is to turn out better products of higher secondary education. Then only the students will take their place in the colleges. That is all I want to say so far as secondary education is concerned.

Then, I come to the study of languages which is really an important problem. The Hon. Minister has also referred to this complicated and controversial problem. I think everybody is actuated by sentiment as far as this matter is concerned. But this Committee did view that question rather dispassionately and it thought that no student should be asked to study more than three languages. It is cruel to do so and we would not be doing justice either to the student or to the languages. Therefore, the Committee has stated that no student should be asked to study more than three languages. Of these three languages, the student should be asked to study compulsorily only one language and that is the regional language or mother-tongue. Nobody can take exception to that. Then, what is the other language which he should study almost compulsorily? The Committee was of the view that English should be taught for a longer period than that for which it was now taught under the present system. Everybody now concedes that the importance of English should not be belittled. After all, we should remember that our society has to progress. If we want to progress, there is no use of saying that there is no need for immediate progress and that it is enough if we maintain the *status quo*. How can we maintain the *status quo*? *Status quo* merely means stagnation and stagnation means decay. Therefore, if you want to avoid that and make progress, you must have access to these treasures of knowledge which enable you to reach the higher levels of research and learning. It is now justified that secondary education in the regional language is a good preparation for life for the majority of our students who do not propose to go further. I should say from my experience that it is a pleasure to see our young students studying in the Intermediate class coming

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to the platform during conferences and speaking in a beautiful manner so far as our mother-tongue is concerned. That must be due to the training and learning which the student has had. But he has not got the same amount of knowledge with regard to the English language. He suffers from want of understanding with regard to that. If we succeed with regard to our mother-tongue, there are some good reasons, but, at the same time, the kind of education that we impart to our students, should not belittle the importance of English. A sound knowledge of English is necessary for pupils who are entering the colleges and who are going to play their part in science, research, technological subjects, etc. Therefore, we must give a proper place to that language which equips them with the necessary treasures of higher learning and knowledge and which affords them opportunities for acquiring that knowledge. I must say that in the present world set-up, the field of scientific knowledge is practically the monopoly of European languages. I hope I will not be wrong when I say that it is the English language. It is through that window that light and learning come to all centres and it is that light and learning that permeate the whole society. What is the use of our having a system under which the acquisition of such knowledge is barred? Therefore, in view of the present world set-up, in view of our own equipment in the English language and in the interests of the future generation, the Committee thought that it would be better if sufficient importance was given to the English language. I hope this House as well as the public will agree with the recommendation that the teaching of English should be started from the 5th Standard. It will go on right up for eight years.

Let me now proceed to the next problem. The controversy is not so much with regard to English or the regional language as it is with regard to Hindi. Our recommendation with regard to the study of Hindi was that Hindi or any other Indian language might be an optional subject. I would like to ask whether that is a recommendation which should not be accepted as reasonable by the advocates of Hindi. Unfortunately, in this country, this problem of Hindi has been dealt with on wrong lines. The advocates from the North say that unity will mean nothing unless Hindi is learnt by our students here. At the same time, they are not prepared to learn a South Indian language. In this connection, I saw a directive issued to the local Government which had been published in the "Indian Express", dated 15th October 1957. It is stated in the Press report that the Centre has in this directive issued instructions with regard to the implementation of the programme for the study of Hindi. It is said that for people in the non-Hindi-speaking areas, Hindi is a language to be studied compulsorily and that people in the Hindi-speaking areas should study only a language of North India and that they need not study any South Indian language compulsorily. It seems to me that the authorities have completely ignored the existence of States in the South. Tamil language is a great one. We can divide the whole country into two

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areas. The first category comprises languages which were born from Tamil or perhaps which are more or less of the same family as Tamil and the other category comprises languages which are of the same family as Sanskrit. Besides these two, I do not know of any other great language. Tamil language has got a hoary antiquity. Everybody coming from the North says that it is a beautiful and hoary language. But it seems to me that it is only lip service. If we had seen this directive before making our recommendation, I should have been one of those persons to say that the people in the South need not study Hindi even as an optional subject. Let us wait and see what happens. I do not want to import any heat or controversy into this question, but things must be stated plainly and firmly. As citizens of this State, we must express our views and assert our rights firmly. I have taken pains to study the history of this question. In 1949, Sri T. A. Ramalingam Chettiar fought tooth and nail and gave expression to the scant courtesy shown by the people of the North to an appreciation of this problem. I should like to say that in all such matters majority vote alone would not count. After all, the people in the North have to take us along with them and if they feel that India must be a united one, they must allow us to play our part. India does not consist of the languages of the North alone. Therefore, if I had seen this directive before we made our recommendation, I should have been the first to state before the Committee that it was an unjust directive and that that injustice should be resisted.

SRI T. PURUSHOTHAM: Sir, is it a retaliation against the views expressed in the North?

* SRI T. M. NARAYANASWAMY PILLAI: Sir, I do not know about any retaliation.

THE HON. SRI C. SUBRAMANIAM: I may inform the hon. Member that we have not yet received any such directive. Of course, I know about the publication of the directive in one of the dailies and perhaps in some other dailies also. But, so far we have not received any such directive. If the directive comes, we know how to make a reply.

* SRI T. M. NARAYANASWAMY PILLAI: Sir, if this directive had come, I do not know what would have been our recommendations. After all, one should maintain one's self-respect.

DEPUTY CHAIRMAN: In view of the explanation offered by the Hon. Minister, I think the hon. Member need not press that point any further.

* SRI T. M. NARAYANASWAMY PILLAI: Sir, I do not press that point. But our recommendation was the most innocuous one which should be appreciated by the people in the North. Our

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recommendation is a wise one. If you want me to summarise it, I will do it:—This kind of optional provision is one which shows sound realism. At the same time, it is an act of patriotic statesmanship. But that is not appreciated by others. Here are people who say that they are subject to an alien language. In this part of the country, they are attached to their language so much. At the same time, we are citizens of a country where we must consider the fact that a majority of the people are speaking one particular language. May be that language has not developed; may be it is not as hoary as our own. But the Constitution says that it must become the official language. The Committee was of the view that there was no harm and that it was desirable to study the language of the majority. It may not be comparable to our own language but might be useful in our day-to-day life, in marketing, etc. Therefore, having regard to all these facts, the Committee was of the view that Hindi might be studied as an optional language as any other Indian language. Even though it is so in theory, in practice, no college or school is going to provide for every other language spoken in the country except one or two including Hindi. Therefore, the majority of students will be studying Hindi of their own accord and that is a much better thing than to introduce compulsion. The Committee, of which Dr. A. Lakshmanaswami Mudaliar was Chairman, has given expression to the important psychological factor involved in this question. It has said—

“It was also brought to our notice that in certain areas the introduction of the study of Hindi as a compulsory subject had provoked opposition and steps had been taken to modify the rules framed thereunder. When, however, it was made optional, the study of Hindi was taken up by a large number of students.” That is the opinion expressed by the Committee. Therefore, It is a question of psychology. Wait for ten or fifteen years. We will find in this State a majority of students voluntarily learning Hindi. Therefore, psychologically, we would be much better citizens of the whole of India than we would be if we were compelled to learn Hindi. Compulsion provokes reaction. It will engender prejudice. Therefore, I feel that the present recommendation is an act of patriotic statesmanship. ‘Option’ is the only way in which our young men could be trained to be good citizens of India.

So far as the public are concerned, I was trying to analyse how our recommendations were received and I think that practically there has been no adverse criticism which may be said to be very serious. (The Hon. Sri C. Subramaniam: No hostility.) There are one or two papers which say that Sanskrit has been omitted. I am one who has great respect for that language. No doubt, it has had a great part to play in our culture. In our recommendation it has been given its proper place. Voluntarily, one may study that language. But as between Hindi and Sanskrit, if one prefers Hindi, we cannot blame the person. Can we ask

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a student to learn four languages? That in the secondary stage, one cannot learn four languages is a fundamental fact. Here at present there might be adherents to Sanskrit, to Telugu, to Tamil and to Malayalam. How can we fit in these people into the formula of three languages? But having regard to the present set-up, many people would plump for Hindi. So far as ‘Hindi’, ‘Tamil’ and ‘English’ are concerned, it is one of the most controversial problems set at rest by the Committee. As regards the study of Hindi by the people at large, several non-official agencies have taken interest in the spread of Hindi and I was myself president of one such association in the long past.

SRI V. V. RAMASWAMI : உங்களுக்குக் கொஞ்சமாவது ஹிந்தி தெரியுமா ?

* SRI T. M. NARAYANASWAMY PILLAI : எனக்குத் தெரியாது. தெரியாததனால்தான் அவசியமாகத் தெரியவேண்டுமென்பது. அதெல்லாம் திருச்சியில் இருக்குப்போது . . .

THE HON. SRI R. VENKATARAMAN : You said you were associated with a Hindi Association.

* SRI T. M. NARAYANASWAMY PILLAI : Yes; even in Chidambaram, there are as many as 100 students appearing for the examination. That is the way we should work. If the people in the North try to make use of voluntary agencies for this purpose, then the problem will be best solved.

Sir, on this occasion, I do not know whether I should refer to the problem of official language. This is not exactly covered by the Committee's recommendations. But it strikes me that I should say something about the official language in respect of which our Government have submitted a memorandum to the Central Government. The Union Government have not come to any definite conclusion on this question and, therefore, the time is appropriate. I feel that English should continue to be the official language of the Union at least for some decades. It is difficult to foresee how any other language can replace English as the language of the Union. Though it is a little outside the purview of the subject under discussion, I must point out that our people are unanimous that English should continue to be the official language of the Union for another thirty years and perhaps for a longer time. I have no quarrel with Hindi. But it has to develop; as an ordinary language of communication, it may be used by the people, but to allow it to take the place of English would be doing something violent, something inimical and derogatory to our cultural standards and we will lose our place in the international world. We have a certain place now in the international world, and if we replace English, we will be relegated to some backwaters and will occupy an inferior place in the councils of the world.

SRI MOHAMED RAZA KHAN : The Hon. the Minister for Education is at his best in English. He is not so in Tamil.

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* SRI T. M. NARAYANASWAMY PILLAI: He is good at both. I wish the hon. Member's remarks do not provoke a controversy in respect of one of my favourite subjects. Whatever be the medium of instruction in colleges, if this part of the country is to progress, English should be given a high priority. Learn through English and spread that knowledge to the people through the mother-tongue. English is a store-house of modern thought which should be conveyed to the people through the medium of the mother-tongue. For this purpose, both English and the mother-tongue need to be equally developed.

SRI T. PURUSHOTHAM: He is now learning Sanskrit also. He does not allow any visitors in the morning to see him.

* SRI T. M. NARAYANASWAMY PILLAI: I am very glad about it. When we like certain things, it does not mean that we should develop prejudice for others. We must try to know what is in Sanskrit before we say that there is nothing in it. We must study it if we have the ability, time and inclination for it. So, we should not imagine that it is bad. It is really very good.

SRI A. GAJAPATHY NAYAGAR: ஆங்கிலம் கற்பதற்கு 30 ஆண்டுகள் வேண்டுமென்றால், தமிழைக் கற்பதற்கு 30 ஆண்டுகள் வேண்டியிருக்கின்றனவா என்பது ஒரு கேள்வி.

* SRI T. M. NARAYANASWAMY PILLAI: “மீடியம் ஆப் இன்ஸ்ட்ரக்ஷன்” பற்றி கனம் மந்திரி சொல்லுவார். நான் அதை நிரிசு சொல்லவில்லை.

The point is this. We have given the utmost possible priority to the study of Hindi. But we are definite that it should not be made a subject for compulsory study. The moment it is compulsorily introduced, we provoke opposition. So, having regard to all the facts placed before us, we thought that it was enough if our students studied Hindi from Standard VIII. That is the stage where the student attains the age of discrimination, so to say. Therefore, our recommendation is one which should commend itself to the House and to the people at large. It does not bar the study of any other language. It is much better, having regard to the set-up of the whole of India, than perhaps the directive which was published in the newspapers recently.

With regard to another point I think the Hon. Minister has given it a quietus. I thought that it was going to develop into a big controversy. I saw in the papers of the 8th or so a controversy started by Rajaji whom we all revere and respect saying that the proposal of the Hon. the Minister for Education to put it on the statute-book was something retrograde and unsatisfactory. Perhaps, he was not aware that what the Hon. Minister had said related to the framework. I just saw two Acts of England and Wales, passed in 1944 or 1945, embodying several provisions and

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giving the gist of the framework and the financial control in respect of these things. In our own State, there was an Elementary Education Act. We had an amendment to that Act also.

On the whole, I am sure, the recommendations made by the Committee would start both elementary education and secondary education on a sounder basis. If people co-operate and work the scheme successfully, it will confer great benefits both on young children and on those studying in higher secondary schools. After all, both these are integrated. And, as the Hon. Minister said, this again is integrated with collegiate education. This is a very important factor for the majority of the people. Therefore, Sir, I must place on record my appreciation of the efforts of the Hon. Minister and the efforts of his Secretary and also thank individually the Members of the Committee for the trouble taken by them to solve this vexed problem which has been engaging the attention of the public for a very long time.

Thank you, Sir.

* SRI G. KRISHNAMOORTHY: Mr. Deputy Chairman, Sir, I should like at the very outset to thank the Hon. the Minister for Education for having so elaborately presented this White Paper.

DEPUTY CHAIRMAN: Please do not take more than fifteen minutes.

* SRI G. KRISHNAMOORTHY: My thanks are also due to him for having enabled me to see in my lifetime one of my suggestions seeing the light of day, namely, the publication of text-books by the Government. The indications he gave in this House, I am sure, will lead the Government to the publication of further text-books and their distribution through Government agency. My only request to him will be that in case it is profitable, the profits should go towards the enhancement of the emoluments of the teachers.

Sir, I thought I could not speak to-day. Hon. Members may not be aware that I have a high stroke of blood-pressure. For fear of collapse I should not exert myself much. (The Hon. Sri C. Subramaniam: Then the time-limit should be reduced to five minutes.) I thought, though I had a severe attack of blood-pressure, I should not miss the opportunity of taking part in the discussion on the White Paper. I am bound in duty to the cause of teachers, whom I represent, to do so.

Now, Sir, with regard to the various points made in the White Paper, I should like to submit some of my suggestions. There is scope for improvement and even the Hon. Minister will admit that there will be always scope for improvement in a field like education. I would have been gladder if the question of compulsion had been tackled in another way by accepting my suggestion of curtailing the hours of schooling. When I was going through the draft syllabus, I really began to laugh within myself when I found that

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girls were to be taught cooking, making cakes, frying and so on, and I wondered why their school-hours could not be curtailed to two and a half hours. They could be made to learn these things from their mothers at home.

Another thing that struck me while going through the draft syllabus was that suggestions could have been given (even now they could be given because it is only in a draft stage) for the guidance of teachers who wrote text-books that in regard to text-books on History, the matter dealt with therein as given in the skeleton draft should be more with reference to the treatment of India as a whole and not with reference to the treatment of India as the Southern region, Northern region, Aryan or Dravidian region and so on. Suggestions can also be given with regard to the writing of Mathematics text-books enjoining on the authors strictly that they should not include any sums about the dilution of arrack or the adulteration of coffee seeds with inferior stuff or the adulteration of milk with water and so on. These suggestions ought to be given because much of the anti-social matter enters into the text-books.

With regard to the midday meal scheme, some hon. Members may think that I was opposed to that scheme. Really I am for it but because it is a social matter, I do not want finance for this to be linked with education. But one thing I must make clear in this connection to the Government as well as to the public and that is, that we, the people of this State, are not so wanting in culture as to refuse to send our children to school for want of a meal, or as to be tempted to send the children to school for the sake of a 'sambar bath' that is to be given there. So, the problem is quite different. Five meals out of the 21 meals to be given to the child during the week cannot and will not solve the problem.

DEPUTY CHAIRMAN : It will solve at least some problem.

* SRI G. KRISHNAMOORTHY : So, let not the Government be under a delusion that attendance will improve by supply of midday meals. Attendance will not improve even after 1965-70 unless the working hours are curtailed and the children are enabled to assist their parents at home besides receiving education at school.

Now, in regard to the question of language, Sanskrit could have been given and even now can be given an alternative place to that of the regional language in Part I. Of course, the suggestions given there, as stated by my hon. Friend Sri Narayanaswamy Pillai, are all unbiassed. But, in spite of it, Part I can say that either the regional language or an alternative classical language can be learnt under it. No harm will come to the regional language because it has been the medium of instruction in schools and will be the medium of instruction in colleges as is envisaged by the Hon. the Minister for Education. Sanskrit should be there not only for the sake of the spiritual benefits that we get, but also for

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the sake of the utilitarian benefits that we will get in order to advance the nation scientifically. If to-day satellites and other things are there, inklings can be found in our Sastras that there were such things even in very olden days. Let us not neglect the vast treasure that is in them.

Now, with regard to revision of the Grant-in-aid Code, nothing definite has been stated after the deliberations of so many committees in such great detail. I would have liked the inclusion of this item, saying that all managements are only agents, that the Government would only give the maintenance grant to them and that the teachers would be paid direct by the Government irrespective of the agencies they served under. I wish such a day dawns soon. Now, the Government have seen for themselves the advantages and effects of such a proposal in the Kanyakumari district. If the Kanyakumari district has got the benefits of such a scheme under the Kerala Act and if the teachers are reaping the benefits of it, I must say that it was all through my efforts. Perhaps, it would be a tall claim. I may tell the hon. Members that I had occasion to address the All-Cochin Teachers' Conference in 1945 under the presidentship of Mr. Kuttikrishnan Nair. If to-day there is the Kerala Bill, the Teachers' Protection Bill, it is because of my suggestions at that conference which were noted and which then formed a register of demands by teachers. The clauses in the Bill are based on my utterances in the Legislative Council in the last four or five years and this can be verified with reference to the printed proceedings of the House. I know no Minister there, I know no teacher there. Still they have taken many of my ideas and they are all in the Teachers' Protection Bill and the benefits are enjoyed by our Kanyakumari district also. Similarly, I think the Hon. the Minister for Education will, in the interests of the teachers, take those ideas and give the teachers protection by bringing forward such an official Bill and avoid the trouble of my bringing forward a non-official Bill.

Sir, with regard to salaries, I was rather surprised to see some statements made on behalf of the Government that the teachers were contented. No, Sir, they are discontented. If they are contented to a certain extent, it is due to the sympathy of the Hon. the Minister for Education and the way in which the Government have proceeded in the last five or six years in respect of teachers. I have paid a lot of tributes to them. Before six or seven years, only top men were considered and given increments and the elementary school teachers were not cared for at all. Then, I took a pledge as a mission in my life that I should work for the betterment of the condition of elementary school teachers and see that they got something. Therefore, in the last twenty years of my work, I have been able to impress upon those in authority, especially the present Education Minister, the necessity to come to the succour of those at the bottom. The Government began reform from the bottom and have done something for the good of those at the bottom and they are naturally satisfied to some extent.

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Sir, in the matter of pensions, we are yet to hear what steps the Government have taken in the matter. We were also surprised to see some statements that a sum of Rs. 12 had been given to the teachers and that some portion of it might be taken as house-rent. Paying house-rent does not arise in the mufassal. As per the present rules, people who have to pay a rent of at least Rs. 10 or Rs. 15 will be eligible as this is payable only in major panchayat areas. Therefore, paying house-rent to elementary school teachers is nothing. That has some meaning only in towns and cities where there may be middle schools and high schools. Spending Rs. 4 lakhs is nothing for a Government that get sixty crores of rupees a year. If the Government do not come forward to pay that, naturally the teachers think that they have still a major grievance. Let me at once impress upon the Hon. the Minister for Education that we, teachers, want to be a contented lot; we do not want to dissipate our energies in agitations and other things. We really want to see the day when we will have no worry whatsoever so that we may give our undivided attention to education and moulding the nation. Especially at this juncture, when the whole educational structure is modified, I was gratified to hear the Hon. Minister elucidating the various details—why should not the lot of teachers also be improved? Well, it is said that lack of finance stands in the way of improving the lot of the teachers. Is it beyond the wisdom of this Government to find finance for this purpose? Plans can wait, dams can wait. If Government simply attempt, they can just do that. We should remember that it is only the lower strata of teachers that supply the engineers and others and do everything for the advancement of the nation and this State should not lag behind the other States in finding the necessary finance for education and it should be given the first priority. In the White Paper in the list of priorities read out by the Hon. Minister, salary of teachers has not been given the first priority. With regard to the statement that all sections have to advance and that there are people living on Rs. 30 a month, well, it is all true. I have myself pleaded for the betterment of the pavement-dwellers. Of course, the teachers are better than that section of people. What I say is that the moulder of the nation should not be placed in such a plight as he is not to get what is necessary for him even in the Second Plan period when it is said milk and honey would flow. (Interruption: Nobody said that!) When can this poor teacher get his due?

SRI A. GAJAPATHY NAYAGAR : ஆசிரியர்களுக்குக் கொடுக்க வேண்டிய சலுகையைக் கொடுத்துவிட்டு, இவ்வாச்சாப்பாடும் போட்டிவிட்டால், கல்விக்காகச் செய்யவேண்டிய சீர்திருத்தம் எவ்வளவு ஆகும்? மொத்தம் எவ்வளவு தொகையாக இருக்குமென்று விளக்கிச் சொல்லும்படியாகக் கேட்டுக்கொள்ளுகிறேன்.

DEPUTY CHAIRMAN : The hon. Member (Sri Krishnamoorthy) is not well. Let him not be disturbed.

* **SRI G. KRISHNAMOORTHY :** I am not inclined to be excited. With regard to the treatment of teachers, I hear that

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even papers relating to teachers are badly delayed. Though it is more than two years since the submission of pension papers of some teachers, no orders have been passed. The delay is more in the offices of the District Educational Officers than in the office of the Accountant-General. I would like that instructions be issued to those officers to interpret the rules liberally. We are all brothers and if the rules are interpreted, let them be interpreted to the advantage of the poor teachers. Why should the rules be interpreted illiberally?

There are cases where teachers retired after 1st April 1955, the crucial date of grant of pension. Their papers are returned as ineligible for pension because they completed their 60th year before 1st April 1955. These teachers were in service with the approval of the department. The teachers are not claiming for those who retired before 1st April 1955. Simply because they attained the age of 60 before 1st April 1955, does it mean that they were not in service on that date? By a simple order from the Hon. the Minister for Education to interpret the rules liberally, the matter could be amicably and easily settled.

There is another anomaly. In the district board, a Headmaster who retired in the middle of the year is allowed to continue till the end of the academic year, while the next First Assistant, if he attains the 55th year by December, is not allowed the same concession. Therefore, I would like some simple rules to be framed with regard to district board schools and other schools to the effect that if a teacher completes the 55th or the 60th year in the middle of a school year, he should be allowed to continue till the end of the school year.

I would humbly request the Hon. the Minister for Education to see that certain demands which do not involve any finance might be conceded to the teachers, like security of service, etc. This may kindly be done at the earliest opportunity and the teachers given relief.

Thank you, Sir, for giving me this opportunity to speak.

* **SRI T. PURUSHOTHAM :** Mr. Deputy Chairman, Sir, I rise to support the motion, and the amendment so ably moved by the hon. Member Sri T. M. Narayanaswamy Pillai. It is pleasing to note that the Legislature Committee was able to produce a unanimous report. On behalf of the Committee, I should like to express how grateful we are to the Leader of the Opposition (Dr. A. Lakshmanaswami Mudaliar) who, in spite of his various engagements at home and abroad, was able to be present throughout the committee meetings and help us in shaping the recommendations. I need hardly say how much we, the people of the State, are obliged to our Education Minister Sri C. Subramaniam for the great work he has done in giving us this new education scheme, which, I am happy to learn, has been considered by other States also as a model one and adopted by them. As a Member of the

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Legislature Committee, I should be failing in my duty if I do not refer to the valuable help and guidance given to us by Sri R. A. Gopalaswami, Secretary to the Government in the Education Department. I am obliged to say this, as the Legislature Committee wanted to record a word of appreciation in the report itself and this would appear to have slipped in the final print. I should next congratulate the Government on the prompt action taken by them to complete the preliminaries for giving effect to the recommendations of the Legislature Committee with a view to the prompt implementation of the proposals. We find that about 40 sub-committees went into the question, and that the sub-committees have done very good work so far to enable the implementation of the scheme with effect from the next academic year. It was apprehended at one time that in spite of the labours of the Legislature Committee, the new scheme would take a long time to be implemented. But we find that the committees have already gone through the preliminary work and that it would be possible to introduce the scheme from the next year.

In regard to the point just now referred to by the hon. Member Sri G. Krishnamoorthy, we find that the revision of the Grant-in-aid Code is also under the consideration of the Government.

In this connexion, I should like to refer to the need for standardization of tuition fees in aided schools. The aided managements raise the school fees as and when they like, and this frequent increase of school fees should be brought under control by the much needed revision of the Madras Educational Rules. Parents are put to great trouble by this, and the Hon. Minister would remember that, when I raised this question on the floor of the House, he assured us that the revision of the Grant-in-aid Code would be taken up shortly, when this question could be considered and I hope that it would be possible now to fix the maximum rates of tuition fees to be levied in aided schools.

Sir, the Hon. Minister has referred to the problem of failures in the S.S.L.C. Examination. I believe the S.S.L.C. Board generally stipulates the percentage of passes every year, and based on that, the examination results are regulated. I believe that no rigid rules should be there regulating the percentage of passes in these examinations. When I heard the Hon. Minister speaking about the nightmare of public examinations, I felt whether we could not abolish the examinations altogether at the S.S.L.C. stage. There need not be a public examination at that stage at all. Though I agree that those students who would take to higher education—academic or technical—might be made to undergo a public examination, there is no need for others to undergo the rigour of a public examination at the S.S.L.C. stage. The issue of a certificate based on school examinations should be enough, and those who pass out of the school with a school certificate should be qualified to seek entry in public service or admission into polytechnics. This would, I think, give great relief to the students

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who wish to end their educational career with the school education and also remove the difficulties which the students experience in public examinations, about which the Education Minister himself has made such strong remarks.

It will be conceded, Sir, that the Legislature Committee has done its best with the financial limitations confronting it. We have to cut the coat according to the cloth. As has been referred to by the hon. Member Sri T. M. Narayanaswamy Pillai, the pupil-teacher ratio has come in for a certain amount of criticism mostly from among teachers. The Committee has recommended that the rule should be so changed that no new teachers are sanctioned for any school unless the number of pupils enrolled exceeds forty per teacher and that thereafter the sanction of additional teachers is regulated at the rate of one teacher for forty pupils enrolled. The Committee had the valuable advice of the Leader of the Opposition (Dr. A. Lakshmanaswami Mudaliar) in this matter, and he made it clear to us that the practice in other countries was in favour of having even a larger pupil-teacher ratio. So it is I think that within the allotted amount under the Five-Year Plan for education, this had to be done. As stated in the recommendation, we are satisfied that this is unavoidable. I am sure the Hon. Minister, in the New Delhi conference next week, will stress the need for an adequate allotment for 'Education' for our State.

DEPUTY CHAIRMAN: The hon. Member can continue his speech to-morrow.

* SRI T. PURUSHOTHAM: I will finish my speech in a few minutes, Sir. The question of improvement in the pupil-teacher ratio or the teachers' emoluments would mean more funds. We are confident that the Finance Minister would press our demands in the New Delhi conference, next week, of the State Finance Ministers. I should, at the same time, say that the teachers on their part should realize their responsibility and should not mind the extra strain. On the other hand, they should willingly join in the country's effort to solve such problems.

The larger issue, viz., the study of languages, has been satisfactorily settled. The formula proposed by the Legislature Committee has been received well by all sections and I am glad that the Legislative Assembly has given its unanimous approval. I hope this House also would bestow its unanimous blessing by accepting this as well as the other proposals contained in the report before us. One aspect of the proposal struck me and I thought I should mention it here. The study of all languages is grouped into one and divided into three parts, Part I—Regional Language, Part II—Hindi or any other Indian language and Part III—English or any other non-Indian language. I feel that this order should be maintained in the arrangement of papers for public examinations. In the S.S.L.C. Examination, Tamil was

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the First Paper before and then English and so on. It is not known why this order has been changed now and English is made the First Paper and then Tamil and so on. The old order should be restored. The order laid down in the present scheme, viz., Part I—Regional Language, that is, Tamil, Part II—Hindi and Part III—English, should be followed in the scheme of examinations also.

SRI K. BALASUBRAMANYA AYYAR: What is the magic in the order?

* SRI T. PURUSHOTHAM: Sentiment counts in these matters. We are all anxious that Tamil should be introduced in all spheres. At least in this matter, let us give priority to Tamil. I would, therefore, respectfully request the Hon. Minister to see that the present order is changed and the old order restored. The old order was introduced during the time when Sri T. S. Avinashilingam Chettiar was the Education Minister. I believe it might have been changed without the knowledge of the Government. I would request that from the 1958-59 examinations the old order should be restored in view of the unanimous decision of the other House, and I hope this House also, with regard to the language problem and the order prescribed in this report. I appeal to the enlightened Vice-Chancellors here that even with regard to the University Examinations, the First Paper should be the regional language and then English and so on. This order should be introduced even at the University level.

DR. V. K. JOHN: What about priority in this House?

* SRI T. PURUSHOTHAM: Yes, when it comes to that, I shall take it up.

The last point on which I wish to speak is about the medium of instruction to which the Hon. Minister has referred just now. It has been repeatedly stressed in this House and in the other House that in elementary and secondary schools and also in the colleges, the regional language should be adopted. The Hon. Minister has just now explained that the Government have not yet come to a decision in the matter and that they are awaiting the report of the Expert Committee. The public are very much interested in this problem and the common man does not know whether the matter has been pending with the Vice-Chancellor or the Director of Public Instruction. With due respect to the Hon. the Minister for Education, I may state that he has got an obligation to see that this matter is not allowed to be dragged on. We are glad to note that in the matter of text-books and training proper teachers for the switch-over, definite action is being taken by the Government. This is all the more necessary, because we have to decide the language for the pre-professional course. If till the XI standard in the secondary schools we are going to have Tamil, switch-over to Tamil in the case of collegiate education is a natural corollary and immediate action is called for.

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Sir, the report of the Official Language Commission has been released. The Commission would seem to favour country-wide single medium of instruction in University education. It is interesting to note, in this connexion, that the Principals of various colleges in the City affiliated to the Madras University and, I believe, the representatives of the Venkateswara University were also here—I do not know about the Annamalai University—and also experts in the educational field seem to have met the Committee appointed by the University Grants Commission a day or two before and pleaded for the continuance of English as the medium of instruction at the University stage for a longer period and the representatives also seem to have told the Committee that if and when a change is made, it should be the regional language—Tamil—and not Hindi. As this language problem is greatly agitating the minds of the people of this State, I hope the Government will come to definite conclusions and see that the Expert Committee constituted by them do not delay matters. I feel that the Government should convey to the Parliamentary Committee, which is considering the Official Language Commission's Report, their reaction to the recommendations of the Official Language Commission with specific reference to the medium of instruction in our educational institutions about which we are concerned to-day. With these words, I wholeheartedly support the motion and the amendment moved by the hon. Member Sri T. M. Narayanaswamy Pillai.

DEPUTY CHAIRMAN: The House will now adjourn and meet again at 3 p.m. to-morrow.

The House then adjourned.

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APPENDIX

[Vide answer to starred question No. 33 asked by Sri V. V. Ramaswami, at the meeting of the Legislative Council held on 12th November 1957, page 52 supra.]

BOUNDARY DISPUTE—MADRAS-ANDHRA PRADESH BORDER—REPORT OF SRI H. V. PATASKAR.

The question of reorganization of States assumed definite importance after the attainment of independence.

The present State of Andhra once formed part of the former composite State of Madras. There was a suggestion before the Constituent Assembly of India that Andhra should be mentioned as a separate State in the Schedule to the Constitution, in which the States of India were to be mentioned, as was done in the case of Orissa and Sind under the Government of India Act, 1935. The Drafting Committee of the Constituent Assembly considered this suggestion and were inclined to do so; but on a fuller consideration, the Committee thought that that would not be enough and, as there were other claims of a similar nature from other areas also, they recommended that a Commission should be appointed to work or inquire into all relevant matters not only as regards Andhra but also as regards other linguistic regions, with instructions to submit its report in time to enable any new States whose formation it may recommend to be created under section 290 of the Act of 1935 and to be mentioned in the schedule before the Constitution is finally adopted. And on this recommendation a notification was issued on June 17, 1948, appointing a Commission known as the Dar Commission, to report on the question of the formation of the Provinces of Andhra, Kerala, Karnataka and Maharashtra.

The Dar Commission, however, reported on 10th December 1948 that no new Provinces out of those referred to them should be formed for the present. Thereafter, this report was considered by a Committee of the Congress, consisting of Shri Jawaharlal Nehru, Sri Vallabhbhai Patel and Dr. B. Pattabhi Sitharamayya, known as the J.V.P. Committee. This Committee was of opinion that "Andhra Province should be formed, but that it should be confined to the well-defined areas mutually agreed upon and confined to the Province of Madras, and that it can be brought about only with the willingness and consent of the other component parts of Madras Province". They also stated that it did not rule out the possibility of changes or additions at a later stage.

In pursuance of this report, the Working Committee of the Congress passed a resolution on 16th November 1949 recommending that steps should be taken forthwith to set up an Andhra Province. They resolved that—

(1) the Government of India be requested to take steps to form forthwith the Andhra Province consisting generally of the undisputed Andhra districts but without the City of Madras;

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(2) the exact demarcation should be made by a Boundary Commission to be appointed therefor.

The Government of India thereafter appointed a Partition Committee to implement this resolution of the Congress Working Committee. This Partition Committee consisted of well-known members of Tamil Nad and Andhra. The Andhra representatives of the Committee were Sri N. Sanjeeva Reddy, the present Chief Minister of Andhra, Sri B. Gopala Reddy and Sri T. Prakasam.

Chief Ministers of Andhra, and Sri Kala Venkata Rao, one of the present Ministers of Andhra. This Committee submitted its Report on 3rd January 1950. This Report pointed out that there were disputes only in respect of areas on the borders of Chittoor, Anantapur and Bellary districts, that only minor adjustments were likely to be required in regard to the exact demarcation of the boundary of the Andhra Province in these few disputed areas, and that the Andhra State should therefore be formed immediately including the whole of Anantapur and Chittoor districts and the Adoni, Alur and Rayadurg taluks of Bellary district. They also recommended that these minor adjustments might be left to be dealt with at the administrative level between the Governments of Andhra Province and the residuary Madras Province, and that only in the event of these two Governments being unable to reach an agreement, the appointment of a Boundary Commission would become necessary. The recommendations made by the Partition Committee, however, were not immediately carried out.

On December 19, 1952, the Prime Minister informed the House of the People that the Government of India had decided to establish an Andhra State consisting of the Telugu-speaking areas of the then Madras State but not including the City of Madras, and that Government were appointing Mr. Justice Wanchoo, Chief Justice of the Rajasthan High Court, to report on the financial and other implications of this decision.

In February 1953 Mr. Justice Wanchoo submitted his report.

Again on March 25, 1953, Shri Jawaharlal Nehru as Prime Minister made a statement in Parliament referring to his former statement of December 1952 and further stating that the basic considerations which have to be kept in view are that an Andhra State had to be established and that it should consist of the Telugu-speaking areas of the present Madras State. Further that the City of Madras is not to be included in the proposed Andhra State. The Andhra State, therefore, was to consist of what might be called the undisputed Telugu-speaking areas of the present Madras State. At a subsequent stage a Boundary Commission or Commissions may have to be appointed to determine the exact boundaries of this new State. As this investigation might involve some delay, it is desirable that the State should be constituted as early as possible on the basis of the existing boundaries of the districts except, in one case, where the boundary might be according to taluks. The Andhra State will consist of the following

End of
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eleven districts: (1) Srikakulam, (2) Visakhapatnam, (3) East Godavari, (4) West Godavari, (5) Krishna, (6) Guntur, (7) Nellore, (8) Kurnool, (9) Anantapur, (10) Cuddapah, and (11) Chittoor. It will also consist of a part of the Bellary district". And then the Prime Minister further stated that a Boundary Commission or Commissions would be appointed after the establishment of the Andhra State to determine the boundaries of that State and to recommend such adjustments as may be considered necessary in regard to the boundaries of that State with the residuary State of Madras and the Mysore State.

August 1953.

Following this announcement, a Bill was introduced in the House of the People on August 10, 1953, to provide for the formation of the Andhra State. The Bill was passed by Parliament and the New State of Andhra came into being on 1st October 1953.

October 1953.

It will thus be seen that the new State of Andhra was to be carved out of the composite State of Madras taking district as the unit except in the case of the district of Bellary wherein taluk was taken as the unit and the question of the rectification of the border between these two States was to be dealt with after the formation of the State of Andhra by the appointment of a Boundary Commission. The question of the appointment of such a Boundary Commission was considered by both the Governments concerned immediately after the formation of the State of Andhra on 1st October 1953 and it was decided that the census slips of the disputed areas in the border districts should be sorted out and village-wise linguistic data of the areas prepared before the question was pursued further. The Government of India were therefore approached and they appointed Sri J. I. Aruputhanathan, Deputy Secretary to the Government of Madras, as the Superintendent of Census Operations, and Sri G. Bhimasankaran, a Deputy Collector of the Andhra State, as the Deputy Superintendent of Census Operations, for the collection of census particulars of the border villages. They were directed to sort out the 1951 census slips of all the villages in the following sixteen taluks and compile the village-wise language data:—

Chittoor district—

- (1) Kalahasti.
- (2) Puttur.
- (3) Tiruttani.
- (4) Chandragiri.
- (5) Palmaner.
- (6) Chittoor.

Chingleput district—

- (7) Ponneri.
- (8) Tiruvallur.
- (9) Saidapet.

North Arcot district—

- (10) Arkonam.
- (11) Gudiyatham.
- (12) Wallajapet.
- (13) Tiruppattur.

Salem district—

- (14) Hosur.
- (15) Krishnagiri.

Nellore district—

- (16) Sulerpet.

June 1955.

This work was completed by the end of June 1955 and the village-wise linguistic data in respect of the villages in these taluks were furnished to the Governments of Andhra and Madras.

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The Superintendent of Census Operations also furnished maps of the sixteen taluks indicating therein the areas where Telugu, Tamil or other languages are predominantly spoken.

In July 1955, the Government of Madras, by their letter, dated 2nd July 1955, addressed to the Government of Andhra suggested that the border dispute between Andhra and Madras may be settled by mutual agreement between the two Governments and that representatives of the two States may sit together in a conference for the purpose. The Government of Madras also suggested the following broad principles on which the readjustment of the boundary between the two States may be effected:—

July 1955.

(1) The boundary line may be a continuous one and isolated pockets should be avoided to the extent practicable.

(2) The village should be the unit for consideration and partition of villages should be avoided.

(3) Villages with over 50 per cent Telugu-speaking people should be incorporated in the Andhra State to the extent practicable and *vice-versa*.

(4) Due consideration may be given to geographical features such as hills, forests and rivers as constituting natural boundaries between the two States and to economic features such as irrigation sources and their ayacuts being in the same State.

In August 1955, the Government of Andhra replied to the letter of the Government of Madras. While agreeing generally to the principles suggested by the Government of Madras, the Government of Andhra further suggested as follows:—

August 1955.

"In respect of villages where there is a clear numerical majority of over 50 per cent Tamil or Telugu, as the case may be, there is no difficulty. Where, however, the inhabitants of a village consist of people speaking other languages besides Tamil and Telugu, and where neither the Telugu nor the Tamil speaking people constitute over 50 per cent of the total population of the village, the principle referred to above cannot apply. In such cases, irrespective of other language groups, the village should be absorbed in Andhra or Madras, as the case may be, according as whichever of the two linguistic groups is in a majority. To illustrate the point: If, in X village, the population is 40 per cent Telugu, 30 per cent Tamil and 30 per cent other languages, the village should go to Andhra and this would apply *vice-versa* also. This is emphasised because the settlement is only between two major linguistic groups or territories".

This principle had been suggested by the Government of Andhra as the principles suggested by the Government of Madras did not cover cases where neither the Tamils nor the Telugus had an absolute majority.

It will thus be noted that at this stage of the negotiations between the two Governments, except for areas on the border where the villages had neither a Tamil nor a Telugu majority, there was an agreement between both States with respect to the

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criteria on which the border between the two States was to be adjusted. One of these criteria took the village as the unit for the purposes of adjustment; the other criterion was that isolated pockets should be avoided; the third was that a majority of over 50 per cent of any language in a village would be enough for the purpose of adjustment of this boundary; and the fourth was that due consideration should be given to (1) geographical features such as rivers, hills, which constitute natural boundaries, and (2) economic features such as irrigation sources and their ayacuts being in the same State.

The States Reorganization Commission, which had been appointed in the year 1953 to consider the question of the reorganization of States in the Indian Union generally, submitted their report to Government on 30th September 1955. In paragraph 291 of their report, they laid down the basis of their report, with regard to matters which they had taken into consideration. In that paragraph 291 they state—

“ In our scheme of reorganization, we have adopted the district as the basic unit for making territorial readjustments. This is because we feel that districts have developed an organic and administrative unity and an economic life of their own, and any adjustments below the district level, therefore, should normally be avoided. If any such adjustments are considered necessary, they should be made only by mutual agreement. We have departed from this rule only when, for ensuring geographical contiguity or for some other important administrative or economic considerations, detachment of part of a district has become imperative ”

Then again in paragraph 298 they state—

“ As we have observed earlier, we do not regard the linguistic principle as the sole criterion for territorial readjustments, particularly in the areas where the majority commanded by a language group is only marginal. It may also be recalled that, on the basis of the evidence tendered before it, the Dar Commission had come to the conclusion that it would not be proper to describe any area as unilingual unless the majority of one language spoken in that area was at least 70 per cent and that any area below that should be considered as bilingual or multilingual as the case may be. We are generally in agreement with this view, but in our opinion, the mere fact that a certain language group has a substantial majority in a certain area should not be the sole deciding factor ”. In effect, therefore, the States Reorganization Commission have formulated their proposals treating normally a district as the unit and 70 per cent as the necessary majority of a linguistic area for readjustment.

The Commission, however, left out of their consideration the question of the adjustment of the boundary between the States of Andhra and Madras. They state in paragraphs 395 and 396 of their Report—

“ 395. The boundary of the Andhra State in the South has already been the subject-matter of discussion and the Prime

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Minister's statement in Parliament, dated 25th March 1953, made it clear that a boundary commission would in due course demarcate the southern and south-western boundaries of the Andhra State. The Andhra Government has also conceded in the memorandum presented to us that the claims of the Tamilians to areas in the Puttur, Chittoor and Tiruttani taluks of the Chittoor district may be considered after the census slips have been sorted and village-wise language figures are available.

396. Some progress has now been made in this direction and the Madras-Andhra border disputes may be settled satisfactorily by negotiations between the two Governments. We do not feel called upon in these circumstances to make any particular recommendation ”.

It will thus be clearly seen that the States Reorganization Commission deliberately left out of their consideration the question of the border dispute between Andhra and Madras which was already undergoing a different process of settlement. Some definite principles of settlement had already been agreed to between the two States. Village-wise language figures were being collected and this much progress had already been made in the direction of a settlement of that dispute. The basis of the settlement of this dispute is thus different from the basis adopted by the States Reorganization Commission for deciding the matters with which they dealt in their report.

A conference of the representatives of the two Governments, both Ministers and Officials, was called at Madras on the 3rd and 4th November 1955 for discussion with a view to reach an agreement. For the purposes of this conference, the Survey Department of the Government of Madras had specially prepared a map of the border area in dispute, and a copy of that map was handed over by the Government of Madras to the Government of Andhra. In order to understand the border dispute in its proper perspective, this map is very useful. It is based on the information made available from the records of the 1951 census. In this map, forest areas have been indicated in black dots. Every village has been given a code number and the numbers noted in the map are the code numbers adopted at the 1951 census. The villages in which the Tamil population exceeds 50 per cent have been shaded in green, while those in which the Telugu population exceeds 50 per cent have been shaded in red. The villages in which the Kannada speaking population exceeds 50 per cent have been shaded in yellow, and villages in which neither the Tamil nor the Kannada speaking population exceeds 50 per cent have been shaded in purple. The present border between the two States is shown in a broad line shaded black at the end and grey above it.

A copy of this map was also handed over to me when I went to Madras in December 1956.

This Conference held in November 1955, however, did not succeed in resolving the difference with respect to the areas where neither the Tamils nor the Telugus were in majority. As a result

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of the break-down of this Conference, the Government of Madras and Andhra approached the Ministry of Home Affairs. The Government of Madras pressed for the appointment of a Boundary Commission, while the Government of Andhra, though they agreed to the appointment of a Boundary Commission, suggested the postponement of the appointment of the Commission till a final decision had been taken by the Government of India on the Report of the States Reorganization Commission. The Government of Andhra at a later stage (on 21st June 1956) also suggested to the Government of India to have the Madras-Andhra dispute considered along with the boundary disputes between Andhra and Orissa, Andhra and Mysore, and between other areas that may arise as a result of the general reorganization of States carried out with reference to the recommendations of the States Reorganization Commission. The Government of Andhra urged that the Madras-Andhra border dispute should not be treated as an isolated problem and that that dispute also should be settled on the basis of uniform principles which the Government of India should formulate for the settlement of all boundary issues, existing or which may arise in future, between the States in India.

It would thus be seen that the smooth course of the settlement of the border dispute between Andhra and Madras was interrupted by the recommendations of the States Reorganization Commission.

It is clear from what I have stated earlier that at the time when the States Reorganization Commission were considering the question of readjustment of States generally, Andhra had already been formed and the question of adjustment of the border between Andhra and Madras had reached an advanced stage of settlement and some definite criteria for the settlement of that dispute had already been agreed upon between the parties to the dispute. The Andhra Government themselves in their Memorandum submitted to the States Reorganization Commission had conceded that "the claim of the Tamilians to areas in Puttur, Chittoor and Tiruttani taluks of the Chittoor district will be considered after the census slips have been sorted and village-wise language figures are available." This shows that even according to them village was to be the unit of settlement of this dispute in the taluks of Puttur, Chittoor and Tiruttani. The Commission itself refrained from applying the principles which they had set before themselves for the purpose of their readjustment, to this dispute between Andhra and Madras and they rightly mentioned in their Report that they were not called upon to make any recommendation about this border dispute. It will thus be seen that the criteria laid down by the States Reorganization Commission in their Report for the purpose of reorganization of States generally cannot have any bearing on the settlement of this particular dispute. Similarly, what action Government took with regard to the proposals of the States Reorganization Commission with respect to the readjustment of other States cannot have any bearing on the present dispute. It is desirable in the interest of the Governments and the people of both the States of Madras and Andhra that they should try to

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abide by what had been agreed between them with respect to the bilingual areas on the border of Andhra and Madras before the report of the States Reorganization Commission.

Some time in the beginning of December 1956, both the Chief Ministers of Madras and Andhra were good enough to agree that this dispute should be left to my mediation. Decem-
ber 1956.

I went to Madras in the third week of December 1956 and heard the points of view that were urged by the Government of Madras. I also received representations from the Ikya Tamil Nad Association and the Tamil Nad North Boundary Protection Committee. A large number of people from the town and taluk of Tiruttani also came and saw me at Madras. I also received representations from some persons from Hosur taluk who put forth the claim that that taluk should be included in the Mysore State. In fact, when I was returning, I met at the Renigunta railway station persons who had come all the way from Hosur to press for the inclusion of Hosur in the State of Mysore. They also submitted a memorandum.

Shri Nijalingappa, the Chief Minister of Mysore, probably on coming to know that I was going to mediate in the dispute between the States of Madras and Andhra about their border, wrote a letter on the 19th December 1956 to the Union Home Minister suggesting that I should also be asked to hear the representatives from the Talawadi firka in Gobichettipalayam taluk of Coimbatore district and the representatives of Hosur taluk in Salem district. He also wrote to me the same day, sending me a copy of his letter to the Home Minister, Government of India. He desired that so far as these two matters were concerned, the Government of Mysore should also be made a party and heard and that these matters should be decided after hearing them. Decem-
ber 1956.

It would be seen that, so far as the dispute regarding Talawadi firka is concerned, it is a dispute between the State of Madras and the State of Mysore only and that the Andhra State has no connection with that dispute. It cannot be a dispute regarding the border between Andhra and Madras which I am trying to mediate. The dispute regarding Hosur is a triangular dispute among the three States of Mysore, Andhra and Madras, and in which no language group, whether Kannada, Telugu or Tamil, has a majority of over 50 per cent either in the taluk as a whole or in the majority of the villages in the taluk.

It does not seem desirable that, at this stage, a dispute with regard to any other area or with any other State should be mixed up with the border dispute between Andhra and Madras. There had been virtually an agreement between these two Governments about the criteria for deciding the border dispute in regard to bilingual area on their border. They did not agree only about the trilingual area, or rather the area in which neither the Tamilians nor the Telugus had over 50 per cent majority, and that is only a small part of the dispute which can be separately dealt with

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as between the two States of Andhra and Madras. Besides, I am only mediating because of the agreement for such mediation by the Chief Ministers of the two Governments of Andhra and Madras. The Chief Minister of Madras has expressed in his letter, dated 21st January 1957, to the Chief Minister of Mysore that the Madras Government are definitely opposed to agree to my extending my enquiry to any claims that may be put forward by the Mysore State. Under these circumstances, I am unable to take into consideration in any manner whatsoever the claims of the Government of Mysore with regard to their dispute with the State of Madras.

After my visit to Madras, as already stated earlier, in the third week of December 1956, I wanted to follow it up by a visit to Hyderabad for hearing the case of the Government of Andhra as well as the case of the people from Andhra who may have to say anything about this border dispute. It was, however, suggested to me that I should better postpone it owing to the impending general elections in February 1957. Such disputes always create excitement in public mind and I therefore thought it desirable to postpone completing the enquiry then. Ultimately in Delhi towards the end of May 1957 I met the Chief Ministers of Madras and Andhra and then went to Hyderabad to complete the enquiry on the 8th and 9th of June 1957. The Madras Government had also then sent their Secretary to Hyderabad to supply me with any information which I needed. I gave a copy of the Memorandum submitted to me at Madras by the Madras Government to the Andhra Government and the latter in turn submitted to me their Memorandum with regard to this dispute. Both these Memoranda are attached to this report. Representatives of several organizations and individuals particularly, from Hosur came to Hyderabad to present their case. I thus completed the enquiry and heard numerous people on both sides as well as received representations from several individuals and organizations.

It will be seen from what has been stated earlier that except in regard to the trilingual area, there has been virtual agreement with respect to the basis of the dispute between the two Governments regarding the bilingual areas of the border. If we look at the map which has been prepared by the Survey Department of Madras on the basis of information supplied to them at the instance of the Government of India from the census of 1951, it will be seen that the border between the two States of Madras and Andhra extends from the Bay of Bengal at the eastern end up to where the borders of the taluks of Palamner and Krishnagiri meet the border of the Mysore State at the western end.

The accuracy of this map is challenged by the representatives of Andhra. It was pointed out in respect of some villages that there is an abnormal variation in the percentage of the population of the Andhra and the Tamils in the census of 1951 as compared with the census figures of 1931. Such cases are very few and it must be noted that the two officers, one of Madras Government and one of Andhra Government, were appointed by the Government of India in 1953 to collect the census particulars of border villages

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and it was on the basis of particulars collected by them that this map has been prepared. No alternative map has been prepared or produced by the Andhra Government. There must be some finality to such matters and in the absence of another and different map produced by the Government of Andhra, I hold this map correct for the purposes of my report.

In view of what has already been stated above, the most equitable and just way to decide this border dispute will be to settle it on the basis of the four principles already mentioned on page 6 of this report and which were agreed to by both the Governments of Andhra and Madras with respect to the adjustment of the boundary in the bilingual areas of the border.

There was no agreement with regard to the trilingual areas in dispute between the parties. These are areas in which neither the Tamils nor the Telugs have a population of over 50 per cent. Such areas are mainly situated at the eastern end of the border and are in the two taluks of Hosur and Krishnagiri.

Krishnagiri taluk.—In Krishnagiri taluk, such trilingual area is in the north-west corner of the taluk. That area is surrounded by Palmaner taluk of Andhra on the eastern side, by Hosur taluk on the western side, by the Mysore territory on the northern side and by the remaining part of Krishnagiri taluk on the southern and part of the eastern side. As will be seen from the combined map, the only predominantly Telugu villages in the north of Krishnagiri taluk are villages Nos. 1, 3, 9, 15, 18, 23 and 24 and an enclave of Hosur taluk in Krishnagiri taluk, being village No. 11. Villages Nos. 1, 3, 9 and 15 are not near the border between Andhra and Madras; villages Nos. 18, 23 and 24 are near this border but they are surrounded on three sides by trilingual area and on the fourth side by forest area. There is thus no predominantly Telugu area in this north-western portion of the Krishnagiri taluk except for the eight scattered villages mentioned above. In the rest of Krishnagiri taluk there are only five Telugu villages but they are all pockets in Tamil area. Krishnagiri is a predominantly Tamil taluk, with 64.2 per cent Tamil against 19.1 per cent Telugu population.

As regards the trilingual area in Krishnagiri taluk, there is no justifiable reason why the whole or any part of this area in which the Telugus are not over 50 per cent of the population should be transferred to Andhra.

Hosur taluk.—Hosur taluk is again a trilingual area and the Andhras claim either the whole or a large portion of it on the ground that, even if the Telugus are not over 50 per cent in this taluk, they form the largest single majority. According to the 1951 census, the Telugu population accounts for 38.4 per cent of the population, Kannada accounts for 31.5 per cent and Tamil accounts for 22.4 per cent. It is contended by the Government of Madras that Hosur cannot form part of any border dispute between Andhra and Madras for the simple reason that it is not on any such border and that this taluk is not contiguous to any

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area in the present State of Andhra. In order to have this contiguity with the State of Andhra, the Andhras lay claim to a portion in the north-west corner of Krishnagiri taluk already referred to in the previous paragraph. This portion also is mainly a trilingual area. They say that this portion of the Krishnagiri taluk, now known as Vepanapalle firka, was once included in the Hosur taluk and formed part of what was known as the Berikai Estate which extended to other parts of Hosur taluk also. In 1921, some seventy-nine villages were transferred from Hosur taluk, and these seventy-nine villages included the area now known as Vepanapalle firka in Krishnagiri taluk.

What was done in 1921, i.e., long before this question arose, has now to be treated as not having been done and this area has to be treated as if it formed part of Hosur and then Hosur would be contiguous to Andhra and the dispute about Hosur could be regarded as a border dispute. I think this is too far-fetched to be seriously considered. We can at the most take into consideration the state of things as they existed at the time it was decided to form Andhra, and even at that time Hosur was not on the border of these two States, and the dispute about Hosur even then could not have been regarded as a border dispute.

In order to show contiguity of Hosur taluk with Andhra, the Andhra representatives urge that there are eleven villages in the north-west of Krishnagiri taluk which form a contiguous territory to Andhra and Hosur and in which the Telugu population is over 50 per cent according to the 1951 census. These eleven villages are being mentioned as Nos. 24, 23, 18, 17, 10, 9, 15, 11, 3, 2 and 1. The map clearly shows that out of these, village No. 2 has not over 50 per cent of Telugu population. As already mentioned, villages Nos. 18, 23 and 24 are surrounded on three sides by trilingual area and on the remaining side by forest. The Andhras state that if we take separately this group of 11 villages, then the Telugus have a population of 53.6 per cent in all of them put together and it becomes a Telugu area contiguous to Andhra. I think there is no reason why this device of grouping these particular 11 villages should be resorted to except to provide by this manipulation a contiguity with the border between Andhra and Madras for enabling the Andhras to lay claims to Hosur taluk which does not adjoin this border. I am not influenced by the logic, reason or justice of this suggestion and I cannot accept it. I cannot also for the purposes of my decision attach any significance to the fact that Vepanapalle firka in Krishnagiri taluk and some other areas in Hosur taluk formed part of one Berikai Estate which was abolished in 1950.

As already stated, the Government of Mysore are laying claims to this area and it is a triangular contest. I have refrained from dealing with the claim of Mysore for reasons already mentioned on page 15 of this report. It would be unjust and improper to decide this question in the absence of one of the parties. I also agree with the contention of the Government of Madras that it

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is outside the scope of my inquiry to deal with the question of Hosur which is not on the border between Andhra and Madras as it exists now, or even as it existed at the time when it was decided to form Andhra.

Tiruppattur taluk and Palamner taluk.—The next portion of the border beyond Krishnagiri to the east is between the taluk of Tiruppattur in the North Arcot district of Madras and Palamner in the Chittoor district of Andhra State. So far as Tiruppattur is concerned, there is a claim by the Government of Madras for transfer of two tanks and the forest areas surrounding them to Madras. This claim is based on principle No. 4 agreed to between the parties that the irrigation sources and their ayacuts should, as far as possible, be in the same State. These two tanks irrigate lands in the villages of Javadiramasamudram and Golapalle in Tiruppattur taluk. If the irrigation sources and their ayacuts are in different States, it is but natural that some difficulty is caused to the cultivators depending on that irrigation. The Madras Government have, in fact, pointed out some of these difficulties. These two tanks are just beyond the border surrounded by a large forest area and there is no Telugu village nearby. They can only be of use to these villages in the Madras area. They are small tanks and the area covered by these tanks and the small area of forest between these tanks and the border of Andhra should be transferred to Madras. These villages are shown in the map sent by the Government of Madras to the Government of Andhra with their letter No. 667/54-9, dated the 24th November 1954, and addressed to the Chief Secretary to the Government of Andhra. A copy of that letter and the map sent along with it is appended to this report. It has not been possible for me to mark this area on the combined big map of the border.

Gudiyattam taluk and Palamner.—I next consider the question of adjustment of the border between Gudiyattam taluk in Madras and Palamner taluk in Andhra. It will be seen from the map that in this border no adjustment is necessary on the basis of the four principles already mentioned.

Chittoor.—We shall next deal with the boundary between Chittoor taluk in Andhra and Walajapet taluk and part of Gudiyattam taluk in Madras. As regards Chittoor taluk, the Madras Government have claimed the following two small blocks:—

(1) The area near the south-west corner of the taluk adjoining Gudiyattam taluk and comprising villages Nos. 299, 290, 297, 298, 295, 302/1, 302/2, 300 and 301 and the small forest area on the east lying between these villages and Gudiyattam taluk and

(2) The area in the south-east corner of the taluk consisting of villages Nos. 368, 363, 337, 248, 277, 280, 279, 351, 352, 353, 354, 365, 364, 366, 375, 374, 378, 372, 371, 370 and 369 and the small forest area within this block.

These two areas have a majority of over 50 per cent of Tamils, they are near the border and should, therefore, be transferred to the Madras State.

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The south-eastern border, therefore, will run now to the east of villages Nos. 367, 360, 362 to the east and north of village No. 333, to the east of villages Nos. 331 and 330, to the south of village No. 334, to the east of village Nos. 340, 341, 344, 346, 278 and 275, to the south of villages Nos. 246, 245, 276, 282 and 287.

Ponneri taluk.—The remaining part of the Andhra-Madras border lies between Arkonam taluk, Tiruvallur taluk and Ponneri taluk of Madras and Puttur taluk, Kalahasti taluk and Sulerpet taluk of Andhra. For convenience, it is better to deal with the question of this part of the border from the eastern end. At this end of the border is the Ponneri taluk in Chingleput district of Madras State. To the north of Ponneri taluk are the taluks of Sulerpet and Kalahasti in the State of Andhra. The northern portion of the taluk of Ponneri consists of some forest areas and a group of villages with a Telugu population of over 50 per cent. According to the principles adopted in dealing with the dispute on this bilingual border, the following areas of this taluk should be included in the State of Andhra and the border adjusted as stated below. The Madras Government have no serious objection to some of these areas being transferred to Andhra. They state in their memorandum as follows :—

“As will be seen from the combined map, Andhra Pradesh can reasonably claim the area lying to the north of villages Nos. 43, 48 and 50 and west of the villages Nos. 43, 42, 45, 69, 72, 73, 148 and 133.”

The southern boundary of the area to be transferred to Andhra Pradesh according to them should be along the southern boundary of village No. 141, the adjoining forest to the west, villages Nos. 62 and 61 and the large forest to the west. The revised eastern boundary between the two States, according to them, should run along the western boundary villages Nos. 73 and 72, the adjoining forest to the north, village No. 42 and the northern boundary of villages Nos. 48, 48, 50, 49 and 52. Besides this area, I think the area comprising villages Nos. 69, 144, 145, 135, 136, 137, 138 and 139 should also go to Andhra. Out of these, villages Nos. 136 and 139 have got a majority of Tamil-speaking people. But village No. 136 is surrounded almost on all sides by Telugu-speaking area. Village No. 139 is surrounded on three sides by Telugu-speaking area and on the fourth side by forest area. The forest area here also which is surrounded on all sides by Telugu-speaking area, should be transferred to Andhra State.

Tiruvallur.—I would next like to deal with the area in Tiruvallur taluk in the Chingleput district of Madras State. The northern portion of this taluk is predominantly Telugu area and it should go to Andhra. The border, therefore, in this area should be so adjusted that the boundary line between the two States will be to the south of villages Nos. 85, 84, 63, 73, 77, 76, 53, 52, 48, 67 and 64 up to the limits of Tiruttani taluk. If the border is shifted in this way, there will be some area consisting of villages Nos. 6, 20, 21, 22, 23, 24, 25, 26, 27, 34, 32, 40, 35, 36, 66, 49

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and 75 which has got a majority of people speaking Tamil language. But as this area is surrounded on all sides by areas where there is a majority of Telugu-speaking people or by forest, this area forms a pocket in the Telugu area and should, therefore, be transferred along with the rest of the Telugu-speaking area to Andhra Pradesh.

The taluk of Puttur in Andhra adjoins the area proposed to be transferred to Andhra as mentioned above. In this area there is a project known as the Araniar Project. At present a portion of the Araniar Project reservoir and the land required for diverting the Puttur-Nagalapuram road as a result of the reservoir are situated in Andhra and the Government of Madras have suggested that the area covering this portion and the land required for the diversion of the Puttur-Nagalapuram road as a result of the reservoir should be transferred to them so that the source of the irrigation and their ayacuts will be in the State of Madras. One of the principles agreed to between the two States and accepted as the basis of this report is that due consideration should be given to economic factors such as irrigation sources and their ayacuts being in the same State. By the modification of the border suggested above, the whole of the Araniar Project reservoir and the land required for diverting the Puttur-Nagalapuram road as a result of the reservoir (villages Nos. 173 to 176) will all now be in the State of Andhra. Out of the 34 villages now benefited by this Project, 13 will be in the State of Andhra and 21 in the State of Madras. In these 34 villages there are both Tamil and Telugu villages and they are all getting the benefit of this scheme of irrigation. The source of the irrigation and the 13 villages which get benefit out of it will now be in the same State of Andhra. As regards the 21 villages which are now getting advantage of this system of irrigation, they must get the same advantage in future and I feel sure that the Government of Andhra will not do anything to harm the interest of the cultivators of these 21 villages. To accept the suggestion made by the Government of Madras to adhere to the fourth principle, viz., to keep the source of irrigation and the ayacuts in the same State of Madras, is not feasible because the area covered by villages Nos. 40, 32, 20, 33, 21, 13, 34, 24, 23 and 25, though a Tamil area, is a pocket in the Telugu area and to accept the suggestion would have meant not only to keep this as a pocket but also to add something to that pocket. This would be apparent from the combined map produced by the Government of Madras itself. Having, therefore, given due consideration to this fourth principle, I do not find it feasible in this case to keep the source of irrigation and all the ayacuts in the same State. After all, these are two neighbour States and in such matters of economic development, they are expected to co-operate with each other. The whole cost of this Project has been incurred by the State of Madras and I am sure that the Government of Andhra, in all fairness, will see that the cultivators of the 21 villages, which will now remain in Madras, will continue to get the same benefit and advantage from this system of irrigation as they have been getting till now.

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Tiruttani taluk.—We have now to deal with the border between Arkonam taluk of Madras and the Tiruttani taluk of Andhra. To the north and west of Tiruttani are the taluks of Puttur and Chittoor in Andhra, 60.5 per cent of the population of Tiruttani taluk consists of Tamilians, while the Telugus account for only 37.6 per cent. As will be seen from the map specially prepared, the predominantly Tamil area accounts also for the larger portion of the area of this taluk. The Telugu patches are in the north-east, in the middle and in the north-west parts of this taluk with much hill area round about the north-west patches. While considering the border, I have already proposed that the northern portion of Tiruvallur taluk should be transferred to Andhra, as stated in the earlier paragraph. Villages Nos. 153, 156 and 155 are already included in Puttur taluk beyond the present border of Tiruttani taluk. Adjoining these villages is a compact Telugu area consisting of villages Nos. 95, 114, 78, 77, 93, 76, 94, 73, 43, 42, 41, 39, 38, 36, 44 and 37 in Tiruttani taluk. Village No. 40 which is also in this group is a trilingual area and village No. 154 in Puttur taluk is a pocket of Tamil in this Telugu area. I propose that the area to the north of villages Nos. 152, 151, 116, 133, 129, 150 and 75, and to the east of villages Nos. 91, 72, 61, 47, 48 and again to the west of village No. 48, to the north of villages Nos. 45 and 60 in Tiruttani should be retained by the Andhra State. Village No. 134 now in Puttur taluk, being a Tamil area, should go to Madras.

The border of Andhra and Madras, as proposed by me, will thus be between villages Nos. 135 and 134. Beyond village No. 134 to the west is a hill area which should be transferred to the Madras State.

In the north-west corner of the present Tiruttani taluk there is considerable hill area and round about it there is a group of Telugu villages, except one village No. 174 which is the only Tamil village. I, therefore, think that this portion should be retained in Andhra. The Government of Madras also in their memorandum stated that they were prepared to agree to this portion of the taluk being retained in Andhra.

The border, therefore, between Andhra and Madras will now run between the hill and village No. 120 and will be the same as the present border of Tiruttani taluk up to the southern end of village No. 85. From there, the border should be to the west of villages Nos. 7 and 6, north of village No. 5, north, west and south of village No. 20, west of village No. 53, to the west, south, then west, again south of village No. 63, to the west of village No. 97, to the north of villages Nos. 178, 176, 175 and 194, to the west of village No. 192, to the north of village No. 242, west of villages Nos. 242 and 272, to the south of village No. 272, to the west of village No. 312, to the north of villages Nos. 281, 293, 275 and 291 in Tiruttani taluk, and then proceed along the present border between Andhra and Madras. This border has been marked (in blue) on the map attached herewith. The rest of Tiruttani taluk, being contiguous to Arkonam and Walajapet in Madras

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State, should be included in the State of Madras. There is a group of Telugu villages in the middle of the Tiruttani taluk, but being a pocket, the area covered by these villages will naturally go to Madras.

Saidapet.—There is a claim made by Andhra for some area in the taluk of Saidapet. Saidapet is a taluk in the Chingleput district of Madras State. This taluk does not adjoin the border between the two States at any point. There are only four villages Nos. 78, 108, 137 and 154, where the Telugu-speaking population exceeds 50 per cent. But they are all pockets in Tamil area and as such, the question of transfer of any village in this taluk to Andhra State does not arise.

The adjustment of the border suggested by me is marked thick in blue on the map specially prepared by the Government of Madras on the basis of villagewise data collected from the census of 1951.

It can be seen that as a result of my proposal, though a large part of the taluk of Tiruttani goes to Madras, a correspondingly large area from the taluks of Ponneri and Tiruvallur goes to Andhra. So, by this adjustment, no State loses appreciably in its extent. Andhra State was formed mainly on the basis of language and they get all Telugu-speaking compact areas except a few pockets in the Tamil area.

The Tamils also get a large part of the Tiruttani taluk which is a predominantly Tamil area and which had been included in the Andhra State.

Hosur is a trilingual area at the western end of the border. It is not contiguous with the State of Andhra. There is no agreement between Andhra and Madras about the basis of the settlement of any trilingual area. A triangular dispute regarding a trilingual area can be settled only at the instance of all the three parties. I hope the people and the Government of Andhra will realise the inherent drawbacks and difficulties in their claim for Hosur or, at any rate, the fact that I cannot deal with that dispute in this report for reasons already mentioned.

I commend this report for the acceptance of the Governments and people of the States of Andhra and Madras. If they do so, a long chapter of linguistic controversy in the south of India will have been closed and these States in the south will be better able to attend to the more urgent task of development of their respective regions and the solution of their problems of social, educational and economic progress.

I must note here the right and commendable spirit in which both the Governments of Andhra and Madras have tried to settle this question of internal adjustment. They have put forth their points of view with firmness but in a spirit of sobriety and goodwill. I am thankful to the Government of Andhra and Madras firstly because they have opened a new and healthy method

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of resolving internal disputes by mediation, secondly because of the confidence shown by them in entrusting this difficult task to me. I have tried to deserve and justify the confidence placed in me by both sides and I hope and trust that my report will meet with their approval and lead to a happy end of this long-standing dispute.

RAJ BHAVAN, BHOPAL,
25th July 1957.

H. V. PATASKAR.

FURTHER REPORT REGARDING THE BORDER DIS- PUTES BETWEEN THE STATES OF ANDHRA AND MADRAS.

On the 2nd of September 1957 Shri Kamaraj Nadar, Chief Minister of Madras, and Shri Sanjiva Reddy, Chief Minister of Andhra, met Pandit Govind Ballabh Pant at New Delhi. I was also then present. Shri Sanjiva Reddy at that time gave the Home Minister and myself copies of the resolutions passed at the Council of Ministers of Andhra Pradesh on 1st August 1957 regarding my report in respect of the boundary dispute between the States of Andhra and Madras. By that resolution, they requested the Home Minister to remit that report back to me with a request that I should examine the claims of Andhra Pradesh to Krishnagiri-Hosur areas. Shri Sanjiva Reddy also handed over at the time a map of this area and stated that certain villages in Krishnagiri taluk, which had a population of over 50 per cent of Telugu speaking people and which were on the border had not been included in Andhra and that the matter should be re-examined.

In pursuance of this request of Shri Sanjiva Reddy, the Home Minister was good enough to ask me to re-examine this matter as suggested. I agreed to do so. I have now re-examined the matter carefully and beg to submit this further report.

As the western end of the present border between the States of Andhra and Madras are the taluks of Krishnagiri in Madras and Palamner in Andhra. Hosur taluk is to the west of Krishnagiri taluk and is not contiguous to the border between these two States.

The resolution passed by the Council of Ministers of Andhra on 1st August virtually concedes the fact of Hosur not being contiguous to the border between the two States of Andhra and Madras when they say that "it must be appreciated that there were Telugu villages in Krishnagiri taluk contiguous to Palamner taluk and if they are added to Andhra Pradesh, a link will be created with the Telugu portions of Hosur". So the question of transferring any Telugu villages in Hosur taluk to the State of Andhra will and can arise only if such a link can be created by transfer of certain Telugu villages from Krishnagiri taluk to

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Andhra State on the basis of principles to which both the Governments of Andhra and Madras had agreed and on which my report has been based. The two points that arise for consideration, therefore, are—

(1) whether there are any villages in Krishnagiri taluk which should be transferred to Andhra State; and if so, which are they?

(2) whether the transfer of these villages will make any Telugu area in Hosur taluk contiguous to the border?

Point No. (1).—I, therefore, first propose to re-examine that part of my report which deals with Krishnagiri taluk. This part of my report is partly on page 18 and partly on page 19. For ready reference and closed understanding, I reproduce it below:—

"In Krishnagiri taluk such trilingual area is in the north west corner of the taluk. That area is surrounded by Palamner taluk of Andhra on the eastern side, by Hosur taluk on the western side, by the Mysore territory on the northern side and by the remaining part of Krishnagiri taluk on the southern and part of the eastern side. As will be seen from the combined map, the only predominantly Telugu villages in the north of Krishnagiri taluk are villages Nos. 1, 3, 9, 15, 18, 23 and 24 and an enclave of Hosur taluk in Krishnagiri taluk, being village No. 11. Villages Nos. 1, 3, 9, and 15 are not near the border between Andhra and Madras, villages Nos. 18, 23 and 24 are near this border but they are surrounded on three sides by trilingual area and on the fourth side by forest area. There is thus no predominantly Telugu area in this north-western portion of the Krishnagiri taluk except for the eight scattered villages mentioned above. In the rest of Krishnagiri taluk there are only five Telugu villages but they are all pockets in Tamil area. Krishnagiri is a predominantly Tamil taluk with 64.2 per cent Tamil against 19.1 per cent Telugu population.

As regards the trilingual area in Krishnagiri taluk, there is no justifiable reason why the whole or any part of this area in which the Telugu area not over 50 per cent of the population should be transferred to Andhra".

In the north of Krishnagiri taluk, the predominantly Telugu villages are Nos. 1, 3, 9, 15, 18, 23 and 24, and an enclave of Hosur taluk in Krishnagiri taluk, being village No. 11. Of these the only Telugu villages near the border between Andhra and Madras are Nos. 18, 23 and 24 and I shall first deal with them.

Villages Nos. 18, 23 and 24 form a compact group and are adjacent to the border. As stated in the report, they are surrounded on three sides by trilingual area and on the remaining fourth side by forest area. It is true that part of this forest area beyond the border is in Andhra State and these villages are contiguous to the Andhra State through this forest area. The resolution passed by the Council of Ministers of Andhra State has rightly pointed that my recommendations are based on the village as the unit for adjustment of this border and that I have on that

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basis transferred even one village, viz., Gopalakrishnapuram in Puttur taluk, from Andhra State to Madras State. The only reason for my not recommending transfer of these villages Nos. 18, 23 and 24 to Andhra State in my report was that though contiguous to the border, they were separated from the rest of Andhra State by a forest area, and as such, it was thought that it would be more convenient from the administrative point of view for the people of these villages to continue to be in Krishnagiri taluk rather than be transferred to Palamner taluk in Andhra State. As the Andhra Government are in a better position to judge this question of administrative convenience and as their claim is justified on the ground of contiguity as well as on the ground that the population of these villages consists of over 50 per cent of the Telugu speaking people, I revise my earlier decision and recommend that villages Nos. 18, 23 and 24 in Krishnagiri taluk should be transferred to the State of Andhra.

As regards the other villages Nos. 1, 3, 9 and 15, and the enclave of Hosur (village No. 11), they are enclaves in an area which is either trilingual or Tamil. It is mostly trilingual. None of them is also contiguous to the present border between the States of Andhra and Madras. None of them is contiguous even to the new area of villages Nos. 18, 23 and 24 now recommended for transfer from Krishnagiri taluk to Andhra State. This will be evident from the combined map specially prepared as also from the map now produced by the Government of Andhra.

On the map now produced on the 2nd September by Sri Sanjiva Reddy, are marked the villages in Krishnagiri taluk, which according to the Andhra Government, should be transferred to them. They are eleven in number. Out of these, I have already recommended three, being Nos. 18, 23 and 24, for transfer to Andhra State. The rest eight include not only the five Telugu majority villages Nos. 1, 3, 9, 15 and the enclave of Hosur No. 11, but also three more, being Nos. 17, 10 and 2. It is these three villages Nos. 17, 10 and 2 that create the contiguity with the area covered by villages Nos. 18, 23 and 24 on one side and with the area covered by the rest of the five Telugu majority villages Nos. 1, 3, 9, 15 and the enclave of Hosur No. 11 on the other side. These three villages Nos. 17, 10 and 2 are not, as shown below, villages where the Telugus have a majority of over 50 per cent of the population.

Village No. 17.—The name of this village is Chigarmaganapalli. Its total population is 2,327, out of which Tamils are 90, Telugu 1,066 and Kannada 1,130. Other languages, 41. Telugus are 45.8 per cent, Kannada 48.5 per cent and Tamils 3.9 per cent. It is thus a trilingual area in which the Telugus are less than 50 per cent and the Kannadigas form the largest single linguistic group, being 48.5 per cent.

Village No. 10.—The name of this village is Manavarapalli. The total population is 1,720 out of which Tamils are 455, Telugus 735, Kannadigas 463 and others 67. Telugus are 42.7 per cent,

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Kannadigas, 26.9 per cent, Tamils 26.5 per cent, and others 3.9 per cent. It is thus a trilingual area. The Telugus, though the largest single linguistic group, are less than 50 per cent.

Village No. 2.—The name of this village is Balanapalli. The total population is 764 out of which Tamils are 221, Telugus 183, Kannadigas 324 and others 36. Tamils are 28.9 per cent. Telugus are 24 per cent, Kannadigas 42.4 per cent and others 4.7 per cent of the population. The largest single group is Kannada and Tamils form the second largest group and Telugus the third group.

These villages Nos. 17, 10 and 2 are correctly shown in pink colour on the combined map as being villages which are trilingual and where none of these three languages has a majority of over 50 per cent. Even in the map produced on 2nd September 1957 by the Andhra Government, all these three villages are shown as villages where neither Tamil, Telugu nor Kannada speakers exceed 50 per cent.

It is thus evident that in all these three villages (Nos. 17, 10 and 2), the Telugu speaking people do not have a majority of over 50 per cent of the population and there is no justification for transferring them to Andhra State on the principles agreed between the two States of Madras and Andhra and followed by me in the settlement of this border dispute. It would be highly improper to transfer them to Andhra merely to provide them with a link to their claim to other Telugu areas which are not contiguous to the border. I, therefore, do not recommend that these three villages Nos. 17, 10 and 2 should be transferred to Andhra.

Villages Nos. 1, 3, 9, 15 and the enclave of Hosur village No. 11 cannot be transferred to Andhra State as they are enclaves in a trilingual area and are not contiguous even to the border as would be formed by the transfer of villages Nos. 18, 23 and 24 to Andhra State.

My decision, therefore, after careful consideration with regard to point No. 1, is that only villages Nos. 18, 23 and 24 in Krishnagiri taluk should be transferred to Andhra State. I have shown on the combined map this change in the border between the States of Andhra and Madras.

Point No. (2)—Hosur.—As regards the second point whether the transfer of villages Nos. 18, 23 and 24 will make any Telugu area in Hosur taluk contiguous to the border between the States of Andhra and Madras, a look at the combined map as well as the map produced by the Andhra Government on 2nd September 1957 will clearly show that even after the transfer of these villages Nos. 18, 23 and 24 from the Krishnagiri taluk to Andhra State, no part of the Hosur taluk becomes contiguous to the border.

The Government and people of Andhra have all along been anxious to establish contiguity with Hosur taluk through the Krishnagiri taluk which adjoins the border. They were aware of the fact that Hosur taluk is not contiguous to the border and in

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the latest resolution of the Council of Ministers, they virtually concede this fact when they say, "It must be appreciated that there were Telugu villages in Krishnagiri taluk contiguous to Palamner taluk and if they are added to Andhra Pradesh, a link will be created with the Telugu portions of Hosur". We have already found that all these eleven villages are not Telugu villages. Eight of them are Telugu villages but out of them only three adjoin the border. The rest five Telugu villages are themselves enclaves and the three villages are themselves enclaves and the three villages now transferred do not create any such link. I, therefore, recommend that for want of contiguity with the State of Andhra, no part of the taluk of Hosur should be transferred to Andhra State.

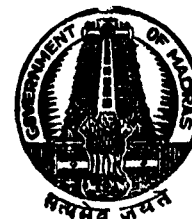
I am aware of the feelings and sentiments of the Government and people of Andhra regarding the Telugu areas in the taluk of Hosur. But it must be remembered that in the matter of adjustment of boundaries of States, the principle of contiguity must be kept inviolable. It would be dangerous in the larger interests of the nation to depart from this principle.

I would once again take this opportunity of appealing to the Government and people of both the States to accept my report with the slight modification now recommended and put an end to this long drawn dispute regarding the border between the two States of Andhra and Madras.

RAJ BHAVAN, BHOPAL,
7th September 1957.

H. V. PATASKAR.

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MADRAS LEGISLATIVE COUNCIL DEBATES OFFICIAL REPORT

WEDNESDAY, 13TH NOVEMBER 1957

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Legislature Department (Council)
Madras

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THE MADRAS LEGISLATIVE COUNCIL.

Wednesday, the 13th November 1957.

The House met in the Council Chamber, Fort St. George, at three of the clock, Mr. Chairman (THE HON. DR. P. V. CHERIAN) in the Chair.

I.—QUESTIONS AND ANSWERS.

STARRED QUESTIONS.

Siddha dispensaries.

* 36* Q.—SRI A. GAJAPATHY NAYAGAR: Will the Hon. the Minister for Revenue be pleased to state whether there is any proposal before the Government to increase the number of Siddha dispensaries in this State?

THE HON. SRI M. A. MANICKAVELU: The answer is in the negative.

SRI A. GAJAPATHY NAYAGAR: சித்த மருந்துகளை வழங்கும் மருந்துச் சாலையாக இது வரையில் அரசியலார் அமைக்காததற்குக் காரணம் என்ன? ஏழு இடங்களில் ஆயுர்வேத மருந்துகளை விற்பவர்களுக்கு அரசியலார் உதவி செய்யும்போது, சித்த வைத்தியத் துறையிலும் அதேமாதிரி யான உதவியை அரசாங்கத்தார் ஏன் அளிக்கக்கூடாது என்று கேட்க விரும்புகிறேன்.

THE HON. SRI M. A. MANICKAVELU: நாட்டு (இண்டிஜெனஸ்) மருந்துகளில் சித்த மருந்துகளும் அடங்கியிருக்கின்றன.

SRI A. GAJAPATHY NAYAGAR: சித்த வைத்தியம் வேறு, ஆயுர்வேத வைத்தியம் வேறு என்பதை மக்கள் இப்போது நன்கு அறிந்திருக்கிறார்கள். அடையாளத்தில் ஆயுர்வேத வைத்தியத் துறையில் நான் குறிப்பிட்ட வசதியைச் செய்வதற்கு இடம் இருக்கிறது. அந்த இடத்தில் சித்த வைத்தியத்தையும் ஏற்றுக்கொள்ளவேண்டுமென்று அரசியலார் உத்தரவிடுவார்களா?

THE HON. SRI M. A. MANICKAVELU: அப்படிப்பட்ட டாக்டரை நியமிக்கவேண்டுமென்று ஒரு தனி டாக்டரைக் கோரினார்கள். அதற்கு யாராவது முன்வந்தால், அவர்களுக்கு உதவுவது பற்றி கவனிக்கலாம்.

SRI V. V. RAMASWAMI: இந்த மாதம் திருநெல்வேலியில் நடந்த ஒரு மகாநாட்டில், சித்த வைத்தியத்திற்குவேண்டிய ஆக்கம் கொடுப்பதாக கனம் சுகாதார அமைச்சர் அவர்கள் கூறியிருக்கிறார்கள். அதற்குப் பிறகு, இது சம்பந்தமாக சர்க்கார் என்ன நடவடிக்கை எடுத்திருக்கிறார்கள்?

THE HON. SRI M. A. MANICKAVELU: சித்த வைத்தியத்திற்கு ஆக்கம் கொடுப்பதற்கு அரசாங்கம் தயாராக இருக்கிறது என்று அங்கே நான் சொன்னபோதே, சித்த வைத்தியத்தில் ஆராய்ச்சிகள் நடத்திப் பலனடைவதற்கான ஆக்க வேலைகளைப் பொது மக்கள் செய்தால்தான், அரசாங்க உதவியும் கிடைத்து சித்த வைத்திய முறைகளின் அபிவிருத்தி ஏற்படும் என்றும் நான் சொன்னேன். ஆகவே, இந்த விஷயம் பொது மக்கள் இத்துறையில் ஆக்க வேலை செய்வதைப் பொறுத்திருக்கிறது.

SRI V. CHAKKARAI CHETTY: என்னுடைய அறியாமையினால் ஒரு கேள்வியைக் கேட்க விரும்புகிறேன். சித்த வைத்தியத்திற்கும் ஆயுர்வேதத்திற்கும் என்ன வித்தியாசம்? சித்த வைத்தியர்களும் ஆயுர்வேத வைத்தியர்களும் எந்த மாதிரியான மருந்துகள் கொடுக்கிறார்கள் என்று

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எனக்குத் தெரியாது. சாதாரணமாக, நான் எப்போதாவது நோய்வாய்ப்பட்டால், இங்கிலேஷ் டாக்டரிடம் செல்வேன். அவர் ஒரு மிகச்சுரைக் கொடுப்பார். அது என்ன மிக்ஸ் என்று தெரியாமலேயே பாட்டிலில் வாங்கிக் கொண்டு வருவேன்.

THE HON. SRI M. A. MANICKAVELU : சித்த முறை, ஆயுர்வேத முறை ஆகிய இரண்டும் நம் நாட்டு வைத்திய முறைகள். சித்த முறை ஆயுர்வேத முறையிலிருந்து பிறந்தது என்று சிலர் சொல்கிறார்கள். ஆயுர்வேதம் தான் சித்த முறையிலிருந்து பிறந்தது என்று வேறு சிலர் சொல்கிறார்கள். (சிரிப்பு.) சித்த வைத்திய முறையில் அனேகமாக பஸ்டம் கொடுக்கிறார்கள்.

DR. A. SREENIVASAN : நான்கு வேதங்கள் இருப்பது எனக்குத் தெரியும். ஆயுர்வேதம் என்பது ஐந்தாவது வேதமா என்று கேட்க விரும்புகிறேன். (சிரிப்பு.)

THE HON. SRI M. A. MANICKAVELU : ஆயுர்வேதம் என்பது வேறு வேதம். அது நான்கு வேதங்களைப்போன்ற வேதம் அல்ல என்று சொல்லிக் கொள்ள விரும்புகிறேன். (சிரிப்பு.)

Madras Race Club.

* 36-A Q.—(Short notice) **DR. A. SREENIVASAN :** Will the Hon. the Minister for Home be pleased to state whether there is any proposal before the Government to renew the licence of the Madras Race Club and, if so, the reasons therefor?

THE HON. SRI M. BHAKTAVATSALAM : No licence is issued to the Madras Race Club to run horse-races. As the hon. Member is aware, the Government have already passed legislation to abolish betting on horse-races in this State. The question as to when it should be given effect to is under the consideration of the Government.

DR. A. SREENIVASAN : Sir, in view of the grave allegations that have been made against the so-called Managing Committee of the Madras Race Club, may I request the Hon. Minister to institute an enquiry into the working of this Race Club by appointing a special officer?

THE HON. SRI M. BHAKTAVATSALAM : I have received a communication from the hon. Member about the management of the Race Club, and that is being looked into.

SRI MOHAMED RAZA KHAN : Sir, a decision was taken in 1948 that betting on horse-races should be abolished in Madras. What is the point in the Hon. Minister now saying that the matter has been under consideration for the last so many years?

THE HON. SRI M. BHAKTAVATSALAM : Sir, the Government took a decision about five years ago that the Act need not be given effect to and that its implementation could be postponed for five years, because it was pointed out to Government—and the Government did appreciate that—that horse-racing contributed to horse-breeding and that horses were required for the army and also for research institutes. In view of this, the Government took a decision to put off giving effect to this Act for five years. When this five-year period is over, the Government will take up the question when it should be given effect to.

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DR. V. K. JOHN : May I take it that the Government are getting some revenue from this horse-racing?

THE HON. SRI M. BHAKTAVATSALAM : Yes, Sir. The revenue for 1956–57 is Rs. 15,66,097–15–0. But this is not the main criterion for taking a decision whether betting should be permitted or not.

DR. V. K. JOHN : Is this income likely to go up?

THE HON. SRI M. BHAKTAVATSALAM : I do not think so, Sir.

DR. V. K. JOHN : Sir, do the present Ministers or past Ministers own race-horses?

THE HON. SRI M. BHAKTAVATSALAM : I can answer only for myself. I do not own any race-horse.

SRI V. V. RAMASWAMI : ரேஸ் கிளப் அதிகாரிகளிடமிருந்து ஏதோ ஒரு வேண்டுகோள் தமக்கு வந்திருப்பதாகக் கனம் அமைச்சர் அவர்கள் கூறினார்கள். ரேஸ் கிளப்பில் டாக்டராக இருந்த டாக்டர் பூனிவாசனுக்குப் பதிலாக 'டிரக்டர் ஆப் மெடிகல் ரெஸிஸன்ஸ்' ஆன டாக்டர் தாயுமான ஸ்வாமிநாதன் நியமித்திருப்பதாக வேண்டுகோளில் தெரிவித்திருக்கிறார்களா?

THE HON. SRI M. BHAKTAVATSALAM : அந்தமாதிரி ஒரு தகவல் வ விஷயம். அப்படி யாரும் என்னிடம் சொல்லவும் இல்லை. அப்படி எந்தக் கடிதமும் எனக்கு வரவில்லை.

Scales of pay of Non-Gazetted Officers.

* 36-B Q.—(Short notice) **SRI T. PURUSHOTHAM :** Will the Hon. the Minister for Finance be pleased to state whether any representations have been received from the State Non-Gazetted Officers for grant of scales of pay equal to those of the Central Government servants and, if so, the action taken or proposed to be taken thereon?

THE HON. SRI C. SUBRAMANIAM : Yes, Sir. It has been decided to await the report of the newly constituted Central Pay Commission.

SRI T. PURUSHOTHAM : Is it to be presumed that the Government have addressed the Central Government to include the question of the State Non-Gazetted Officers in the terms of reference to the present Central Pay Commission?

THE HON. SRI C. SUBRAMANIAM : No such presumption arises.

SRI T. PURUSHOTHAM : May I know, Sir, whether the Central Pay Commission's decisions will have any bearing on the question of giving Central scales of pay to our State Government servants?

THE HON. SRI C. SUBRAMANIAM : Whether any increase in the emoluments of our Non-Gazetted Officers should be given will depend upon the recommendations which may be made by the Central Pay Commission. Whether we could give any increase at

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this stage can be considered only later on. As hon. Members are aware, just now we have given an increase of Rs. 12 per mensem in the salaries of all our employees.

SRI T. P. SRINIVASAVARADAN : Sir, have our State Government represented to the Government of India that there should be no disparity between the scales of pay of the Non-Gazetted Officers here and those of similar officers of the Central Government, and also brought it to their notice that the present grievance of the Non-Gazetted Officers here is based upon this disparity in the scales of pay?

THE HON. SRI C. SUBRAMANIAM : Yes, Sir. At every possible opportunity, this fact is being emphasised.

College of Hindu Theology at Palni.

* 37 Q.—SRI T. PURUSHOTHAM : Will the Hon. the Minister for Home be pleased to state—

(a) whether the Government have received any proposal from the Trustees of Sri Dandayuthapani Devasthanam, Palni, to start a College of Hindu Theology at Palni; and

(b) if so, the action taken or proposed to be taken thereon?

THE HON. SRI M. BHAKTAVATSALAM : (a) & (b) The proposal of the Trustees to start an Arts College was not approved by the Commissioner, but an alternative scheme for imparting knowledge of Hindu Religious Philosophy is under his consideration.

Cyclone relief measures in Southern districts.

* 38 Q.—SRI G. KRISHNAMOORTHY : Will the Hon. the Minister for Finance be pleased to state—

(a) the number of teachers who applied for advances under the cyclone relief measures in Tanjore, Tiruchirappalli and Ramanathapuram districts; and

(b) the number of teachers in each of those districts to whom such advances were given?

THE HON. SRI C. SUBRAMANIAM : (a) & (b) The particulars are given below :—

	Number of teachers who applied for cyclone relief.	Number of teachers to whom advances were paid.
(1)	(2)	(3)
Tanjore	2,654	2,638
Tiruchirappalli	147	185
Ramanathapuram	1,645	908

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SRI G. KRISHNAMOORTHY : May I know, Sir, why there is so much difference between the figures in respect of Ramanathapuram and other districts?

THE HON. SRI C. SUBRAMANIAM : Only in deserving cases, after scrutiny, the amounts were paid. Evidently, there was a greater number of deserving cases in Tanjore than in Ramanathapuram.

SRI G. KRISHNAMOORTHY : Is it a fact that elementary school teachers in Karaikudi Municipality were denied this relief?

THE HON. SRI C. SUBRAMANIAM : I do not have this information with me at present.

Sylvan Yellow Fever.

* 39 Q.—SRI T. PURUSHOTHAM : Will the Hon. the Minister for Revenue be pleased to state—

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(a) whether any cases of attack of Sylvan Yellow fever in this State have come to the notice of the Government; and

(b) if so, the measures taken to prevent the outbreak and spread of the disease (Kyasanur Forest disease)?

THE HON. SRI M. A. MANICKAVELU : (a) No, Sir.

(b) Does not arise.

SRI T. PURUSHOTHAM : Sir, as it is reported that monkeys die in the various forests of Mysore State and that a sort of enteric fever is likely to spread thereby, may I know whether the Government have made due enquiries, and will they consult the Central Institute of Medical Sciences so that effective precautionary steps may be taken in our State and we may not be caught unawares as in the case of the 'flu epidemic?

THE HON. SRI M. A. MANICKAVELU : Sir, it is not known whether the "Sylvan Yellow Fever" and the "Kyasanur Forest Disease" which is now prevalent in the Kyasanur Forest in Mysore State are the same. There is some difference between the two. The yellow fever is prevailing only in Africa and Central America. According to a press report *The Hindu*, the Kyasanur Forest Disease which made its appearance first in March 1957, in a square mile area in Shimoga district in Mysore State has since spread over an area of about 470 square miles, with a population of 60,000 to 70,000. The disease is reported to be characterised by severe headache, fever, pains in the body, vomiting and constipation followed by diarrhoea. It is also reported that about 600 attacks have so far been reported and 70 of them proved fatal.

SRI T. PURUSHOTHAM : May I know what preventive steps the Government have taken to see that the spread of this disease to this State is averted?

THE HON. SRI M. A. MANICKAVELU : At present, it is the concern of the Mysore Government. Luckily, it has not made its appearance here and I hope it will not make its appearance here.

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SRI MOHAMED RAZA KHAN : May I know from what source the Hon. Minister got the information that the disease had attacked only human beings and not monkeys?

THE HON. SRI M. A. MANICKAVELU : I only referred to the Press report.

Financial aid to the Society for the Prevention of Cruelty to Animals.

* 40 Q.—SRI T. PURUSHOTHAM : Will the Hon. the Minister for Home be pleased to state—

(a) whether any financial assistance is given by the Government to the Society for the Prevention of Cruelty to Animals in Madras City and in the mufassal;

(b) if so, the details thereof;

(c) whether any control is exercised by the Government over the organisation; and

(d) if so, the nature thereof?

THE HON. SRI M. BHAKTAVATSALAM : (a) Yes, Sir.

(b) The Government have authorised the payment to each branch of the Society for the Prevention of Cruelty to Animals of an annual grant equal to the total of the fines realised from the cases charged by the agents of the branch in the areas over which it has jurisdiction. In the case of the Society for the Prevention of Cruelty to Animals, Madras, sanction has been accorded to the payment of an annual grant of Rs. 10,000 subject to the condition that the amount does not exceed half of the expenditure incurred in the year on account of the Society, according to the audited accounts.

(c) Yes, Sir.

(d) The Government have directed that—

(i) Collectors or Revenue Divisional Officers should be ex-officio Presidents of branches of the Society for the Prevention of Cruelty to Animals;

(ii) Collectors should pay sufficient attention to the accounts of the branches of the Society for the Prevention of Cruelty to Animals; and

(iii) Collectors should see that the agents of the Society for the Prevention of Cruelty to Animals do not misuse their power in prosecuting offenders.

SRI T. PURUSHOTHAM : In view of the philanthropic work done by this institution, will the Government consider the liberalisation of the system of grants payable to it?

THE HON. SRI M. BHAKTAVATSALAM : I do not think it is necessary to liberalise further the aid that is offered by the Government.

SRI T. P. SRINIVASAVARADAN : Is the Hon. Minister aware of the fact that in view of the inadequate grant given to them, the Society people send hundi boxes to schools for collection of money?

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THE HON. SRI M. BHAKTAVATSALAM : There is nothing wrong in the Society collecting money through hundi boxes. The Government could give aid only up to a certain extent.

SRI T. PURUSHOTHAM : Has the Society for the Prevention of Cruelty to Animals sent definite proposals to the Government praying for increased grants being paid to them besides the present grant based on fines collected by them?

THE HON. SRI M. BHAKTAVATSALAM : Yes, Sir, the Society for the Prevention of Cruelty to Animals, Madras, has suggested that an additional grant of Rs. 250 per annum to each one of the 27 branches should be made. But, the Government have not been able to agree to that request.

Bus service between Ootacamund and Mysore.

* 41 Q.—SRI T. PURUSHOTHAM : Will the Hon. the Minister for Electricity be pleased to state—

(a) whether there is any direct bus service between Ootacamund and Mysore; and

(b) if not, whether there is any proposal before the Government to enter into any arrangement with the Government of Mysore to run such bus service?

THE HON. SRI V. RAMAIAH : (a) No, Sir.

(b) Yes, Sir. A reciprocal arrangement with the Government of Mysore has been recently finalized on a parity basis. According to this, five buses belonging to the existing Madras State Operators on the route Ootacamund to Gundlupet would be permitted to ply to Mysore. Similarly, five buses of the Mysore Government Road Transport Service on the route Mysore to Gundlupet would be permitted to ply to Ootacamund. Necessary instructions have been issued to the Transport Commissioner, Madras, to implement the decision. The Government of Mysore also have been requested to issue necessary instructions to the authorities concerned.

MR. CHAIRMAN : Questions are over.

[Note.—An asterisk (*) at the commencement of a speech indicates revision by the Member.]

II.—ANNOUNCEMENT BY THE HON. CHAIRMAN RE RECEIPT OF AMENDMENTS TO GOVERNMENT BILLS.

MR. CHAIRMAN : I have to announce to the House that I have fixed the following time-limit for receipt of amendments in respect of Government Bills :—

11 a.m. on 14th	} The Madras Village Panchayats (Amendment) Bill, 1957.
November 1957.	
11 a.m. on 15th	} The Prevention of Insults to National Honour Bill, 1957
November 1957.	
4 p.m. on 15th	} The Madras Money Lenders Bill, 1957.
November 1957.	
11 a.m. on 16th	} Other Government Bills.
November 1957.	

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III.—GOVERNMENT MOTION.

DISCUSSION ON THE REPORT OF THE LEGISLATURE COMMITTEE ON THE
WHITE PAPER ON EDUCATION—*cont.*

DR. A. LAKSHMANASWAMI MUDALIAR: Mr. Chairman, I must confess that I never felt so embarrassed in addressing this House as I do on this particular occasion for reasons which I shall explain. Sir, when this Report of the Legislature Committee on the White Paper on Education was presented to the House, I was under the impression that the discussion would be more or less concentrated on the facts that had been revealed in this White Paper, and I took it somewhat easily as I happened to be a Member of this Committee and through a sort of compromise formulae I had appended my signature to that Report. Before proceeding further, however, I must say that I was surprised to note that the Hon. the Minister for Education dealt with another subject which was not included in the White Paper—of which he perhaps felt the relevancy in that connection—and dealt with that subject for a greater part of his speech yesterday afternoon. Sir, I am in an unfortunate position and I cannot speak merely as the Leader of the Opposition in this House. If I were to do so, I would have adopted a different approach to the whole subject and would not be embarrassed in replying to the many queries which the Hon. the Minister for Education has raised. Holding as I do the portfolio of Vice-Chancellorship in the University of Madras, I am not as free as the Hon. the Minister for Education to comment on the subject of University education. Because, I am controlled by the various University authorities—the Syndicate, the Academic Council and the Senate, not to speak of the Faculties, Boards of Studies, etc.—whereas when the Hon. the Minister for Education speaks, he has the whole Cabinet behind him and speaks with the authority of the Government. I cannot assume any such responsibility and reply to the various points raised by him with regard to the sphere of education. With your permission, Sir, I shall deal with them when the time comes.

Now, speaking on the White Paper, may I say, as I said at the very outset, that the proposal made was a compromise, a compromise between two opposing opinions that had been expressed? The Secondary Education Commission which considered the various aspects of the question and which toured many places found that the pattern of secondary education differed from place to place and from State to State and that whereas practically in all the South Indian States the total duration of the secondary course was eleven years—five years' primary course and six years' secondary course—in the States of Bengal and Bihar and some other places, it was ten years. How this period of 10 years is distributed is not a very material point except to note that the primary phase was five years in this State whereas it was four years in Bengal, Bihar and other places. That was the main point of difference. The Secondary Education Commission felt that it would be better if the secondary education was rounded off to a particular level of achievement, that the phase should be increased by one year, whether it be 10 years

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or 11 years, and that for this purpose, one year of the Intermediate course which was undergone in the college should be handed over to the schools in due course. There was also the question of providing the necessary equipment and other facilities that were essential, not to speak of the personnel who would be responsible for the teaching of the subjects when this one year was added. Sir, I do not want to go into the details except to say that ultimately we accepted the pattern that had been suggested by the Government, of seven years' integrated course which would be four years *plus* three years, but an integrated four-year higher secondary course. The reason why we accepted it was the assurance that in the seven years' integrated course, the whole progress would be stepped up in such a manner that it would cover virtually the attainment of the students capable of reaching the present eighth standard. For this purpose, a syllabus will be drawn up under a phased programme. But, other inconvenient facts were brought to our notice that there were some schools which had a course of five years' duration and which period could be reduced to four years without sacrificing the teaching personnel. The compromise was that the fifth year of the elementary course should correspond to the first year after the four-year primary stage and that the eighth year of the middle course should correspond to the first year of the four-year secondary course. I have no objection to such a stand being taken, provided it is worked in the spirit in which the compromise has been effected. I certainly do not share the opinion expressed somewhat strongly that our students should not be penalised to undergo a 12-year course while others will undergo only a 11-year course. Why we were sleeping all this time passes my comprehension, but still as a compromise formula has been arrived at, I accept that formula and fully support it in the reasonable hope that steps will be taken to see that proper educational facilities are provided.

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May I say, in this connection, that it is not merely a question of years of study, but that it is a question of who is to teach these boys? On this question, the Secondary Education Commission made a strong recommendation that even at the primary stage those who were to teach these boys should be well-qualified. The least that I would like to be done in view of the paucity of teaching personnel and more particularly in view of the paucity of funds is to see that matriculates are made available to teach these classes. We went further and said, "We can get a Headmaster who is a graduate to man these schools which will be all to the good of the country". I cannot say that I see clearly any picture of the possibility of this happening in the near future.

Then, Sir, with regard to the diversified courses of instruction, we felt that a four-year course was necessary because instruction in these diversified courses cannot possibly be imparted in a shorter period. The first year will be a year of trial. No student can be straightway put into the diversified course without knowing something of his aptitude, something of his capabilities and something

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of his determination to pursue the course. Therefore it was that the first year was put as a sort of preparatory year and a period of three years fixed for the diversified courses. A number of diversified courses have been suggested. Somehow or other, the diversified course pertaining to engineering seems to have received the highest amount of attention. Side by side with that, the four years would also mean an academic course. Now, I should like to make it clear that we do not expect any serious difference in the intellectual attainment of the student who passes the diversified course and one who passes the academic course. The intellectual co-efficient and capability would be approximately the same and it would not be difficult for the person who has taken the diversified course of instruction with a shorter period of training to attune himself to the academic standard if he so desires. I shall say more about the engineering studies at a later stage. There will be no difficulty, if proper engineering syllabus and teachers are available, for the student who passes the diversified course in engineering to get admission straightway into a professional college of the nature that is being contemplated by the All-India Council of Technical Education. That is so far as the broad outline of the scheme of secondary education is concerned.

Many other subjects were considered. It was stated that the attainment of the students should improve. We no doubt felt that the attainment of the students would be very much better if the medium of instruction was changed to the regional language. But, unfortunately, if we go through the number of passes which are regulated by the Secondary Education Board and not by the University, we still find that the percentage of passes is more or less 50. I was, however, taken aback when the Hon. Minister said yesterday that the syllabus should be so framed that 90 to 95 per cent of the students passed.

THE HON. SRI C. SUBRAMANIAM: I did not say that the syllabus should be revised.

DR. A. LAKSHMANASWAMI MUDALIAR: I saw a report to that effect.

THE HON. SRI R. VENKATARAMAN: What the Hon. the Minister for Education said was that 90 to 95 per cent of the pupils should be able to pass the examination.

DR. A. LAKSHMANASWAMI MUDALIAR: The question of 90 to 95 per cent of the students passing the examination is dependent upon various factors. The most important factor is the competence of the teachers who are to guide these students. It is not a question of getting a larger percentage of passes, but it is a question of providing all the necessary facilities so that a larger number may succeed. Now, Sir, the question of wastage arises undoubtedly when we come to the primary stage, because there the question is one of either literacy or illiteracy. I do not know whether the question of wastage comes up so prominently at the later stages in

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the educational field. Certainly, in my younger days when persons applied for appointment to the clerical posts under the old regime, the application ran thus: "Being given to understand that your Honour's office has got a post of clerk, I beg to apply for the post. I am a failed Matriculate of the University of Madras." Nothing is lost after a certain stage of education. 'Pass' or 'fail' is certainly not the only criterion. I can say some of our most prominent persons, leaders in various fields, businessmen and even high intellectuals succeeded because they had the wherewithal to pursue further. I do not want to quote exceptions. The late Mr. Ramanujam, the great Mathematics prodigy, failed in the Intermediate examination of the Madras University and later on he became the first Fellow of the Royal Society and the first Indian to be elected Fellow of the Royal Society.

THE HON. SRI C. SUBRAMANIAM: Let not our students try to imitate Mr. Ramanujam.

DR. A. LAKSHMANASWAMI MUDALIAR: But still there is something to be said in regard to study for study's sake irrespective of other considerations.

Then, so far as the White Paper is concerned, I have stated that as a compromise, I accepted most of the recommendations. A question was raised in the other House whether these recommendations should go into statutes and what the relevancy of the statutes was. The Hon. the Education Minister at one stage said that he hoped that these statutes would be there and that no successor or Minister would change them. As far as I can see, what the Ministry of Education can do through a Legislature is to deal with the administrative aspects of education and not with the academic aspects of education. I have here the Education Act of 1944 passed by the Parliament which deals in a very comprehensive manner with all the successive stages of education. They have divided the educational course into three stages, the primary stage, the secondary stage and the stage of further education as I call it before reaching the University education stage and I hope and trust that that will be the sort of attitude adopted. If a Bill is to be introduced, that will be passed. But so far as academic questions are concerned, there must be a certain amount of resilience and there must be a certain amount of independent thought devoted by those who are actually handling these matters, no doubt taking into consideration all the available advice that may come from whatever source, governmental or non-governmental. That is so far as the White Paper is concerned.

Now, Sir, I come to the next part of the debate which dealt with University education. As I said, I had no idea that the Hon. Minister would make the statement that he made about University education and point out to this House, as he did all the sins of omission and commission of the University of Madras in recent years. This has been dealt with on other platforms and I understand that the Hon. Minister has also referred to this ques-

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tion in the Conference of Ministers of Education that was held. As I said earlier, in the unfortunate position in which I find myself, I cannot be as frank as I would like to be and I cannot also assume the authority of the University in what I am going to state, but such quotations as I can give, I will give, so that the hon. Members may know exactly what the position is. I am sorry that differences of opinion have arisen, and many people have asked me why these differences of opinion have arisen and why the University and the Government are not seeing eye to eye with regard to some of these matters. It is not our fault but our misfortune that this situation has arisen. The Hon. Minister referred to the fact that on the 2nd May 1956 he sent a letter to me, which I placed before the Syndicate, requesting that the starting of the pre-University course should be postponed for one year. It is the Syndicate's responsibility, but I share with the Syndicate its opinion fully that at that stage, in view of what had taken place, it would have been impossible to postpone it. I shall come to the reasons presently.

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But may I, in this connection, crave your indulgence to give a history of the three-year degree course a little bit? Subsequent to the appointment of the Secondary Education Commission, several conferences were convened by the Ministry of Education at the Centre to which representatives of State Governments, Directors of Public Instruction, Chairmen of Secondary Education Boards and Vice-Chancellors of Universities were invited. At all these conferences, unanimous resolutions were passed as to the manner in which and the time at which the reorganization of University education and secondary education should be brought about. The decision to introduce the three-year degree course is not a new one. As early as 1941, the University of Delhi, under the advice and guidance of Sir Maurice Gwyer, then the Chief Justice of the Federal Court, reorganised the course of education. It introduced the three-year degree course and the pre-university course as a transitional measure and took up the reorganization of secondary education by increasing the period of study by one year and evolving a syllabus for higher secondary education. At the same time, the pre-professional course was also started which was necessary for those who wished to join the professional colleges. These conferences decided that a three-year degree course was to be introduced with, of course, the pre-University course at as early a stage as possible. At a joint conference of Vice-Chancellors of Universities and Chairmen of the Boards of Secondary Education held at New Delhi on the 8th January 1955, it was resolved that there should be a higher secondary course continued up to the age of 17 followed by a three-year integrated course leading to the Bachelor's degree. This resolution was considered at the annual meeting of the Inter-University Board of India held at Patna on the 25th January 1955. The Board recommended the implementation of the proposals as early as possible. The opinion was also expressed that the pre-University course might be introduced, wherever possible, from the academic year 1956-57. At the meeting of the

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Inter-University Board held on the 18th and 19th January 1956, the Ministry of Education at the Centre proposed the following resolution :—

"That the Universities in India should take immediate steps to ensure that the change-over to the new pattern of educational reorganization, that is, the higher secondary course continued up to the age of 17 followed by a three-year integrated course leading to the Bachelor's degree, is completed by 1961 at the latest."

The Board recommended that wherever possible, as a transitional measure, the Universities should start the pre-University course from the academic year 1956-57, followed by the three-year degree course. At the joint conference of Vice-Chancellors and Chairmen of the Boards of Studies in January 1955 and at the annual meeting in 1955 of the Inter-University Board, a resolution was passed to the same effect which was again ratified at a joint conference of the University Grants Commission and the Inter-University Board held at Aligarh in 1955. These were the circumstances in which the Madras University went ahead with the preparations necessary for the starting of the pre-University course and the three-year degree course. During the two and a half years that the University was seized of this particular topic, thirty-two meetings of committees and conferences were held. The subject was thrashed out threadbare at the meetings of the Board of Studies, the Faculties of Medicine, etc., the Academic Council and other expert committees appointed for the purpose and lastly by the Senate. On the basis of these recommendations, the Syndicate went ahead and informed the Principals of colleges of the final decision. May I say one thing here? Whatever their subsequent opinion might have been, whatever views they might have expressed after the course was introduced, as soon as the decision was communicated to them, they applied to the University for a change-over to the pre-University and the three-year degree courses. This involved in the first place certain alterations in respect of accommodation, because the strength of the pre-University class was fixed at 80 whereas in the Intermediate, it was 120. There were six batches of pre-University students to be taught and, therefore, a certain amount of extra accommodation was necessary. It was also necessary for another reason. Pre-University course included—on the basis of recommendations made by several persons—what is now spoken of as General Education which meant basic scientific education as well as education in humanities. These colleges, therefore, went to the extent of getting all the library and laboratory equipment and also the personnel needed for the course. At that stage, Sir, when everything had been completed, when, in fact, the final decision of the Syndicate had been communicated to the colleges that they could open pre-University classes, the Hon. Minister wrote the letter with the result that I have been subject to the most severe criticism from various places and also from the Hon. the Minister for Education for the so-called remissness of the University in not having complied with the request or decision of the Minister. I shall leave the matter at that.

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THE HON. SRI C. SUBRAMANIAM: I may inform the Vice-Chancellor that it was not on my own initiative that I wrote the letter. Many principals were also responsible for my writing that letter.

DR. A. LAKSHMANASWAMI MUDALIAR: I have often heard of principals being responsible for this. But when I questioned them in the Syndicate, not one principal answered me properly. Therefore, the best thing is to leave it all to the authorities concerned to decide, instead of depending on hearsay evidence of different persons who might have their own points of view to express. Nothing is possible unanimously in this country. Nothing unanimous is possible in this House in a democratic atmosphere. Will the Hon. Minister be surprised when I say that many of those sitting behind him have also expressed their views to me which are not always the views expressed by Members on the Treasury Bench? These are all inevitable phenomena. But during the year it was introduced, there was no regret expressed in any reasonable quarter with regard to the introduction of the pre-University course or the syllabus framed. The pre-University course is now running the second year of its existence. I do not suggest that we might never commit mistakes. Nobody is infallible and I would be the last man to say that the verdict of this body is sacrosanct. But there is one point which I would like to mention. All these changes were evolved by the University as a result of discussion with many authorities, many experts in the field of education. We had also a conference of the Vice-Chancellors of the southern region. Seven Vice-Chancellors from Andhra, Venkateswara, Osmania, Mysore, Travancore, Annamalai and Madras were there. My friend from the Annamalai University is not here. He said that he was going to leave it to me to speak on these things. I am grateful to him for giving me that opportunity. But I think I may say that all the seven Vice-Chancellors decided to introduce the course in their respective regions. Five Universities introduced it in 1956-57, Travancore, Osmania, Madras, Baroda and one other. The Venkateswara University was ready to introduce it but it was felt by the Andhra Government that inasmuch as the Andhra University was not in a position to introduce it, the course had better be postponed for a year. On account of the Vice-Chancellor of the Andhra University being on tour at the time in the United States, he could not devote his attention to the subject. Now all the southern Universities have introduced it. Fifteen of the Universities in India have now started the course. Next year, we are given to understand, at least ten more will be introducing it. I am aware that the Universities in Uttar Pradesh have got a big problem of their own, a problem that cannot possibly exist in any other part of India. The University Grants Commission and the Ministry of Education are very much concerned about it. The problem is, 900 intermediate colleges have got to be upgraded to provide the three-year degree course. The Hon. the Minister for Education was referring to the sixteen intermediate colleges which were upgraded and felt that that was probably the proper thing to do. But we will come to that question later on.

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One thing that I wish to state and that very emphatically is this. It has been suggested that there must be an integrated plan of development. To a certain extent, we all agree. But I must also say, from my experience of many Universities in other parts of the country, where the high school education system is now and again changed, that the Universities have never altered the syllabus that they have framed. In England itself, as the hon. Members know, within the last fifteen years, there have been changes in regard to secondary education and there has been a great deal of criticism with regard to secondary education. The choice of the students at the age of 11 plus to decide whether they should take to the academic course or other courses has been violently attacked, and to-day the position is that it is likely to be given up and that they may go back to the old order. But once the Universities have decided what is best from their point of view, neither the University of Oxford nor the University of Cambridge nor the London University nor any of the provincial universities have taken it as their duty to modify their regulations to suit the secondary course. I do not thereby mean that there must not be a certain standard which must be insisted on at the end of secondary education. But if, unfortunately, that standard is not reached, the usual thing is that the student who wants to join the University has got to prepare himself by tutorial aid or by other means like spending one year more in the school. I would like to bring to the notice of the Headmaster that, more often than not, the parents themselves desire their children to continue in the school for one year more. That is a consummation which may be devoutly wished for. But it may not be possible in our country where every year is of great importance to push our children through from stage to stage.

I now come to the pre-professional course. The Hon. Minister has referred to the difficulties of this course. He said that there were three examinations that the young boys had to pass successively—the School Final, the Pre-University and the Pre-professional examinations. After all, some of us know about our students. I have been a teacher myself for forty years, although it might have been only in the medical college, and I have followed the young individuals in many spheres of activity. The greater the ambition that is placed before them, the greater is the responsibility of the youngsters. I have no doubt whatsoever that our young students are as good and as receptive as the students of any other country in the world. Only this morning—this is by way of parenthesis—there appeared an article in the Press about a test conducted in the United States of America with regard to the proper expression of the English language by different nations. Whereas the Americans and the Englishmen scored 60 per cent and 67 per cent respectively, Indians, consisting of Punjabis, Bengalis and Gujaratis, score 94 per cent of the marks. We are good in certain respects; only we do not know how to utilize that to our own credit. I think there can be no difficulty in getting these very bright boys—they should be bright boys—sifted at two stages, at the end of the secondary education stage and at the end of the pre-University

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stage. When they come to the pre-professional course, I am sure they certainly will go on well. The Hon. Minister asked, 'What about those who may fail?' The University has said that a person can appear three times for the pre-professional examination. It is our hope and expectation that anybody who is reasonably worth anything will pass the very difficult professional course within three chances. Here is my distinguished colleague who was for many years a professor in the Medical College. In the Medical College, there was a course known as the Pre-registration course which was as difficult as the pre-professional course that we imagine it to be. If a student did not pass even after three chances, he was not considered good enough. He then joined the Degree course or the Chemists and Druggists course or a technological course at the level of the polytechnic. I feel that there will be no difficulty with regard to these pre-professional students getting into the professional colleges by virtue of their industry. After all, they are the pick, whether they be of the Backward Classes or the forward classes so-called. While I strongly feel that the reservation ought to be there for some time to come because of other difficulties, once the Backward Class students are taken in and trained properly without the teacher attributing to them the quality of inferiority just because they belong to a backward community, those students get on very well. I can show by the marks in the University that they get on very well if properly handled.

Now, Sir, I want to say that this annual examination, about which some of our headmasters are very much agitated and concerned, is a regular feature in the Scandinavian and German Universities. The high grade of expectation in German Universities is something which we can only dream of, and we cannot get to those standards. The German Universities expect a very high standard from all students who join the Universities. I said already that the pre-registration course in the Medical College was an example to the pre-professional course. The question was asked, "If the number of students who pass the pre-professional course is not exactly the number that will have to be taken into the colleges, what happens?" Somehow or other, the Report of the Secondary Education Commission, which I venture to suggest has to be closely studied by all Members of this House, has answered all these points. Our suggestion is that in the first two or three years, the candidates for the vacancies that arise should be selected from those who are either Intermediates or B.A.'s or who are reading in the Degree Class. The Hon. Minister asked how we could take these boys if they failed twice or thrice. In the selection for any of the professional colleges to-day, the Government have laid down that a candidate can appear for a second time if he is not successful in the first time. It means that they are still candidates who could well be thought of for selection. The Government Order itself provides for this. Not only that. It is well-known that in the professions certain number of Graduates come in and it is good for the profession that they come in. There are certain highly developed features of professional education and professional research

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and it will materially be to the advantage of the profession if some Graduates also come in. The University has never concerned itself with the method of selection; it is concerned only with the standards to be reached for eligibility for selection. My hon. Colleague will tell you that in the medical profession expedition-wallas are not the exceptions that we think of. I know of one gentleman who started in the year 1895 and passed in 1916. Let me tell you that it was not the University that was at fault. When he did pass in 1916 and the result was announced, he proposed three cheers for the examiners on the spot.

It was said that about 2,000 to 3,000 students were joining the professional colleges in other States and that, on account of this step, it might not be possible for them to do so. In the first place, may I say that, as nearly 15 Universities have already started the pre-University course and will be starting the pre-professional course, this will not really be a serious difficulty that it was expected to be? I received a letter from the Secretary of the Department of Education wherein he made certain suggestions and wanted to know whether I would take action on them or whether I would want the Government to address me. Being a nervous man, always trying to avoid any Governmental dictum to me, I said that I would take action and place the letter before the authorities concerned. I did place it before the Expert Committee which dealt with professional education. That Expert Committee has decided that so far as these students are concerned, if they have finished the first year of the three-year degree course and the Principal certifies that they have finished it, they will be eligible to sit for the admission test conducted by most of the engineering colleges and take their chance. If they have not taken these subjects in the first-year degree course, they can take these as additional subjects. Generally mathematics and physics are compulsory and it is good for them to take chemistry. Just as students who are in the degree course sometimes attempt the I.A.S. examination, so also these bright boys, lest they should be left in the lurch, the resolution says, should be allowed to appear for the admission test if only the Principal of the college certifies that they have undergone a course for one year in the three subjects, mathematics, physics and chemistry either as regular subjects under the course or as additional subjects.

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Sir, I received a reminder to the letter from the Secretary Education Department, but I must confess that I have not yet replied to it, the reason being that so far as this recommendation is concerned, it is being placed before the Co-ordinating Committee of the All-India Council of Technical Education which is meeting on the 3rd of December and that it is expected that it will be ratified. As soon as it is ratified, Principals of all colleges will be informed of this provision and there will be no occasion for any student who has studied in the first year of the three-year degree course, if he is so minded, to find that he is denied admission by

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virtue of that one factor. But I must also say that the Vice-Chancellor of the Roorkee University—it is a technological University—tells us that he had no use for such students because he would prefer to take Graduates in his University. That is a situation which we cannot help. If that is so, it is quite another matter.

THE HON. SRI C. SUBRAMANIAM: What is the position with regard to the Banares University?

DR. A. LAKSHMANASWAMI MUDALIAR: The All-India Council of Technological Education is going to circularise the Universities which have not started the pre-professional courses to allow such students from those Universities which have the three-year degree course, if they have finished the first year of the three-year degree course, to sit for the competitive examination for admission to the engineering courses.

THE HON. SRI C. SUBRAMANIAM: I am anxious to know the position. I have received a communication asking for information regarding the number of Intermediate students who would be appearing for the examination so that they might provide seats in the Banares University. I suppose, when the circular referred to by the hon. the Leader of the Opposition is issued, it will be changed.

DR. A. LAKSHMANASWAMI MUDALIAR: Yes. That is what the Secretary of the Scientific and Industrial Research Council said; that is what the Secretary of the Ministry of Education said. This suggestion has been heartily supported. There will be no difficulty in regard to that. I am attending the meeting of the Committee. I shall communicate it to Government as soon as the Committee arrives at a decision.

The Hon. the Minister for Education referred to the fact that the pre-professional course would be a costly one and that if that had to be integrated with the four-year engineering course, it would raise the cost still further from Rs. 4,000 by another thousand rupees. May I say something which has happened in the meantime because these are things which are continuously being thought about and Universities and those in responsible positions are not actually sleeping over the matter? We are considering these questions. I am referring to the Expert Committee which met in Madras recently. In regard to this course, the Committee agreed with the note of the Government. Let me read the resolution as it is because it is self-explanatory: 'The Committee agreed with the note of the Ministry of Education that the study of basic science is a necessary foundation for engineering and that technology should be an integral part of the professional course itself and should not be regarded as a separate preparatory stage. Having regard to the deficiencies in the science subjects in the higher secondary course as compared to the I.Sc., as also in view of the need for better scientific preparation, the Committee suggested that the first-year degree course of engineering and technology should be part of a five-year integrated course after the higher secondary

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stage and it included at least six months' practical training. The first year of the five-year curricula should be devoted to the study of basic science, workshop practice and engineering drawing. The other four years should be broad-based and should provide for a gradual building up of the scientific knowledge. Not only have they stated these but also passed a resolution that the cost involved in integrating this one-year course should be shared by the Central Government, the University Grants Commission and, if possible, the State Government. In fact, the Secretary of the Scientific and Industrial Research Council said that in view of the paucity of funds and the disinclination of some State Governments to incur this expenditure, he would strongly press that the whole of this expenditure should be met by the Central Government and the University Grants Commission. Now, I may say that if this is done, as I am sure it will be done, there will be no additional strain on the finances of the State Government. There may be no strain at all, I hope, and that is the position that some of us would like to take in view of all that has happened and all that has been stated here. Not only that. Since the resolution was passed, I have been in touch with the private managements who have started engineering colleges. Our State holds the key position in regard to the number of private engineering colleges that have been started in any State in India. We have to-day four private engineering colleges, as against two Government engineering colleges. I am glad to say that three of the private engineering colleges have already got some plans and are implementing the plans for integrating the courses. One may ask why this is being done. In this age of engineering and technology, there is greater and greater emphasis on the basic sciences, physics and chemistry, without which no technological progress is possible. It was felt strongly in the Committee that a high-grade professor of physics and chemistry as also mathematics would be an essential requirement not merely for basic science but for correlating the development of engineering studies and for any research that might be carried out in the engineering studies. Therefore it is that this resolution has been passed. I hope and pray that on the 2nd of December, a notable day for technological education, this will also be completed.

THE HON. SRI C. SUBRAMANIAM: Just for clarification, may I know one thing? Will there be the pre-professional course as well as the other, namely, the recognition of the first year of the three-year B.Sc. course or will both be combined in the first year of the B.Sc. course?

DR. A. LAKSHMANASWAMI MUDALIAR: The first year of the B.Sc. course will be recognized wherever there is an admission test for engineering college, but where there is no admission test, the selection to the engineering college of the number of students necessary will be made from the higher secondary stage

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or the pre-University stage and they will have an integrated programme of study for five years. That is what has been decided upon.

THE HON. SRI C. SUBRAMANIAM: Perhaps I have not understood it properly. Now, after the pre-University course or the higher secondary course, they have to do one more year. We call it pre-professional course. You may or may not integrate it. If admissions are made only at the pre-professional stage, that is, the first year of the integrated course, then the B.Sc. students, as far as our State is concerned, will have no opportunity to apply for admission to the second-year course of that integrated course after passing through the first year.

DR. A. LAKSHMANASWAMI MUDALIAR: No, then it will be like the position to-day where a Graduate applies for admission to the engineering college or the medical college and only the marks obtained in the Intermediate examination are taken into consideration. These students will be in the same position. If they want to join the engineering college, they have to make their application and take their chance along with others.

THE HON. SRI C. SUBRAMANIAM: To be admitted in the first year of the present course.

DR. A. LAKSHMANASWAMI MUDALIAR: No, unless the All-India Committee on Technical Education is prepared to make any change about which I cannot say anything. But the resolution as it stands is for this purpose.

4 p.m. Sir, I now come to the chief criticism that has been levelled against the University. A great deal of emphasis has been laid on the fact that the authorised strength in the colleges was 10,000 for the three-year degree course, as against a poor actual strength. Sir, you are familiar with the subject. As many of our hon. Colleagues may not be aware of the details, it would be advantageous if I explained the whole position.

When a college asks for affiliation, it generally sends its proposals for the courses and for the strength which it would like to have. These proposals first go before a committee, the Affiliation Committee, and then an Inspection Commission, consisting of experts in the particular subjects in which affiliation is sought by the college, goes to the college, examines the set-up of the various classes, the laboratory and the library, also decides, in consultation with the management, what staff is expected and ultimately what should be the staff appointed, and then sends up a report. The report is received by the Affiliation Committee. It scrutinises the report and, in the light of various reports, evolves a uniform formula as to what should be done. For, many inspections may have to be carried out, because it is not unnatural especially in a country which is noted for "Thatchinyam"; that one Inspection Commission which might have been comfortably lodged and well looked after might have a little more sympathy for the college

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authorities, and if my hon. Friend Sri V. V. Ramaswami is on the Commission, it is all the more difficult to resist the desire to do this and that with particular strength. But I can assure the House that it comes up for the cold and calculated examination of the Affiliation Committee and that all these things are avoided.

Now, Sir, so far as Science subjects are concerned, the University has got its own specific rules—50 square feet should be available for laboratory; in whatever subject it may be, not more than 48 students should be admitted; only one batch can be trained in science. These rules are strictly followed and, as a matter of fact, for the Bachelor of Science Degree, we have authorized admission only up to 24, 16 or 32 seats. Only in very rare cases 48 students are allowed to be admitted and that too in very big colleges like the Loyola, Pachaiappa's and the St. Josephs Colleges. (Interruption.) We have not yet taken up the Presidency College, but I am sure that will be one of the colleges for obvious reasons like availability of a big laboratory, etc. In all other colleges, I can tell the House from the statement recorded in the University Office that admission is only for 16 to 32 seats.

So far as the Humanities are concerned, the sanctioned strength, maximum is 100. It is said to be a strength which should not be exceeded for colleges so that if a college wants to start Economics course and all that, the Syndicate states, 'the utmost number you can admit is only 100 in the course of years'. Therefore, the sanctioned strength is not the actual strength in any particular year. In fact, looking over the previous years, I find that if we take the total sanctioned strength and the number of seats in all the colleges, the deficit is 1,500 to 2,000. This year, although the sanctioned strength was 10,000, it could not be reached because of the paucity of the teaching element which the colleges could not get, and because many colleges could not introduce particular subjects which they had asked for.

Now, I do not profess to know much about the Grant-in-aid Code, and I do not know on what principles grants are given. But I do feel that the number of students in a college is not the factor that influences the sanction of the grant, but that it is based on the professorial element; the teaching grant is based on the deficit in the fee income, the amount that has to be given to the teaching staff and such other incidental expenses. There is a big formula in this regard and I will not go into the details. If there are more students, if the sanctioned strength is more, i.e., the more the students, the less will be the deficit and the less the grant. I can assure the House that it is not at all correct to say that the increased authorized strength has resulted in a greater amount of financial liability. It is rather the increase in the number of subjects that have been allowed that might be said to . . .

THE HON. SRI C. SUBRAMANIAM: I am sorry to contradict the Vice-Chancellor. It has increased the financial liability. Because we have uneconomic classes spread over four or five

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colleges, there is increase in financial liability. If they had been confined to two colleges with more number of students, we would have had maximum strength. Now they have been spread over four or five colleges and we have to sanction grants in respect of four or five colleges instead of two colleges. Therefore, the statement that it has not increased the financial burden by arguing the other way round ignores this point. We have now to give grants to many more institutions which we need not have to if the strength had been restricted.

DR. A. LAKSHMANASWAMI MUDALIAR: I am sorry the Hon. Minister has not caught my point. That was what exactly I was saying. Whether we have 100 in the Economics classes or 30 in the Economics classes, the professorial element has to be the same.

THE HON. SRI C. SUBRAMANIAM: That is my point too. You might have five colleges full, which might have 100; but you have 10 colleges with less strength.

DR. A. LAKSHMANASWAMI MUDALIAR: That is a point that the Hon. Minister may raise. How this has to be done is a matter that must necessarily engage the attention of the University. I shall have something to say about it later on.

I want to say this: A lot of figures were given which were not based on all the relevant information that ought to have been available. I am not surprised at that. I want to refer to one thing more and that is this. It was suggested that there was a poor strength in the B.A. class as compared with the B.Sc. class. The simple fact is that subjects like Mathematics, Statistics in the Faculty of Arts and many science subjects in the Faculty of Science under the old regulations are now grouped together and included in the Bachelor of Science course. Apart from that, I do not see how, when a college asks for affiliation, we can refuse affiliation. What we have to do, in the light of what the Hon. the Education Minister has stated about finance, is a thing that has to be considered by the Affiliation Committee. We shall go to the Syndicate and tell them that a number of applications for new affiliation have come in. Very probably this is all that the University will say, namely, that unless the management is in a position to stand on its own legs with regard to finance, no further affiliation will be given to new colleges and old colleges seeking affiliation. It seems to me that this is the manner in which the problem should be approached. We may not always be guided by what the Ministry or the Secretariat feels about it or the manner in which it wants this or that college to be helped. The University's position is exceedingly difficult. Supposing half a dozen colleges ask for affiliation in Statistics, am I to say that the Syndicate should select only two and omit the other four? If, with the concurrence of the Syndicate, we throw the entire onus to supply the funds necessary on

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the managements, as proposed, then the question of finance will not arise and the colleges will then have to consider for themselves whether it is worth while starting the courses.

Now, Sir, I would like, in this connection, to acquaint the House with what the University has been doing for the last ten years to solve the difficulties of finance. Realizing as early as 1947 that the Exchequer of the State Government might not be just as we would want it to be, we took the first step in this direction. We insisted that any college which wanted to be a first grade college should give an endowment of Rs. 5 lakhs, yielding an interest of at least Rs. 15,000 and on its having Rs. 5 lakhs worth of complete buildings. We insisted that a college that was given recognition for the Intermediate, should within five years, raise itself to the Degree standard. Why did we do that? We did that because at that time—and I speak of the year 1947—the pressure was so great that the University had to adopt the shift system to increase the number of students in the colleges and to meet the demand that was so insistently made in the editorials of our Press, and that saved the situation. Forty-five colleges have been started in the Madras University (old area) and there are several colleges now. Not only did we do this, but we also insisted that these colleges should not all be crowded in Madras to the detriment of the students. We said that no college should be started in Madras unless it had a fifty-acre extent of plot—an easy method by which we kept the colleges out of municipal bounds. The result was that colleges came into existence in Meenambakkam, Virudhunagar, Sivaganga, Tuticorin, Uthamapalayam, Adirampatnam, Mayuram and other places. We had no need to establish rural universities. Karaikudi, of all places, as everybody knows, was a sort of bush forest, but that has been converted into smiling pastures with a large number of educational institutions. The Hon. the Education Minister is connected with the Trust Board, and I need not say more about Karaikudi and its influence on civilization. This is what has been done to stop the shift system. At the same time, we have limited the number of students.

The question has been raised about the Intermediate Colleges. It is asked, 'Why not allow them to continue?' The Syndicate has given the direction that they should be raised to first grade colleges. It would not be possible for us to go back. If the Government are not in a position to help them, then the Intermediate Colleges will have to close down. If they can get the funds or if they have the funds, they can continue somehow or other. Simultaneously with what the University did, may I say that the Government give half-grants for buildings? Subject to the approval of the plans by the department concerned, the maximum grant is restricted to Rs. 75,000 for first grade colleges, Rs. 50,000 for second-grade colleges, and Rs. 35,000 for high schools. Hon. Members who are connected with educational institutions know what the present cost of the development of an

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institution is. My hon. Friend Sri Ramaswami Nadar and others connected with colleges know that they had to spend five times or ten times this amount on college buildings. The Lady Doak College in Madurai, the Fatima College, Madurai, the V.O.C. College, Tuticorin, and the College at Virudhunagar, have all spent large sums on buildings. I am not now speaking of missionary colleges. Every college, in fact, has spent large sums on buildings. Criticized as we have been, I have some little consolation that visitors who have come from other parts of India, including responsible statesmen, have somehow or other found that the state of development of education here seems to be a little different from—I would not say 'more than'—what it is in other parts of the country.

THE HON. SRI C. SUBRAMANIAM: I may give the information to the Vice-Chancellor that the grant is not limited to Rs. 75,000. The managements submit separate schemes and they get twice or thrice this Rs. 75,000. They get the first Rs. 75,000, then a second Rs. 75,000, and again the third Rs. 75,000.

SRI T. P. SRINIVASAVARADAN: Does this apply to secondary schools?

DR. A. LAKSHMANASWAMI MUDALIAR: I am very grateful for this.

We have also taken up the question of hostels and insisted upon fifty per cent of the seats being available to the students. No University has got better provision for hostel accommodation than this University. I must not speak as if I were trying to blow the trumpet of the University, but when questions are asked, I am bound to speak about these things. From the loans given by the Central Government and the University Hostel Co-operative Construction Society, and thanks to the Government of Madras giving us all the facilities, the Virudhunagar College has constructed a hostel, Karaikudi has constructed some hostels, Tirunelveli has constructed some hostels, and Madurai has constructed hostels. Several others also have constructed hostels. I am only speaking about all these by the way. Some progress is being made.

Now, Sir, I come to another point, and that is a very serious matter. We have been told that this University was not fulfilling its functions, because it was not meeting the needs of the higher branches of education, particularly, the post-graduate and research education. Three years ago, I got a communication from the Ministry of Education giving me statistics as to the number of people who had post-graduate qualifications and research qualifications and asking why they were so limited. The University immediately consulted several of the Principals. We drew up a scheme and sent it to the Ministry of Education and the University Grants Commission, with copy (as we always send) to the Ministry of Education at the State level. As a result of this, I am glad to say

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that the Ministry of Education has given a sum of Rs. 5 lakhs to some of the colleges in the City of Madras including the Presidency College to develop their post-graduate instruction. They give two-thirds grant and they expect the one-third non-recurring grant to be met by the State or the institution. I am going to have a conference in this matter. I say these post-graduate courses can be started only if the institutions are able to give a definite assurance that they can run them even though the State is not able to find the resources. I am going to Madurai on the 18th of this month, because fortunately the University Grants Commission has accepted the scheme to start these courses as a pilot project in Madurai. I selected Madurai for the reason that it happens to be not merely the second biggest city in Tamil Nad but it also happens to have the largest number of colleges which have come to the degree stage. There are seven colleges. There is going to be an engineering college started. There is the Teachers' College. They have stated that they are prepared to help the University to run these post-graduate courses. I want to start these courses. I will make it clear to the managements concerned that the University will be responsible only if they give the guarantee that they can finance these courses without the help of the State Government. In this respect, I do not want to be misunderstood. We know the difficulties of the State Government in implementing their own plans for primary education and for higher elementary education. Therefore it is that I have felt and made the position clear that it may be necessary for University education to look up to the Ministry of Education and more particularly to the University Grants Commission and see what they can do.

A proposal has recently come from the University Grants Commission. The question of the pay of teachers is one of absorbing interest. Not merely in the primary schools, not merely in the high schools, but in the colleges as well, to attract persons with good qualifications and to retain them has been a great difficulty. Fortunately, the University Grants Commission have come to the rescue, and they are prepared to pay fifty per cent of the excess expenditure involved in adopting the scale that they have suggested. This scale seems to me a very reasonable one. The other fifty per cent should be met by the management. If the State is generous enough to find the finances, it may give. But those colleges which can afford it, will be given preference in getting these additional funds, on application, from the University Grants Commission.

I am mentioning these facts merely to show that the University cannot have a stalemate position in regard to the development of higher education. We have already lost a good deal of initiative and in these days when science and technology are progressing so much, it is only reasonable for the Central Ministry of Education and the Prime Minister to expect the Universities to do all they can in this matter of higher education. This is the reason why we are requesting the managements to see how far they can

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shoulder the burden themselves. I have enough faith in the philanthropy of my countrymen to appeal to them to do this. We know that the finances of the State Government are crippled by their many commitments. Even in the sphere of primary education, they are finding it difficult to fulfil their programme. While the managements will, of course, be grateful to the Government, they must also realise that if they are not in a position to receive grants from the State, it is up to them to see whether they can find the money themselves. The University cannot possibly interfere in this matter.

It has been suggested that the University should not waste public funds. I entirely and wholeheartedly associate myself with this sentiment. If there were to be an enquiry into the manner in which public funds are utilized by the University and by other organizations, the State or other, I shall be the first to submit all relevant information to such an enquiring authority. We are very grateful that, in spite of all these difficulties, the Ministry of Education and the Cabinet have given us an increased block grant on the Centenary occasion. They increased the amount by Rs. 3.55 lakhs. This has helped me materially in certain respects to institute new courses like architecture, business management, etc. We have not come to the State Government for any of these courses, because we felt that having got this generous grant, we should not expect the State Government to spend more on the University. I fully agree with the Hon. the Minister for Education that he has to be responsible to the Legislative Assembly and I do not agree with him if he says that he has to be responsible to the Legislative Council, because so far as financial matters are concerned, the Legislative Council will count for nothing.

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THE HON. SRI C. SUBRAMANIAM: It does count and it counts more though it may not have voting rights.

DR. A. LAKSHMANASWAMI MUDALIAR: Sir, I am glad the Hon. Minister has given this assurance. All that I wish to point out is that we fully realize the position of the Hon. the Minister for Education particularly when he combines in him the portfolio of Finance also and has to be responsible to an elected Assembly. That is why, wherever possible, we have not approached the Government. We have tried to cut our coat according to the cloth that we have. As for the increased allowances that we have given to our teachers and the *pro rata* quota that we have to spend, we have met them ourselves. We have pleaded with other organizations like the University Grants Commission to increase their grants. I have particularly pleaded that in regard to additional expenditure on women's colleges, they should be more considerate and I am glad to say that the University Grants Commission have considered this question very favourably and in regard to scales of salary, I think they will help us to the extent of 80 per cent in the case of women's colleges. Thus, we have tried our level best to do the maximum that is possible.

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With regard to technical education, the Hon. Minister knows that through the efforts of the University Grants Commission and the All-India Council of Technical Education, a sum of Rs. 1½ crores has been given to the State for the different engineering colleges. It is not as if we were going out with a begging bowl. Sir, the only thing I wish to plead is, "Please do not think that the University is going on doing things as it likes and in any manner it likes." I may, in this connection, tell this House that its restrictions are far more than the restrictions of a democratic set-up. We too have to deal with 240 members of the Senate, we have to deal with 255 members of the Academic Council and we have to deal with a Syndicate of 19 members not all of whom hold the same view or possess the same temperament. We have our own difficulties. Therefore, I thought that a little trust in the University would beget trust.

Sir, one more submission and I would have done. At this stage, I do not think I need go into the details of the language problem as it has been called. The views of the University have been expressed before the Official Language Commission fully and frankly and I do not think that the University has changed its views. We believe that it is not possible or necessary for language to be uniformly treated as the language for all areas. The expression in the Constitution is 'official language' and not 'national language'. Somehow or other, the expression 'national language' has come into vogue. As for national language, we can think of only two national languages—in the Dravidian side Tamil and in the Aryan side Sanskrit—which are known from Cape Comorin to the Himalayas, from Calcutta to the farthest corner. But, somehow or other, the number of people who speak Hindi has been quoted against us. I should like to know how many of them could read, write and speak Hindi well. The percentage of people who can read, write and speak Malayalam will be more than those who can do so in Hindi. That is another question. Anyway, the Parliamentary Committee is there and it has before it all the opinions that we have expressed.

The Hon. Minister has also referred to the regional language. Sir, I have come to the conclusion that at this stage anyone who prefers to have a change in the medium of instruction must bear a tremendous responsibility, 'tremendous' because it will radically affect generations of students. The chief difficulties must be fully understood. On the ideal plane, nobody is going to question the mother-tongue being the proper medium at all stages of instruction, but on the practical plane, in view of the urgency of development in this country in many fields of activity, what will be the best method to achieve this? That is the question that has got to be considered. The Hon. Minister has made some suggestions and I understand from the archives of the Secretariat that certain solutions are being offered and that they will be placed before the University authorities. But, I can say that the University authorities are not jumping to conclusions nor is their mind petrified in this respect. If only a certain amount of latitude is given and

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a certain amount of choice is given in the initial stages with this condition that there will be no difference made between one set of students and another whatever be the medium of instruction, that will go a long way. In all official appointments, you may give some preference to the regional language. I can say that it is not as if the University has not done anything in the matter. If the reorganized courses of instruction are taken into consideration, one will find that a fundamental change has been made in the Degree courses. Formerly, for the B.Sc. course, the regional language was never taken. They had only English and the Science subjects. To-day, whether it is B.A. or B.Sc., the regional language is not only compulsory but is given the same number of hours of teaching and the same position as English is given. The result of that will be enjoyed by the future generation. I have no doubt about the fact that a combination of these two languages and their study at the same high level will produce a number of scholars whose familiarity with expression in one language or the other would be far more than it is to-day or than it was before. If the Government, however, have any ready-made solution, obviously that will be placed before the University authorities for their consideration.

4-30 p.m. Mr. Chairman, I shall conclude with a note of depression and sorrow. I have reached an age when it is not possible for me to enter into any pugilistic contest with anyone who holds different views. Nor is it right for me to take such a step in the evening of my life. All my ambition is to see that the work that has been going on in the University for the last 30 years and more—30 years is not a small period—is completed. I only want that some chance should be given to the University. I do not want any autonomy as it is called. In fact, if the truth were to be told, only the wearer knows where the shoe pinches. It is not autonomy at all in any sense of the word. Directives are being received from the Central Government and the Ministry of Education in many spheres. Secretaries after Secretaries are telling us that we must introduce this course or that course. Whether it is Wild Life Preservation, Planting of Trees or Soil Conservation, we are receiving communication after communication from the Central Government that we must introduce courses of study covering these subjects. In fact, the communication that we received from the Central Ministry of Education is such that if we are to follow their example, we shall get into the position of what is described in the famous Aesops Fables of the man, the ass and the little child.

Thank you, Sir.

SRI T. P. SRINIVASAVARADAN : Mr. Chairman, Sir, the White Paper has been placed before this House for giving out our views. The Hon. the Minister for Education, while presenting the White Paper, gave us the minute details of the various recommendations contained therein. I should like to thank both the Hon. Minister and the Secretary of the Department for the excellent manner in which it has been prepared.

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The Hon. Minister, during the first half of his speech, was all for implementing the recommendations contained in the White Paper. In the later half of his speech, he posed a number of problems confronting the University. He created a doubt in our minds at one time as though he wanted a *de novo* examination of the whole question, but luckily at the end, he said that steps must be taken to implement the recommendations of the Legislature Committee. Sir, this Committee, as has been pointed out, consisted of eminent educationists—two Vice-Chancellors and also a retired Director of Public Instruction Sri Ranganatha Mudaliar and other public men—and the recommendations are unanimous. In fact, it is stated that none of the Members of the Committee has any separate minute to add. So, it is gratifying to note that the recommendations have been unanimous.

Now, Sir, I am coming to the main recommendation, viz., the total duration of secondary education. The Vice-Chancellor of the Madras University stated that as a compromise 11-year period was accepted as the duration. We accepted it not only as a compromise but from other points of view also. We wanted that one more year should be added to secondary education, taking into account the present set-up in the elementary, primary, middle and higher elementary schools. We accepted this 11-year course because it was divided into two parts—seven years of integrated course and four years of higher secondary course. Seven years of integrated course will go a long way in improving the standard of elementary education and so also the four years of higher secondary course will improve the standard of secondary education. At present, we have got only three years and if the duration is increased to four years, the pupils will have the advantage of being taught by graduate trained teachers. This is one advantage. Another advantage is that these pupils will be in the higher secondary school for four years. So, combining these two courses, i.e., seven years of integrated course and four years of secondary course, we thought that in a period of 11 years the students could attain the pre-University level.

There is also one other important factor to be taken into consideration. Now, the Legislature Committee has accepted the age of 5 *plus*, as the age of entry to the first standard. That is a very important recommendation. Both at the Headmasters' conference and at the meeting of the South Indian Teachers' Union, we stated that the age of admission should be 5 *plus*. We also stated that in the second standard it should be 6 *plus*, in the third standard 7 *plus* and so on. Now, what actually happens is this. A boy, who is aged only 8 years, seeks admission to the first form. We have a slipshod test and then we admit him. This is one of the reasons why the boys are unable to attain the required standard. Now, if this age of admission to the various classes is strictly applied at every level—I hope that is the intention of the Government—the standard would be better.

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THE HON. SRI C. SUBRAMANIAM: That is the intention of the Committee.

SRI T. P. SRINIVASAVARADAN: Sir, if that is not done, I am afraid the standard at the end will not be as we want it to be. Another factor which made us accept this recommendation was that as far as possible, qualified teachers should be appointed to handle the classes. Now, if we take the higher elementary schools, only secondary grade teachers are handling the eighth standard. If it is an integrated course, such things will not happen and only graduates will be handling the eighth standard. Sir, we have also increased the number of school days from 180 to 200. Schools will have, therefore, more working hours and with this additional time, it will be possible to have the intensified course from the first standard to the 11th standard.

The next point I would like to bring to the notice of the House is this. So far as the 3-year degree course is concerned, we have accepted that because at present we find that in the Intermediate classes, each class contains more than 100 pupils and those who pass the Intermediate examination have no guarantee that they will get seats in the degree courses in the same college. The 3-year degree course will help the students to spend the three years in the same college. That is also one of the main reasons for accepting this pattern of education at the University stage.

Now, Sir, whether the students can reach, at the end of 11 years, the pre-University level is a question posed by many. As I said at the beginning, it is possible if we have the following conditions fulfilled. The first is that the age of admission should be strictly applied and the second is that we must have qualified teachers. The third is that in the last four years of the integrated course, we must have only trained graduate teachers. If these conditions are not fulfilled, it is not possible to reach that standard. At present, nearly 30 to 40 per cent of the boys are having regular systematic education only for six or seven years. Unless they have this systematic regular education at least for nine years, it is not possible to attain the standard of the pre-University. Therefore, I am quite sure that with the increase in the number of school days and consequently in the number of working hours and with more trained teachers, it will be possible for the students to attain the pre-University standard.

Now, with regard to the diversified courses, I should like to point out certain things. If the Hon. Minister studies the history of secondary education, he will find it for himself. A criticism has been levelled for a long time that these secondary schools are catering to the needs of the University alone and that they are leaving out of consideration those who leave at the Secondary School-Leaving Certificate stage who form nearly 70 per cent. Only about 30 per cent of the students enter the colleges and the remaining 70 per cent do not enter the portals of the University. Therefore, it is said that there should not be only one course leading

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to the University course but that there should be a number of courses. In 1948, in our own State diversified courses were introduced long before the Report of the Secondary Education Commission. We have introduced diversified courses in agriculture, engineering, home science, secretarial methods, etc. All these courses were introduced only to divert the students to different channels. That is the main object of secondary education. There was also another reason. In order to carry out the various schemes laid down in the First and Second Five-Year Plans we required a large number of semi-skilled and skilled workers and that was why the engineering, agricultural and other courses were introduced. In this connection, I would like to point out that the engineering course is a very good one. If students do not pursue that, it is not their fault but it is because of the absence of facilities for them to pursue it further. Now, what happens to an engineering student is that he does not get any seat at all in the polytechnics. Only a few students are taken in there. Unfortunately, in the polytechnics they do not give preference to students who have taken engineering in the school course but to those who have taken the academic course. Most of the students do not get admission with the result that they only go to the Arts colleges. Unless this is changed, it is not possible for us to have more students in the engineering courses and all our plans will be only a failure.

There is one other recommendation, namely, that after the four-year diversified course, the student can join the second year of the polytechnic course. It is a very good recommendation. Sir, the Professors from the Engineering College, who came to our school for examining our boys in the practical examinations, told us that our boys did very well and that they compared favourably with the students of the first year of the B.E. class. What I would suggest is that two things are required. One is that these students should be admitted to the polytechnic course. The other is that one year of the polytechnic course should be cut down to enable these boys to pursue this course most successfully. Now, this change-over can be effected in high schools. For instance, if a boy takes engineering in the diversified course in the IV Form and if he subsequently finds that he is not fit to take that subject, he can change over, with the permission of the Director of Public Instruction. But the boy who takes up the academic course cannot change over. He must go back to the IV Form. The change-over cannot be made in the 11th standard, but if he wants to have it, he must have it only in the 9th standard. So, a provision must be made that the change-over can be effected in the case of boys of both categories.

Regarding the new syllabi, committees have been formed and they have finalised the syllabus for the various courses. While the Hon. Minister was making his speech, I wondered how he was able to go into even minute details. The Hon. Minister has been

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kind enough to refer to all details. On the basis that the standard in the 11th year should be equivalent to the pre-University level, we have drawn up the syllabus. It was published in the *Fort St. George Gazette*. Opinions were called for, and very recently we have finalised the syllabus. I am glad to say that all the suggestions have been incorporated and that the Teachers' Associations and the teachers have approved the syllabi drawn up by the Committee. It is a good syllabus and if that is followed, I am quite sure that the standard at the end of the 11th year would be equivalent to the pre-University level.

Now, I am coming to the study of languages. So far as the higher secondary course is concerned, the language in Part I is the regional language. The language in Part II is Hindi or any other language not included in Part I. The language in Part III is English or any other non-Indian language. One bright feature of the scheme is that the study of Hindi is not made compulsory in view of the present political set-up. For the present we have to drop this idea. Even though Hindi is not made compulsory, a student has got to study three languages. If he does not want Hindi he should study any other Indian language not included in Part I. Naturally students would prefer English to any other non-Indian language like Greek or French. Now, what I would like to point out in this connection is that Sanskrit is voted against Hindi. I am pleading the cause of the students who want to study both Hindi and Sanskrit. At present, it is not possible for students to study both Hindi and Sanskrit. The scheme that has been placed before us is a very good one, but, unfortunately, it has not taken into consideration those students who want to study both. I have not got two solutions to remedy this feature. I shall place them before this House for its consideration as well as for the consideration of the Hon. Minister. The first thing is that we can reduce the number of periods so far as the regional language is concerned, if that is possible. Instead of having six periods, we can have four periods. The second solution is that instead of the languages in Part II, we can have it like this. In Part II, we can provide a number of languages and ask the boy to take two—Hindi and any other Indian language or intensive study of the regional language. So, in the first part I have suggested, he takes the regional language—four periods—and in the second, he takes two languages. It may be Hindi or Sanskrit. A Sanskrit boy can take Sanskrit or Hindi. It is possible to group these. But one lacuna is that we have reduced the number of periods for the regional language. So far as English is concerned, it is all right. If that is not possible in the present political set-up—I am emphasising the words 'political set-up'—I would be sorry. At present, we have made it four periods in the case of students taking the diversified course.

SRI T. PURUSHOTHAM: If he does not take intensive Tamil, he has to study only three languages. What is the alternative the hon. Member suggests?

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SRI T. P. SRINIVASAVARADAN: The other scheme I am now suggesting is this. In the case of students taking the diversified course, there are only four periods for the regional language.

(At this stage, the Deputy Chairman sounded the gong.)

SRI T. P. SRINIVASAVARADAN: I hope I am not . . .

DEPUTY CHAIRMAN: I am not disturbing you.

SRI K. BALASUBRAMANYA AYYAR: You are disturbing the people who are speaking here. (Laughter.)

SRI T. P. SRINIVASAVARADAN: Sir, we can have six periods for the regional language. We shall have Hindi or any other Indian language and also English. Then, we must see whether we cannot give three more periods for Sanskrit for those boys who want to study it. It is possible to give three more periods. I know the time-table can be adjusted. As a member of the committee for drawing up the syllabus, I know the periods allotted to the various subjects. We will find that in the case of diversified course, physical education is put down outside school hours. In the case of a student taking the academic course, it is within school hours. These two periods can be utilised for Sanskrit and the Sanskrit boys can be asked to have physical education outside school hours just like the 'diversified' course boys. There is one period allotted to moral instruction and citizenship training. I want to know whether we cannot make some provision for the study of Sanskrit within school hours. I am pleading with the Government to consider whether such an arrangement cannot be made.

About the study of English, the Committee has rightly suggested that it should commence from the V standard. We have now got more working days. But I would like to point out, in this connection, that we will have more periods on account of the increase in the number of working days. I would request the Government to see that only teachers who are competent to teach English are posted for teaching this subject. In our training colleges, we take persons who have secured 25 and 30 per cent marks in the examination. Even if these people teach for ten years, at the end of ten years, we will find the standard very low. We should see that competent men teach. Of course, the Grant-in-aid question will then arise. But it does not matter if trained Graduates are asked to handle English even in the V standard. For a small school, one teacher will do.

I may point out one other thing in this connection. Reference was made to the medium of instruction in educational institutions. In high schools, we have adopted Tamil as the medium of instruction. Here it is possible to have the regional language as the medium. But I request the Hon. the Minister for Education to pause and consider for a moment one fact. I am, of course, an ardent supporter of the regional language being the medium of instruction in the University courses also. I put the question to

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various University professors why they did not adopt Tamil. They gave very good reasons why they did not do so. I am a teacher of science myself and I know that if I do not read foreign books even to-day. I cannot be an efficient teacher of Science. All the streams of knowledge which flow enormously from the West can be had through the medium of English. English is very handy. We have been having it and we can easily follow it. As an ardent supporter of Tamil, I am saying that we should not introduce Tamil as the medium of instruction at the University stage. Though introduction of Tamil should be our ultimate goal, I am afraid it will take some time. If we introduce Tamil, our standard at the end of the engineering course or any other technical course or even at the end of the University course will considerably go down.

THE HON. SRI C. SUBRAMANIAM: I have not made that suggestion with regard to scientific and technical subjects.

SRI T. P. SRINIVASAVARADAN: If the Hon. the Minister for Education agrees with me in that respect, it is all to the good.

SRI A. GAJAPATHY NAYAGAR: I ask whether Tamil is not good enough even for Humanities.

SRI T. P. SRINIVASAVARADAN: One who is a scholar in Tamil cannot translate into Tamil the English books on Humanities. One must have a huge fund of general knowledge to undertake the translation. One may be proficient in Tamil. But he need not necessarily be proficient in Science or Mathematics or any other subject. Please excuse me when I say that the present-day pandits, even very eminent pandits, have very little general knowledge.

I am glad that the Hon. the Minister for Education has agreed that for some years to come, the teaching of Science and Mathematics subjects should be through the medium of English. Even now though we are allowed the option of teaching Composite Mathematics through the medium of English or Tamil, many schools have retained the English medium.

About the transition programme, it was originally thought we could have this introduced in the eighth standard next year. Anyhow it is going to be introduced and it does not matter if we wait for one more year.

There is wastage in elementary schools and that is due to two factors. One reason is poverty. On account of poverty, students do not attend school regularly; they stop away in the middle. We have made provision for the supply of midday meal to poor students and that may mitigate the evil to a certain extent. There is wastage not only from the point of view of attendance, but also from the point of view of money. I know how some of the elementary schools are working. The Government are spending crores of rupees on elementary education. The Government must tighten

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13th November 1957] their control and supervision over elementary schools. In this connection, I will make one suggestion, the feasibility of which may be considered by the Government. When I was a student in 1905 or 1907, we used to have a teacher as supervisor. He used to supervise 10 or 15 schools, and he used to visit every school at least once in every week. Now the Deputy Inspector of Schools supervises the schools and he has got jurisdiction over 70 or 80 schools. He can inspect the schools only at long intervals. If an allowance of ten rupees or so is given to a senior teacher and he is asked to supervise 15 or 20 schools within a compact area, this wastage can be avoided.

In the note it is said that the Government are giving five naye paise per meal per pupil. I suppose that this is a matching grant and that there is an equal contribution by the management. The total comes to 10 naye paise which is less than two annas. I do not know how it is possible to give one meal for two annas. In the school of which I am the Headmaster, I am giving midday meal to one hundred boys. Luckily, I am not getting any grant. If a grant is given, there is very great trouble on account of the very many restrictions. I have to spend four annas per meal. If the money is to be usefully spent, there is no use of giving the work to contractors. The managements must employ cooks to prepare food and the teachers must be made to take active interest in the matter. In England, teachers are asked to co-operate in the supply of midday meals and they are given some remuneration for the supervision they do. I think five naye paise is too small a sum. The Government expect voluntary effort. I am sure that voluntary effort will be forthcoming and it will be a good thing if people of the locality take interest and relieve the Government of their contribution towards the supply of midday meal.

About pupil—teacher ratio, I agree that at least for ten years to come, we must have a higher ratio. The Government want to bring into the school all children of school-going age and an adequate number of teachers are not readily available. Therefore, we cannot avoid a higher pupil-teacher ratio for at least ten years to come. Teachers cannot be got from the shops; they have got to be trained and the trainees have to come from the high schools. This is a long-term process and so, we cannot immediately give up the present pupil-teacher ratio of 40 : 1. I have received several letters from responsible teachers, from Mr. Albert of the Bishop Heber High School, Madurai, and also from Tiruchirappalli that the Department is not permitting the opening of another section even after the strength has gone up to 50. The Government will have to consider whether they cannot permit division of a class into two sections when the strength has gone up to fifty. I am now supporting the 40 : 1 ratio, and the teachers in general are saying that I should not support it. When the strength of a class exceeds 42 or 43, the class must be divided. I hope the Hon. the Minister for Education will look into this.

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About the pay of teachers, I do not want to say anything, because the Hon. Minister has said that the legitimate and just demands of the teachers would be met as and when funds are available.

I now turn to the multiplicity of pay-scales. There are the Government scale and the local body scale and the aided institutions can adopt either of these scales. The Government should see that there is a uniform scale applicable to all schools. On account of the disparity in pay-scales, there is migration from one service to another.

(Mr. Chairman in the Chair.)

The Government want to develop elementary education and bring under instruction all the children of school-going age. For this we require additional accommodation and teachers. Perhaps, we may be able to solve the problem of accommodation. But how are we going to get the teaching personnel? It is not possible to get them immediately. What is the harm in raising the age of retirement of teachers to 60? Without making it a rule, the Department is granting exemption to the teachers up to the age of 60. Power has been given to the Director of Public Instruction to grant exemption in such cases. If a teacher is hale and healthy even after the age of 60, why should not his services be utilized? Under the Beveridge Scheme in England, every able-bodied man, irrespective of his age, contributes to the wealth of the country. When a teacher is most experienced, he is asked to quit the service. The Government may kindly consider the question of raising the age-limit for retirement of teachers, especially in view of the need for expansion of elementary education. Even now, what happens in district board schools? A Headmaster is retired, and the next day he is appointed as either a Science teacher or Mathematics teacher; he is no longer the Headmaster. When there is dearth of teachers, the Department puts all sorts of questions: Did you advertise, how many applications were received, how many were interviewed and so on. By the time we get the final reply of the Department, it takes six months. Are we to keep the post vacant during the interval? This is one of the drawbacks in district board schools and Government schools. The hon. Member Mr. Ranganatha Mudaliar also pointed out that vacancies remained unfilled for a long time in Government schools, whereas they were filled up immediately in aided schools. We have been getting permission for filling up vacancies by the appointment of superannuated men. I hope the Government will consider my suggestion.

Why should not the Government permit the appointment of married women as part-time teachers if they are otherwise qualified? The Secondary Education Commission also has made this recommendation. I had some connection with B.T. colleges. I asked the Principal of St. Anne's Training College how many students passed last year and how many of them were employed. The reply that I received was that 30 students passed, that 4 were

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employed as teachers and that the remaining 26 got married. This is a big waste. I know in the City of Madras there are a number of qualified married women who are not teachers. I am coming to the very end practically.

MR. CHAIRMAN: There are many more speakers.

SRI T. P. SRINIVASAVARADAN: I will finish in two or 5 p.m. three more minutes, Sir. Now, I am coming to one important thing, over which I have difference of opinion with the Government, and that is the publication of text-books. From the reports I read I found that the Hon. the Minister for Education made a moderate speech in the Assembly. I should say that it was practically a compromising speech that he made in the other House. But his speech here yesterday seemed to indicate that he was more or less firm and determined on this question of publication of text-books. I know the disadvantages of the present system. I know there are defects and room for corrupt practices in the present system. But the way to remove the existing difficulties is not to create new and more difficulties. Publication of text-books by Government would lead to regimentation and indoctrination, however much the Government may assure us to the contrary. So long as the present Party continues in power, I know things will go on well. Let not the Hon. Minister think that I am flattering him. So long as he continues to be Minister in charge of Education, things may go on all right. But we must recognise that only a Party Government is in power. Therefore, we do not know what will happen in the future. That is one disadvantage in the Government publishing the text-books.

The other point is this. The Government seem to think that all minds are of the same ability and standard. We have seen in our schools boys with different standards of ability. The Government are going to prepare text-books for the normal, average children. But there are, as I said, pupils in certain classes with different standards of ability. I do not know which standard the Government are going to adopt in the preparation of these text-books. If the Government prescribe a text-book, there is no choice left to the school authorities to prescribe books according to the needs of the students.

THE HON. SRI C. SUBRAMANIAM: Do you prescribe many text-books for boys in the same class?

SRI T. P. SRINIVASAVARADAN: Yes, we do. We prescribe two or three non-detailed books. For boys who study through English medium we have different text-books altogether. That is how we encourage boys who are clever. On that account, we don't neglect boys of average ability. But if we put them together, there is disadvantage for both.

THE HON. SRI C. SUBRAMANIAM: Leave alone the boys with English medium. For boys with Tamil medium, do you prescribe different text-books for boys of the same class?

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SRI T. P. SRINIVASAVARADAN : We have boys coming from Delhi who do not know Tamil. We have to prescribe different books for them because they do not know much of Tamil.

Then, Sir, the Government will invite some seven or eight authors, ask them to write the text-books and then choose from among them. Do the Government think that there are only seven or eight authors?

THE HON. SRI C. SUBRAMANIAM : I did not say that only seven or eight authors would be invited. Everybody will be invited to write.

SRI T. P. SRINIVASAVARADAN : Though the Government might invite all to write, they will choose from seven or eight authors. Now, what happens at present is this. These authors are not third-rate persons. They have patrons. The publishers publish dramas, books of a literary nature all those things. When some of their books do not find a sale in the market, from out of the profits they get out of publishing text-books, they publish excellent books. These patrons will go if the Government take up publication of text-books. Again, I may tell the House that one gets enlightened by reading more books. Teachers now read more books. If the Government prescribe the text-books, they will confine themselves only to the particular text-books. If the Government want money, let them get royalty just as the authors get royalty from the publishers.

THE HON. SRI C. SUBRAMANIAM : It is not for money that we are taking it up.

SRI T. P. SRINIVASAVARADAN : If it is not for money, why then do the Government want to take it up? Take the S.S.L.C. books published by the Government and the other books published by private publishers. The latter are full of pictures.

THE HON. SRI C. SUBRAMANIAM : Let us wait and see and then decide.

SRI T. P. SRINIVASAVARADAN : Then, Sir, there will be rigid uniformity. As I said, education requires an atmosphere of freedom. It requires intellectual variety. The Government are shutting out both these things, by undertaking the publication of text-books. (Interruption.) Since the Hon. Minister differs from my view, let me leave it at that (Mr. Chairman sounded the gong.) I shall take only one more minute and resume my seat. After approval by the Legislature—a very guarded statement—the Government want these recommendations to be implemented. If the Government want that the recommendations should be implemented, then the machinery should do things as quickly as possible. Now, we find that there is inordinate delay in the Department of Education. The staff are overworked. That is how I take it. Some powers should be delegated to the District Educational Officers and the Divisional Inspectors. Unless the Government do

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that, it is not possible to implement the recommendations with expedition. It will take months and months to implement them. I earnestly plead with the Hon. Minister that there should be decentralisation of power. Government should give more powers to the District Educational Officers and the Divisional Inspectors.

Lastly, let me refer to one more point. Yesterday the Hon. Minister said that a Standing Committee would be constituted. I welcome that proposal. The Government will then know the difficulties experienced at various levels. They can take necessary action to meet them from time to time. It is a very good thing to have such a committee. We had a Provincial Advisory Committee during the time of Mr. Avinashilingam Chettiar. I do not know why it was subsequently abolished. I suppose, though the composition of the committee might be a little bit different, it will be just like the Provincial Advisory Committee. On more than one occasion, I pleaded for the constitution of such a committee. Then the Hon. Minister was not inclined to accept the suggestion. I am glad that in some form or another this committee is coming. I hope the Hon. Minister will pursue the proposal and see that the Standing Committee is appointed which will post the Government with the necessary information then and there.

Thank you, Sir.

MR. CHAIRMAN : I reduce the time-limit to 15 minutes for each hon. Member. I would request hon. Members to confine their speeches to this time-limit.

SRI K. BALASUBRAMANYA AYYAR : Mr. Chairman, Sir, with all respect to you, I must say that it is not possible for me to say all that I want to say within the 15 minutes allotted to me so kindly by you. I am not a very eminent educationist. But it does not very much matter. I will obey your ruling and confine myself to the time-limit of 15 minutes.

At first, I want to express my appreciation of the very weighty document presented by the Hon. the Minister for Education. In the long period of my life, I do not think, I have seen a document of this kind prepared with full facts and, at the same time, setting out impartially both sides of the question so that those of us who are inclined to take a different view from that of the Government are able to find arguments for it also in the document. The Government have decided the matter in one way. Therefore, if I should a different note at times, it does not mean that I disagree with the Government, but my inclination is that way. That is the only way in which I could express it. With this preface, I would immediately go to the question of duration of the school course, namely, whether it should be 11 years or 12 years. That is one of the questions on which I differ from the Hon. Minister. I will refer to it later.

Let me now refer to one point about which my hon. Friend Sri T. P. Srinivasavaradan also spoke. That is about the place of Sanskrit in the scheme of education at all stages. The present

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position is that the students can take the regional language or a combination of the regional language and a classical language. Then there is only English. That is the position taken from the year 1950 when Sri Madhava Menon was the Education Minister. When he was Education Minister, all of us went to him and had a discussion on this question. Finally, he came to the conclusion—Sri R. K. Shanmukham Chetty was also there representing the claims of the regional language that it was necessary and should be made compulsory and all that—that that scheme would be a workable scheme. The scheme was that those who wanted to take Sanskrit could also study the regional language with composition, prose, poetry and all that, but not intensively. That was how it was decided then. I found that in the first White Paper the Government suggested that any student might take the regional language or a combination of the mother-tongue and the regional language. The Secondary Education Commission has also stated in its Report that the regional language or a combination of the regional language and a classical language can be taken. I also saw in the *Indian Express* a circular issued by the Central Government. They have also mentioned there that a combination of the mother-tongue and a classical language may be considered. There are all these documents in which that view has been taken. As a matter of fact, that is the position obtaining in our State now.

About Hindi, I certainly know that there is some difficulty. The extreme view has been taken by many that so far as Hindi is concerned, that should be the official language of the Union. So far as our State is concerned, the official language will be Tamil. But so far as the official language of the Union is concerned, it will be Hindi. Therefore, it is for the purpose of those people who want to enter Government service and those who appear for competitive examinations that Hindi may be necessary. Why should we not ask these people to appear for a competitive test? I am talking of the old days when such a test was held for the I.C.S. Officers. They had just some knowledge of the regional language.

SRI A. M. ALLAPICHAJ: A little smattering of it only.

SRI K. BALASUBRAMANYA AYYAR: Presently I wanted to say that. Still, many I.C.S. Judges of the High Court were able to read and understand manuscripts in Tamil and Telugu which some of us were not able to do. (Interruption: Europeans?) Yes, I am talking of Europeans; they did that. They may not speak the language in the usual way we do. Still they knew the language. I can testify to that fact; I have been at the Bar in the High Court for many years. (The Hon. Sri C. Subramaniam: Exceptions may not prove the rule.) Not exceptions, many, many I.C.S. Officers have even published dictionaries for the use of I.C.S. Officers. Of course, that is a different point. I am only stating that a knowledge of Hindi also may be acquired for appearing for these competitive tests. That is a matter which may not be a hardship. Whatever it is, the Central Government want that

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Hindi should be learnt by all. According to a circular of theirs, it seems that Hindi has been made a compulsory subject of study everywhere except in the Madras State. That is a different matter. But it is rather difficult when we say 'Hindi or any other Indian language other than that in Part I'. Unfortunately, all students learn languages and study with the prospect of a career. Not that they all love the language. Of course, they should study the language for the love of it. That should be the ideal. But it is not so practically. The difficulty is that many parents, apart from the students, have to decide. The difficulty in these things is that there are three scripts and all the three scripts are compulsory. It is not only a question of learning the languages, but a question of learning the different scripts. I would, therefore, suggest that Sanskrit may be studied even in lower standards. Because in younger age, a pupil is able to acquire knowledge of the script much better than when he becomes older. That is what the Prime Minister also has stated the other day. I would, therefore, appeal to the Hon. the Minister for Education to consider whether the students cannot take up the study of Sanskrit earlier. Fortunately, Hindi and Sanskrit have common scripts and it is known from experience that many students are able to learn Sanskrit easily; they can decide afterwards whether to change to Hindi and when. I can assure the Hon. Minister from my experience that persons with knowledge of Sanskrit are able to acquire knowledge of Hindi very easily and that they are able to pass the Rashtrabhasha and Praveen Examinations within three months. Most of the words are very common, except some Urdu words in Hindi. Therefore, I have found from experience that many students who are Sanskrit scholars are able to become Hindi teachers within three or four months. They get appointments not as Sanskrit Pandits but as Hindi Pandits. Therefore, it will be good if Sanskrit is taught from a lower level. But in this Committee's Report, it has been stated that English should be taught from the V Standard. It will be a hardship to learn more languages and perhaps that is one of the reasons why Sanskrit has been relegated to the 8th and upper standards. So far as Sanskrit is concerned, I can assure the House that students will be able to take to its learning, as they do now, even in younger ages. In some of the families, at a very tender age they are taught *Stotras* and are able to know words. Therefore, it will be possible for them to acquire knowledge of the script also. In the circumstances, I would request the Hon. Minister to consider that question.

MR. CHAIRMAN: Ten minutes over.

SRI K. BALASUBRAMANYA AYYAR: Oh! For this one matter, ten minutes are already over?

Saint Appar has said: 'The Lord has become all these things'—all these languages, Sanskrit, Tamil, Nanmaraigal, etc. This has been said by Saint Appar who lived in our age and who has given magnificent outpourings for the consolation of our people.

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COMMITTEE ON THE WHITE PAPER ON EDUCATION

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These languages have flourished in this great land of Tamil Nād. That is why I am anxious that our Tamil lovers should learn Sanskrit also and that the Sanskrit lovers should learn Tamil also. I would insist that all of them should know both these languages. Some people imagine that the Sanskrit language is associated with caste and all that. It is not so. Jains and Buddhists knew Sanskrit; even Charvakas knew that language. Therefore, the language need not be associated with any particular ideas or ideologies. I would appeal to our hon. Friends not to neglect Sanskrit. In this report I was afraid that it might be a casualty. That was what I was feeling. Of course, I knew that the Hon. Minister would not do like that. He himself is studying Sanskrit, if I may refer to a private affair, and I have myself recommended a Pandit to him. Therefore, I am perfectly sure that he will not have any prejudices in his mind.

SRI MOHAMED RAZA KHAN: When are we to know the progress? (Laughter.)

SRI K. BALASUBRAMANYA AYYAR: If you will allow him to study, he will show better progress.

SRI A. M. ALLAPICHAJ: He is a very intelligent student. We need not worry about his progress.

SRI K. BALASUBRAMANYA AYYAR: There are two matters of importance which I will only mention and not dilate upon.—An impartial study of this Report shows that 12 years of schooling is quite all right on the whole. I know the financial difficulties. But still even in this period there is financial difficulty. If we want to upgrade all the standards from the 8th standard, always we require graduate trained teachers and pay them much more than the secondary grade trained teachers. Certainly, the cost will be much more even under the present scheme. In this Report it is very cautiously mentioned at page 33 that they will look into the whole thing after some time, because other States like Mysore, Andhra and Kerala have got a scheme of 12 years' schooling. Therefore, they have cautiously put it here that they would consider this aspect some time later and that if necessary, they would revert to it. Therefore, I say that they are not very much against it.

5-20 One other thing is that when the Secondary Education Com-
mission mentioned about this 12 years' schooling, they took first
the junior basic as the standard. What they felt was that the
diversified course should be taken into consideration. In this
arrangement, there will be one year less, because they have got
now the three-year degree course. The only thing is that the
secondary course will be for four years instead of three years.
But now you have got an integrated course of elementary educa-
tion including basic education. There is very great difficulty in
this process. Basic education is for eight years. Though origi-
nally, they stated in the Wardha Scheme that it was for seven

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years, as a matter of fact, when basic education was introduced here, it was introduced in two stages, namely, junior basic and senior basic. Both these stages covered a total period of eight years. Now, we have to compress this course of eight years into one of seven years. According to me, this is going to be a difficult process unless we leave basic education entirely out of consideration, which we will not do. Government themselves are committed to this basic education. Basic education is not of the old pattern as in the Wardha Scheme. But still they have started this basic education in our State. There are certain important characteristics in basic education which cannot be left out of account. We have made much progress in basic education. In the Universities we have got a training course for basic education at the express request of the Director of Public Instruction. There will be basic teachers. We cannot completely annihilate basic education. There is this one difficulty. We cannot upgrade this course from the first year onwards till the eleventh year. We cannot dovetail this basic education with the other one. We cannot dovetail the basic school with the elementary school. This is a very difficult process. I would not suggest that basic education should be entirely neglected or changed into higher elementary education. This will result in a great loss of all the ideas that are contained in basic education. It may not be self-sufficient, or it may not be self-supporting as it was originally intended to be. But still it will give the student who has gone out of the basic school an earning and livelihood. Any education should not be considered merely from the point of view of academic courses. There is a special paragraph devoted to this aspect in the Secondary Education Commission Report, and that paragraph contains, according to me, great wisdom. There it is stated that vocational training and also training in diversified courses are as much important as general education and academic course. According to this Report, diversified courses come into the picture, and therefore it is we have to state that there should be an integrated course of 11 years. In the transition stage, some of these students will have to study for twelve years, and even afterwards too, unless we upgrade basic education. I would very much prefer, after having read the Report, that the Hon. Minister had come to the conclusion that we could have twelve years.

* SRI A. M. ALLAPICHAJ: Mr. Chairman, Sir, I was not here when the Leader of the Opposition spoke. I always feel very happy to hear him. I felt really that I missed something very important.

Sir, I am not an expert, and I do not know much about education though I am a double graduate of the Madras University. There has been a very exhaustive discussion on the White Paper on Education, and several hon. Members have spoken on all aspects in a detailed manner. I heard the Hon. Minister's speech with all attention. It was a very good case he put forth before us. There is only one matter over which I do not feel happy. I am well acquainted with the feelings of the people of our State.

[Sri A. M. Allapichai] [13th November 1957]

There is some feeling here as far as 'Hindi' is concerned. I am aware of this. If we in the Madras State wish to have an equal share and an effective share in the administration of our country, I think we should be highly efficient in the Hindi language. It is not a secret—it is a well-known fact—that to-day in Delhi we see a large number of South Indians occupying very high positions in the Government of India as Secretaries, Under Secretaries, etc. There is something like a Tamilian colony in Delhi. Should we, in the future set-up of things, lose this advantage which we now possess? I view this question from two points. One is from the point of view of enlightened self-interest of the Tamil people. It is not wisdom to lose the advantages which we possess. The second point of view is this. Suppose our people do not learn the Hindi language. What will be the position? The Central Government will be deprived of the advantages of our intellect. Should we deprive the Central Government of the advantages which they can derive from the extraordinary intellect of the South? That will be a very bad day when Delhi is deprived of the advantages of the intellect of the South. What will be the result? As a matter of fact, we have shown a step-motherly attitude to the question of Hindi language. I do not have anything special either in favour of Hindi or against it. As a Mussalman, I may have a prejudice against Hindi, because I know some of the great lovers of Hindi are more or less fanatics. I am not viewing the whole thing from this point of view. Hindi language is the official language of India. We do not call it 'national language', because all the fourteen languages mentioned in our Constitution are national languages. But it is the official language of India. To-day we are occupying a high position in world affairs. Why? It is because we are very efficient in English. But, in course of time, whatever persons may feel about it, English will go away from our country. It will lose its hold on our country. It may be that it goes out in 20, 30, or even 50 years.

SRI T. P. SRINIVASAVARADAN: Only as the medium of instruction, it will go.

5-30 P.M. * SRI A. M. ALLAPICHAJ: Somehow or other, Hindi will have to take the place of English, if not within 10 years or 20 years, at least within a period of 30 years. If we do not take sufficient interest in the study of Hindi in our State, we will be the losers. I am viewing the whole thing from that point of view. People in North India say, 'Oh, you Madrasis are brainy people and you can learn any language'. Even now they are jealous of Madrasis, because Madrasis are really intellectual people and they are doing a lot of service to the Government of India. If we take this kind of step-motherly interest in the development of Hindi and allot only four years for its study, what will happen? We will have no knowledge of Hindi at all and practically we will know nothing of it. When we are prepared to give seven years for the study of English, we are not prepared to give the same number of years for the study of Hindi. What will be the result?

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I may tell you as a Mussalman that Mussalmans are today regarded as a very backward class. They were never backward, I may tell you, in the history of the world. They have always been holding the torch of learning aloft for the last 700 or 800 years. To-day they are called backward. Why? It is merely because during the regime of the Britishers, Mussalmans said, 'We shall have nothing to do with English language as it is the language of the foreigner, the language of the rulers, the language of somebody with which we should not associate ourselves'. Thus, for a period of about 100 years, they sat quiet without learning the people of the South at the present time also. I am a Tamilian by birth, my mother-tongue is Tamil, I know Tamil and I have got affection for Tamil. What I say is that with all this love, affection and regard for Tamil, it is quite consistent with our tradition to learn Hindi and become very, very efficient in that language. If we do not do so, I may tell you definitely that we shall be the losers. We shall have no share in the administration of our country. We may have something here. The hon. Member Sri Narayanaswamy Pillai said that it was a pleasant sight to see our young men speak beautiful Tamil very eloquently, nicely and clearly, which I cannot do in spite of my knowledge. That is really a happy thing. But, let us not stop with that. We must also learn Hindi. If we want to be learned in our own language, we must also learn other languages, particularly, Hindi, because it is the official language of India. In all humility, I wish to draw the attention of the Government, and do it emphatically, to the fact that this sort of step-motherly treatment to Hindi will not help us in the long run and that it will do us considerable harm.

SRI T. P. SRINIVASAVARADAN: Under the present scheme, it is provided that the students may take up the study of Hindi or any other Indian language. So, the students will not take to the study of Telugu, Kanarese or Malayalam or any such thing, but will take to the study of Hindi only. Thus, 90 per cent of the students will, in fact, take up Hindi.

* SRI A. M. ALLAPICHAJ: I understand that. But, I would have urged the Committee to take a more bold attitude in regard to Hindi. I am not saying anything against the present proposals. I only ask, 'Why have you given only four years for the study of Hindi?' Out of the 11 years, at least seven years should have been given for its study. We have given seven years for the study of English. I am not saying anything against English. I can express myself very clearly in English and I have devoted so much time to its study and I have nothing to say against English. I know that it is one of the very, very beautiful languages, an almost perfect language, and I have nothing to say against it. But, Sir, however beautiful somebody else's mother may be, will she become our mother? Can we claim her as our mother? She will continue to be somebody else's mother. Therefore it is I say that Hindi should take the place of English.

SRI T. P. SRINIVASAVARADAN : Suppose she adopts?

* **SRI A. M. ALLAPICHAI :** It is not possible.

SRI T. P. SRINIVASAVARADAN: It is only said that it may be continued for some more time.

* SRI A. M. ALLAPICHAJ: I do not object to the principle. Our Constitution says that Hindi is our official language. We are big men, wise men and farsighted men. I do not want to say anything more than that. But, we must remember that it is stated to be the official language though not the national language. Whatever it is, we must not lag behind the other people in the race. Let us defeat and let us beat the other people in North India, as we have done in the past, in the study and mastery of Hindi. Surely, we are a set of intellectual people. Given sufficient opportunities, we could definitely learn Hindi and master it too. From two points of view—a highly patriotic point of view and an enlightened self-interest point of view—I say that Hindi should be given better treatment than has been given in this White Paper. With these words, I conclude my speech and thank you for giving me the opportunity to speak on this occasion.

*SRI A. GAJAPATHY NAYAGAR : மதிப்பிற்குரிய தலைவர் அவர்களே, நான் தமிழில் பேசுவது தலைவலியாக இருந்தால், ஆங்கிலத்தில் பேச வேண்டுமென்றால், ஆங்கிலத்திலும் பேசவேண்டும். ஆனால் தமிழ் நாட்டில் தமிழ் மொழி சட்டப்படி ஆட்சிமொழியாகச் செய்யப்பட்டது என்பதை நினைவுபடுத்திக் கொள்ளுங்கள். அதே நேரத்தில் இந்தியன் யூனியனில் ஹிந்தி மொழி ஆட்சி மொழியாக வந்திருப்பதையும் நினைவுபடுத்திக் கொள்ளுங்கள். இந்த இரண்டு மொழிகளையும் வைத்துக்கொண்டுதான் நாம் பேசவேண்டும். தமிழ் நாட்டில் தமிழ் மொழியை ஆட்சிமொழியாகக் கொண்டுவருவதற்கு சட்டம் கொண்டுவந்துவிட்டோம். அடுத்தமாதிரித்தான் சட்டப் பிரகாரம் அரசியல் சட்டத்திலும் ஹிந்தி மொழி ஆட்சிமொழியாக இருக்கவேண்டும் என்று சொல்லப்பட்டிருக்கிறது. இந்த இரண்டையும் வைத்துக்கொண்டு பார்க்கும் பொழுது, தமிழ் நாட்டில் இனியும் தமிழ் மொழி நீடிக்கவேண்டும் என்பது தான் என் கருத்து. இப்போது 11 வருடப் படிப்பு என்று உயர்தரப் படிப்புக்குச் சொல்லப்பட்டிருக்கிறது. உயர்தரப் படிப்பில் “அக்கடமிக் படிப்பு” என்றும், “டெக்னிகல் படிப்பு” என்றும் இரு முறைகளில் நன்றாக அமைந்திருக்கிறது. ஆனால் ஒரு ஜயப்பாடு தோன்றுகிறது. உயர்தரப் படிப்பில் ஒரு பையன் போவதற்கு முன் ஆரம்பப் படிப்பை ஐந்து ஆண்டுகளில் முடித்துவிடவேண்டும். பிறகு மேல் படிப்பு (அக்கடமிக் கல்வி) வருகிறது. இங்கே மாணவன் தமிழ் கற்பான். அங்கே மேல் படிப்பில், வேறு மொழி கற்பான். ஐந்தாவது வகுப்பில் ஆங்கிலம் கற்றுக்கொடுத்தால், டெக்னிகல் கல்வி படிக்கப்போகும் மாணவனுக்கு அந்த ஆங்கிலப் படிப்பு உதவுமா? தொழில் கல்லூரிக்குச் சென்று தொழில் கல்வி படிக்கப்போகும் மாணவனுக்கு ஏழாண்டு ஆங்கிலப் படிப்பு கொடுப்பதைக் காட்டிலும் ஏழாண்டும் ஹிந்திப் படிப்பு கொடுப்பது மிகவும் நல்லது. அந்த ஏழாண்டுகளில் அவன் ஹிந்தியைப் படித்தால், அதில் நல்ல தேர்ச்சிபெற்று வாழ்க்கையில் பலனடைவான். பத்து வயதில் அவனுக்கு எதற்காக ஆங்கிலப் படிப்புக் கொடுக்கவேண்டும்? அப்போது அவனுக்கு ஹிந்திப் படிப்பு கொடுக்கலாமே!

மேலும், தமிழ் மொழி விஞ்ஞானத்தைப் போதிப்பதற்கு உதவாது என்று சொல்லப் படுகிறது. உயர்தரக் கல்வியில் மானவன் தன் விஞ்ஞானப் பாடங்களைத் தமிழில் கற்கிறான். அதற்கடுத்தாற்போல் கல்லூரியிலும் அவன் விஞ்ஞானப்பாடங்களைத் தமிழில் கற்கமுடியாதா என்று நான்

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• கேட்கிறேன். விஞ்ஞானப் புத்தகங்களைத் தமிழில் எழுதுவதும் விஞ்ஞானப் பாடங்களை ஆசிரியர்கள் தமிழில் நன்றாகப் போதிப்பதும் கடினம் என்று கனம் கல்வி அமைச்சர் அவர்கள் சொல்கிறார்கள். தமிழில் போதிப்பதற்கு நாம் சீக்கிரம் முயற்சிக்கவேண்டும். நாம் முன்னேறவேண்டும். தமிழ் விஞ்ஞான மொழியாக இருக்கவே முடியாது என்று சொல்வது சரியல்ல.

SBI T. P. SRINIVASAVARADAN : அப்படி ஒருவரும் சொல்லவில்லை.

* **SRI A. GAJAPATHY NAYAGAR :** இப்போது முடியாது என்றால், பிறகு எப்படி முடியும் என்று கேட்கிறேன். இன்னும் முப்பது ஆண்டுகள் வரை ஆங்கிலம் இருக்கவேண்டுமென்று சொல்லப்படுகிறது. அப்படியானால், 30 ஆண்டு காலம் வரையிலும் விஞ்ஞானக் கல்வியின் தமிழ் போதனை யும் காத்துக்கொண்டிருக்க வேண்டுமா? ஏன், அடுத்த வருஷமே கல் லூரிகளில் விஞ்ஞானப் பாடங்களைத் தமிழில் போதிக்கலாம். ஏன் இரண் டாவது ஐந்து வருஷத் திட்ட காலத்திற்குள்ளேயே கல்லூரிகளில் விஞ் ஞானக் கல்வியைத் தமிழில் போதிப்பதை ஆரம்பிக்கக் கூடாது? இதற்கு சீக்கிரம் முயற்சிக்க வேண்டுமென்று சொல்லிக்கொள்கிறேன்.

ஆங்கிலத்தை நாட்டில் புகுத்தினால், தமிழ் மொழி வளர்வதும் ரொம்பக் கஷ்டமாகி விடும், ஹிந்தி வளர்வதும் ரொம்பக் கஷ்டமாகி விடும். ஆங்கிலத்தை வளர்க்கவேண்டுமென்று சொல்லும்போது, அதை இந்தியப் பேராசை மொழிகளில் ஒன்றாக நிர்ணயிக்கவேண்டும். ஆங்கிலத்தைக் கைவிடுவதற்கு 30 ஆண்டுகள் ஆகும் என்று ஒருவர் சொல்கிறார்; 20 ஆண்டுகள் ஆகும் என்று ஒருவர் சொல்கிறார்; 15 ஆண்டுகள் ஆகும் என்று மற்றொருவர் சொல்கிறார். இப்படிப்பட்ட நிலையில்தான் ஆங்கிலத்தை வைத்துக்கொண்டு என்ன பயனைத் தான் அடையப்போகிறோம்? முதல் ஸ்தானம் கொடுக்கப் படவேண்டிய மொழி வட்டார மொழி. இரண்டாவது நிலைக்குரியது ஹிந்தி மொழி. மூன்றாவது நிலை தான் ஆங்கிலத்திற்குக் கொடுக்கலாம்; அதிகமாகப் படிப்பவர்கள் ஆங்கிலத்தைப் படிக்கட்டும். செல்வம் படைத்தவரும், படித்தவர்களைக்கொண்டதுமான குடும்பங்களில் படிக்கும் பிள்ளைகளுக்கு ஆங்கிலத்தைச் சொல்லிக் கொடுப்பதற்கு பாட்டனாரோ வேறு யாராகிலுமோ இருப்பார்கள். அத்தகைய குடும்பங்களைச் சேர்ந்தவர்கள் ஆங்கிலம் படிக்க முடியும். அவர்கள் அந்த மொழியில் நல்ல தேர்ச்சியை அடைவதற்கு சௌகரியம் இருக்கிறது. ஏழைக் குடும்பத்தைச் சேர்ந்த மாணவனுக்கு தமிழைத் தவிர வேறு எந்த மொழியைச் சொல்லிக் கொடுப்பதற்கு வீட்டில் ஆட்கள் இருக்கிறார்கள்? ஆகவே, பள்ளிக் கூடத்தில் நன்றாகத் தமிழைச் சொல்லிக் கொடுப்பதற்கு வகை செய்ய வேண்டும். உயர்தரப் பள்ளியில் தமிழ் இருக்கிறது. கல்லூரியிலும் தமிழ் இருக்கட்டும். மாணவர்கள் ஹிந்தியும் படிக்கட்டும். (குறுக்கீடு) சமஸ்கிருதம் தெரிந்தவர்கள் ஹிந்தியைச் சலபமாகப் படிக்கலாம். சமஸ்கிருதத்தைக் காதாலேயே கேட்காதவர்களுக்கு ஹிந்தி எப்படி வரும்? ஆகையால், ஹிந்தியைக் கல்லூரிகளில் அதிகமாகப் போதிக்கவேண்டும். 5-வது வகுப்பில் எதற்காக ஆங்கிலத்தைப் போதிக்கவேண்டும்? 5-வது வகுப்பில் ஹிந்தியை வேண்டுமானாலும், போதிக்கலாம். அங்கே ஆங்கிலத்தைப் போதிக்கவேண்டாம். 5-வது வகுப்பு மாணவன் 10½ வயதுள்ளவனாக இருப்பான். அவனுடைய மூளை எப்படி இருக்கும்? அந்த வயதில் அவனுக்கு இரு மொழிகளைக் கற்றுக்கொடுப்பது நியாயமா? பத்தாவது வயதில் ஒரு மாணவன் இரண்டாவது மொழியைக் கற்றுக்கொள்வது கடினம். 12-வது வயதிலாவது 13-வது வயதிலாவது வேறு மொழியைக் கற்றுக்கொடுக்கலாம்; இப்போது ஹிந்தி, ஆங்கிலம் ஆகிய இரண்டு மொழிகளையும் கூட வைத்துக்கொள்ளலாம். இரண்டில் ஒன்றைப் படிக்கலாம் என்று நிர்ணயித்துவிடலாம். 5-வது வகுப்பிலேயே இரண்டாவது மொழியைப் போதிக்கப்படுகிறது. அந்த வகுப்புக்கு, அதாவது 10½ வயதுக்குள், தமிழை நன்றாகப் போதித்தால் பலர் மிகவும் பயனடைவார்கள். உபாத்தியாயர்கள் குறைவ என்ற பிரச்சனை நீடித்தால், தமிழறிவை மாணவர்கள் பெருமுடியாதது. இந்தப் பிரச்சனை இருந்தால் தமிழும் வளராதது, ஆங்கிலமும் வளராதது.

[13th November 1957]

THE HON. SRI C. SUBRAMANIAM: வேறு என்ன பண்ணலாம் என்று கணம் அங்கத்தினர் சொல்லவேண்டுமென்று கேட்டுக்கொள்கிறேன்.

* SRI A. GAJAPATHY NAYAGAR: 10½ வயதில் இரண்டாவது மொழியைக் கற்றுக்கொடுக்கவேண்டாம். நான்கு வருஷ நடுத்தரக் கல்வியில் ஆங்கிலத்தையும் ஹிந்தியையும் கற்றுக்கொடுக்கவேண்டும். 10½ வயதில் மாணவன் இரு மொழிகளைப் படிப்பது கஷ்டம். அப்போது தமிழை நன்றாகக் கற்றுக் கொடுக்கவேண்டும்.

மாணவர்களுக்கு ஹிந்தியைக் கற்றுக்கொடுக்கவேண்டும். ஹிந்தி மொழியை நமது ராஜ்யத்திலுள்ளவர்கள் பயிலாவிட்டால், அவர்களுக்கு மத்திய அரசாங்க உத்தியோகம் கிடைக்காது. “ஹிந்தி வேண்டாம், வேண்டாம்” என்று சிலர் இப்போது சொல்லிக்கொண்டிருக்கிறார்கள். அவர்கள் தமிழ் அன்பர்கள். மற்றவர்கள் ஹிந்தியை மாணவர்கள் கட்டாயம் படிக்கவேண்டுமென்று வற்புறுத்துகிறார்கள். இப்போது நமது ராஜ்யத்தில் ஆயிரக்கணக்கானவர்கள் ஹிந்தி படித்திருக்கிறார்கள். பள்ளிக் கூடங்களில் ஹிந்தியைப் போதித்து மாணவர்கள் அதில் தேர்ச்சியடையும் படி செய்யாவிட்டால், வருங்காலத்தில் அவர்களுக்கு மத்திய அரசாங்க உத்தியோகம் கிடைக்காது; மத்திய அரசாங்க உத்தியோகம் பறிபோய் விடும். மேலும், அவர்களுக்கு ஹிந்தியைப் போதித்தால், அவர்கள் வருங்காலத்தில் இந்தியாவின் பொதுமான அபிவிருத்திக்கான காரியங்களில் ஈடுபடுவார்கள்; அதற்குரிய மனோபாவத்தை அடைவார்கள்.

SRI N. ANNAMALAI PILLAI: ஆந்திராவிலும் கேரளத்திலும் ஹிந்தியைக் கட்டாயப் பாடமாக வைத்திருக்கிறார்கள்.

* SRI A. GAJAPATHY NAYAGAR: தமிழுக்கு முதலிடம் கொடுக்க வேண்டும். அடுத்த இடம் ஹிந்திக்கு உரியது. அதற்கடுத்த இடத்தை ஆங்கிலத்திற்குக் கொடுக்கலாம். அப்படியின்றி ஹிந்தியையும் ஆங்கிலத்தையும் வைத்துக்கொள்ள வேண்டுமானால், அவ்விரண்டிற்கும் ஒரே இடத்தை அளிக்கலாம். தமிழுக்கு முதலிடம் கொடுக்கவேண்டும். தமிழுக்கு ‘Win’ கொடுத்து விட்டு, ஆங்கிலத்திற்கும் ஹிந்திக்கும் ‘Place’ கொடுக்கலாம். ஆங்கிலத்திற்கோ, ஹிந்திக்கு, எதற்கு வேண்டுமானாலும், ‘first place’ கொடுக்கப்பட்டும், நம் ராஜ்யத்தில் மூன்று குதிரைகள் ஓடுவதாக வைத்துக்கொள்வோம். (சிரிப்பு). தமிழ், ஹிந்தி, ஆங்கிலம் என்ற மூன்று குதிரைகள் ஓடுகின்றன. தமிழ் என்ற குதிரைக்கு ‘Win’ கொடுக்கவேண்டும். ஹிந்தி, ஆங்கிலம் ஆகிய இரண்டு மொழிகளில் ஒரு மொழிக்கு ‘first place’-ம் மற்றொன்றிற்கு ‘second place’-ம் கொடுக்கவேண்டும்; சர்க்கார் தங்கள் இஷ்டம் போல் எதற்கு வேண்டுமானாலும் ‘first place’-ஐக் கொடுக்கட்டும். குதிரை ஓட்டப் பந்தயத் தைப்பற்றி எல்லோருக்கும் நன்றாகத் தெரிவதால், இந்த உபமானத்தைச் சொன்னேன். இந்த சந்தர்ப்பத்தில் என்னுடைய இன்னொரு கருத்தையும் தெரிவித்துக்கொள்கிறேன். இந்த நாட்டில் நிறையப் பேர் ஆங்கிலம் படித்திருக்கிறார்கள். ஹிந்தி அல்லது ஆங்கிலம் படிக்கலாம் என்று ஏற்பாடு செய்தால், ஆங்கிலம் படிப்பவர்கள் ஆங்கிலத்தையும் பிராந்திய மொழியையும் படிப்பார்கள். அவர்கள் ஹிந்தியைப் படிக்காத காரணத்தால் பிறகு கஷ்டப்பட வேண்டும். அவர்களும் ஹிந்தி கற்பதற்கு வசதி செய்யவேண்டும். எனக்கு ஒரு யோசனை தோன்றுகிறது. ஹிந்திக்கு “நாகரி” எழுத்து இருக்கிறது. ஆங்கிலத்திற்கு “ரோமன்” எழுத்து இருக்கிறது. ஹிந்தியைப் போதிக்கும்போது, “நாகரி” எழுத்து, “ரோமன்” எழுத்து ஆகிய இரண்டு எழுத்துக்களிலும் என் போதிக்கக் கூடாது? அப்படிச் செய்தால், ஆங்கிலம் படித்தவர்கள் ஹிந்தியை “ரோமன்” எழுத்தில் கற்றுக் கொள்ளலாம். எத்தனை மொழிகள் வேண்டுமானாலும் கற்றுக்கொள்ளலாம் என்று திரு. சுப்ரமணியம் அவர்கள் சொன்னார்கள். ஆனால், பல மொழிகள் கற்றுக்கொள்ளவேண்டுமென்றால், அவர்களின் எழுத்துக்களைக் கற்றுக் கொள்வதிலே கடினம் இருக்கிறது. ஐரோப்பா தேசத்தில் ஆங்கிலம் பரவலாகப் பேசப்படுவதற்குக் காரணம் அந்த மொழியில் 26 எழுத்துக்களே இருப்பதும், அந்த எழுத்துக்கள் எல்லாம் ரோமன் ஆல்பப்படுகின்றன இருப்பதும் ஆகும். ரோமன் மொழியில் இருக்கும் விஞ்ஞானச் சொற்

[13th November 1957] [Sri A. Gajapathy Nayagar]

களையெல்லாம் வைத்துக்கொள்வதால், ஜெர்மன்போன்ற மொழிகளில் உள்ள விஞ்ஞானச் சொத்துக்களையெல்லாம் பயன்படுத்திக்கொள்வதில் அவர்களுக்குக் கஷ்டம் ஏற்படவில்லை. விஞ்ஞானச் சொற்களுக்கு ரோமன் டர்ம்களையே வைத்துக்கொண்டால், அதாவது பண்டமென்ட்ஸ் இண்டர் நாஷனல் டர்ம்களையே வைத்துக்கொண்டால், நாமும் விஞ்ஞான அறிவை வளர்த்துக்கொள்ள முடியும். அப்படியில்லாமல், எல்லாவற்றையும் மொழி பெயர்த்துத்தான் ஆகவேண்டும் என்று சொன்னால், காலதாமதம் ஏற்படும். அப்படிச் சூலங்கடத்தாமல் ரோமன் ஆல்பப்படுகளில் உள்ள இண்டர்நாஷனல் டர்ம்களையே வைத்துக்கொண்டால், வெகு எளிதாக விஞ்ஞான அறிவைக் கல்லூரிகளில் போதிக்கமுடியும். ஆகவே, தமிழ் மொழியிலோ இந்தி மொழியிலோ விஞ்ஞானச் சொற்களையெல்லாம் மொழிபெயர்க்கவேண்டுமென்று குழப்பிக்கொள்ளாமல், இண்டர்நேஷனல் ரோமன் ஆல்பப்படுகளையே வைத்துக்கொள்வது நல்லது. இந்த நல்ல காரியத்தை ஏற்றுக்கொண்டால், விஞ்ஞான வளர்ச்சிக்கு உதவியாக இருக்கும்.

இந்தியும் இண்டர்நாஷனல் நிலைமை அடையவேண்டுமென்றால், அதையும் ரோமன் ஆல்பப்படுகள் மூலமாக

THE HON. SRI C. SUBRAMANIAM: தமிழுக்கும் அப்படியே வைத்துக் கொள்ளவேண்டுமா?

* SRI A. GAJAPATHY NAYAGAR: தமிழ் இண்டர்நாஷனல் மொழியாக இஷ்டப்படவில்லை. சுதேசமீத்திரன் வேண்டா வெறுப்பாக ஏதோ செய்தார்கள். தமிழ் இண்டர்நாஷனல் மொழி ஆகவேண்டுமென்றால், தமிழுக்கும் ரோமன் எழுத்து இருக்கவேண்டுமென்று பத்திரிகை யில் வந்திருக்கிறது. இந்தி மொழியைக் கற்றுக்கொள்ளவேண்டுமென் யில் வந்திருக்கிறது. இந்தி மொழியைக் கற்றுக்கொள்ளலாம் என்றால், அதை இரண்டுவிதமான எழுத்துக்களின் மூலம் கற்றுக்கொள்ள லாம். நாகரி எழுத்திலும் கற்றுக்கொள்ளலாம். ரோமன் எழுத்துக் களிலும் கற்றுக்கொள்ளலாம். நாகரி எழுத்தின் மூலம் சம்ஸ்கிருத மொழியும் கற்றுக்கொள்ளலாம், இந்தி மொழியும் கற்றுக்கொள்ளலாம். ரோமன் எழுத்தின் மூலம் ஆங்கிலமும் கற்றுக்கொள்ளலாம், இந்தியும் கற்றுக்கொள்ளலாம். என்னுடைய அபிப்பிராயத்தை மற்றவர்கள் ஏற்றுக்கொள்ளவேண்டும் என்று நான் சொல்லவில்லை. ஆக, இரண்டு எழுத்துக்களை வைத்துக்கொண்டு, மூன்று வகுக்கவேண்டுமென்று கேட்டுக்கொண்டு, வேண்டிய வகையில் திட்டம் வகுக்கவேண்டுமென்று கேட்டுக்கொண்டு, இவ்வளவு நேரம் பேசுவதற்குச் சந்தர்ப்பம் அளித்த தலைவர் அவர்களுக்கு வணக்கத்தைக் கூறி என்னுடைய வார்த்தையை முடித்துக்கொள்கிறேன்.

MR. CHAIRMAN: There is no time for another speech. The House will now adjourn and meet again at 10 a.m. to-morrow.

The House then adjourned.

IV.—PAPERS LAID ON THE TABLE OF THE HOUSE

* 100. Notification issued with G.O. Ms. No. 10088, Industries, Labour and Co-operation, dated the 9th August 1957, regarding amendments to certain rules framed under the Madras Co-operative Societies Act, 1932 (Madras Act VI of 1932).

+ 101. The Madras Village Panchayats (Amendment) Bill, 1957 (L.A. Bill No. 16 of 1957), as passed by the Legislative Assembly.

+ 102. The Prevention of Insults to National Honour Bill, 1957 (L.A. Bill No. 19 of 1957), as passed by the Legislative Assembly.

* Laid on the Table of the House 13th November 1957.

+ Sent by special messengers on 9th November 1957.

+ Sent by special messengers on 11th November 1957.

எழும்பூர், சென்னை-650 008.

தவணைத்தாள். ர211,32'08

●. નામ : 143927 બ. નંબર : 01571231

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S.F. 259A-6-1,00,000-30-1-24.