



# OFFICIAL REPORT

BUDGET SESSION  
VOLUME I  
No.20

Price 10 annas.





**Proceedings of the Fifth Session of the Assam Legislative Assembly  
assembled after the Second General Election under the  
Sovereign Democratic Republican Constitution  
of India**

The Assembly met in the Assembly Chamber, Shillong, at 9-30 a.m.  
on Monday, the 30th March, 1959.

**PRESENT**

Shri Dev Kanta Borooah, B.A., LL.B., Speaker in the Chair, eight  
Ministers, four Deputy Ministers and sixty-two Members.

---

**QUESTIONS AND ANSWERS**

**STARRED QUESTIONS**

**(To which oral answers were given)**

(Starred Question Nos. 64 and 65 were not put and  
answered as the questioner was absent).

**Leprosy treatment Centres in the Uttar Baska Mouza  
in Gauhati Subdivision**

**Shri BIRENDRA KUMAR DAS** [Patacharkuchi  
(Reserved for Scheduled Tribes)] asked:

\*66. Will the Minister-in-charge of Medical Department  
be pleased to refer to answer given to Unstarred Question  
No. 722(c) asked by the Questioner on the 1st May 1958 and  
state—

- (a) Whether the Leprosy cases have been surveyed in  
the Uttar Baska Mouza in Gauhati Subdivision  
and treatment centres have been established  
there as assured by the Minister-in-charge ?
- (b) If not, when a Leprosy Asylum will be established  
there ?
- (c) If the answer to (b) above is in the negative, the  
reason for non-implementation of assurance ?

**Shri RUPNATH BRAHMA (Minister, Medical)** replied:

66. (a)—Yes. Three Leprosy Treatment Centres have  
already been opened at Uzirbari in Uttar Baska Mouza,  
Subukha and Chaibari in Dakshin Baska Mouza in Gauhati  
Subdivision.



(b)—Leprosy Treatment Centres have been started but at present there is no proposal for establishing a Leprosy Asylum.

(c)—Does not arise.

**Shri SURENDRA NATH DAS (Patacharkuchi):** উত্তর বাক্ষ অঞ্চল, থানা অহোপাত বেচি পরিমানে 'লেপ্ৰচি' আক্রান্ত হোৱাৰ কথা চৰকাৰে জানেনে ?

**Shri RUPNATH BRAHMA: (Minister, Medical):** বৰ্তমান আমি খবৰ নাপাও যদিও কি কৰিব পাৰি চোৱা হব ।

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** Sir, are Government aware of the incidence of leprosy cases in the Madhyam-baska Mouza ?

**Shri RUPNATH BRAHMA:** I require notice of this question.

**Shri KARKA CHANDRA DOLEY: [North Lakhimpur (Reserved for Scheduled Tribes)]** মন্ত্ৰীমহোদয়ে প্ৰত্যেক বছৰেই চান্ধু লি কয় । আৰু কিমান দিন এই চোৱা অৱস্থাত থাকিব ?

**Shri RUPNATH BRAHMA:** আমি যিমান পাৰো কৰিয়েই আছে।

(Starred question No.67 was not put and answered as the questioner was absent.)

### Taking over of all Local Board Dispensaries in the State by Government

**Shri TAJAMMUL ALI BARLASKAR (Udarband)** asked:

\*68. Will the Minister-in-charge of Medical be pleased to state—

(a) Whether there is any proposal of taking over all the Local Board Dispensaries in the State by the Government ?

(b) If so, from what date ?

(c) Whether Government propose to up-grade some of the subsidised dispensaries which are situated in important places and backward areas while taking over the Local Board dispensaries ?

(d) Whether Government propose to up-grade the Udarband subsidised dispensary which is situated in an important place at the time of taking over the Local Board Dispensaries ?



**Shri RUPNATH BRAHMA (Minister, Medical)** replied:

68. (a)—Yes.

(b)—1st April 1959.

(c)—Not for the present.

(d)—Does not arise.

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** Sir, are all the Local Board dispensaries existing upto 31st March, 1958 going to be taken over by the Government?

**Shri RUPNATH BRAHMA:** Yes, Sir, we have made a provision in the next year's budget for taking over all the Local Board dispensaries.

**Shri PRABHAT NARAYAN CHOUDHURY:** Sir, is it a fact that only 178 dispensaries out of many dispensaries of the Local Board are going to be taken over by the Government?

**Shri RUPNATH BRAHMA:** We are going to take over the dispensaries according to the list submitted by the Director of Health Services, that is to say, all the dispensaries existing till the list was finally prepared and submitted by the Director of Health Services.

**Shri PRABHAT NARAYAN CHOUDHURY:** Sir, is it not a fact that there were 178 Local Board dispensaries in the State up to 31st March, 1958 and dispensaries taken up subsequently by Board have not been included in the list of Government Grant?

**Shri RUPNATH BRAHMA:** We are going to take over all the dispensaries that were in existence up to a certain time and if any of them have been left over then we will look into it and see if anything can be done.

(Starred Question No. 69 was not put and answered as the Questioner was absent.)

### **Proposal to make Assamese a State language**

**Shri HARESWAR GOSWAMI (Rampur):** asked:

\*70. Will the Minister-in-charge of Education be pleased to state—

(a) Whether he has received any resolution from the Assam Sahitya Sabha (Gauhati) for making Assamese a State language?

(b) If so, what decision Government have taken on the matter?

**Shri RADHIKA RAM DAS (Deputy Minister, Education)** replied:

70. (a)—No.

(b)—Does not arise.



(Starred Question No.71 was not put and answered as the Questioner was absent)

**Flood damage in several villages in Moderkhat Mouza, Dibrugarh**

**Shri DEVENDRA NATH HAZARIKA (Saikhowa)** asked:

\*72. Will the Minister-in-charge of Community Development Project be pleased to state—

(a) Whether it is a fact that several villages in Moderkhat Mouza (Dibrugarh), such as Naharhaku, Teporchali, Chiringula, Romai, Phutahula, Dangarpathar and Timora are being affected by flood every year and the cultivation of the people has been adversely affected ?

(b) Whether it is a fact that the flood-water entered into this area through Naharhaku and Teporchali villages ?

(c) Whether it is a fact that the Tengakhat Community Development Block attempted to construct a bund but it was not strong enough to withstand the flood-water ?

(d) Whether it is a fact that the length of the required bund is about 600 yards only ?

(e) Why the local Community Development Block did not take effective steps to protect this area of 8 or 9 villages from flood by constructing a strong bund of 600 yards long ?

**Shri A. THANGLURA (Chief Parliamentary Secretary)** replied :

72. (a)—Yes.

(b)—Yes.

(c)—No attempt was made to construct a bund by the Tengakhat Community Development Block, but the local people had constructed a bund before the inauguration of the Block which was however damaged due to flood.

(d)—The length of the said bund may be about 600 yards.



(e)—The re-construction of this bund of 600 yards long would have protected only the villages indicated in (a) of the questions but 15 other villages would, on the other hand, have been adversely affected. It is, therefore, proposed to construct a bund along the Tingrai River which is the source of flood-water passing through the area. For this a sum of Rs.2,14,000 has been provided. The work is proposed to be executed by Embankment and Drainage Department. When this bund is constructed, it is hoped that not only the villages mentioned in (a) of the questions but other villages in the area will also be protected.

**Shri DEVENDRA NATH HAZARIKA (Saikhowa):** Sir, in the reply it is stated that the reconstruction of this bund of 600 yards long would have protected only about 8 or 9 villages but 15 other villages would, on the other hand, have been adversely affected. What is the basis of this information, Sir?

**Shri FAKHRUDDIN ALI AHMED (Minister, Community Projects):** On the basis of the technical advice given by the experts.

**Shri DEVENDRA NATH HAZARIKA:** Who are these technical experts?

**Shri FAKHRUDDIN ALI AHMED:** The Embankment and Drainage staff.

**Shri DEVENDRA NATH HAZARIKA:** Sir, it appears that the explanation is given in such a way to save the position of the Community Project officials.

**Mr. SPEAKER:** No comment on the reply of a Minister or Government is admissible or to be in order in the Question Hour.

**Shri DEVENDRA NATH HAZARIKA:** Sir, will a thorough enquiry be made about this bund?

**Shri FAKHRUDDIN ALI AHMED:** On the basis of an enquiry whether the bund should be constructed the matter was considered and the Government now propose to spend a larger amount to give relief not only to those 8 or 9 villages but to other 15 villages. The step which is proposed to be taken by the Government should satisfy the Member.

### **Total cost of the diversion bridge on Monacherra Road by the side of the existing Public Works Department bridge over Borkhal in Cachar District**

**Shri GOPESH NAMASUDRA [Patharkandi (Reserved for Scheduled castes)]** asked :

\*73. Will the Chief Minister be pleased to state—

(a) What is the total cost of the diversion bridge by the side of the existing Public Works Department bridge over Borkhal on the Hailakandi-Anipur Road near Anipur in Cachar District, which was constructed for passing the tractors of the Central Tractor Organisation?



- (b) Whether it is a fact that no tractor could ever pass over the bridge ?

**For (Chief Minister) Shri HARESWAR DAS (Minister, Revenue) replied :**

73. (a)—The cost of the diversion bridge at mile 12/4 on Monacherra Road by the side of the existing Public Works Department bridge over Borkhal in Cachar District is Rs.9,604.23 nP.

(b)—It is not a fact. The sub-way was used for the movements of heavy tractors both to and from Ramkrishna-nagar workshop upto the 25th December 1958.

**Strengthening of Public Works Department bridge over the river Singla on the Hailakandi-Anipur Road in Cachar District**

**Shri GOPESH NAMASUDRA [Patharkandi (Reserved for Scheduled castes)] asked:**

\*74. Will the Minister-in-charge of Public Works Department (Roads and Buildings) be pleased to state—

- (a) Whether it is a fact that the Public Works Department bridge over the river Singla on the Hailakandi-Anipur Road in Cachar District was temporarily strengthened at a cost of Rs.16,000 for driving the tractors of the Central Tractor Organisation over it ?
- (b) Whether it is a fact that after spending the amount of Rs.16,000 no tractor could pass over it ?
- (c) Whether it is a fact that after this failure, tractors could be taken to the opposite bank of the river through the sandy bed of the river Singla with a cost of Rs.25 only ?
- (d) Whether it is a fact that when strengthening arrangement of the bridge had failed all the materials used were then dismantled with another expenditure of about Rs.1,000 ?



- (e) Whether it is a fact that all these materials were kept in the river bed of the river and those were subsequently washed away by a small flood of the river ?

**Shri GIRINDRA NATH GOGOI [Deputy Minister, Public Works Department (Roads and Buildings)]** replied :

74. (a) & (b)—It is a fact that the Singla bridge was strengthened. The cost was Rs.2,892.14 nP. only, and not Rs.16,000. Strengthening was done for crossing of heavy vehicles of Central Tractor Organisation. It was never intended for passage of Central Tractor Organisation tractors over this bridge as these could be taken across the bed.

(c)—In view of reply to (a) and (b) above, the question of failure of the strengthening arrangement does not arise. The cost of fording arrangement was Rs.280 only.

(d)—It is not a fact that the strengthening arrangement had failed but materials for strengthening the bridges were removed when no longer necessary and the cost of dismantling and removal was Rs.609.60 nP.

(e) It is not a fact.

**Resolution passed by the Land Settlement Advisory Committee for dereservation of land at Motiari Professional Grazing Reserve**

**Shri DURGESWAR SAIKIA (Thowra)** asked:

\*75. Will the Minister-in-charge of Revenue be pleased to state—

- (a) Whether Government is aware that a resolution was lately passed by the Land Settlement Advisory Committee, Sibsagar in connection with dereservation of 2,000 bighas of land at Motiari Professional Grazing Reserve ?
- (b) Whether the copy of the resolution was received by Government and if so, when it was received ?
- (c) Whether it is a fact that the said land was meant for the eroded people of Jokaichuk mouza who are residing on a bund ?



(d) Whether Government have approved the said proposal ?

(e) If so, when and if not, why not ?

**Shri HARESWAR DAS (Minister, Revenue)** replied :

75. (a)—Yes.

(b)—Yes. It was received on 25th October 1958.

(c)—Yes. It is meant for the flood and erosion-affected people of the locality.

(d)—Not yet.

(e)—Deputy Commissioner has been asked to clarify certain points. Decision will be taken on receipt of Deputy Commissioner's report.

**Shri DURGESWAR SAIKIA (Thowra):** সেই থেজিঙটো খুলিবৰ কাৰণে ফেব্ৰুৱাৰীৰ পৰা ২৫ অক্টোবৰলৈকে পলম হোৱাৰ কাৰণ কি ?

**Shri HARESWAR DAS** স্থানীয় অফিচাৰেহে পলম কৰিছে।

**Shri DURGESWAR SAIKIA:** চৰকাৰৰ কামবোৰ ইটো বিভাগৰ পৰা সিটো বিভাগলৈ পঠিৱাওতে সময় বান্ধি দিয়া থাকেনেকি ? আৰু সেইদৰে কাম নকৰিলে কিবা ব্যৱস্থা লবলৈ চৰকাৰে চিন্তা কৰিছেনে ?

**Shri HARESWAR DAS:** তাৰিখ ধৰি দিয়া নেথাকে ; কিন্তু যিমান পাৰি সোনকালে কৰিব লাগে। পলম কৰিলে ব্যৱস্থা লোৱাৰ কথা নুঠে।

**Shri SARBESWAR BORDOLOI (Titabar):** Is it not a gross negligence of public duty by the Sub-divisional Officer to have kept the resolution from February to October ?

**Shri HARESWAR DAS:** কি কাৰণে পলম হৈছে তাক নেজানিলে negligence বুলি সহজে ক'ব নোৱাৰি।

**Shri SARBESWAR BORDOLOI:** The fact is that it was passed in February, there should be some reason for which there was such delay.

**Shri HARESWAR DAS:** The resolution was passed in February but some incidents might have taken place in the meantime, besides, the S. D. O. has got to express his own views and for arriving at such views may have to do certain enquiries, before forwarding the resolution.

**Shri MOHI KANTA DAS (Barchalla):** আৰু কিমান দিন পলম হ'ব বুলি ভাবে।



**Shri HARESWAR DAS (Minister, Revenue) :** সেইটো কোরা টান।

The difficulty is that the Deputy Commissioner reported that this area should be de reserved but kept for the purpose of settlement of erosion affected people in future and we have asked for clarification from the D. C. on this point, why this area should be dereserved now for settlement with erosion affected people in the future. The reply has not come as yet.

**Shri DURGESWAR SAIKIA (Thowra) :** মন্ত্রী মহোদয়ে উত্তর দিচ্ছে যে বান পানী প্রপীড়িত লোকের কাবণে এই বিজার্ড খোলা হৈছে। যদি সেয়ে হয় তেত্তে চবকাবে D. C. ব পৰা উত্তর পাওঁতে ৫ মাহ কিয় লাগে ?

**Shri HARESWAR DAS :** পলম হৈছে হয়। জানুৱাৰীত এবাৰ reminder দিয়া হৈছিল আৰু এই প্রশ্নটো পোৱাৰ পিচতো দিয়া হৈছে

**Shri KHOGENDRA NATH BARBARUA (Amguri) :** বান পানী আৰু গৰ খহনীয়াত প্রপীড়িত লোকের কাবণে এই মতিয়াৰী বিজার্ড খোলা হব। গতিকে তাৰ আশে-পাশে থকা মাটিহীন লোকের কথাও চবকাবে চিন্তা কৰিছেনে ?

**Shri HARESWAR DAS :** Land Advisory কমিটিয়ে যি সিদ্ধান্ত কৰিব সেই মতেই কাম কৰা হব।

**Shri KHOGENDRA NATH BARBARUAH :** সেই সিদ্ধান্ত নোহোৱা পৰ্য্যন্ত তাত ফচল কৰি খাবলৈ অনুমতি দিবনে ?

**Shri HARESWAR DAS :** সেই অনুমতি দিব নোৱাৰি। বহুত ক্ষেত্ৰত দেখা গৈছে বিজার্ড খোলাৰ আগতে মানুহ বহি থাকে আৰু পিচত allottee ক দিবৰ কাবণে সেই মানুহবোৰক উঠাই দিব লগা হয়।

**Shri GOURISANKAR ROY (Katlicherra) :** Whether the Subdivisional Officers can alter decisions of the Land Advisory Boards ?

**Shri HARESWAR DAS :** That is a separate question, but S. D. O. cannot alter.

## UNSTARRED QUESTIONS

(To which answers were laid on the table)

**Persons to whom lands have been allotted under the Barpeta Road Town Planning since 1953 to 1958**

**Dr. SRIHARI DAS (Barpeta) asked:**

179. Will the Minister, Revenue be pleased to state who are the persons to whom lands have been allotted for residential and commercial purposes in the category of classes I, II and III under the Barpeta Road Town Planning since 1953 to 1958 shown the dag number of block or blocks against the name of each person (Answer to be given in number of bighas)?



**Shri HARESWAR DAS (Revenue Minister)** replied:

179.—The list may be found in the Library Table. (Please see Library Register No. S. 77).

**Shri GHANASHYAM TALUKDAR (Sorbhog)**: May I know, why no people of Barpeta Road have been allotted lands for residential and commercial purposes under the Barpeta Road Town Planning when they are local people?

**Shri HARESWAR DAS**: I cannot say that because this is done on the recommendation of the Land Settlement Advisory Board?

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East)**: It appears from the list that the settlement were meant for Barpeta people alone, may I know, why land was not allotted to needy people of Barpeta Road, Bhabanipur and Sarbhog?

**Shri HARESWAR DAS**: That is a question for the Land Settlement Advisory Board to decide.

### **Quarters of the Extension and Ministerial Staff of the Community Project Department**

**Shri DURGESWAR SAIKIA (Thowra)** asked:

180. Will the Minister-in-charge of Community Development Project be pleased to state—

(a) Whether there is provision for providing quarters to the Extension Staff and the Ministerial Staff working under the Community Project Department?

(b) If so, whether house-rent allowance is granted to the Extension Staff and the Ministerial Staff so long they do not get Government quarters?

(c) If answer to (b) above is in the negative, what steps Government have taken to relieve the low-paid Government Servants from the extra burden of paying house-rents?



**Shri A. THANGLURA (Chief Parliamentary Secretary)** replied :

180. (a)—Yes.

(b)—Yes. A statement regarding Officers to whom and the rates at which such house-rent allowance is admissible until Government quarters are provided, is placed on the Library Table.

[Statement laid on the Library Table in reply to Unstarred Question No. 180(b)]

Designation of the post	Rate of House-rent allowance
1. Project Executive Officers ...	Rupees 25 per mensem.
or Assistant Project Executive Officers, in-charge of Blocks.	
2. Medical Officers or Extension Officers (Medical).	Rupees 25 to Rupees 35 per mensem according to the amount certified by the Deputy Commissioners, Subdivi- sional Officers as reasonable.
3. Sanitary Inspectors ...	Rupees 12 per mensem if qualified and Rupees 10 per mensem if under qualified.
4. Health Visitors ...	Rupees 15 per mensem.
5. Nurse ...	Rupees 20 per mensem.
6. Midwives ...	Rupees 20 per mensem.
7. Dhais ..	Rupees 10 per mensem in Plains areas Rupees 15 per mensem in Hill areas.

(c)—Instructions have been issued to complete construction of Government quarters expeditiously. The question of extending the benefit of house-rent allowance until Government quarters are constructed to categories of Government employees not hitherto covered is being examined.

**Electric Thermal Plants installed as State Projects during 1956, 1957 and 1958**

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East)** asked :

181. Will the Minister-in-charge of Electricity be pleased to state—

(a) The names of Electric Thermal Plants with capacities of each which were installed as State Projects during 1956, 1957 and 1958 ?



- (b) What have been consumptions of electricity for domestic and industrial purposes separately during each of the aforesaid years by each of the Plants ?
- (c) Which of the projects are running at a deficit and which are self-sufficient ?
- (d) Whether Government are aware of failure of the Department of periodic electric connections, and extensions at Nalbari for about the twelve months ?
- (e) Whether Government are also aware that the people of Soudia side and those of Chemeta side desire electric connection from Nalbari project ?
- (f) If so, when Government propose to extend electricity to the above and other important places like Pandrala Damodandhar, Kamarkereli Bigtigleat, Burama, Dhamdhama, etc. ?
- (g) Whether it is a fact that the Subdivisional Officer, Town and Village Electrification Subdivision, Nalbari has been handed to Gauhati for over two years back ?
- (h) If so, why ?
- (i) Whether Government are aware that such a step is detrimental to the interest of Nalbari and its adjoining areas in the Development of electricity ?

**Shri KAMAKHYA PRASAD TRIPATHI (Minister, Electricity)** replied:

181. (a)—No Thermal Plant was installed in the State of Assam during the period 1956—58. Diesel stations installed in different places during this period are shown as below:—

Name	Capacity KW.	Year
1. Golaghat ... ..	200	1956-57.
2. Dergaon ... ..	100	Do.
3. Nalbari .. ..	200	Do.
4. Mangaldai ... ..	100	Do.
5. Goalpara ... ..	200	Do.
6. Karimganj ... ..	340	Do.
7. Nowgong ... ..	450	Do.
8. Sualkuchi ... ..	100	Do.



Name	Capacity	Year
K.W.		
9. Titabar ... ..	100	1957-58.
10. Kokrajhar ... ..	150	Do.
11. Hojai ... ..	200	Do.
12. Diphu ... ..	65	Do.
13. Sibsagar .. ..	250	Do.
14. Tura ... ..	100	Do.
15. Doom Dooma ... ..	150	Do.
16. North Lakhimpur ... ..	80	1958-59.
17. Hailakandi ... ..	65	Do.
18. Dhekiajhuli ... ..	75	1959.
19. Aijal ... ..	50	Under construction.
20. Jowai ... ..	75	Do do.
21. Jorhat ... ..	900	Taken over in May 1958.
22. Tezpur .. ..	484	Do do.
23. Assam Medical College ..	292	1954.
24. Assam Agricultural College ..	100	1955-56.

(b)—As per statement given below:—

## STATEMENT I

## Unit sold (KWH)

Name of Power Stations	Domestic			Industrial (including commercial light, fan and small power load.		
	1955-56	1956-57	1957-58	1955-56	1956-57	1957-58
1. Golaghat .. ..	2,600	1,04,000	..	2,700	9,900	
2. Dergaon .. ..	7,850	37,220	..	..	2,700	
3. Nalbari .. ..	26,500	58,190	..	10,350	24,490	
4. Mangaldai .. ..	23,700	56,600	..	..	..	..



Name of Power Station			Domestic		Industrial (including commercial light, fan and small power load		
5. Goalpara	..	..	..	35,400	58,840	..	560 960
6. Titabar	..	..	..	..	8,590	..	.. ..
7. Sualkuchi	..	..	..	19,200	39,140	..	.. ..
8. Kokrajhar	..	..	..	..	17,730	..	.. ..
9. Hojai	..	..	..	..	41,810	..	.. 9,420
10. Diphu	..	..	..	..	7,600	..	.. ..
11. Sibsagar-Nazira	..	..	..	..	16,050	..	.. ..
12. Karimganj	..	..	..	86,510	1,14,700	..	87,120 1,73,170
13. Nowgong	..	..	..	40,650	2,25,600	..	.. 0,0003
14. Tura	..	..	..	..	28,850	..	.. 5,860
15. Assam Medical College	1,63,500	2,07,200	2,32,550	18,700	24,200	28,140	
16. Assam Agricultural College.	9,000	16,500	19,200	..	..	..	
17. Doom Dooma	..	..	..	2,000	..	..	

(c)—All the Diesel Power Stations upto 1957-58 have been running at deficit. In working out the deficit or self-sufficiency of the Diesel Stations upto 1957-58, the interest and depreciation totalling to 10 per cent of the capital-expenditure incurred together with the working expenses against the total gross-revenue realised from the consumers have been taken into consideration. In case, interest and depreciation are excluded when working out the financial result of the schemes, only Karimganj and Nowgong State Electric Supplies become self-sufficient.

(d)—No application for service connections within the area where distribution lines already exist is pending to date. About eight applications for service connections from the area where there is no distribution line have been received along with seven more intending consumers of Namsudra Para Road at Nalbari. The work on the extension of about 1,000 yds. of the distribution line to supply power to these consumers has been taken up in hand which will be completed before the end of the current financial year and the service connections will be given to the consumers.



(e) & (f)—The question of extension of L. T. Lines to Soudia side, Chemeta side, Pandrala side, Damodandhar, Kamakerli, etc., will have to be examined on its economics as the Assam State Electricity Board has to function on commercial lines.

(g), (h) & (i)—The office of the Subdivisional Officer (Electricity), Nalbari was transferred to Gauhati by Government for facility of work and better administration. The matter has been reviewed again and arrangements are now being made to transfer the office of the Subdivisional Officer to Nalbari as soon as proper accommodation at Nalbari is found available.

**\*Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** Although the replies given are innumerable but apparently it appears that all of them are not correctly given. However, I would put a question. Will the Government admit that there are much more intending consumers than those mentioned in reply and some petitions were personally handed to the Minister?

**\*Shri KAMAKHYA PRASAD TRIPATHI (Minister, Electricity):** If any other names remained, I shall be obliged to the hon. Member if he supplies me the same which I shall forward to the Board.

**\*Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)]:** চিহ্নিত বিজুলী যোগানৰ কাৰণে যি দৰখাস্ত কৰা হৈছে সেইটো চৰকাৰে বিবেচনা কৰিবনে?

**\*Shri KAMAKHYA PRASAD TRIPATHI:** আমালৈ দৰখাস্ত আহিছে। সেই দৰখাস্ত বোৰ্ডলৈ পঠাই দিম আৰু বোৰ্ডে enquiry কৰি তাত হব পাৰেনে নোৱাৰে বিবেচনা কৰিব।

**\*Shri BIRENDRA KUMAR DAS:** এই বছৰৰ ভিতৰতে বিবেচনা কৰা হবনে?

**\*Shri KAMAKHYA PRASAD TRIPATHI:** সেইটো সঠিক কোৱা টান।

**\*Shri SARBESWAR BORDOLOI (Titabar):** বিজুলী যোগানৰ দায়িত্ব চৰকাৰে লৈছে যেতিয়া লাভৰ কাৰণে কিয় চাইছে?

**\*Shri KAMAKHYA PRASAD TRIPATHI:** বোৰ্ডে সাধাৰণতে Commercial হিচাপে চায়। চৰকাৰে লাভ লোকচানৰ উপৰি অন্যান্য ফালেও চাব লাগে।

**\*Shri HIRALAL PATWARI (Panery):** খাক পঢ়িয়া আৰু টংলাত বিজুলী যোগানৰ বাবে চৰকাৰে বোৰ্ডক pressure দিবনে?



**\*Shri KAMAKHYA PRASAD TRIPATHI (Minister, Electricity)** : বোর্ডক pressure দিব নোৱাৰি আনাৰ হাতলৈ আহিলে কি কৰিব পাৰি চান ।

**\*Shri RAMNATH DAS [Dergaon (Reserved for Scheduled Castes)]** : May I know from the hon. Minister whether the Board has not to take approval from the Government of any scheme undertaken by it ?

**\*Shri KAMAKHYA PRASAD TRIPATHI** : বোৰ্ডে আনাৰ approval লবৰ প্ৰয়োজন নাই । Regarding policy, direction is given to the Board but in other matters the Board is independent.

**\*Shri RAMNATH DAS** : Has not the Board taken the approval of Government for money to be spent for a scheme ?

**\*Shri KAMAKHYA PRASAD TRIPATHI** : So far as funds are concerned, if they can manage with the funds at their disposal they are not to take approval but if they want fund from Government naturally approval of Government is required.

**\*Shri RAMNATH DAS** : Whether the Government have not provided the Board with some funds ?

**\*Shri KAMAKHYA PRASAD TRIPATHI** : We have placed some funds with the Board. The Board is earning income and revenue from selling. Right now the Board is not running on a profit. May be in course of time they would be able to make profit and build their own funds. When they would be able to do that they would make their own arrangements with regard to these matters.

**\*Shri PRABHAT NARAYAN CHAUDHURY (Nalbari-East)** : Why do not the Board extend more facilities for consumption of electricity by larger number of people ?

**\*Shri KAMAKHYA PRASAD TRIPATHI** : The Board is running at a huge loss now. Nearly all Stations are running at a loss. The consumption is much less than the power generated and installations made.

**\*Shri PRABHAT NARAYAN CHAUDHURY** : Is it one of the reasons of loss that the Board has failed to extend electricity when there is demand ?

**\*Shri KAMAKHYA PRASAD TRIPATHI** : There are not so much demand. We are at a promotional stage.

### Industrial Training Institute, Jorhat

**Shri KHOGENDRA NATH BARBARUAH (Amguri)** asked :

182. Will the Minister, Education be pleased to state—

(a) What are the different sections or trades, the students are being trained in Industrial Training Institute, Jorhat ?



- (b) Whether it is a fact that some of the sections of the said Institute have been closed recently ?
- (c) If so, what are those sections and the reasons for their closure ?
- (d) Whether it is a fact that the students of the said Institute are not allowed to form their Union and if so, why ?
- (e) Whether it is a fact that in most of the Assamese festivals such as Bahag Bihu, the Institute remain open ?
- (f) If so, whether Government propose to pass orders sanctioning holidays for the Institute on important Assamese festivals ?
- (g) Whether it is a fact that second hand machines have been purchased for the said Institute and that machines are not functioning well ?
- (h) If so, what steps Government propose to take to replace these machines with new one ?
- (i) Whether it is a fact that for want of accommodation no Theoretical classes can be held in the said Institute ?
- (j) If so, whether Government propose to take necessary steps to provide accommodation for the same ?
- (k) Whether it is a fact that there is a military camp within the precincts of the said Institute for which no extension of the Institute is possible ?
- (l) If so, whether Government propose to take early steps to ask the Military Authorities to shift their Camp elsewhere at an early date ?
- (m) Whether it is a fact that the pay scale of Instructors of the said Institute have been reduced by the State Government recently ?
- (n) If so, why ?



**Shri DEBESWAR SARMAH (Minister, Education)**  
replied :

182. (a)—Trades under old Scheme as were existing in the Institute of the time of its transfer of control to State Government.

### ENGINEERING TRADES

(1) Blacksmith, (2) Carpenter, (3) Electrician, (4) Fitter, (5) Mechanic, (6) Turner, (7) Welder (Motor), (8) Machinist.

### VOCATIONAL TRADES

1. Bleaching, Dyeing and Printing.
2. Cutting and Tailoring.
3. Handloom Weaving.

(b)---Trades newly opened under Development Scheme Second Five Year Plan after transfer of Control of the Institute to State Government on 1st November 1956.

### ENGINEERING TRADES

1. Draughtsman (civil).
2. Surveyor.
3. Mech., I. C. Engine.
4. Electric Lineman and Wireman.

(b) and (c)—No section has been closed since the Institute was taken over by the State Government. In cutting and Tailoring Section however, 16 out of 32 seats have been reduced last year, due to non-availability of students in that course. The following grades were closed down by Government of India in the years shown for reasons not known to this Government.

Courses abolished		The Year in which course introduced	The year in which abolished	Reason
1. Building Construction	..	1952	1953	Not known.
2. Patter Maker	.. ..	1952	1953	Do.
3. Moulder	.. ..	1952	1953	Do.
4. Cane, Willog and Bamboo works.		1953	1954	Do.
5. Stenography	.. ..	1951	1953	Do.



(d)—No such proposal for forming an Union by the students was received by the Government.

(e)—No, the Institute is allowed all Government holidays as per D.G.R.E., standard.

(f)—The Institute falls under non-vacation Department and it is not possible to allow holiday in excess of those approved by Government for such Departments.

(g)—No, purchase are made by the Purchasing Committee formed by Government. Not a single second hand machine has been purchased since it has been taken over by this Government.

(h)—Does not arise.

(i)—For want of accommodation admission of second batch of 128 trainees under Development Scheme had to be dropped last year. But for those sections already started all classes are being held regularly though with some inconveniences due to shortage of accommodation. Admission of 128 students under Development Scheme is however being made this Session.

(j)—State Public Works Department have already started construction work and it is expected that the shortage of accommodation will be met by July this year.

(k)—It is a fact that construction as planned could not be made due to Military occupation of the buildings. The original plan has recently been revised and works started as per reply to Question (j) above.

(l)—All possible steps have been taken.

(m)—No, the scales of pay of Instructor staff have been much improved after the Institute has been under control of State Government. Scales of pay now offered are (1) Rs.175—450 for Diploma holder and Rs.125—275 for Certificate holder in place of Rs.120—200 and Rs.80—200 respectively offered by Government of India.

(n)—Does not arise.



**Shri KHOGENDRANATH BARBARUAH (Amguri):** With regard to answer (1), may I know what are the steps taken so far and since when these steps have been taken and whether these steps have given any practical result?

**Shri RADHIKARAM DAS (Deputy Minister, Education):** Government have written to the Military Authorities to provide separate accommodation for their camp in Rowriah and as a result certain lands have been acquired in Rowriah Tea Estate and the Central Government are taking steps for construction of buildings there.

**Mrs. JYOTSNA CHANDA (Silchar West):** It has been said in answer to (b) & (c) that some of the trades have been abolished but the reason is not known. Do the Government propose to enquire into the reasons for which these have been abolished?

**Shri RADHIKARAM DAS:** Yes, we can enquire about it.

**Shri SARBESWAR BORDOLOI (Titabar):** In answer to (b) & (c) it has been said some of the trades have been abolished for reasons not known to this Government and some sections have been reduced due to non-availability of students. If the reason is due to inadequacy of students, has Government tried to admit girls?

**Shri RADHIKARAM DAS:** That is a separate question, but this section is not popular and as a result, the number of seats had to be reduced to 16 instead of 32.

**Shrimati KOMOL KUMARI BARUA (Katoni gaon):** Is it a fact that girls students are not allowed to take admission in this particular institute?

**Shri RADHIKARAM DAS:** There is no definite rule but so far no girl students have come for admission.

**Shri DEBESWAR SARMAH (Minister, Education):** This was a pre-war organisation and meant mostly for men who were discharged from war service. So the origin of the institute was for military personnel only. Perhaps there were not many women in this category of discharged people. But since it appears that there is a tendency for our daughters to take to certain avocations, Government will have to examine it.

**Shri SARBESWAR BORDOLOI:** What is the reason for reducing the number of admissions in the tailoring sections? Is it due to inadequacy of candidates or what? Will Government make an inquiry and try to find out the reason?

**Shri DEBESWAR SARMAH:** Technical facilities given by private firms naturally cannot be given by Government. We might enquire but Government is of opinion that not much useful purpose would be served.

**Shri DEVENDRANATH HAZARIKA (Saikhowa):** Whether Government have taken any action to induce our young men to take to these avocation and come to this training institute?



**Shri DEBESWAR SARMAH (Minister, Education):** Unfortunately some people who were given stipend and training latterly become clerks because till now quite a large number of cross-section of our people would favour white collar jobs. For instance there was a Section, I was told, for brick masonry but those who learned something about it never took to this trade. So, Sir our out-look in respect of technical training as well as further employment has to be thought of over again. It is a big problem, Government's attention has already been drawn towards it and I hope the attention of the hon. Members and our country men at large would also be drawn towards it.

**Shrimati KOMOL KUMARI BARUA (Katonigaon):** In view of the fact that many girl candidates are eager to get admission in this particular institute, may I request Government to make arrangement for it?

**Shri DEBESWAR SARMAH:** We will make all necessary arrangements.

**Shri GAURISANKAR ROY (Katlicherra):** Is there any irregularity in payment of stipends?

**Shri DEBESWAR SARMAH:** Sometimes it does happen.

**Shri RAMNATH DAS [Dergaon (Reserved for Scheduled Castes)]:** May I know from the Education Minister whether Government have taken steps to improve matters after their attention was drawn to the defects of the trainees?

**Shri DEBESWAR SARMAH:** It is a little difficult to answer an omnibus question, for instance employment. It is through the advancement of education and through the impact of social and economic forces that the outlook of our people will have to be changed. Government is doing its best to educate people through Social Education which is in its nucleus stage only.

**Shri RAMNATH DAS:** What is taught by social education? Whether social education has got anything to do with this kind of training?

**Shri DEBESWAR SARMAH:** What is Social Education? I can forward booklets to the hon. Member but my Friend and hon. Members will appreciate what I stated was that cross-section of our people favour white collar jobs and we have got to educate them that white collar jobs cannot be provided to all. Therefore they have to take to some other vocations also.

**Shri MOHI KANTA DAS (Barchalla):** So far admission of girls in this Institute the hon. Minister once said that it will be enquired into, then in the second question it is said that this question will be examined. I want to know whether girls are admitted at present to that Institution?

**Mr. SPEAKER:** If the hon. Member has heard the Minister properly he would have heard that the Minister already said that he is prepared to give admission to girls if they are forthcoming.

**Shri DEVENDRA NATH HAZARIKA (Saikhowa):** Is there any procedure to follow up to see that the trainees after completion of the training get jobs or that they can take to these vocations?



**Shri DEBESWAR SARMAH (Minister, Education):** We are trying to keep track of the trainees when they come out of the institutions but unfortunately we have not achieved any large measure of success. But whenever there are vacancies under Government Departments Government usually consider their cases. But the ultimate idea of this institution is to train people in crafts which are mostly in the private sector industries.

**Shri MOHI KANTA DAS (Barchalla):** When there loans are granted to these trainees for the purpose of purchasing implements or other things so that they can carry on the crafts they have learned in the institution?

**Shri DEBESWAR SARMAH:** I am sure any deserving applicant will receive due consideration from the Government.

**Mrs. JYOTSNA CHANDA (Silchar-West):** May I know from Government about those instructors who have been thrown out of employment when this institution was abolished what happened to them? Are they absorbed in any of the Departments of Government?

**Shri DEBESWAR SARMAH:** These departments were withdrawn when this institution was run by the Government of India, but since the institution came under the Assam Government, no department has been withdrawn.

**Shri SARAT CHANDRA GOSWAMI (Kamalpur):** Will the Government take steps to provide loans to those trainees who have not got any landed property to offer as security for the loan?

**Shri DEBESWAR SARMAH:** This aspect of the matter is engaging the attention of the Government. But for small loans up to Rs.1,000 (one thousand rupees) no security in the form of landed property is necessary.

**Dr. GHANASHYAM DAS [North Salmara (Reserved for Scheduled Castes)]:** Will Government introduce Socks making trade in this institution?

**Shri DEBESWAR SARMAH:** That will be examined, Sir.

**Shri KHOGENDRA NATH BARBARUAH (Amguri):** Is it a fact that petitions soliciting permission for forming unions by the students were not forwarded to the Government by the head of the institution?

**Shri RADHIKA RAM DAS:** Government have no information.

### Representation to set up a Veterinary Dispensary at Pathsala

**Shri SURENDRA NATH DAS (Patacharkuchi)** asked:  
183. Will the Minister-in-charge of Veterinary be pleased to state—

- (a) Whether it is a fact that representations have lately been made to the Government to start a Veterinary Hospital at Pathsala?



- (b) If so, whether Government have decided to start a Veterinary Hospital there?
- (c) If not, whether Government will be pleased to start a Veterinary Hospital at Pathsala at the earliest?

**M. MOINUL HAQUE CHOUDHURY (Minister-in-charge Veterinary)** replied:

183. (a)—Yes.

(b) & (c)—There is already a Dispensary at Patacharkuchi, which is only 3 miles from Pathsala. As such Government do not propose to set up a dispensary at Pathsala

**Shri SURENDRA NATH DAS (Patacharkuchi) :**  
একোখন Hospital প্রতিস্থা কৰিবলৈ চৰকাৰে দুখনৰ মাজত কিমান দূৰত্ব থাকিব লাগে বুলি ধৰিছে ?

**M. MOINUL HAQUE CHOUDHURY:** Generally we try to set up such dispensaries at a distance of 5 to 10 miles provided the cattle population justifies it.

### **Conversion of the Arkatipore Junior Basic School into Senior Basic School**

**Shri TAJAMUL ALI BARLASKAR (Udarband)** asked:

184. Will the Minister-in-charge of Education be pleased to state—

- (a) Whether Government have later received any representation for conversion of the Arkatipore Junior Basic School into Senior Basic School ?
- (b) Whether any report has been received from the Principal, Basic Training Centre, Udarband, recommending the conversion of the said Junior Basic School into Senior Basic School ?
- (c) If so, what steps have been taken by Government for the conversion of this School into Senior Basic from the current session of 1959 ?



- (d) Whether Government are aware that the public of the locality have donated sufficient land and cash money for the School ?
- (e) Whether Government have later received any application for a non-recurring building grant for the said School ?
- (f) If so, whether any non-recurring building grant has been sanctioned for the School ?
- (g) If not, whether Government propose to sanction a non-recurring building grant of Rs.6,000 for the said School ?

**Shri DEBESWAR SARMAH (Education Minister)** replied:

184. (a)—Yes.

(b)—Yes

(c)—Being considered.

(d)—Yes.

(e)—Yes.

(f)—No.

(g)—Under consideration.

**Shri TAJAMUL ALI BARLASKAR (Udarband):** May I know the date when the representation was received by the Government ?

**Shri RADHIKA RAM DAS (Deputy Minister, Education):** I cannot give the exact date off hand Sir, but it was a few months back that such representation was received both from the public and from Principal, Udarband Training Centre.

**Shri TAJAMUL ALI BARLASKAR:** The reply to Question (c) is "being considered", May I know how long it will take to finalise the question whether permission will be given or not ?

**Shri RADHIKA RAM DAS:** In the current year of 1958-59 one Government school has been converted to Senior Basic School because there is a proposal that all Government schools will be handed over to the School Boards, so no Junior Basic School has been converted this year into Senior Basic School. This will be considered next year.



## Partitioning the halls of newly constructed Kamalpur M. V. School

**Shri SARAT CHANDRA GOSWAMI (Kamalpur)** asked:

185. Will the Minister of Education be pleased to refer to the reply given by him to Unstarred Questions No.433 asked by the Questioner on the 1st April 1958 and state—

(a) Whether he is aware that no step has yet been taken to partition the halls of newly constructed Kamalpur M. V. which has caused great inconvenience to manage the classes and no arrangement has been made for urinals and latrines ?

(b) Whether Government propose to take steps why the assurances were not implemented so long ?

**Shri DEBESWAR SARMAH (Minister, Education)** replied:

185. (a)—No. Steps have been taken.

(b)—Does not arise.

**Shri SARAT CHANDRA GOSWAMI:** Sir, I asked the same question in the budget session 1958 and the reply to my question was that steps have been taken, but I know that no steps have actually been taken, may I know how the matter stands ?

**Shri RADHIKA RAM DAS:** Money was sanctioned towards the first part of February last.

**Shri SARAT CHANDRA GOSWAMI:** What amount was sanctioned ?

**Shri RADHIKA RAM DAS:** Rupees one thousand for partition and Rs.1,904 for latrines and urinals.

## Reconstruction and repairs of Tihu Bhandoram State Veterinary Dispensary

**Shri SURENDRA NATH DAS (Patacharkuchi)** asked:

186. Will the Minister-in-charge of Veterinary be pleased to state—

(a) Whether it is a fact that the Tihu Bhandoram State Veterinary Dispensary was taken up by the Veterinary Department two years back ?



- (b) Whether it is a fact that the building of the dispensary and Doctor's quarters are not in good condition ?
- (c) Whether it is a fact that no grant has yet been sanctioned to improve the dispensary building and the staff quarters ?
- (d) If so, why ?
- (e) Whether Government will be pleased to sanction the necessary amount to improve the buildings as well as the staff quarters ?

**M. MOINUL HAQUE CHOUDHURY (Minister, Veterinary)** replied :

186. (a)—Yes.

(b)—Yes.

(c)—No. Rs.1,20,000 was provided in the current years' Public Works Department Budget to undertake reconstruction and repairs of the State owned Public Enterprise dispensaries of which Tihu is one.

(d)—Does not arise.

(e)—A sum of Rs.12,700 has already been sanctioned, but Public Works Department has not yet been able to undertake these works.

**Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)]** : আগতে এই Dispensary খন শ্রীভন্দোৰাম নামত নামাকবন কৰা হৈছিল ; এতিয়াও চৰকাৰে আগৰ নিচিনাকৈ সেই গামটোকেই ৰাখিবনে ?

**M. MOINUL HAQUE CHOUDHURY [Patacharkuchi (Reserved for Scheduled Tribes)]** : এই প্রশ্নত নামাকবণৰ কোনো উল্লেখ নাই ইয়াত পুনৰনিৰ্মান আৰু মেৰামত সম্পৰ্কীয় কথা সোধা হৈছে ।

**Mr. SPEAKER** : The question is, will Government continue to keep the name of Bhandoram in this dispensary ?

**M. MOINUL HAQUE CHOUDHURY** : I will look into the matter Sir, I cannot say off hand.

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East)** : Is the Public Works Department responsible for non-utilisation of this sum of Rs.1,20,000 ?



**M. MOINUL HAQUE CHOUDHURY (Minister, Veterinary):**

There is no question of responsibility of the Public Works Department as such. When in this particular case they have not been able to complete the plan and estimate or the work, if there is any question of responsibility it is the responsibility of the Government and not of a Department.

**Shri RAM NATH DAS [Dergaon (Reserved for Scheduled Castes)]:** Has the hon. Minister ascertained from the Public Works Department the reason why they have not been able to complete the work?

**M. MOINUL HAQUE CHOUDHURY:** No, Sir. I have not.

**Shri RAM NATH DAS:** Will the Minister-in-charge try to expedite this matter?

**M. MOINUL HAQUE CHOUDHURY:** Yes, Sir.

### **Earmarking grants of roads under the Tihu Circle during the year 1958-59**

**Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)]** asked:

187. Will the Minister, Local Self-Government be pleased to state—

- (a) How many roads were given earmark grants under the Tihu Circle during the year 1958-59?
- (b) What are the names of the roads for which the earmark grants have been allotted?
- (c) What are the amounts sanctioned to each road?
- (d) On whose recommendation the above grant was given information was supplied separately for each road?
- (e) Whether Ranakuchi to Haribhanga road included amongst the earmarked roads?
- (f) If so, on whose recommendation the grant has been given?
- (g) What was the original proposal of the road?
- (h) Who applied for the grants for the above mentioned road, *i.e.*, Ranakuchi to Haribhanga?

**Shri FAKHRUDDIN ALI AHMED (Minister, L. S.-G.)** replied:

187. (a)—No earmarking was made for any road out of the communication grant during 1958-59.

(b) to (h).—Do not arise.



# Irregularities in the fixation of seniority among the office assistants of the office of the Conservator of Forests

**Shri KHOGENDRA NATH BARBARUAH (Amguri)**  
asked:

188. Will the Minister, Forests be pleased to state—

- (a) Whether it is a fact that there is a lot of irregularities in the fixation of seniority among the Office Assistants of the office of the Conservator of Forests ?
- (b) Whether the Government propose to enunciate the principles followed in fixing the seniority of those Assistants ?
- (c) The number of appeal cases of the Assistants of the Conservator of Forests now pending with Government quoting the names of the appellant, date of submission of appeals, date of receipt of the same by the Government and the period for which the appeals are kept pending ?

**Shri HARESWAR DAS (Minister, Forests)** replied:

188. (a)—There are no regular Service Rules and it has been found that some anomalies have been created in following the existing principles in the matter of fixation of seniority.

The matter is under examination.

(b)—Yes, Service Rules are being framed wherein the principles will be laid down.

(c)—6 (Six) appeals are pending. The names with other particulars required are furnished as per statement below :—

Serial No.	Name of Assistants	Date of submission of appeal through C.F.	Date of receipt from Conservator of Forests
1	Shri R.C. Phukan ...	... 3rd August 1957	25th September 1957.
2	Shri B.M. Syiem ...	... 3rd August 1957	25th September 1957.
3	Shri E.S. Tariang ...	... 5th July 1957	25th September 1957.
4	Shri E. Kharir ..	... 17th July 1957	25th September 1957.
5	Shri Sreemanta Barua ..	... 30th May 1958	20th March 1959
6	Shri J. C. Medhi ...	... 24th June 1958	29th July 1958



**Shri DEVENDRA NATH HAZARIKA (Saikhowa):** It is said in reply (b) that Service Rules are being framed now, how long time it will be taken to frame the rules of the Forest Department ?

**Shri HARESWAR DAS (Minister, Forest):** It will not take much time now. Possibly after the session these rules will be ready.

**Shri GHANASHYAM TALUKDAR (Sorbhog):** Sir, I want to put Questions No. \*64 and \*65 as authorised by Shri Tarunsen Deka.

**Mr. SPEAKER:** But I did not get that authority.

**Shri GHANASHYAM TALUKDAR:** I have put it on the table, Sir.

**Mr. SPEAKER:** Will the hon. Member please note that it is not enough to put such papers on the table when the Speaker is absent. Such papers should have been given to the Secretary. Even now I do not see that there is any such authority here and so, I am afraid, I cannot permit the hon. Member to put the Questions.

**Dr. RAM PRASAD CHAUBEY (Lakhipur):** Sir, I would like to know from the Government whether they are aware about the present border fires which are taking place.

**Mr. SPEAKER:** Order, order. If the hon. Member wants to raise a new issue, he is first of all to take the permission of the Speaker. He cannot just stand up in the House and raise new questions.

**Condolence Resolution on the death of persons caused by air crash near Hailakandi on 29th March, 1959**

**Shri FAKHRUDDIN ALI AHMED (Minister, Finance):** Sir, before we proceed to-day's business, I should like to draw the attention of the hon. House to a tragedy which occurred yesterday when a Dakota Plane carrying about 24 persons including the members of the crew crashed near Hailakandi and all the persons were killed. In this plane, which came from Agartala to Silchar, here were about 5 infants and 4 women. Soon after the crash of the plane, the Subdivisional Officer accompanied by the Project Officer, the Superintendent of Police and later on the Deputy Commissioner, rushed to the spot, but, unfortunately, they could not render any assistance to these ill-fated persons because before their arrival they were all dead. The only news we have is that, after the plane had taken off from Agartala, it sent a wireless message that it was passing through very bad weather. After that we had no more news about the plane till that crash. This is a tragedy about which, I am sure, all of us feel grieves to hear the loss of lives of our so many citizens, particularly the women and infants. We mourn the loss and feel for the distress caused to the great one of these unfortunate persons. It will be appropriate that we should send message of condolence to all the nearest relatives of these persons.

**Mr. SPEAKER:** I am entirely associating myself with the sentiment expressed by the hon. Finance Minister and I have no doubt it has touched the heart of every Member of this House. This is indeed a misfortune but



for which no remedy can be given except offering our condolence and praying to God that such incidence may not happen again in our State. I would request the hon. Members to rise in their seats.

(The hon. Members rose in their seats and the House observed two minutes' silence as a mark of respect to the departed souls).

This message of condolence will be sent to the members of the bereaved families.

## DEMANDS FOR GRANTS

### GRANT No.24

#### "42.—Co-operation—11—Rural Development"

**Shri MAHENDRA NATH HAZARIKA (Minister, Rural Development):** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.26,90,400 (Rupees twenty-six lakhs, ninety thousand and four hundred), be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "42.—Co-operation—11—Rural Development".

**Mr. SPEAKER:** The motion moved is that a sum of Rs.26,90,400 be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year 31st March, 1960 for the administration of the head "42.—Co-operation—11—Rural Development".

(The motion was put as a question before the House and adopted).

### GRANT No.25

#### "43.—Industries and Supplies—I—Sericulture and Weaving"

**Shri MAHENDRA NATH HAZARIKA (Minister-in-charge of Sericulture and Weaving):** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.40,38,900 (Rupees forty lakhs, thirty-eight thousand and nine hundred), be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of head "43.—Industries and Supplies—I—Sericulture and Weaving".

**Mr. SPEAKER:** The motion moved is that a sum of Rs.40,38,900 (Rupees forty lakhs, thirty-eight thousand and nine hundred) be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "43.—Industries and Supplies—I—Sericulture and Weaving".

(The motion was put before the House as a question and adopted).



## GRANT No.54

**"111.—Development of Sericulture and Weaving and Cottage Industries"**

**Shri MAHENDRA NATH HAZARIKA (Minister-in-charge of Sericulture and Weaving):** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.20,99,500 (Rupees twenty lakhs, ninety-nine thousand and five hundred), be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "72.—Capital Outlay on Industrial Development—(III—Development of Sericulture and Weaving and Cottage Industries)".

**Mr. SPEAKER:** The motion moved is that a sum of Rs.20,99,500 (Rupees twenty lakhs, ninety-nine thousand and five hundred), be granted to the Minister-in-charge to defray certain charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "72.—Capital Outlay on Industrial Development—(III—Development of Sericulture and Weaving and Cottage Industries)".

(The motion was put as a question before the House and adopted).

## GRANT No.26

**"43.—Industries and Supplies—II—Cottage Industries"**

**Shri KAMAKHYA PRASAD TRIPATHI (Minister-in-charge of Cottage Industries):** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.46,39,700 (Rupees forty-six lakhs, thirty-nine thousand and seven hundred), be granted to the Minister-in-charge to defray certain charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "43.—Industries and Supplies—II—Cottage Industries".

**Mr. SPEAKER:**—The motion moved is that a sum of Rs.46,39,700 (Rupees forty-six lakhs, thirty-nine thousand and seven hundred), be granted to the Minister-in-charge to defray certain charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "43.—Industries and Supplies—II—Cottage Industries".

(The motion was put as a question before the House and adopted).

## GRANT No 3

• **"B.—State Excise Duties"**

**Shri HARESWAR DAS (Minister, Excise):** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs 20,14,900 (Rupees twenty lakhs, fourteen thousand and nine hundred), be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "B.—State Excise Duties".



**Mr. SPEAKER :** The motion moved is that a sum of Rs.20,14,900 (Rupees twenty lakhs, fourteen thousand and nine hundred), be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "B.—State Excise Duties".

(The motion was put as a question before the House and adopted).

### GRANT No. 17

#### "37.—Education"

**Shri DEBESWAR SARMA (Minister, Education) :** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.5,00,99,700 (Rupees five crores, ninety-nine thousands and seven hundred) be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "37—Education".

**Mr. SPEAKER :** The motion moved is that a sum of Rs.5,00,99,700 be granted to the Minister-in charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "37.—Education".

**Mr. SPEAKER :** There is a cut motion. It appears that there are cut motions with regard to grant Nos.17-A and 42. It would be better if the grants are moved together.

### GRANT No 17-A

#### "37—II—Technical Education"

**Shri DEBESWAR SARMA (Minister, Education) :** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.43,32,500 (Rupees forty-three lakhs, thirty two thousands and five hundred) be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "37.—II—Technical Education".

**Mr. SPEAKER :** The motion moved is that a sum of Rs.43,32,500 be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "37.—II—Technical Education".

### GRANT No. 16

#### "36.—Scientific Department"

**Shri DEBESWAR SARMA (Minister, Education) :** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.48,000 (Rupees forty-eight thousand) be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "36.—Scientific Departments".



**Mr. SPEAKER:** The motion moved is that a sum of Rs.48,000 be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "36.—Scientific Department".

### GRANT No. 42

**"57.—Miscellaneous — (VII—Advanced Technical Training and Scholarships, etc.)"**

**Shri DEBESWAR SARMA (Minister, Education):** On the recommendation of the Governor of Assam, I beg, Sir, to move that a sum of Rs.11,500 (Rupees eleven thousand and five hundred) be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "57.—Miscellaneous—(VII—Advanced Technical Training and Scholarships, etc.)"

**Mr. SPEAKER:** The motion moved is that a sum of Rs.11,500 be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "57.—Miscellaneous—(VII—Advanced Technical Training and Scholarships, etc.)."

**Shri GHANASHYAM TALUKDAR (Sorbhog):** Sir, I beg to move that the provision of Rs. 60,20,300, under Grant No. 17, Major head "37—I.—Education" Minor head—L.—3.—Grants to State Basic Education Board, at page 137 of the Budget, be reduced by Re.1, i. e., the amount of the whole grant of Rs. 5,00,99,700, do stand reduced by Re. 1.

(To criticise the Government for failure to tone up the Venture Lower Primary Schools in Assam).

That the provision of Rs. 13,84,300 under Grant No. 17, Major head "37. I.—Education", Minor head—Q—Inspection (total), at page 135 of the Budget, be reduced by Re.1, i. e., the amount of the whole grant of Rs. 5,00,99,700, do stand reduced by Re. 1.

(To criticise the Government for failure of the inspecting staff to inspect schools regularly).

**Shri KHOGENDRA NATH BARBARUAH (Amguri):** Sir, I beg to move that the total provision of Rs.5,00,99,700, under Grant No.17, Major head "37—I.—Education", at page 133 of the Budget, be reduced by Rs.100, i.e., the amount of the whole grant of Rs.5,00,99,700, do stand reduced by Rs.100.

(1. The principal of individual and social mutuality in seldom kept in view in the organisation of education.

2. Education is becoming costly).



**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** Sir, I beg to move that the total provision of Rs.5,00,99,700 under Grant No.17, Major head "37—I.—Education", at page 133 of the Budget be reduced by Rs.100, i.e., the amount of the whole grant of Rs.5,00,99,700, do stand reduced by Rs.100.

(To criticise the failure of the Government to give adequate relief to Middle English School teachers similar to those of High School teachers).

That the total provision of Rs. 5,00,99,700 under Grant No.17, Major head "37—I.—Education", at page 133 of the Budget be reduced by Rs.100.

(To criticise the provision for failure of Government to provide—

- (i) science grant assured to Nalbari College.
- (ii) Sufficient building grant to Non-Government Secondary Schools.
- (iii) Grants for repair of buildings for damage of floods during 1957.

B. —To raise a general discussion of educational policy of the Government).

**Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)]:** Sir, I beg to move that the total provision of Rs.5,00,99,700 under Grant No.17, Major head "37—I.—Education", at page 133 of the Budget, be reduced by Re.1, i.e., the amount of the whole grant of Rs.5,00,99,700 do stand reduced by Re.1.

(1. To introduce Boro language as medium of instruction in the Primary Schools situated in the Plains Tribals areas.

2. To discuss about the grievances of the Middle English Teachers' Association.

3. To convert Government Aided Tihu High School into Multipurpose High School.

4. To take up the venture schools by the Government.

5. To start Ashram schools in the Tribal Areas).

That the total provision of Rs.5,00,99,700, under Grant No.17, Major head "37—I.—Education", at page 133 of the Budget, be reduced by Re.1, i.e., the amount of the whole grant of Rs.5,00,99,700, do stand reduced by Re.1.

(To raise a general discussion on education).

**Shri GHANASHYAM TALUKDAR (Sorbhog):** Sir, I beg to move that the total provision of Rs.5,00,99,700, under Grant No.17, Major head "37—I.—Education", at page 133 of the Budget, be reduced by Re.1, i.e., the amount of the whole grant of Rs.5,00,99,700, do stand reduced by Re.1.  
(To criticise the demand).



**Shri KHOGENDRA NATH BARBARUAH (Amguri):** Sir, I beg to move that the total provision of Rs.43,32,500 under Grant No.17-A, Major head "37—II.—Technical Education", at page 165 of the Budget, be reduced by Rs.100, *i. e.*, the amount of the whole grant of Rs.43,32,500, do stand reduced by Rs.100.

(1. Shortage of Technical Education.

2. Failure of Government to improve the technical education).

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** Sir, I beg to move that the total provision of Rs.43,32,500 under Grant No.17-A Major head "37—II.—Technical Education", at page 165 of the Budget, be reduced by Rs.100, *i. e.*, the amount of the whole grant of Rs.43,32,500, do stand reduced by Rs.100.

[To criticise Government—

- (1) for failure to give proper attention to Assam Engineering College, Gauhati,
- (2) for provision of Director, Technical Education].

**Mr. SPEAKER:** All the cut motions are moved as above and there will be a general discussion now. Mr. Choudhury will now speak.

**Shri PRABHAT NARAYAN CHOUDHURY:** Mr. Speaker, Sir, in support of the cut motions for both the grants Education and Technical Education, I want to say only a few words. Sir, we have seen that there are three stages of education, *viz.*, Primary, Secondary and College or University Education. But there has been a little confusion due to the introduction of Basic Education. There is no proper definition of the General School and the Basic School. Apart from the Middle Vernacular School there is another category of Senior Basic School. Again the greater confusion has been made by the introduction of English in a section of the Middle Vernacular School including the Senior Basic Schools. When we go to classify our education we find that there is no relation between the Primary and Middle Schools Education. The Government have again introduced Higher Secondary Schools. I need hardly mention that to run these Higher Secondary Schools, there are no text books, nor are there teachers adequately qualified for such schools. This is almost a tragedy.

Sir, the University Grant Commission has decided to introduce three years degree course with the effect that there will be no Intermediate Classes. In the conference held at Gauhati, I think the question of introducing three years degree course was also discussed along with the question of opening of science schools and colleges, because the Government felt the necessity of having more technical persons. But Sir, to start science classes in the College adequate grant is necessary. Most of the colleges are not getting grant to open science classes. I can cite the instance of my own college. There is no science classes and when an approach was made to then Education Minister, Sri K. P. Tripathi and to the Director of Public Instructions, they had given an assurance for the grant, required for opening of Science Classes. But nothing practically has been done. We had to arrange an interview at 4 P. M. with the Education Minister with the help of an Ex-M. L. A. who is also the Secretary, Provincial Congress Committee. The deputation came timely to the fixed place but unfortunately the Minister did not turn up at the time fixed by him. The deputation



consisting the Principal of Nalbari College who is also a member of the University Executive Council, Shri Satish Chandra Kakati and Dr. Nalini Sharma waited upon the Education Minister, but on enquiry as to why he did not come at the fixed time we were informed that the Minister had gone to visit a local school. One hour after, we were again informed that he had gone to the marriage ceremony of the daughter of the Basic Education Officer. Two or three hours after, we again heard that the Minister had gone to the Stadium. As a result of this we had to wait till 8 P. M. on that day. Sir, this was the behaviour of the Education Minister shown to the deputationists. We have of course nothing to say if he shows such behaviour in his private life. Sir, this undoubtedly created a very bad impression.

Again speaking about the distribution of the grant, there are certain criterion for allotment of grants. These are for instance enrolment of students, buildings and staff. As for the non-recurring grants, some other conditions are also required to be fulfilled. But what we find is that there is yet one greater condition for getting sanction from the Government, i.e., the School or College must be able to invite the Minister to preside over some functions or to perform opening ceremony by cutting the ribbon. Unless and until this is done, there is hardly any prospect of getting suitable grant from the Government. This has been the case with regard to the distribution of non-recurring grants. On that very day it was stated that the Minister was required to go back to Shillong to attend a cabinet meeting and to return in the same evening. We do not know how the Minister, moving like this, are doing justice to their jobs.

What I find from the Gazette, dated 24th September, 1958 till the 12th February, 1959 in about 5 months' time the Minister was out on tour for 96 days. From the Gazette of the 24th September, 1958, I find he was out on tour for 11 days. In the Gazette of 1st October, 1959 I find he was out on tour for 5 days. Again from the Gazette of 22nd October, it will be seen he was out on tour for 10 days, and from the Gazette of 12th November it will be seen that he was out on tour outside Assam for 15 days. Similarly from the Gazette of 13th December, I find he was out on tour for 13 days. So he was out on tour for 96 days. On the day of our proposed deputation, as mentioned before, the Minister said that he had to be back to Shillong as he would have to attend a cabinet meeting, on that very day. He also said that again the next day he will have to attend a function in a certain Anglo-Bengali School. Now, how can these Ministers and Deputy Ministers do justice by doing such unplanned and frequent tours? I think it is time that something will have to be done to regularise this unplanned touring.

About the distribution of the grants, there was a suggestion on the floor of the House that without making a discrimination, uniformity should be introduced. There was a suggestion that at present 25 per cent of the income of the schools from the fee, is retained by the schools to meet the menial cost and cost of contingency, etc., it should be raised to 40 per cent to enable the schools to utilise that money for the increasing needs of the schools. Government have not yet done anything about that proposal. It was a very good suggestion which would have enabled the schools to utilise that money in improving the condition of the schools. That has not yet been done by the Government.

Now, going through the Budget we find that there is provision for additional staff for inspection work. Sir, we find that there will be some more posts of A. D. P. Is. and we are not at all satisfied at this proposal.



These officers are not in a position to inspect the colleges. We have got 18 Colleges and at least the D. P. I. should be able to inspect some of them every year. At present he is only doing the office work here. We have got some A. D. P. Is. It is proposed to have some Joint Director of Public Instructions. We quite appreciate there will be necessity but what is more necessary is that there should be some field worker. We have provided for 5 A. D. P. Is. What are these Officers doing? Nothing more than what is required to be done by Head Assistants and Superintendents. They are also doing the same thing. We know late Rai Sahib Golap Chandra Barua and Gopal Chandra Goswami worked as P. As. to the D. P. I. and what they did is being done by these A. D. P. Is. now. Similarly by increasing the number of these Officers things will not improve if they are to do only the clerical work here. These A. D. P. Is. have no status; they cannot inspect the Colleges. Government may consider the question of appointing some Regional Officers who may be designated as Deputy Director of Public Instructions. They can keep a control over the inspecting staff over the D. Is. Inspectors of Schools, etc. By addition of A. D. P. Is. no purpose will be served. These qualified and intelligent persons have been kept here for doing clerical work.

Sir, I have said on several occasions that however inadequate our present inspecting staff may be they ought to inspect at least some institution thoroughly. At present they do it in some cases only and that too in the most perfunctory manner. They do not spend more than a couple of hours. They do not look to the previous Inspection Notes; do not see whether the previous defects have been rectified or not.

Now, we find that 4 Additional Inspectors of Schools have been taken. I have no objection to that. We know that Assistant Inspectors of Schools have no status. The D. Is. and Headmasters do not count them much. We find 12 Assistant Inspectors of Schools are going to be appointed. What purpose will be served by that? Absolutely nothing, Sir. We know the D. Is. and Headmasters care them little. Instead of appointing such a large number of Assistant Inspectors of Schools, the number of D. Is. should be increased. We knew of a case and it was also stated in this House that one D. I. had to manage 2,000 schools in Gauhati. There was a unanimous demand that the Gauhati School Board should be split up at least into 3. The present Deputy Minister of Education, before he became a Deputy Minister, was very vocal in this matter. He enquired why that had not been done; how long it would take to implement that decision, etc. But after he became a Deputy Minister, he has absolutely forgotten that.

**Shri DEBESWAR SARMAH:** I could not follow what he meant by the unanimous decision? What was the decision?

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** I think in the previous budget session, on the floor of the House it was said that the Gauhati School Board would be split into 3. I think the Minister, Education will get a note from the Assurance Committee in this respect. He made certain enquiries as to who could be the Chairman of the School Board at Nalbari. I told that we do not bother who will be the Chairman; there are many educated persons who can hold the post of Chairman. So my suggestion is to appoint more Deputy Inspectors and Additional Deputy Inspectors of Schools.

Now, Sir, with regard to technical education, we have seen the fate of the Assam Engineering College. How it is going on is known to the Ministers and the Members of this House, as this subject was discussed several times. There is no adequate staff and the staff appointed are certain



are not keen to do their work. I have heard that there are certain Professors who are not keen to stay here. The Principal has not been good enough to indicate to the Government the difficulties of the students. The students are lagging far behind in spite of the fact that they will take the final examination this year. I hear that the students are spending their time unnecessarily and loitering here and there. Some may be sitting in the gallery of the Assembly. What else can they do? They have no Professor to teach them. They have no laboratory. Then, Sir, the condition of their accommodation is also bad. They are now allowed to stay in barracks. We find that we are going to have another college. We can very well imagine what will be the fate of that college also. We should first make this college a full-fledged one and provide adequate staff. Only after that we should go in for a second college. We must first devise ways and means to improve the Assam Engineering College first and give the students their legitimate dues.

Then, Sir, we find that under the policy of the Government of India, we are going to have another Directorate for technical education. Instead of bringing any more people from outside we can make one of the Principals of the Director, as in the case of Bihar. There one Principal of an Engineering College is also the Director of Technical Education. If we also make one of the Principals the Director of Technical Education we save money and we also save a lot of other things.

With these few words, I commend my motion for the acceptance of the House.

**\*Shri HARESWAR GOSWAMI (Rampur):** Mr. Speaker, Sir, I support the cut motions moved from this side of the House and I do so for some strong reasons. Sir, it is a good thing that in a State like ours we are spending more than 20 per cent of our revenue on education; it has come up to about six crores of rupees and perhaps taking an All-India picture we can be proud that we are spending more on education than many other States are doing. But, Sir, what has been the result? The Education Department seems to be a very big amorphous body, if I may say so there is no shape, no form. At least the people should have known what direction education is taking to-day. At the apex, it is true that we have the University, an autonomous body. But at the base when we come to the lower primary stage, we are not clear whether the basic system is in vogue or the old system remains. The conversion of Lower Primary School into the basic schools is very very slow. So far as Middle English and Middle Vernacular Schools are concerned, it appears we have no policy. So far as secondary education is concerned everything is just overlapping each other. There is the old school, then the higher secondary school and the multi-purpose school. We are as if in a boiling cauldron and do not know what is the shape of things to come.

Sir, when I speak of our huge expenditure, I have to inform the House about the results of the examinations also. I have with me the report of the Gauhati University for the year 1957-58. I will quote only a few figures to the Minister which will speak for themselves. In the Matriculation Examination in 1958, 19,664 students appeared out of which 9,097 passed; of these only 458 were placed in the First Division, 1,259 in the Second Division and 7,330 in the Third Division. Now, coming to the I. A. Examination, the number of candidates appeared was 4,840 out of which 2,050 came out successful; in the First Division there were only 159 students



in the Second Division 790 and in the Third Division 1101. In the I.Sc. Examination of the 150 students who appeared in 1958, 793 passed; of these 223 were in the First Division, 419 in the Second Division and 151 in the Third Division. I need not take the time of the House by giving the results of other examinations. It will be sufficient if I place the results of the B.A. Examination. In the B.A., the number of students appeared was 2260 of which 893 passed, *i. e.*, only 39 per cent; of these there were only 4 First Class, 95 Second Class, 11 Distinction and 783 simple pass. In the B. Sc., the number appeared was 418, of which 262 passed; the number of First Class was 7, Second Class 56, Distinction 51 and simple pass 118.

These results will show what we have achieved after expenditure of this huge sum of money. So far as Matriculation is concerned, we can readily say that the result has been hopeless. We got only 458 students in the First Division. This result has an important bearing on our technical and scientific education. What is the material we have at our disposal for Engineering College, Medical College and other technical institutions. In our days only the First Division students were taken in those colleges. What is the position now? We have to select beyond these 458 students who have passed in the First Division. That means, we have to take even Second Division passed students, and may be Third Division to-morrow if we have the Second Engineering College. Can we expect that these students will be able to follow lectures or will be able to give any performance of their merit? This point has to be considered very seriously.

So far as I. Sc. examination result is concerned the number of students passed in the 1st Division is only 223. Now with this we have to mould the material for the future of our State. What has led to this deterioration of the standard? We are maintaining schools by spending so much money—from 3 crores the amount has gone up to 6 crores in 3 years. In spite of that what has led to this fall in the standard. We are not to-day discussing about the pay scales of the teachers. But so far as our high schools are concerned we sometimes say that politics is bad for them and so the students should give up politics. Now I find that neither the Congress nor the Praja Socialist Party is getting new recruits now-a-days. But even though the standard has not gone up. What is the reason? Now-a-days the school examination are over in the month of December and from December to April or May there is no study absolutely. So far as Gauhati is concerned, Sir, I know that immediately after December sports are there and upto January the entire time is devoted to sports. Then comes also the inter-college tournament. Then comes the Intermediate examination when all the high schools have to be closed. Then immediately after Intermediate examination Matriculation Examination takes place and so upto about 17th of April all the schools remain closed and immediately after that the summer vacation begins. So this point has to be considered that in the year for about 6 months the schools remain closed. Then comes about giving education. The school classes have become so big and it is practically impossible for one teacher to give personal attention to the students. Therefore, almost every student has to be given private tuition at home. That means that though we do not tax on education but indirectly we tax on education when every guardian or father has to keep a private tutor. Today the extra curriculum or activities of the student have become so big that it is impossible for any student to concentrate on his study. Therefore, we have to take into account this fact there is absence in giving personal attention on the students, which is very important at one stage. Sir, I have come from a University where every teacher used to take personal attention on the students and one student was attached to each professor or lecturer. The students were given



certain home work by the teachers and on the basis of that tutorial work promotion was given. Now-a-days in place of tutorial work only lecture is given in the class, and the student go home without any homework. This is to be discouraged. We should have adequate number of technical staff for various development works. We have to go to the base and see how we are educating our students and how we are educating them in higher classes. When we go to consider about it we have completely failed. In this connection when I go through the list of the colleges from the University Report I find that there are about 29 colleges in the State. Now let us see what are the numbers of students in those colleges. The Report shows that in Cotton College the number of students is 1,978, D. M. College at Imphal 1,049, in Dibrugarh H. S. K. College 2,258, in G. C. College 1,378, in J. B. College 1,643, in Karimganj College 891, in Nowgong College 981 and in St. Anthony's College 1,315. If these Colleges are to remain as colleges then they become like big bazars. The University Commission feel that nowhere students should be more than 1,000. I do not oppose the increase in the number of colleges. Let there be any number of colleges. But what is important is that the size of the college should be such that the teachers can impart sufficient education. If we go to find the number of teachers for the Cotton College then we find that for the number of 1,978 students there are 87 teachers. What policy are we going to take for this college or number of students increase enormously then there should be started another college. I think by increasing the size of a college we spoil the atmosphere of the college. Even in big Universities like Cambridge, Oxford, the number of students is not much and is limited to the extent, that can be managed. So, every college must be sizeable. Similarly, Sir, the number of students in the high schools are such that it is almost impossible to keep personal contact between the teachers and the taught and this lack in personal contact has led to much mischief. It is no use saying because the students are taking interest in politics they are being spoiled. I find, Sir, that those students who took part in politics also did well in their examinations and those who did not take part in politics could not do very well in their examinations. I know instances where some students after being incarcerated or jailed for taking part in politics took their law examination and are now doing well in the bar. So, it is not politics that spoil our students but it is something else. Again coming to the Gauhati University itself I find from the figure here that there are 402 students only who are accommodated in the hostel out of the total number of 1,653 students. The Gauhati University has long ceased to be residential University and it is growing in such a manner that it is almost difficult for poor people to give education to their children in the Gauhati University. It is easier and cheaper to give education in Calcutta or some other Universities. Here, a large number of students have to stay at Gauhati town for studying in the Gauhati University but conveyance to Jhalukbari is difficult, the State Transport buses ply but fare is exorbitant, buses are difficult to get, they do not run in time. They have to stay at Gauhati because they cannot get accommodation in hostels at Jhalukbari, this means, the students by staying at Gauhati must have to pay extra. At one time I know only Rs. 30 per month was sufficient for collegiate education to a student, now less than Rs.100, will not serve the purpose, but on the other hand, the income of our people has not increased proportionately. We want to educate our children but at the same time we cannot make it easily accessible. We are of course building big houses. We are giving Rs. 5,50,000 this year to Gauhati University for building houses. Now, what the Development Committee is doing. We find that the Development Committee did not come with budget this year and as a matter of fact according to the provisions of



University, the Committee is to give this budget every year in the annual meeting of the Court. The Court meeting itself took such a turn at one time that was considered that the whole budget should be thrown out.

Sir, the affairs of the Gauhati University are such that we read from newspaper reports of various anomalies regarding finance, account, iron, rods, etc. If such affairs take place in the highest place of learning, how can we expect to produce good students from that University? We are spending money for the Gauhati University, which is an autonomous body but there should be proper accounts and auditing. It is in the fitness of things, I suggest that an Enquiry Committee should be appointed at once to go into the affairs of the Gauhati University Court and Development Committee.

In this connection, I want to inform the House that the building programme of the University is very bad that there is an apprehension that the Brahmaputra may begin eroding which may ultimately mean demolishing one or two buildings of the University. I learnt about this from a reliable source. It is unfortunate that we could not envisage this only two or three years before and we are so short of foresight.

Then, coming to the Engineering College, we are spending huge sums of money there also. I spoke about it in the Governor's address also. So far as teaching staff is concerned for want of Lecturers and Professors we have not been able to impart proper training to the students. This is not the only institutions which is suffering from want of Professors, Lecturers and Teachers, this is the case with almost all the technical educational institutions of the State. Besides, if you want to recruit teachers from outside the State for the Engineering College, they do not want to come for want of accommodation at Jhalukbari for them. Unless you give accommodation for the stay of these people, why should they come? For having teachers, first thing is, houses should be made for their accommodation and second thing is for giving proper and full training there should be adequate number of teachers. Now, we are speaking about having another Engineer College, not to speak of the second, I will not mind having the third, but if we cannot fully develop the first one, if we cannot provide adequate number of teaching staff, if we cannot give sufficient accommodation for students and teachers, etc., what is the use of thinking for another College when this College is remaining incomplete.

The same case and the same difficulties are with the Engineering Institute and the Technical Institutes.

Then so far as the Agricultural College is concerned in the last I.Sc., Examination the result was against number appeared nil and number passed nil. The result of many other institutes are also the same.

So far as the Weaving Institute is concerned, recently it has been raised to the diploma course but I have been hearing that for laboratory their students have got to go to the laboratory of the Veterinary College and the Veterinary College say they cannot spare it as their students are fully engaged in it. If we have not been able to give laboratories, lecture halls and other facilities and amenities, what is the use of raising the standard of an institution?



It appears that now we are more concerned with allotment of money and spending money and if necessary we are ready to give more and more money, but with it we have to see that we spend it for the right purpose and in the proper direction. In spending money we have to see whether we have been able to give shape emerging from a certain education. Take the instance of primary education. Are the primary schools being visited by the inspecting staff regularly as they ought to. There are Inspectors Assistant Inspectors, Deputy Inspectors, Sub-Inspectors, Assistant Sub-Inspectors, etc., but they do not care to visit them. When the present Revenue Minister, Shri Hareswar Das, was the Deputy Minister of Education, he used to visit many of these primary schools and we used to say that the way in which he visited the Government could do away with the post of an Inspector of Schools. Myself had the opportunity of visiting some schools with him and what did I find? In some schools, there were students but a teacher, in some there were neither students nor teachers.

With regard to basic education, if you cannot make all the primary schools basic schools, it is no use having basic education only in a few schools because basic education is more suited for primary stage. Although, the policy of the Government is to convert primary schools into basic schools, but what is the ratio of conversion into basic schools made upto date? If it goes in this manner then it will take many many years to achieve this. Primary education is the basic thing and if you cannot do it basic at primary stage it will be very difficult to train them in basic in higher stages.

(The Speaker rang the bell).

I will take 10 minutes more.

**Mr. SPEAKER :** You can take 5 minutes more.

**\*Shri HARESWAR GOSWAMI (Rampur):** Last year when Shri Tripathy was the Education Minister he made certain remarks. Certain money was given for the storm damaged schools and we were asked to submit lists of such schools. I myself submitted lists for two mouzas particularly and these were submitted to the Deputy Inspector of Schools in time but the Deputy Inspector of Schools did not forward that in time to Government with the result that last year that money was not given. When I reported this matter at that time to Shri Tripathy said that he would consider it and again this time when I reported the matter to the Education Minister, I am told by the Hon'ble Education Minister that the Finance Minister did not give the money. As you know Sir, there are schools which are really damaged in the riverine areas and which are flood affected but no money was given to them. I don't know what are the reasons, Is it because this Constituency elected a representative who does not belong to the Congress or is it for some other reasons? I find in the case of one school, namely Karaka L. P. School, Shri Tripathy, in reply to a question said that Rs.3 thousand were sanctioned, but that money has not yet come to this school. I don't know why?

Then again, I have seen in the case of secondary schools, I mean aided schools, there is always a dispute regarding the Managing Committee and in one particular school the Minister sent a telegram to over-ride the Managing Committee and immediately an *ad-hoc* Committee was formed in that school. But in the case of Rampur and Chayygaon schools,



particularly in Chayygaon school when after audit nothing objectionable was found the Managing Committee there has been ousted and in the Rampur School when there are so many things found even so they are holding on. Sir, all these things led to a suspicion that there is something wrong somewhere may be for certain colours perhaps and for this we are suffering to-day.

Now, I would like to speak about the Sanskrit Tols. I do not know what is the policy of the Government with regard to these Sanskrit Tols but I would like to point out that in Gauhati there is one Sanskrit Tols which used to give best results. This tol prayed for Government help but nothing is given. We should make our policy very clear. Are we going to encourage this system of education in our State? If so, then deserving tols should be given aid. But that is not the case now. At the time of giving these grants there is always some consideration whoever can influence somebody gets the money while those schools which are really deserving do not get. One instance is in this Sanskrit Tol that I have mentioned just now. I can cite many other such instances. Regarding the L. P. Schools we have seen that the normal trained teachers were given higher rate of pay in the 1948 Pay Commission but their scale was lowered in the 1956 Pay Committee and these people are suffering. As I have said normal trained teachers can give education in the Vernacular upto Matric standard whereas in the schools they were not given the salary of those with the same type of education in the High Schools. So there is some amount of anxiety in them and some discontentment. We cannot expect our students to get the best education from such discontented teachers. So, Government should see to this aspect of the matter.

Now speaking about the policy, I would like also to say something about extra-curricula activities. Sir, I suggested to the Hon'ble Minister in-charge that it is necessary that we should give some amount of agricultural bias to the students in our schools, that it is necessary to give this sort of training in our schools and also to develop aesthetic taste in our students. We all know Sir, that in most of our schools flower gardens have vanished. I was suggesting that in the matter of determining the grant, those schools who keep their buildings neat and clean with flower gardens in them they should get consideration and in this way also we can create this agricultural bias in the minds of our students. Lastly Sir, I say that the educational policy of the Government should be made very clear. I know the hon. Minister is in a mess but I know too this mess is not his own creation. But so long he remains a Minister he will have to bear the burden. I sympathise with him when he has to bear this amorphous burden. But this amorphous burden should be given a shape by changing the educational policy of the State. Then and then only we shall be able to get the best people for manning our schools and for our developmental activities for the prosperity of the State.

**Shri HARINARAYAN BARUA (Teok) :** মাননীয় অধ্যক্ষ মহোদয়, মাননীয় শিক্ষা মন্ত্রী মহোদয়ে যি মঞ্জুরীৰ প্ৰস্তাৱ এই সदनত দাঙি ধৰিছে সেই প্ৰস্তাৱ মই সমৰ্থন কৰিছো। আৰু বিৰোধী দলৰ সদস্য সকলে যি কৰ্ত্তন প্ৰস্তাৱ দাঙি ধৰিছে মই তাৰ বিৰোধীতা কৰিছো। আজি বাস্তৱিকে শিক্ষাৰ প্ৰতি দেশৰ মানুহৰ ধাউতি জাগি উঠিছে আৰু প্ৰতি অঞ্চলৰ মানুহে শিক্ষা অনুষ্ঠান বোৰ গঢ়ি তলিবলৈ চেষ্টা কৰিছে আৰু গৱৰ্ণমেণ্টৰ সাহায্যৰ কাৰণে মানুহে আশা কৰি আছে। গৱৰ্ণমেণ্টৰ ফালৰ পৰাও আজি



অধিক টকা ব্যয় কৰিবৰ কাৰণে বাজি হৈছে। শিক্ষা সম্বন্ধে গৱৰ্ণমেণ্টৰ পৰিচালন ক্ষেত্ৰত যদিও কিছু কিছু খুঁত দেখা গৈছে তথাপি যি উদ্দেশ্য লৈ গৱৰ্ণমেণ্টে কামত আগ বাঢ়িছে সেই উদ্দেশ্য অসং বুলি কোনেও কব নোৱাৰে। বিৰোধী দলৰ মাননীয় সদস্য শ্ৰী প্ৰভাত নাৰায়ণ চৌধুৰী আৰু গোস্বামী ডাঙৰীয়াই যি যুক্তি এই সদনত আগ বঢ়াইছে সেই যুক্তি বিলাক মই সম্পূৰ্ণ সমৰ্থন কৰিবলৈ অপাৰগ। প্ৰথম কথা মই বুজিব পৰা নাই চৌধুৰী ডাঙৰীয়া আৰু গোস্বামী ডাঙৰীয়াই ২য় ইঞ্জিনীয়াৰিং কলেজ স্থাপন কৰা বিষয়ত কিয় ইমান আপত্তি কৰিছে ?

**Shri HARESWAR GOSWAMI (Rampur) :** আনি কলেজ হোৱা বিষয়ত কেতিয়াও আপত্তি কৰা নাই আৰু নকৰোও।

**Shri HARINARAYAN BARUA (Teok) :** অৰ্থাৎ কোৱা হৈছে প্ৰথম ইঞ্জিনীয়াৰিং কলেজৰ কাম সূচাৰুৰূপে সম্পূৰ্ণ নোহোৱাকৈ দ্বিতীয় ইঞ্জিনীয়াৰিং কলেজৰ কাম কিয় আৰম্ভ কৰিছে? প্ৰথম খনৰ কাম শেষ নোহোৱালৈকে আৰু সূচাৰুৰূপে পৰিচালনা নোহোৱাকৈয়ে দ্বিতীয় খনৰ কাম বন্ধ ৰাখিব লাগে। এই কাৰণেই তেখেত সকলে আপত্তি কৰিছে বুলি কৈছো।

**Mr. SPEAKER :** আপোনাৰ সময় মাত্ৰ ১০ মিনিটহে—গতিকে আপোনাৰ আচল কথা যি কবলৈ আছে তালৈ আহক।

**Shri HARINARAYAN BARUA :** মোক আৰু ১০ মিনিট দিব লাগে।

**Mr. SPEAKER :** আজি আৰু কালিৰ ভিতৰত সকলো Demands for Grants বিলাক পাচ কৰিব লাগিব—হয়তো ২।৩টা বিষয়ে আলোচনা কৰাৰ সময়ই নহব হয়তো কিছুমান Guillotine কৰিবৰ দৰ্কাৰ হব পাৰে। এনেস্থলত আৰু ১০।৫ মিনিট সময় দিয়া অসম্ভৱ—গতিকে এই অসম্ভৱটোক সম্ভৱ কৰা অসম্ভৱ—আপুনি ২।৩ মিনিটৰ ভিতৰত শেষ কৰাৰ পুৰুষাৰ্থ কৰক।

**Shri HARINARAYAN BARUA :** সেই নিমিত্তে মই এই কথাৰ বোৰ আপত্তি কৰিছো, কিছুমান মাননীয় সদস্যই এই সদনত এনেধৰণৰ কিছুমান পৰামৰ্শ আগ বঢ়াই গৱৰ্ণমেণ্টৰ কাৰ্য্যত বাধা প্ৰদান কৰাৰ চেষ্টা কৰিছে। আমাৰ চৌধুৰী ডাঙৰীয়াই কৈছে যে স্কুলৰ মাছুলৰ পৰা শতকৰা ৪০।৫০ ভাগ স্কুলতে ৰাখি স্কুলৰ দৰ্কাৰী সাজ সৰঞ্জামত খৰচ কৰিব। কিন্তু মই তেখেতৰ লগত একমত হব নোৱাৰি দুখ পাইছো।

জনসাধাৰণৰ মাজত আজি এটা এনে ভাবৰ সৃষ্টি হৈছে যে আমাৰ ৰাজ্যত দুখীয়া দৰিদ্ৰ আৰু পথৰ ভিখাৰী সকলৰ লৰাছোৱালী সকলে টকাৰ অভাৱত কোনো প্ৰকাৰৰ শিক্ষাৰ পোহৰেই নাপায়, গতিকে তেওঁলোকে আশা কৰে যে চৰকাৰে তেওঁলোকৰ এই অৰ্থাভাৱটো পূৰণ কৰিব আৰু এই ছাত্ৰছাত্ৰী সকলে যাতে বিনা মাছুলে পঢ়িব পাৰে তাৰ ব্যৱস্থা চৰকাৰে কৰিব। আজি যিবিলাক পিচপৰা সম্প্ৰদায়ৰ লোক তেওঁবিলাকে আশা কৰে যে টাইবেল আৰু অনুসূচীত সম্প্ৰদায়ৰ ছাত্ৰসকলে যেনেকৈ বিনা মাছুলে পঢ়িবৰ সুবিধা পাইছে তেনেকৈ শিক্ষা ক্ষেত্ৰত তেওঁবিলাকৰ ছাত্ৰ সকলেও বিনা মাছুলে পঢ়িবলৈ চৰকাৰে শিক্ষাৰ ক্ষেত্ৰত সুবিধা দিব আৰু তেওঁবিলাকৰ লৰাই আগ বাঢ়ি গৈ উন্নত শ্ৰেণীৰ লোকসকলৰ লগত সমানে ঠিয় হব।

এই মৰ্মে মই এটা প্ৰস্তাৱ এই সদনত দাঙি ধৰিবলৈ ইচ্ছা কৰিছো। সেই প্ৰস্তাৱৰ জৰিয়তে মই চৰকাৰক অনুৰোধ কৰিব খুজিছো যে অন্ততঃ **Matric** লৈ সকলো



ছাত্ৰৰে মাছুল মাফ দিব লাগে। তেতিয়া হলে গভৰ্ণমেণ্টে বহু হেচাৰ পৰা মুক্তি পাব। আমাৰ নিম্নতম কৰ্মচাৰী যেনে পিয়ন, মহৰী কেবাগী আদিয়ে যি দৰমহা পায় তাতকৈ বেচি পাবলৈ গভৰ্ণমেণ্টক হেচা দিয়ে। কাৰণ সেই পইচাৰে তেওঁবিলাকৰ লৰাক পঢ়াবলৈ নোৱাৰে। কিন্তু চৰকাৰে যদি Matric লৈকে মাছুল মাফ দিব পাৰে তেতিয়া বহুখিনি দৰমহা বঢ়োৱা হেচাৰ পৰা বন্ধা পাব বুলি মই বিশ্বাস কৰো। এনে ক্ষেত্ৰত শতকৰা 80।50 ভাগ স্কুলে বখাৰ কথা যে চৌধুৰী ডাঙৰীয়াই উত্থাপন কৰিলে, স্কুলৰ মাছুল যদি মাফ দিয়া হয় তেন্তে, সেই কথা খাটিবনে নাখাটে সেইটো মই কব নোৱাৰো।

আজি যিবিলাক অঞ্চলক আৰু সম্প্ৰদায়ক চৰকাৰে সাহায্য কৰিবলৈ Backward Commission এ নিৰ্দেশ দিছে সেইমতে কাম কৰিবলৈ মই গভৰ্ণমেণ্টৰ দৃষ্টি আকৰ্ষণ কৰিব খাজো যে যিবিলাক পিচপৰা অঞ্চল আছে সেইবিলাকে যদি শিক্ষাৰ ক্ষেত্ৰত গভৰ্ণমেণ্টৰ পৰা অৰ্থ সাহায্য নাপায় আৰু সেই পিচপৰা অঞ্চলৰ শিক্ষা অনুস্থান বিলাকত যদি অৰ্থ সাহায্য দিয়াৰ ব্যৱস্থা কৰা নহয়, তেন্তে পিচপৰা সম্প্ৰদায়ৰ শিক্ষাত আগবাঢ়ি যোৱাৰ সুবিধাও নহয় আৰু Backward Commission ৰ নিৰ্দেশো সম্পূৰ্ণ নহয়।

মোৰ বোধেৰে গভৰ্ণমেণ্টৰ Non-recurring Grant ৰ ক্ষেত্ৰত বেমেজালীয়ে দেখা দিছে। আশা কৰো এনে ধৰণৰ বেমেজালী যদি দূৰ কৰিবলৈ চেষ্টা নকৰে তেন্তে মোৰ বিশ্বাস এনে ধৰণৰ গ্ৰাণ্টে কাকো সহায় নকৰে। পিচপৰা অঞ্চলৰ বহুত স্কুলে এই গ্ৰাণ্টৰ পৰা বঞ্চিত হোৱা দেখা গৈছে। এনে বেমেজালী কিয়হৈছে মই কব পৰা নাই।

আমি দেখিছো এই বেমেজালীত যিবিলাক পিচপৰা অঞ্চলৰ স্কুল নিৰ্মাণ হৈছে সেইবিলাক স্কুলৰ ভাবে গঢ়ি উঠিবৰ কাৰণে চৰকাৰৰ যি অৰ্থ সাহায্য পাব লাগে সেইটো পোৱা নাই। এই বিষয়ে মই চৰকাৰক চোকা দৃষ্টি দিবলৈ অনুৰোধ কৰিলো।

তাৰপিচত গোস্বামী ডাঙৰীয়াই এটা কথা কৈছে তাত মই এক মত হব নোৱাৰিলো।

**Mr. SPEAKER :** গোস্বামী ডাঙৰীয়াৰ প্ৰশ্নৰ উত্তৰটো মন্ত্ৰী ডাঙৰীয়াইলৈ থলে ভাল হব। (হাঁহি)। সময় নিচেই তাকৰ।

**Shri DEBESWAR SARMA (Minister, Education) :** চাৰ, আমি একে দলৰ মানুহ।

**Mr. SPEAKER :** সদস্যৰ সময়ৰ সংব্যৱহাৰৰ কাৰণেহে কৈছো।

**Shri HARINARAYAN BARUA (Teok) :** তেখেতৰ কথাৰ লগত মোৰ কথাৰ সম্বন্ধ আছে দেখিহে কৈছো। অধ্যক্ষ মহোদয়, তেখেতে কয় যে ৰাজনীতিত যোগ দিয়া ছাত্ৰ সকলেহে পঢ়াত ভাল কৰে। মই কওঁ যে তেনে ছাত্ৰ ছাত্ৰীৰ সংখ্যা নিচেই তাকৰ। বুদ্ধিমান শ্ৰেণীৰ দুই এজন ছাত্ৰইহে এনে কাৰ্য্যত কৃত কাৰ্য্য হব পাৰে। বিশেষকৈ পিচপৰা সম্প্ৰদায়ৰ লোক সকলৰ ছাত্ৰ সকলে ৰাজনীতিৰ চাকিনৈয়াত পৰি সংসাৰৰ কথা বুজিব নোৱাৰি মহা সমস্যাৰ মাজত পৰে। সেই সকল ছাত্ৰৰ যিখিনি পঢ়াৰ বুদ্ধি থাকে সেইটো ৰাজনীতিৰ হেচাত হাবুদুৰ খাই ক'ত বিলুপ্ত হব তাৰ ঠিকানা নাই। বুদ্ধিমান সকলে এই বিলাকৰ মূৰৰ ওপৰেদি পাব হৈ গৈ শিক্ষা ক্ষেত্ৰত ভাল স্থান গ্ৰহণ কৰিব। সেই কাৰণেই শিক্ষা ক্ষেত্ৰৰ পৰা ৰাজনীতিক আতৰত ৰখা উচিত।



মাদ্রাজ চৰকাৰে ৰাজনীতিৰ পৰা শিক্ষার্থী আৰু শিক্ষকক আতঁৰাই ৰাখিবলৈ দৃঢ় ব্যৱস্থা হাতত লৈছে। আজি বহু ৰাজ্যিক চৰকাৰে শিক্ষা ক্ষেত্ৰৰ পৰা ৰাজনীতি বহিস্কৃত কৰিবলৈ Bold Stand লৈছে। আমাৰ ৰাজ্যত যদি তেনে এটা Bold Stand গৰণ মেণ্টে নলয় তেন্তে আমি শিক্ষাৰ শিতানত যি টকা ব্যৱহাৰ কৰিবলৈ ওলাইছো তাৰ অপব্যৱহাৰহে কৰা হ'ব বুলি মোৰ বিশ্বাস। মই বহুবাৰ এই বিষয়ে এই সদনত আলোচনা কৰিছো আৰু আজিও গৱৰ্ণমেণ্টক অনুৰোধ কৰিছো যে দেশত শিক্ষা ক্ষেত্ৰৰ বাতাবৰণ পৰিস্কাৰ কৰিবৰ কাৰণে শিক্ষা অনুস্থান বিলাকক ৰাজনীতি ক্ষেত্ৰৰ পৰা আতঁৰত ৰাখক।

অধ্যক্ষ মহোদয়, শিক্ষাৰ বাজেট গধুৰ হৈছে—মানুহৰ আশা যে আমাৰ কৰ্মচাৰী সকলৰ দ্বাৰা দেশৰ মানুহে শিক্ষা বিষয়ত উপকৃত হ'ব—সেইটোকে সৰ্ব সাধাৰণেও মন্তব্য কৰে; কিন্তু যদি আশানুকূপ ফল নহয় তেন্তে বৰ পৰিতাপৰ কথা।

গোস্থানী ডাঙৰীয়াই কৈছে যে এল, পি, স্কুল বিলাক ঠিকমতে পৰিদৰ্শন নহয়, সেইটোত গোস্থানী ডাঙৰীয়াৰ লগত মই এক মত। অৱশ্যে এইটোও ঠিক কথা যে অন্ততঃ পিচপৰা অঞ্চলবিলাকৰ শিক্ষানুষ্ঠান বিলাক যদি নিয়মিত ভাবে পৰিদৰ্শন নহয় তেন্তে সেই স্কুল বিলাকে সুচাৰুৰূপে গঢ় ল'ব নোৱাৰে। আমাৰ বহুত স্কুল ইন্সপেক্টৰ, ডেপুটি ইন্সপেক্টৰ ৰখাৰ উদ্দেশ্যই হ'ল শিক্ষানুষ্ঠান বিলাকৰ নিয়মিত পৰিদৰ্শনৰ দ্বাৰা সংস্কাৰ কৰা। পিচপৰা অঞ্চলত বা পিচ পৰা অঞ্চলৰ উন্নতিৰ কাৰণে যিসকল অফিচাৰৰ কাম কৰাৰ আগ্ৰহ নাই সেইসকলক সোণকালে আতঁৰাই দিব লাগে—মই নিজেই দেখিছো বহুত ক্ষেত্ৰত আগ্ৰহহীন কৰ্মচাৰী থকাৰ কাৰণেই স্কুলবিলাক পৰিদৰ্শন নকৰে বা স্কুল সমূহৰ উন্নতি কামনা নকৰে।

মই আজি দেখিছো যে—এই সদনৰ মাননীয় সদস্য সকলৰ অন্তৰতো এই কাৰণে এনে এটা ভাবৰ সৃষ্টি হৈছে যে—পিচপৰা অঞ্চল আৰু পিচপৰা সম্প্ৰদায় সকলৰ শিক্ষাৰ অনুষ্ঠান সমূহত পৰিদৰ্শন কৰিবলৈ ট্ৰাইবেল বা অনুসূচীত দৰে তেওঁলোকৰ সম্প্ৰদায়ৰে কৰ্মচাৰী লাগে। তেওঁবিলাকে ভাবে যে ট্ৰাইবেল কৰ্মচাৰীয়ে যেনেকৈ ট্ৰাইবেল অঞ্চলৰ শিক্ষানুষ্ঠান বিলাক পৰিদৰ্শন কৰে তেনেকৈয়েই পিচপৰা সম্প্ৰদায় বিলাকেও বিচাৰিব খুজিছে তেওঁলোকৰ সম্প্ৰদায়ৰ কৰ্মচাৰী লাগে বুলি। এই নিমিত্তে কংগ্ৰেচৰ যি আদৰ্শ আৰু 'বেকওৱাৰ্ড' কমিচনৰ যি পৰামৰ্শ সেইমতে কান হাতত ল'বলৈ চৰকাৰে ব্যৱস্থা কৰিলে শিক্ষা ক্ষেত্ৰত সিমানখিনি টকা ব্যয় কৰিবলৈ পোৱা হৈছে সেই টকা ব্যয় কৰাৰ সাৰ্থক হ'ব আৰু জনসাধাৰণৰ উপকাৰত আহিব।

অধ্যক্ষ মহোদয়, মই আৰু অধিক সময়লৈ সদনৰ সময় নষ্ট নকৰোঁ মাত্ৰ এই কথাই চৰকাৰৰ দৃষ্টি আকৰ্ষণ কৰিব খুজিছো যে বেকওৱাৰ্ড ক্লাচ কমিশন এ পিচপৰা সম্প্ৰদায় সমূহৰ উন্নতিৰ কাৰণে বিশেষকৈ শিক্ষাক্ষেত্ৰত যি ব্যৱস্থা ল'বলৈ পৰামৰ্শ দিছে তাক কাৰ্য্যকৰী কৰে। সৰ্বশেষত চৰকাৰক মই এই অনুৰোধ জনাও যেন পিচপৰা সম্প্ৰদায় সমূহৰ লৰাছোৱালী বিলাকৰ শিক্ষাৰ সুবিধাৰ্থে 'মেট্ৰিকুলেচন'লৈকে মাছুল মাফ দিয়ে। ইয়াকে কৈ মই মোৰ বক্তব্য সামৰিলো।

**Shri MATHIAS TUDU (Gossaigaon):** Mr. Speaker, Sir, in supporting all the cut motions, I would like to point out that there are something even in the Education Department which in my opinion is really detrimental to the smooth running of the Department. For the smooth running of the Education Department a sufficient number of Officers and Assistants have been appointed. Now, if these Officers and Assistants are treated well and if the relation of the Officers and Assistants are healthy then we can expect that the running of the Department will be smooth, effective and efficient.



**Shri DEBESWAR SARMA (Minister, Education):** I could not follow the point, Sir.

**Shri MATHIAS TUDU (Gossaigaon):** I am pointing out the anomaly in the administration of the Education Department. But if there is some discrimination as regards promotion etc. of the Assistants then naturally it appears to me that they will decline to render good work to the Department and as a result of it there will be inefficiency in the Department. May I point out something in this respect? Here is one Assistant Redanmoni Singh belonging to the Manipuri Community. He was an India-optee reband personal. He was absorbed by Director of Public Instructions on the 24th March, 1948. Now according to the length of his service his promotion was due long before he was allowed to officiate as Upper Division Assistant. His promotion was held up on the ground that he was not in the Establishment of the Director of Public Instructions, he was not directly appointed by the Director of Public Instructions and that his case cannot be considered along with the cases of others in the matter of promotion. The matter was referred to the Government by incumbent. After necessary enquiry Government was pleased to request the Director Public Instructions to count his service towards promotion along with other Assistants of his Establishment. This was communicated by letter No. 375/52/6 dated 1st October 1950 issued under the signature of Shri A. Hussain, Special Officer in the Education Department. But then Sir, the order was stayed by a subsequent letter No.E M.I/375/52/23 dated 4th December, 1954, for further examination by Government. It took for Government for about 4 years to examine the matter point by point and the Secretary Education conveyed the decision of the Government vide letter No.E.M.I.375/52/62 dated 16th April 1948 in supersession of previous orders in this regard. I want to know whether the prior approval was taken by the Secretary before this order was issued. As the previous order was issued under the signature of the Secretary, Education, can the order be stayed by a junior officer without obtaining the decision of the Cabinet. I think that is the general practice. It will thus appear that some Assistants are being discriminated in the matter of promotion etc. in the Education Department. I want to know from the hon. Minister of Education on what justification Shri R. Singh, Assistant has been superseded by other Assistants. Similar is the case with regard to some other Assistants in that Department. I may tell their names. They are Shri Fazlul Karim, Shri Sayed Lathful Rahman. They were appointed on 4th December 1952 and 4th February 1953 respectively. Their cases also have been neglected. They were also superseded by another batch of Assistants who are junior to them.

Then there are some Assistants who have been treated similarly. Shri Osman Ali and Shri Karim Bux have been superseded. If things go on in this way, naturally the Assistants will think that the Department is indifferent to their just interest and they will decline to render good service. I, therefore, request the Minister to look into the matter and give priority to this fact.

Then Sir, I would like to speak a few words about education in the rural areas. If we want to spread education in the rural areas, we should, in my opinion, first of all introduce adult education. Unless we create a good environment, where the children will see that their elders are reading books and going to schools, they themselves will not like to go to schools.



**Shrimati KOMOL KUMARI BARUA (Katonigaon) :**

এইবার বাজেট শিক্ষার বাবে নতুন আঁচনিও গ্রহণ কবির বুলি ইঙ্গিত পাইছে।  
আৰু আগতকৈ টকাও সবহকৈ খৰচ কৰাৰ ব্যৱস্থা হৈছে সঁচা, কিন্তু প্রকৃততে শিক্ষাৰ  
ক্ষেত্ৰত অগ্ৰসৰ হোৱা কিবা বিশেষ ব্যৱস্থাৰ উদ্ভৱ হব বুলি আশা কবির পৰা নাই।

স্কুলৰ শিক্ষকৰ বেতন আগতকৈ কিছু উন্নতি কৰা, চৰকাৰী আৰু বেচৰকাৰী স্কুলৰ শিক্ষকৰ বেতনৰ বৈষম্য আতৰোৱা ব্যৱস্থা, কলেজৰ ক্ষেত্ৰত ইউনিভাৰচিটি গ্ৰাণ্ট কমিচনৰ পৰামৰ্শৱলী এই বছৰৰে পৰা কাৰ্য্যকৰী কৰিবলৈ সিদ্ধান্ত লোৱা আদিৰ বাবে আমি গন্ত্য পাইছো আৰু তাৰ বাবে চৰকাৰক ধন্যবাদ জনাইছো। কিন্তু শিক্ষাৰ উন্নতিৰ বাবে এয়েই যথেষ্ট আৰু সকলো বুলি নেভাবো। যেতিয়ালৈকে শিক্ষাৰ ক্ষেত্ৰত থকা আউলবোৰ আৰু শিক্ষা বিভাগত থকা বেমেজালি-বোৰৰ অবগান নবঢ়ে তেতিয়ালৈকে শিক্ষাৰ প্ৰকৃত পথ সূৰ্গম হৈছে বুলি কব নোৱাৰি। মূঠা কথা আগৰ কেৰোণীয়া আৰু কেৰেণী গঢ়া শিক্ষা আঁতৰাই আমাৰ শাৰিৰীক আৰু মানসিক উৎকৰ্ষ সাধন কৰি আজিৰ জগতত আত্মবিশ্বাস আৰু আত্মপ্ৰতিষ্ঠা লাভ কৰা পথ সূচল কৰিবৰ কাৰণে মহাত্মাজীৰ পৰিকল্পিত বুনিয়াদী শিক্ষাৰ ব্যবস্থা কৰা হৈছে আৰু বুনিয়াদী শিক্ষাইহে যে আমাক মানুহ গঢ়াত সৰ্বশ্ৰেষ্ঠ কৰিব তাকে আজি শিক্ষাবিদসকলে একমুখে স্বীকাৰ কৰিছে। এই শিক্ষাত প্ৰশিক্ষন দিবলৈ আমাৰ বাজেটত উল্লেখ কৰা বাবে আমি গন্ত্য পাইছো। কিন্তু আমাৰ ইয়াত প্ৰচলিত বুনিয়াদী স্কুলৰ সম্পৰ্কে বহুতো সমালোচনা আৰু অভিযোগ আমি শুনিবলৈ পাওঁ। প্ৰশিক্ষনৰ ব্যৱস্থাই আশানুৰূপ নহয়নে অন্য কাৰণত ইয়াৰ কেৰোণ আছে নেজানো; আশাকৰো চৰকাৰে ইয়াৰ অনুসন্ধান কৰি প্ৰতিকাবৰ ব্যৱস্থা কৰিব। কাৰণ প্ৰথম অৱস্থাতে আমাৰ শিক্ষা পদ্ধতি চিলাসোলোকা হলে পিচলৈ ইয়াৰ যথেষ্ট কেৰোণ বৈ যাব। আমাৰ আটাইবোৰ প্ৰাইমেৰী স্কুলকে বুনিয়াদী স্কুললৈ ৰূপান্তৰিত কৰিবৰ কাৰণে চৰকাৰে খৰচকীয়া ব্যৱস্থা লব বুলি আশা কৰো।



মাননীয় সদস্য এজনে বাজেট বিতৰ্কৰ প্ৰসঙ্গত আমাৰ Middle Vernacular স্কুল বোৰত ইংৰাজী শিক্ষা প্ৰয়োগ কৰা অথচ মাচুল নোলোৱা আৰু M.E. স্কুলত মাচুল লোৱাতো স্বাপত্তিজনক বুলি অভিহীত কৰিছে। কিন্তু আমি যদি ভালকৈ লক্ষ্য কৰো তেন্তে বুজিব যে ইয়াৰ দ্বাৰা সুবিধা হৈছে। কিয়নো আমাৰ M. V. স্কুলবোৰত অঙ্ক আৰু সাহিত্য এই বিষয় দুটা M. E. স্কুলৰ অঙ্ক আৰু সাহিত্যতকৈ বহুত ওখ খাপৰ। M. V. পাচ ল'ৰা হাইস্কুলত পঢ়িবলৈ গলে কেৱল ইংৰাজী নজনাৰ বাবেই তল শ্ৰেণীত নাম লগাব লগাত পৰে যদিও অঙ্ক আৰু সাহিত্য, ভূগোল আদি তেওঁলোকে অষ্টম বা নবম শ্ৰেণীৰ সমানে পাবে। এতিয়া ইংৰাজী বিষয়টো M. V. স্কুলত দিয়াৰ ফলত এই অসুবিধাটো আতৰিব। ইংৰাজী বিষয়টো বাধ্যতামূলক নহয়, বাৰ ইচ্ছা তেওঁ শিকিব পাৰে। আনহাতে M. V. পাচ কৰিলে প্ৰাথমিক স্কুলত শিক্ষকতা কৰিবলৈ যোগ্যতা আহৰণ কৰা যায়। এজন M. E. পাচতকৈ এজন M. V. পাচ শিক্ষক প্ৰাথমিক স্কুলত শিক্ষকতা কৰিবৰ কাৰণে অধিক যোগ্যতাসম্পন্ন। এইবোৰ কাৰণত আমি M. V. স্কুলত ইংৰাজী শিকোৱাত সন্তোষ পাইছো। যেহেতু এই স্কুলৰ মান এনেয়ে ওখ খাপৰ তাত ইংৰাজী পঢ়ালেও মাচুল নোলোৱাটো অযুক্তিকৰ নহয়, কাৰণ সদায় আমি ওপহৈ বিচাৰো সংখ্যা নহয়।

মাধ্যমিক শিক্ষাৰ ক্ষেত্ৰত Higher Secondary, Multi-purpose স্কুল আদিৰ ব্যৱস্থা গ্ৰহণে আমাৰ শিক্ষাৰ ক্ষেত্ৰলৈ যথেষ্ট পৰিবৰ্ত্তন আনি তাক কাৰ্য্যভিমুখী কৰিব বুলি আমাৰ আশা হৈছে। কিন্তু যি গতিত ই আগবাঢ়িছে কিমান বছৰৰ মূৰত যে আমাৰ সৰহ সংখ্যক ল'ৰাছোৱালীয়ে এই শিক্ষা পাবগৈ কোৱা টান। বৰ্ত্তমান যি কেইখন স্কুলক Multi-purpose, Higher Secondary আদিৰ কাৰণে লোৱা হৈছে তাত আমি ঘৰ-দুৱাৰ দেখিছো-ভুনিছো বোলে furniture বোৰো কেতিয়াবাই হল। তাৰ কিছুমান তাগিলেই আৰু কিছুমান ঘূৰে খালে আৰু ইয়াৰ বাবে audit objection হৈছে। কথাবোৰ যদি সঁচা হয় তেন্তে ই বৰ পৰিতাপৰ কথা। trained শিক্ষক নোহোৱাৰ বাবে পঢ়া আৰম্ভ কৰিব পৰা নাই বুলি আমি বুজো। কিন্তু প্ৰথমেই সেইটোলৈ লক্ষ্য নেবাখি ৰাজহুৱা ধনেৰে গছোৱা furniture এই দৰে নষ্ট কৰাৰ কি অভিপ্ৰায় আমি বুজি নেপাওঁ। আশা কৰো কথাষাৰ তদন্ত কৰি চৰকাৰে আমাক ইয়াৰ সমিধান দিব।

আজি Higher Secondary আৰু Multi-purpose স্কুলত এম্., এ, পাচ সকলৰহে স্থান আছে লাগিলে তৃতীয় শ্ৰেণীৰেই হ'ক। অথচ ১০-১৫ বছৰ স্খ্যাতিৰে কাম কৰা Honours গ্ৰেজুয়েট আৰু বি, টি, পাচ এজনৰ তাত স্থান নাই। কিন্তু আমি অভিজ্ঞতাৰে যথেষ্ট মূল্য আছে বুলি ভাবো। সেইবাবে আমাৰ ধাৰণা যে এজন অভিজ্ঞ Honours গ্ৰেজুয়েট বা বি, টি, শিক্ষক পোন প্ৰথমে বিশ্ববিদ্যালয়ৰ পৰা ওলাই অহা তৃতীয় শ্ৰেণীৰ এম্., এ, এজনতকৈ কম যোগ্যতাসম্পন্ন নহ'ব, যি হওক মই এই বিষয়টো ভাবি চাবৰ কাৰণে দাঙি ধৰিলো আৰু এটা সুব্যৱস্থা হ'ব বুলি আশা কৰিলো।

আজি জগতত সকলোৱে মাতৃ ভাষাক উচ্চ আসন দিছে কিন্তু দুখৰ বিষয় আমাৰ বি, টি, কলেজত বা হাইয়াৰ চেকণ্ডাৰি, মাৰ্চাৰ্টিপাৰপোজ আদিত অসমীয়া ভাষা সাহিত্যত এম্., এ, পাচ কৰা শিক্ষকৰ স্থান নাই। ইয়াৰ কাৰণ আমি বুজি নাপাওঁ। এখন দেশৰ সভ্যতা সংস্কৃতিক সিংহ দুৱাৰ যদি মাতৃভাষা হয় তেন্তে জনপ্ৰিয় অসম চৰকাৰৰ হাতত অসমীয়া ভাষা সাহিত্যই এনে লাঞ্চিত অৱস্থা পাব লগাতো দুখৰ বিষয়।

আমি সদায় প্ৰশিক্ষণ প্ৰাপ্ত শিক্ষকৰ অভাৱ অনুভৱ কৰি আহিছো আৰু ইয়াৰ স্ব্যৱস্থা আমি বিচাৰো; কিন্তু প্ৰশিক্ষণৰ নামত ভেকো ভাওনা আমাক নালাগে।



এই ক্ষেত্ৰত মই যোৰহাটৰ বি, টি, কলেজৰ কথা উল্লেখ নকৰি নোৱাৰিলো। তাৰ পৰা এটা batch এ পাচ কৰিও গল; কিন্তু আজিলৈকে তাত Method ৰ শিক্ষক নিযুক্তই নহল। বৰ্তমান যি কেইজন অধ্যাপক আছে তেখেতসকলৰ আটাই কেইজন প্ৰশিক্ষণ প্ৰাপ্ত নহয়। অবশ্যে মই বি, টি, পঢ়িবৰ সুবিধা নাপালো সচাঁ। কিন্তু মোৰ ক্ষুদ্ৰ জ্ঞানেৰে বুজিব পৰা নাই যে বি, টি পাচ নকৰাকৈ কেনেকৈ সুখ্যাতিৰে বি, টি, কলেজত কাম কৰিব পাৰে? তাত নিযুক্ত হোৱা দুজন অধ্যাপক বোলে এতিয়া বি, টি, কলেজত বি, টি, পঢ়িবৰ বাবে Admission লৈছেহে। মহোদয়, পোণে পোণে বিশ্ববিদ্যালয়ৰ পৰা ওলাই অহা প্ৰশিক্ষণ নোলোৱা অধ্যাপকে বছৰৰ শিক্ষকতা থকা অভিজ্ঞ শিক্ষক সকলক কিমান দক্ষতাৰে শিক্ষা দিছে মই কব নোৱাৰো।

আমি শিক্ষাৰ শিতানত স্কুল বিলাকত কমন ৰুম, স্কুল লাইব্ৰেৰী, ছোৱালীৰ স্কুলত হোষ্টেলৰ গ্ৰাণ্ট আদিৰ লেখ পাইছো যদিও আমাৰ চাহিদা অনুসাবে ই একেবাৰে নগণ্য। তাৰোপৰি দান আৰু মঞ্জুৰীৰ ক্ষেত্ৰত যিমানবোৰ বেমেজালি আমাৰ চকুত পৰে সেইবোৰে আমাৰ নিচিনা ৰাইজৰ প্ৰতিনিধি বোৰৰ জীৱন দুৰ্ব্বাহ কৰি তোলা আজি বছৰৰ মূৰত non-recurring গ্ৰাণ্ট বিলোৱা হয় এই ক্ষেত্ৰত কিবা পৰিকল্পিত নীতি গ্ৰহণ কৰা হয় বুলি আমাৰ মনে নধৰে। যেয়ে শিলঙলৈ আহি বিষয়-ববীয়া সকলক খাটনি লোটনি ধৰিব পাৰে সেয়ে গ্ৰাণ্ট পায়, বাকীবোৰ Deserving হলেও অবহেলিত ভাবেই থাকিব লগাত পৰে। এই ক্ষেত্ৰত মই ডি, পি, আইৰ অফিচটো শিলঙত কেন্দ্ৰীভূত কৰাৰ কোনো সাধকতা নাই বুলি ভাবো আৰু যিহেতু আমাৰ পাহাৰত থকা স্কুল বিলাক T. A. D. বিভাগৰ পৰাই চলোৱা হয় বাকী ভৈয়ামৰ স্কুল পৰিচালনা অফিচটো পাহাৰত উঠি থকাৰ যুক্তি থাকিব নোৱাৰে। ভৈয়ামত থাকিলে ৰাইজেও সহজে ধুকি পাব আৰু কামবোৰো খৰ ভকিয়াটকৈ হোৱাত সুবিধা হব বুলি আমাৰ বিশ্বাস। মই ইয়াৰ বাবে চৰকাৰৰ দৃষ্টি আকৰ্ষণ কৰো আৰু আৱশ্যকীয় ব্যৱস্থা গ্ৰহণ কৰিবৰ বাবে অনুৰোধ জনাও।

দান মঞ্জুৰী বিলোৱাৰ যিবোৰ আঙ্গোঁৱাহ আমাৰ চকুত পৰিছে সেইবোৰ আতৰাবৰ কাৰণে বৰ্তমান স্কুলবোৰত শতকৰা ২৫ ভাগ বিৰ্জাত ফাণ্ডত খোৱাৰ ব্যবস্থা হৈছে তাক হাই স্কুলৰ ক্ষেত্ৰত শতকৰা ৪০ আৰু M. E. স্কুলৰ ক্ষেত্ৰত শতকৰা ৫০ ভাগলৈ বৃদ্ধি কৰি সেই মতে ডিফিচিট চিস্টেম গ্ৰাণ্ট দিয়াৰ ব্যবস্থা কৰিব বুলি চৰকাৰক অনুৰোধ কৰো আৰু তাৰ বাবে অন্তত: ২৫ লাখ টকাৰে এটা Loan Fund ব্যৱস্থা কৰিবৰ বাবে শাননীয় বিত্তমন্ত্ৰীক অনুৰোধ কৰো যাতে এই আঁচনি কাৰ্য্যকৰী হয়। আৰু পিচপৰা অঞ্চলৰ স্কুলবিলাকৰ সাহায্যাৰ্থে নন বেকাৰিং গ্ৰাণ্টৰ ব্যৱস্থা কৰি তাক ভালদৰে যাতে বিতৰণ কৰা হয় তাকে আমি চৰকাৰকৰ পৰা আশা কৰিছো। এইবাৰ বাজেটত আমি ডাইৰেক্টৰেটক যথেষ্ট বহল কৰাৰ ব্যৱস্থা দেখিছো ইয়াৰ দ্বাৰা আমাৰ শিক্ষা বিভাগতো কিমান উপকৃত হব আমি ধৰিব পৰা নাই। আমি সকলোৱে অনুভব কৰিছো যে আমাৰ শাসন যন্ত্ৰতো ওপৰ গধুৰ হোৱাৰ বাবেই আমাৰ কামবোৰ নিয়ৰিটকৈ চলা নাই। কোনো এটা কাম সহজে আৰু সোনকালে হৈ নুঠে। তেনে অঞ্চলত কেৱল ওপৰত বিষয়াৰ সংখ্যা বঢ়ালে আমাৰ শিক্ষা প্ৰণালী ভাল দৰে নচলে।

অবশ্যে এইটো সচাঁ। যে ভাল পৰিদৰ্শণৰ অভাবত ভাল শিক্ষা হব নোৱাৰে, সেইবাবে আমি পৰিদৰ্শকৰ সংখ্যা বঢ়াই ইয়াক সবল কৰিবলৈ সদায় কৈ আছে। আজিকালি ডিপুটি ইন্সপেক্টৰৰ স্কুল পৰিদৰ্শন আশানুৰূপে নোহোৱাত বহুতো নিয়াৰ লগিয়া হোৱাত আৰু তেওঁলোকৰ স্কুল পৰিদৰ্শন থকাৰ প্ৰবৰ আমি পাওঁ। এইবাবে আমি তলৰ স্কুল কেবা বছৰো পৰিদৰ্শন নোহোৱাকৈ থকাৰ প্ৰবৰ আমি পাওঁ। আমি বিকেন্দ্ৰীভূত গণতান্ত্ৰিক পৰিদৰ্শকৰ বিভাগটোহে সবল আৰু সুস্থ হোৱাটো বিচাৰো। আমি বিকেন্দ্ৰীভূত গণতান্ত্ৰিক শাসনতন্ত্ৰৰ কথা সদায় গাওঁ—কিন্তু আজি একোটা লাইব্ৰেৰী বা স্কুলৰ বাবে কণ ৫০ টকা হলেও মন্ত্ৰী সকলৰ হাতেদিহে মঞ্জুৰ হয় যেন অনুমান হয়।

স্কুলবোৰৰ সভাপতি মনোনয়ন ক্ষেত্ৰত চৰকাৰে কি নীতি গ্ৰহণ কৰে নাজানো, কিন্তু আমাৰ বিশ্বাস যে শিক্ষাৰ বিষয়ত শিক্ষাবিদক নিদি থাকে তাকে দিলে শিক্ষা পদ্ধতিত



আৰাট পৰে। এইবাব আমি এজন শিক্ষাবিদক শিক্ষা সচীৱ কৰাব বাবে সন্তোষ পাইছো, আশা কৰো ই যেন স্থায়ী হয়। আজি কেন্দ্ৰীয় আৰু অন্য বাজ্যিক চৰকাৰেও এই নীতি গ্ৰহণ কৰাৰ উদাহৰণ আমি পোওঁ। উদাহৰণ স্বৰূপে ডাক্তৰ তাঁৰাচান্দ, ডাক্তৰ ভাটনগৰ, শ্ৰীহানুগুণ কবিত আদিৰ নাম উল্লেখ কৰিব পাৰি।

মহোদয়, আমাৰ ৰাজ্যত শ্ৰীক্ষিৰ প্ৰতি মাহী আইৰ নৰম দেখুৱা হৈছে বুলি মই কব খোজো। ছোৱালী স্কুলত বড়িঙৰ বাবে মঞ্জুৰী দিলে বা কমন ৰুমৰ বাবে মঞ্জুৰী দিলেই শ্ৰীক্ষিৰ উন্নতি হ'ব নোৱাৰে।

আজি পুৰুষ আৰু নাৰীৰ মাজত কোনো ব্যৱধান নাই বা অধিকাৰৰো কোনো তৰতম্য নাই আৰু সংবিধানতো উভয়ৰে সমান সুবিধা স্বীকৃত হৈছে। আজি পুৰুষৰ লগে লগে নাৰীয়েও সামাজিক, অৰ্থনৈতিক, সংস্কৃতিক, ৰাজনৈতিক সকলো ক্ষেত্ৰতে বৰঙনি যোগাবলৈ সমৰ্থ হৈছে বা হবলৈ যত্ন কৰাতো সম্পূৰ্ণ ৰাজহীন হৈ পৰিছে। কিন্তু তাৰ দ্বাৰা এইটো নুবুজায় যে নাৰীৰ মাতৃ আৰু গৃহিণী স্বৰূপে যি প্ৰথম ও প্ৰধান দায়িত্ব যি কমি গৈছে। এই কৰ্ত্তব্য পালন কৰাৰ লগে লগে আমি বহিজগতত অংশ গ্ৰহণ কৰাটো যুক্তিসংগত হ'ব বুলি ভাবো—ইয়াত বাদ দি নহয়। কিন্তু ইয়াৰ বাবে আমাৰ ছাত্ৰীহঁতক ব্যৱহাৰিক জীৱনৰ লগত খাপখোৱা কি শিক্ষাৰ ব্যৱস্থা আমি কৰিছো? আজি অৰ্থনৈতিক সংকটৰ হেচাত আমাৰ মহিলা সকলেও চাকৰি কৰি নাইবা অন্য শিল্পাদিৰ জৰিয়তে ঘৰ খনৰ উপাৰ্জজনৰ লগত কিছু অংশ যোগ কৰাটো অপৰিহাৰ্য্য হৈ পৰিছে কিন্তু সেই বুলি তেওঁলোকে লৰা-ছোৱালী বা ঘৰখনক উলাই কৰিব নোৱাৰে বা কৰাটো উচিত নহয় এই বাবেই আধুনিক জগতৰ সা-সুবিধা বোৰ গ্ৰহণ কৰি একোটা ভগা পজাকো সুখ আৰু শান্তিৰ আশ্বাস কৰি তুলিব পৰাৰ জোখাৰে শিক্ষাৰ ব্যৱস্থা কৰাটো সকলো প্ৰগতিশীল দেশৰ লক্ষ্য আৰু উদ্দেশ্য, কিন্তু দুখৰ বিষয় আজি আমাৰ অসমত ইয়াৰ ব্যৱস্থা এতিয়ালৈকে হোৱা নাই। আমাৰ ছোৱালী স্কুল বিলাকত Domestic Science বিষয়টোৰ দ্বাৰা সামান্য শিক্ষা দিয়াৰ ব্যৱস্থা হলেই যথেষ্ট নহয়। আজি দিল্লীৰ লেডী আবউইন কলেজ, বৰোদাৰ হোম সাইন্স কলেজ, অণ্ড্ৰাৰ হোম চাইন্স কলেজ আদিৰ আহিত আমাৰ ইয়াতো হোম চাইন্সৰ কলেজ আমাক লাগে আৰু এই বিষয়টো শিকোৱাৰ ব্যৱস্থা গুৱাহাটী বিশ্ববিদ্যালয়, ছোৱালী কলেজ আৰু সহশিক্ষা থকা কলেজবোৰত প্ৰয়োগ কৰাটো অতি আৱশ্যকীয় বুলি আমি ভাবো।

আজি আমি Food nutrition, balance diet শিশু কল্যাণ, মাতৃমঙ্গল Health Sanitation, শিশুৰ মনোবিজ্ঞান আদিৰ আবশ্যকতাৰ সম্পৰ্কে খুবৈ কণ্ট কিন্তু তাৰ শিক্ষা দিয়াৰ বাবে আমি কি ব্যৱস্থা কৰিছো।

এইবাবেই হয়তো বি, এ., এস, এ, পাচ কৰি আমাৰ ছোৱালীবোৰে ঘৰ সংসাৰ কৰি গৃহস্থালী চলাওঁতে কেতিয়াবা প্ৰথমে উজুতি খোৱা আমি শুনিবলৈ পোওঁ। ইবাবেই চৰকাৰক এই বিষয়ে চিন্তা কৰি ইয়াৰ সোনকালে ব্যৱস্থা কৰিবলৈ মই চোকা দৃষ্টি আৰ্হণ কৰো।

মহোদয়, আজি যদি অন্যান্য দেশ বোৰৰ পিনে মন কৰো তেতিয়া আমি দেখো যে সেইবোৰত সৰহ সংখ্যকেই মহিলা শিক্ষয়ত্ৰী। কানাডাত শতকৰা ৭৫ ভাগ শিক্ষকেই মহিলা বুলি আমি কাগজে পত্ৰই দেখিছো। সকলো স্তৰতে আমাৰ অহঁতা সম্পূৰ্ণ শিক্ষয়ত্ৰী আমি আজিৰ তাৰিখত নাপাব পাৰো সচ'। কিন্তু ইয়াৰ বাবে আমি লক্ষ্য ৰখাটো বোধ কৰো সমিচীন হ'ব।

বৰ্ত্তমান প্ৰাথমিক স্তৰত যদি লৰা-ছোৱালীৰ শিক্ষাৰ ভাৰটো মহিলাক দিয়া যায় তেন্তে শিক্ষাৰ ক্ষেত্ৰত এটা খোজ আগবাঢ়িব পাৰিম বুলি আমাৰ ধাৰণা। কিয়নো ৭ বছৰ বয়সলৈকে লৰা-ছোৱালীৰ চৰিত্ৰ গঠনৰ সময়, এই সময়ত যিবোৰ ভাব তেওঁলোকৰ মনত সোমায় সেইবোৰেই গোটেই জীৱনতে প্ৰভাৱ বিস্তাৰ কৰে। এই কাৰণেই হয়তো প্ৰাচীন ভাৰতত লৰা-ছোৱালীৰ শিক্ষাৰ ভাৰ তত্ত্বিজ্ঞ আৰ্য্য পত্নী সকলো



লৈছিল। সাধাৰণতে মাতৃ জাতিটোৱে আমনি আহুকাল সহিব পাৰে কাৰণেই হয়তো লৰা-ছোৱালীবোৰেও তেওঁলোকৰ ওচৰত পঢ়ি ভাল পায়, তেওঁলোকৰ মনৰ পৰা ভয় সংশয় আতৰে—যিটো প্ৰাথমিক শিক্ষাৰ অতি মূল্যবান বিষয়। তাৰোপৰি তেওঁলোকে যাতে ঘৰৰো এটা অংশ উপাৰ্জনৰ জৰিয়তে যোগাব পাৰে তালৈকো লক্ষ্য কৰি প্ৰাথমিক স্কুলত মহিলা শিক্ষয়িত্ৰী যাতে নিযুক্ত হয় আৰু তেওঁলোকৰ প্ৰশিক্ষণ আদিৰ ব্যৱস্থা কৰিবলৈ মই চৰকাৰক অনুৰোধ কৰো।

আজি আমাৰ এটা প্ৰধান সমস্যা হৈছে বছৰে বছৰে ফেল কৰা লৰাৰ সংখ্যা আৰু বিশ্বাবদ্যালয়ৰ প্ৰত্যেকটো পৰীক্ষাত ফেল কৰা লৰাৰ হাৰ ইমান বেচি হৈ পৰিছে যে ইয়াৰ প্ৰতিকাৰৰ বাবে ভাল ব্যৱস্থা নহলে আমাৰ সবহ সংখ্যক লৰাৰ ভবিষ্যত কি হবগৈ কৰ নোৱাৰি? আনি যদি ভালকৈ ফহিৱাই চাওঁ তেন্তে অনুভৱ কৰিব পাৰিম যে এই সমস্যাৰ লগতে আমাৰ সমাজৰ অভিভাৱক, শিক্ষক, ছাত্ৰ, চৰকাৰ ঘনিষ্ঠভাবে জড়িত আছে। স্বাধীনতাৰ পিচৰে পৰা আমাৰ সামাজিক দায়িত্ব আগতকৈ বহুত বাঢ়িল। সমাজ-সেৱাত ছাত্ৰৰ কৰ্তব্য ও দায়িত্বও আহি পৰিল। দ্বিতীয় মহাসমৰে অৰ্থনৈতিক জীৱনলৈ বিঘাট আনি দিলে। কিন্তু তাৰ লগত খাপ খোৱাকৈ আমাৰ শিক্ষাৰ পাঠবোৰ বৰ্তিত নহল। পৰিবৰ্তিত জীৱনৰ লগত খাপখোৱাকৈ আমাৰ চিলেবাচ বোৰৰো কোনো মানসম্মত পৰিবৰ্তিত জীৱনৰ লগত খাপখোৱাকৈ আমাৰ স্কুলৰ বাহিৰৰ পৰিস্থিতিৰ লগত স্কুলৰ ভিতৰত থকা নঘটিল কেবল বিষয়বোৰহে বাঢ়িল। স্কুলৰ বাহিৰৰ পৰিস্থিতিৰ লগত স্কুলত শিকা কথাখিনি বাস্তৱৰ লগত সময় ছোৱাৰ সংযোগ বা সামঞ্জস্য নথকাৰ বাবে লৰাই স্কুলত শিকা কথাখিনি বাস্তৱৰ লগত খাপ খুৱাব নোৱাৰাত পৰিছে।

এই কাৰণেই বৰ্তমান পাঠ্য-পুথিৰ সংখ্যাৰ কথাই বাস্তৱৰ লগত সম্পূৰ্ণ সংযোগ থকা পাঠ্য-পুথি প্ৰস্তুত কৰিবৰ কাৰণে মই শিক্ষা বিভাগৰ দৃষ্টি আকৰ্ষণ কৰো। বৰ্তমান কিতাপৰ সংখ্যা সবহ ছোৱাত লৰাই কোনোবিষয়েকে খবচি মাৰি শিকিব নোৱাৰে।

ধনেই ধৰ্ম বুলি বিবেচিতহোৱা আমাৰ সমাজত ইমান দিনে অৰ্থনৈতিক নিষ্পৰণত জৰ্জৰিত হোৱা শিক্ষকসকলক সমাজে যথোচিত সন্মান দিব নোৱাৰিছিল। আৰু শিক্ষাদানতো যথেষ্ট ক্ৰটি বৈ গৈছিল। যাহোক বৰ্তমান দৰমহা পাতিব কিছু উন্নতি হোৱাত আজি এইবোৰ আতৰিব আৰু শিক্ষকতাৰ প্ৰতিও মানুহৰ আগ্ৰহ জন্মিব বুলি আশা কৰিছো।

বৰ্তমান চৰকাৰী আৰু বেচৰকাৰী শিক্ষক বৈষম্য যেতিয়া আতৰাবলৈ চৰকাৰে সিদ্ধান্ত কৰিছে, পেঞ্চনৰ ক্ষেত্ৰতো চৰকাৰে চৰকাৰী স্কুলৰ শিক্ষকৰ দৰে বে-চৰকাৰী স্কুলৰ শিক্ষকৰ কথাতো বিবেচনা কৰিব বুলি আমি আশা কৰো।

বৰ্তমান আমাৰ স্কুললৈ আহোতাৰ সংখ্যা লৰাৰ শতকৰা ১৫ ভাগ আৰু ছোৱালীৰ শতকৰা ৭ ভাগ। আমি সকলোৰ বাবে শিক্ষাৰ ব্যৱস্থা কৰিব লাগিব—এতিয়াই আমাৰ স্কুল কলেজৰ সংখ্যা যথেষ্ট বাঢ়িছে আৰু আগলৈকো বাঢ়িব।

বৰ্তমান আমাৰ অকল গুৱাহাটী বিশ্ববিদ্যালয়ে বে সকলো স্কুল কলেজ ভালদৰে পৰিচালনা কৰাত এতিয়াই কিছু অসুবিধা হৈছে বুলি আমাৰ মনে ধৰে। সাধাৰণ উদাহৰণ এটাৰ জৰিয়তে মই কথাঘাৰৰ যথার্থতা আছে বুলি ক'ব খোজো। যোৱা ইউনিভাৰসিটি কনভোকেচনত যিবিলাক ছাত্ৰছাত্ৰী ডিগ্ৰী ডিপ্লোমা নিবলৈ আহিছিল সেইসকলৰ বহুতোকে কৰ্তৃপক্ষই ডিপ্লোমা দিব নোৱাৰিলে। এনে অৱস্থাত অদূৰ ভবিষ্যতত আমাৰ আৰু এটা বিশ্ববিদ্যালয়ৰ অতি আৱশ্যক হৈ পৰিব তাক কোৱা বাহুল্য মাথোন তাৰ বাবে এটি পৰিকল্পনালৈ এতিয়াৰ পৰা চিন্তা কৰিবৰ কাৰণে মই চৰকাৰৰ দৃষ্টি আকৰ্ষণ কৰো, যাতে এতিয়াৰ পৰা সেই বিষয়টোলৈ এটা লক্ষ্য ৰাখি কামত আগবাঢ়িব পাৰে।

ইয়াকে কৈ মই শিক্ষা শিতানৰ অনুদানটোত সমৰ্থন জনাইছো আৰু বিৰোধীদলৰ কৰ্ত্তন প্ৰস্তাৱ সমূহৰ বিৰোধীতা কৰিছো।



**Mrs. JYOTSNA CHANDA (Silchar-West):** Mr. Speaker, Sir, I rise to support the motion moved by the hon'ble Education Minister, but I would like to put forward certain suggestions for the Education department. I find in the budget that a big sum has been provided for the Gauhati University and I wish that should be more, but what do I find, that the Government have no say about the functions of the University. It has been brought to the notice of the Education Department by the hon. Member, Shri Hareswar Goswami, that the University is doing thing at their whims. I am a Member of the Court and of my experience therefrom, I want to bring to the notice of the Government that when the budget was presented before the Court it was not done in accordance with the procedure of the University and about the courses of University examinations in Matric, I.A., B.A., etc., there is no standard maintained in all subjects. To give an instance, I may say that Bengali translation in the matric examination is always higher in standard than Assamese, Khasi or any other language. In order to avoid such discrimination there should be a Moderation Board. The Government should recommend the University to have a Moderation Board.

There is no provision in the budget for 1959-60 for non-recurring grants for hostel buildings for non-Government Colleges, although for want of hostel accommodation many students have failed to take collegiate education. In the case of G. C. College, Silchar, I personally know that accommodation is wanting for more than 30 students.

Then, at page 137 there is a provision of Rs.1,47,000 for conversion of selected High Schools into Higher Secondary and Multipurpose schools, but how many High Schools will be converted, has not been shown and as a layman I cannot understand this. I should like to be enlightened about this. There is a provision in the same page for Physical Training Institute, but I do not find anywhere or I am not aware of what kind of training is given to students or teachers by this institute.

At page 134 about the Normal Schools. I think there are 3 Normal Schools in the State one at Silchar, one at Jorhat and another at Tezpur. But I find at least in Silchar female students are allowed to take admission from last year. There is no provision for their stipends nor there is provision for hostels. Then there is one Senior training school for girls at Silchar where the course is for one year while there are students who are having their courses for two years in the Normal School. I think this discrepancy should be removed. Again, I think women teachers of the Senior Training School should be absorbed in the Normal School. Now, the teachers who go on deputation in Normal school get an allowance of Rs.20 but the students who go to that Normal training school get an allowance of Rs.35. Why this is so? So, I would request the Government that this anomaly also should be done away with.

Again, I would like to draw the attention of the Government that the teachers who are appointed in the high schools, they should be appointed purely on merit and they must go through the Public Service Commission. Besides that, the emoluments that was given to these teachers is not very charming. So I would request the Government to see whether they can raise the salary so as to attract good teachers. Another thing in this connection



I want to point out is that appointment, in other services may be made on communal basis, but I think in the school service there should not be such thing. More facilities should be given to training of graduate teachers for the higher secondary schools and multipurpose schools which has been opened now in Gauhati I think is not sufficient for our State.

Now, coming to scholarships, it is a very sad thing to say that applications are invited for merit scholarships by doing so true meaning of the word is denied. Grants of merit scholarship have been given whimsically all these years because sometimes these merit scholarships are not given to those who really deserve them

**Shri DEBESWAR SARMAH (Minister, Education):** Where, in the schools or colleges ?

**Mrs. JYOTSNA CHANDA (Silchar-West):** Everywhere Sir, both in the schools and in the colleges also, and even in post graduate course also. I find that some students who appeared in the M. E. examination or in the matric examination they were deprived of this merit scholarship. I can name some of these students who were not given the merit scholarship which they have earned, simply because they are not natives or domiciled. One is Subhas Gupta who passed the M. E. examination in the year 1956 from Silchar Government High School with merit, but he was not given the merit scholarship. It was said by the Secretary, Middle English School Examination on 31. 1. 57 that it is regretted that the scholarship cannot be given to him because it is not according to the rules in force. Another student by the name Srimati Suphala Datta she also passed matric but her scholarship was canceled in March 1958 because she was not a native. Another boy from Dhing High School named Bimal Krishna Aich, he also passed the M. E. examination in 1956 but he was deprived of the merit scholarship which he earned. If I have the time I can cite many other such concrete instances. But as the time at my disposal is limited, I would request Government to see that these anomalies should be removed. As I think that the Government are aware one case was filed in the Gauhati High Court by a student who passed M.E. Examination in the year 1953 or 1954 and the High Court gave a structure that Government have no right to deny the merit scholarship to that boy I think Government are doing un-constitutional thing by doing so.

Then again in regard to M. E. and M. V. schools so far their dearness allowance is concerned teachers in M. E. schools are getting Rs.15 as dearness allowance while teachers in the M. V. schools with same qualifications get only Rs.5. Then again L. P. school teachers though living in town get Rs.10 as town allowance while M. V. school teachers though living in town do not get any town allowance. All these discrepancies are still going on.

I have again to bring to the notice of the Government that the sanctioning authority of grants-in-aid whoever he may be should be always at headquarters, that is in Shillong in the D. P. I's office because in January last when the Senior training school for girls was not getting any grant-in-aid, though the school is existing from 1913, I had to bring it to the notice of the D. P. I. but when I came to Shillong in January last I could not find the D. P. I., nor the D. D. P. I. nor the A. D. P. I. nor anybody in that office here in the headquarters. So I could not bring to



their notice before the end of January and there is another point I want to point out. The other day my Friend, Shrimati Komol Kumari Barua, brought to the notice of the House that the Rebakanta M. E. School for Boys and the Sarojini Girls' High School in the Jorhat Subdivision got 2 non recurring grants each last year in the name of one school, viz, the Kenduguri High School for Boys and Kenduguri Girls School. These two schools are not existed as was stated by Shrimati Komol Kumari Barua. I like to request the Government to set up an Enquiry Committee to find out whether that statement is true and if anything wrong is found necessary action should be taken because, I think, if this sort of thing is going on in the Education Department, I am afraid future of Education in the State will be doom. The other day I have brought to the notice of the Government that scholarships are not given to the displaced persons because they are not domiciled. The other day, I think the hon. Minister of Revenue has asked the the refugees or displaced persons to live in this State or wherever they are as sons of the soil. I also fully maintain that view but if the approach from the Government is such that there is a discrimination, then how can we expect them to live as sons of the soil? How can they feel to be the sons of the soil if we do not treat them as such? Sometime back we find that in the Jail Road Girls' High School a teacher who has no qualification to be the Headmistress was given the chance of being a Headmistress of that school and when this was brought to the notice of the Assam Public Service Commission, the person concerned was deprived of the post and another senior and qualified teacher was given the appointment of Headmistress. Even then we find there are so many other B. A., B. T. teachers who are still in the Jail Road Girls' High School who have a much better qualification than the person appointed and I do not know why that lady was sent for training in the L. T. Training College at Jorhat perhaps for the same post. The last thing that I want to bring to the notice of the House is that in the Assam Gazette of 4th February 1959, page 319 a notification No.ESS.12/58/19 dated 28th January 1959 was issued to the effect that Shri Benode Behari Das, B. Sc., B. T., Assistant Headmaster in Class II of the Assam School Service (Special) was allowed to officiate as Headmaster, Government High School, Karimganj in Class I of the Assam School Service (Teaching) with effect from 18th November 1958 to 30th December 1958 vice Shri Indibor Gogoi, B.A., granted leave. In the next notification No.ESS.12/58/19-B, dated 28th January 1959, it was stated that Shri Binod Behari Das, B. Sc., B. T., is allowed to officiate as Headmaster, Government High School, Silchar in Class I of the Assam School Service (Teaching) with effect from 31st December 1958 and until further orders, vice Shri Keshab Chandra Sarma retired. But most funnything happened is that Shri Benode Behari Das was not given the chance of officiating as Headmaster, Government High School, Silchar straightaway. Instead another gentleman by the name of Shri Chandra Kanta Bora went there to take charge of the Headmastership. But when no such order was issued, Shri Keshab Chandra Sarma, the then Headmaster, did not like to hand over charge to Shri Bora, and naturally a dispute arose but the Inspector of Schools came to their rescue and asked Shri Keshab Chandra Sarma to hand over charge to Shri Bora. But according to the Gazette Notification, Shri Benode Behari Das was to take charge from Shri Keshab Chandra Sarma. Why there is such an anomaly that I cannot understand. Therefore, I would request Government to set up a Committee to find out why all these things are going on in this Department and find out what are the reasons. With these words, I take my seat and thank you.



**Shri DEVENDRANATH HAZARIKA (Saikhowa):** Mr. Speaker, Sir, I am glad to see that the amount in the Education Budget has been increased but in my opinion, Sir, there should be a further increase in the amount. While supporting the Motion and opposing the Cut Motions, I like to express my opinion about the present state of affairs in a way of suggestions. Sir, the educational facilities are not equitably distributed to all parts of the State. For example, at present you will find that the number of High Schools in certain districts and subdivisions is larger than in some districts and subdivisions in which the number of High Schools is far less in proportion with the number of population. Similarly, the distribution of non-recurring grants also differ. As an example, I like to state the figures of the year 1956. Sir, the population of the Dibrugarh Subdivision is not less than of the Nowgong or Gauhati Subdivision but in that year the total amount of non-recurring grant given to Aided Schools were—

					Rs.
Nowgong	...	...	..	...	1,39,800
Gauhati	...	...	...	...	1,17,100

whereas the Dibrugarh Subdivision received only Rs.33,000 out of which Rs.23,000 was granted to 3 Schools and only 10,000 was distributed amongst the High Schools in the rural areas.

**Shri SARAT CHANDRA GOSWAMI (Kamalpur):** May I know how many schools are there ?

**Shri DEVENDRANATH HAZARIKA:** As my Friend, Shri S. C. Goswami, wants to know the number of schools, I will mention that also. Sir, the number of High Schools that received aid, according to schedule of 1949 and as to a reply to my Question, dated the 2nd May, 1958 was 7 (seven) in the Dibrugarh Subdivision whereas the number of such Schools in the Gauhati Subdivision was only 25. But my point is not the number of schools but about the equitable distribution of educational institutions from which it will be apparent that the educational facilities offered to the people of Dibrugarh Subdivision is far lacking behind. Therefore, Sir, I would suggest that some attempt should be made so that the educational facilities are extended to all parts of the State equitably. About the recurring grants also Sir, I like to point out that there are some venture Middle English and High schools waiting for recurring aids.

#### Adjournment

The Assembly was then adjourned for lunch till 2 P.M.



## After Lunch

**Shri DEVENDRANATH HAZARIKA:** Mr. Speaker, Sir, in the first half of the day I was speaking about the number of schools receiving aid. The number of schools which received Schedule aid, accordingly to my information, is 25 in Gauhati and 7 in Dibrugarh in the rural areas. Also school received aid but not Scheduled aid—Gauhati 25, Dibrugarh 9 (nine). All in rural areas.

Sir, I was referring to the discrimination in the location of high schools in the subdivisions. While I make this comparison with different subdivisions I find the discrimination in arithmetical progression. When I look into the details of the district of Kamrup I find that in the northern part of the district there has been a feeling for want of more schools. Similarly in the district of Nowgong also there are some areas where there is the same feeling for want of sufficient schools. If we consider those areas or pockets where a larger number of schools are located and compare them with other areas for the same purpose then I find the discrimination in geometrical progression. While I was speaking in the way of my reference I cited the instance of Dibrugarh subdivision, but it was not my intention to refer to my subdivision alone. I stand for all the villages of the State where the lack of educational facilities are felt. My suggestion to the Government is that all the areas of the State should get equal facilities for education.

Sir, I like to speak about the inspecting staff. If you go through some of the reports of the Inspecting staff of the Inspectors you will find some discrimination made in the recommendations also. I happen to come across the report of the Assistant Inspector of Schools for plains tribal areas and the remark made therein is that things were progressing while in the report of another one of the inspecting staff was "in my opinion things are not up to the need of the country". Sometime I find that the inspecting staff try to find out some technical objections, for instance, in matters where high school classes were opened without permission. But if we go through the question thoroughly we find that applications to open classes VII and VIII were made in time, but the Inspector could not go to the site or to the school to make necessary recommendation. In my opinion when any Middle English School is justified to be raised to high school then there should not any objection or obstruction on technical ground. Therefore my suggestion is that our inspecting staff should be up to the mark to realise the need of the country. Shri Harinarayan Barua has stated that the inspecting staff or D.P.I. or Additional D.P.I. should be recruited from the backward classes. This is a matter to be considered. Why such a question has arisen? It is because the inspecting staff could not do proper justice to the backward classes and backward areas. It is to be seen that such a feeling does not grow, and Government should see that the officers do justice in all the areas of the State equally. Whenever any officer is appointed he is expected to serve all the citizens of the State equally.

Sir, I was referring to the scanty number of schools in the villages of Dibrugarh subdivision. I cannot understand why necessary suggestions and recommendations did not come to Government in time for grant-in-aid to the deserving schools. In case of Middle English schools sometimes I find that the recommendations of the Deputy Inspector of Schools are lying in the office of the Inspector of Schools and in the case of high schools necessary



particulars from the Inspector concerned do not come up to Government in time for sanction of grant-in-aid or of model scale of pay for the teachers. I like to cite one instance. The Deputy Minister for Education while taking keen interest for the high schools once visited the Kakapathar High School and granted model scale of pay for the teachers, but the effect could not been given because the Inspector of Schools did not submit the particulars in time. This is only one out of many instances. So, my suggestion is that our inspecting staff should consider all the areas equally and they should give much importance to the need of the people.

About Lower Primary schools we adopted a resolution in this House to take over all the deserving venture Lower Primary schools. Still, Sir, a large number of venture Lower Primary schools have not been taken over. In Dibrugarh Subdivision alone I find that in comparison with population the number of schools as very small and yet this small number of schools are not getting due encouragement. My suggestion is that primary education should be made compulsory all over the State and Government should see that primary schools are granted at reasonable distance equitably all over the State.

Sir, I would like to speak a few words about Lower Primary School, in tea gardens. They need be taken over by the Government and if it is immediately not possible then arrangement should be made for their inspections at least.

Sir, in the demand for Excise about Rs.5 76,000 is made for propaganda on opium prohibition, but my suggestion, if education is encouraged in these areas where opium addicts are more then it would be easier to eradicate the evil habit. I would request the Government that in areas where opium habit is prevalent in large scale immediate steps should be taken in those areas for introduction of primary and secondary education. Education should be made free there. If education is taken up, by the enlightenment of education the people there will give up opium and this will not involve the Government to incur huge expenditure year after year for opium prohibition. I hope, the Education Minister will give full consideration to my suggestion.

With these few words, I support the Motion moved by the Education Minister and oppose the Cut Motions.

**Shri HIRALAL PATWARY (Panery):** माननीय अध्यक्ष महोदय! सदन में जो कर्तन प्रस्ताव पेश किये गये हैं मैं उनका हार्दिक समर्थन करता हूँ तथा शिक्षा की इस मांगपर अपना विचार प्रकट करना चाहता हूँ। आज शिक्षा का सवाल हमारे प्रान्त के लिये ही नहीं बल्कि तमाम भारतवर्ष के लिए एक बड़ा सवाल है। किन्तु फिर भी हमारे प्रान्तके लिये एक बड़ा ही गंभीर तथा महत्वपूर्ण सवाल है। आशा है सदन इस सवाल पर उचित रूप से विचार करेगा तथा हमारे प्रान्त के शिक्षाविद् इसके प्रति उचित रूप से मनोनिवेश करेंगे जिससे हम इस दिशा में आगे बढ़ सकें।



महोदय ! मैंने अपने परिवार के लोगों से तथा शिक्षाव्रती अन्य सज्जनों के मंह से यह सुना है कि शिक्षा का माध्यम मातृभाषा होनी चाहिये। जिस देश की जो भाषा है शिक्षा का माध्यम वह होना चाहिये। देशके बड़े बड़े शिक्षाविदों तथा चिन्ताशील व्यक्तियों का भी यही मत है। क्यों कि शिक्षा का उद्देश्य यही है—

सर्वे भवन्तु सुखिनाः

सर्वे सन्तु निरामयाः

सर्वे भद्राणि पश्यन्तु

मा कश्चिद्दुःख भवेत् ।

इसका अर्थ है—सभी सुखी हो, सब को आराम मिले, सभी भद्र हो, सब का कल्याण हो, कोई भी दुखी न रहे, कोई भी दुख के भागी न बनें।

अगर यही शिक्षा का उद्देश्य रहे तो हमारे ईप्सित कल्याणकामी राष्ट्र सहज रूप से बन सकता है। हमारी शिक्षा का उद्देश्य तथा मूलमूल आधार यही होना चाहिये। किंतु मुझे दुख है कि आज हमारी शिक्षा विपथगामी हो रही है। हमारी शिक्षा हमें जीवन के इन सिद्धान्तों की ओर आगे बढ़ा ले जाने में असमर्थ—सी प्रमाणित हो रही है। मेरा मतलब यह नहीं कि हमारे शिक्षामंत्री इसके लिए दोषी हैं या वे एक अयोग्य व्यक्ति हैं। वे हर तरह योग्य हैं। उनकी योग्यता और इस विषयपर उन्होंने जिस रूप से ध्यान दिया है उसके लिए वे हमारे धन्यवाद के पात्र हैं। लेकिन फिर भी मैं यह कहना चाहता हूँ कि शिक्षा वैसी होनी चाहिये जो हमारा समाज चाहता है; शिक्षा वैसी होनी चाहिये जिसे राष्ट्र चाहता है। आज हमारे समाज और राष्ट्र की मांग यही है कि शिक्षा का माध्यम मातृभाषा हो।

शिक्षा का एक दूसरा अर्थ है समाज में शंखला (डिसिप्लिन) ला देना। यह अनुशासन या शंखला लाने में हमारी शिक्षा आज हमारी सहायक नहीं हो सकी है। इसका कारण क्या है? मैं कहना चाहता हूँ कि धार्मिक शिक्षा का अभाव ही इसका मूल कारण है। धर्म हमें अनुशासन सिखाता है। धर्म का उद्देश्य तथा आधार ही अनुशासन है। जो आदमी धर्म को नहीं जानता है वह यही कहेगा कि धर्म की शिक्षा से हम कमिउनालिजम सिखना चाहते हैं। किंतु यह नहीं। धर्म हमें कमिउनालिजम नहीं बल्कि विश्वभ्रातृत्व, मानवता तथा अन्यान्य माननीय गुणों से ही विभूषित करता है। धर्म कमिउनिथेलिजम जैसे धुंध तथा सकीर्ण मनोवृत्ति से मनुष्यको ऊपर ले जाता है। इसलिये धार्मिक शिक्षा का प्रचलन करना हमारे लिये उचित है। धार्मिक शिक्षा के जरिये हम अपने छात्रों में अनुशासन या शंखला ला सकते हैं। मेरा निवेदन है कि सरकार इस ओर उचित रूप से ध्यान देगी। अनुशासनहीनता अर्थात् डिसिप्लिन का अभाव हमारे लिये बड़ा ही मारात्मक हो रहा है। कोई भी जाती या कोई भी समाज अनुशासन के बिना टिक नहीं सकता। अगर हम इस ओर ध्यान न दें तो हमारा भी कल्याण नहीं हो सकता। इस संबंध में मैं सदन का ध्यान शिलचर की एक घटना की ओर आकर्षित करना चाहता हूँ। वहाँ एक मास्टर ने लड़कों को खूब पीटा—

Some Government School Students, Silchar seriously beaten  
Head Master demanded intervention Inspector informed.



इधर शिलचर में तो मास्टर ने लड़कों को पीटा और उधर हाल ही में लड़कों ने एक मास्टर को पीटा। इस तरह की शृंखलाहीनता सारी जाती के लिए दुखजनक बात है। हमारी सरकार को ऐसा करना चाहिये कि हमारे छात्रसमाज में अनुशासन और शृंखला स्थापित हो। धार्मिक शिक्षा ही इसमें हमें सहायता कर सकती है।

एक विशेष बात की ओर मैं इस सदन का ध्यान आकर्षित करना चाहता हूँ। वह यह है कि हमारे कांग्रेस नेता आज बुनियादी शिक्षा के हामी भरते दिखाई देते हैं। वे लोगों से कहते हैं कि हमें बुनियादी शिक्षा ग्रहण करनी चाहिये। किंतु हमें दुख के साथ कहना पड़ता है कि भारतीय राष्ट्रीय कांग्रेस की सभानेत्री के बच्चे देहरादून के स्कूल में पढ़ रहे हैं। इसी तरह हमारे कांग्रेसी मंत्री और अन्यान्य बड़े लोगों के बच्चे अंग्रेजी स्कूल बड़े ठाठ के साथ पढ़ रहे हैं। बुनियादी शिक्षा संवर्धो सचिव के बच्चे भी देहरादून के स्कूल में पढ़ रहे हैं। क्या यही बुनियादी शिक्षापर उनका विश्वास है? अगर खुद सचिव-जी को ही बुनियादी शिक्षापर विश्वास नहीं है और वे अपने बच्चे को देहरादून या इस तरह के अन्य स्कूल में पढ़ाते हैं तो जनतापर इसका क्या असर हो सकता है? अगर सचिवजी को ही बुनियादी शिक्षापर विश्वास नहीं है तो और लोगों में वे बुनियादी शिक्षा के लिये कैसे विश्वास पैदा कर सकते हैं? इन चीजों को प्रति हमें गौर करना चाहिये। क्या इसका माने यही है कि बड़े श्रेणी के बच्चे अच्छे अच्छे अंग्रेजी स्कूल में पढ़ें और हमारे गावों के रहनेवाले सरलप्रकृति के लोगों के बच्चे बुनियादी शिक्षा ग्रहण करें? मैं चाहता हूँ कि इन बातों की चर्चा कांग्रेस के सदस्य महोदयगण अपनी पाटि मिटि में करें।

महोदय! आज हमारी पाठ्यपुस्तकों का दाम इतना बढ़ गया है कि यह एक चिन्तनीय विषय है। गरीब आदमी, हमारी गरीब जनता अपने बच्चों को पढ़ाने के लिए ये किताबें खरीदकर अपने बच्चों को देने में असमर्थ हैं इसके अलावा हम यह भी देखते हैं कि हर साल पाठ्यपुस्तकें बदलती रहती हैं। मैं कहना चाहता हूँ कि वैसा होना नहीं चाहिये। इस बारे में मेरा निवेदन है कि एक ही पाठ्यपुस्तक कम-से-कम ५ साल तक चलाई जाये जिससे हमारी गरीब जनता को हर साल पाठ्यपुस्तकों के लिए इतना रुपया खर्च न करना पड़े।

अब आता है छुट्टियों का सवाल। हम हमेशा यह देखते हैं कि हमारी शिक्षण संस्थायें किसी न किसी कारण के लिए प्रायः बन्द रहती हैं। मतलब यह भी है कि हम शिक्षा के लिये करीब करीब १५ वर्ष के लिये अपने बच्चों को स्कूलों में भेजते हैं। किंतु इन पंद्रह सालों में उन्हें ७॥ साल छुट्टी रहती है। स्कूल बन्द रहता है। बच्चे घर में बैठे रहते हैं। असावधान अभिभावकों के बच्चों को बदचलन का मौका मिलता है। खैर १५ वर्षों के शिक्षाकाल में हमारे बच्चे ७॥ वर्ष अर्थात् आधे से भी ज्यादा समय घर बैठे रहते हैं। ऐसी हालत में हमारे बच्चे पढ़ाई में तथा शिक्षा में आशानुरूप सफलता कैसे प्राप्त कर सकता! मैं कहना चाहता हूँ कि उनके छात्रजीवन के आधा से भी ज्यादा छुट्टियों में बीतता है। इसका परिणाम यह होता है कि उनकी शिक्षा ही अधूरी रह जाती है। वे कच्चे रह जाते हैं। क्या हमारी सरकार इस महत्वपूर्ण प्रश्नपर विचार करेगी? क्या सरकार छुट्टियों को घटाकर छुट्टियों के दिनों का सदुपयोग कराने के लिये उचित व्यवस्था करेगी? ये छुट्टियाँ भी हमारे छात्रों की अनुशासनहीनता का एक कारण है। इसलिये इस ओर ध्यान देना हम सब का बहुत बड़ा कर्तव्य है।

शिक्षकों का वेतन भी हमारे लिये एक चिन्तनीय विषय है। नरमल थार्ड इयर तथा अन्य भारतेकुलार टिचर्स के वेतनक्रम में बड़ा तारतम्य है। हम अपनी भाषा के हामी भरते हैं। देश स्वाधीन हुआ। किंतु देश की भाषाओं के प्रति जितना सम्मान



दिलाना चाहिये उतना हम नहीं दिखा रहे हैं। अब भी हम अंग्रेजी के प्रति अनुचित गुरुत्व आरोप कर रहे हैं। मुझे दुख है कि हम अपनी भाषा के ग्रेजुएट को अर्थात् नरमल थार्ड इयर या उनके समकक्ष योग्यतायुक्त शिक्षकों को क्या देते हैं? अंग्रेजी भाषा के एक ग्रेजुएट शिक्षक को क्या मिलता है? इस तरह का भेद शिक्षाविभाग में क्यों होना चाहिये? हम अपनी भाषा के शिक्षकों को अंग्रेजी शिक्षकों से क्यों कम महत्व दे रहे हैं? क्या यही हमारी अपनी भाषा के लिये प्रेम है? एक मेट्रिक पास नरमल थार्ड इयर शिक्षक का वेतनक्रम है ५५-२-७५-३-६० प्रति माह। मुझे पता नहीं कि लास्ट पे कमिटी ने इनके लिये क्या विचार किया? मैं यह नहीं बनाना चाहता हूँ कि उस पे कमिटी के अध्यक्ष कौन थे? उनके दिमाग में इन शिक्षकों के प्रति क्या बात थी? किंतु यह सही है कि पे कमिटी ने उचित रूप से इनके प्रति विवेचना नहीं की। मेरा निवेदन है कि सरकार इस ओर भी ध्यान दें।

इसके बाद मैं कमरसियल पिकचर्स के बारे में सरकार का ध्यान आकर्षित करना चाहता हूँ। कमरसियल पिकचर से हमारे छात्रों के नैतिक चरित्रपर बहुत बुरा असर पड़ रहा है। सरकार कम-से-कम छात्रों को कमरसियल पिकचर देखने में एक निषेधाज्ञा दे। दूसरी बात है कृत्रिम रंग, पाउडर आदि की। विशेषकर हमारी बालिकायें कृत्रिम रंगों का व्यवहार करती हैं। इन कृत्रिम रंगों से हमारा सौन्दर्य बढ़ नहीं सकता। बल्कि प्राकृतिक सौंदर्य को विनष्ट करता है। कृत्रिम रंगों को भी बन्द करना चाहिये। हमारे छात्र-छात्राओं को (सिम्पल) सरल होना चाहिये। सिम्पल लिभि एण्ड हार्ड वर्किंग ही उनका ध्येय होना चाहिये। किंतु सिम्पल लिभि की ओर हमारे बालकों का ध्यान हटता जा रहा है। स्कूलों के छात्र के लिये एक इयुनिफ़ॉर्म पोसाक की व्यवस्था भी सरकार को करनी चाहिये। इयुनिफ़ॉर्म छात्रों के बीच इयुनिटी और डिसिप्लिन लाने में सहायक सिद्ध हो सकती है।

विश्वविद्यालय के शासन में भी बहुत-सी त्रुटियाँ और गड़बड़ियों की बात आज सुनाई पड़ रही है। मैं चाहता हूँ कि आज के डेमोक्रेटिक युग में विश्वविद्यालय के आचार्य और उपाचार्य जैसे पदों का निर्वाचन से ही चुने जाने चाहिये। मनोनयन से ये पद भरने नहीं चाहिये।

मिडल भारनेकुलर और मिडल इंग्लिश स्कूल के बावत भी दो-चार शब्द मैं कहना चाहता हूँ। अब मिडल भारनेकुलर स्कूलों में भी सरकार ने अंग्रेजी सिखाने की व्यवस्था की है। यह हमारे लिये खुशी की बात है। किंतु मिडल भारनेकुलर स्कूल में निःशुल्क शिक्षा दी जाती है। और मिडल इंग्लिश स्कूल में छात्रों से शुल्क लिया जाता है। सरकार से हमारा निवेदन है कि मिडल इंग्लिश स्कूल में भी निःशुल्क शिक्षा का प्रवन्ध करें। मिडल इंग्लिश स्कूल के छात्रों की फीस माफ़ कर दें। साथ ही मिडल भारनेकुलर और मिडल इंग्लिश स्कूल की शिक्षा को हाईयार प्राईमरी एंडूकेसन घोषित कर दें। यही हमारे गांधीजी की नीति थी। हमारी सरकार को इस नीति का अनुसरण करना चाहिये।

इसके अलावा हमें एक नेशनल हॉटेल की भी आवश्यकता है। नेशनल इयुनिटी के लिये नेशनल हॉटेल की बड़ी आवश्यकता है। साथ ही जनशिक्षा (मास लिटारेसी) की ओर सरकार ध्यान दें। मास लिटारेसी से हमारे प्रान्त में शिक्षा का एक अनुकूल वातावरण पैदा हो सकता है।



हमारी बहन श्रीकमल कुमारी बरुवाजी ने स्त्रीशिक्षा के बारे में कहा है। मैं इस संबन्ध में उनसे एक ही मत पोषण करता हूँ कि सरकार को स्त्रीशिक्षा के प्रति उचित ध्यान देना चाहिये। स्त्रीशिक्षा के बिना हमारा समाज कमजोर रह जायेगा। इसलिये सरकार इस ओर ठोस कदम उठावे। हमें दुख के साथ कहना पड़ रहा है कि हमारे यहाँ १ साल से ५ साल तक के बच्चों की मृत्युसंख्या अधिक है। दूध का अभाव ही इसका कारण है। दूध की व्यवस्था सरकार करें।

**Shri DEBESWAR SARMA (Minister, Education) :** मेडिकल ग्राण्ट पर आप इस बारे में कहिये।

**Shri HIRALAL PATWARY (Panery) :** महोदय! आज हमारी शिक्षा प्रतियोगितामूलक न होकर प्रतिहिंसामूलक हो रही है। हम एक दूसरे के प्रति हिंसा और ईर्ष्याभाव पोषण करते हैं। किसी का मोटा ताजा शरीर या रुपया पैसा बगैर देखकर हमें प्रतिहिंसा की भावना होती है। जैसे कि हमारे अध्यक्ष महोदय का सुन्दर मोटा ताजा शरीर देखकर हमें प्रतिहिंसा होती है। हम यही सोचते हैं कि उनका शरीर इतना मोटा ताजा क्यों है तथा हमारा शरीर इतना दुर्बल क्यों है ? (Laughter).

मैं हमारे हक मंत्री महोदय के लिये कहता हूँ कि उनका शरीर देखकर हमें प्रतिहिंसा नहीं बल्कि संतोष होना चाहिये। हमें यही चाहिये कि हम भी अपने शरीर को मोटा ताजा और सुन्दर बनाने की कोशिश करनी चाहिये। हमें प्रतिहिंसा की यह भावना छोड़नी चाहिये।

आखिर में मेरा अनुरोध है कि लावार प्राइमेरी स्कूल के शिक्षकों के अवसर ग्रहण करने की उम्र ५५ वर्ष से बढ़ाकर ६० वर्ष की की जाय। साथ ही कन्टिनजेंसि फाण्ड की रकम बढ़ा दी जाय। इतना ही कहकर मैं विरोधी दल द्वारा उत्थापित कर्त्तन प्रस्तावों का समर्थन करता हूँ।

**\*Shri MOHIKANTA DAS (Barchalla) :** Mr. Speaker, Sir, while supporting the Demand for Education and opposing the Cut Motions, I may kindly be permitted to make certain observations regarding the education policy of the Government in regard to the matter of development of the Backward Classes and Backward areas of this State. It is the fundamental principle as laid down under the Constitution that all citizens to whatever caste or community, to whatever religion or faith one may belong to must have equal opportunity to develop himself so that all sorts of inequalities under which they have been smarting so long may vanish in course of time, and a society based on the socialistic pattern may emerge out in the very near future. With this end in view our Government have drawn up plans to provide for all round development of the people irrespective of the caste, creed or religion. It is with this view the Constitution of India enjoins on the members of the Scheduled Castes and Tribes and other Backward Classes certain special rights and privileges for their development both economically and educationally. Similarly the Constitution recommends under Art. 343 also certain special privileges to certain section of the people, the Scheduled Castes and Tribes and other Backward Classes who are socially and educationally very backward. A



commission under that Article was formed as back as 1943 with Shri Kaka Saheb Kalelkar as the Chairman. That Commission after extensive tours to the various States enquiring into the conditions of these various Backward classes made certain recommendations to the Government of India in March, 1955. The Government of India prepared a Memorandum on the basis of these recommendations and issued instructions to the State Government requesting them to render all possible assistance and facilities to these people who come under the category of other Backward Classes. In accordance to these instruction some States have taken some action with a view to provide special educational facilities to the students of those other Backward Classes. For example, certain States exempted the students coming from these other Backward Classes from payment of tuition fees. Some of the States such as Jammu and Kashmir, Rajasthan, Bombay, Andhra, Pepsu and certain other States even made provision for granting of scholarship to these students. Some other States have even granted over-sea scholarships and provided for reservation of seats and formulated certain special schemes for development of the Backward people. Certain States such as Andhra, Mysore, Madras provided for reservation of seats in technical and other higher educational institutions. For instance, Andhra has reserved 25 per cent, Madras 25 per cent and Mysore 45 per cent of the seats for technical and higher education for the students of the other Backward Classes. The Commissioner for Scheduled Castes and Scheduled Tribes has also recommended for granting an increasing number of stipends and scholarships. He has also recommended adequate number of seats specially for professional training. But most unfortunately, Sir, here in this State nothing had been done for the upliftment of the Backward people during the First Plan. In the Report of the Commissioner has been stated here, Sir, that no expenditure was incurred. It has further been stated that neither did they propose to incur any expenditure under the 2nd Plan so far Assam is concerned. On the other hand we find in the Report that Bihar had incurred an expenditure of Rs. 41 lakhs 93 thousand and Madhya Pradesh 17 lakhs 12 thousand, (tc., etc., Sir, sufficient money was provided under the plan but this was not utilised. Then again we find from the statement showing statewide distribution of expenditure during the year 1956-57, no scheme was submitted by our Government to the Central Government. This shows clearly that in the First Five Year Plan there was no expenditure incurred under the Head "The Other Backward Classes".

\***Shri DEVENDRA NATH HAZARIKA (Saikhowa)**: Was scheme submitted by our State Government?

\***Shri MOHI KANTA DAS (Barchalla)**: Yes, that is what we have seen in the report. But Bihar submitted a scheme to the extent of Rs 26 lakh and Andhra to the tune of Rs 10 lakh and so on. In this way Sir, you will find that other States have taken advantage of the Plan money and formulated very many schemes under this Head and executed them to the advantage of the Backward population in those States. Then again, as regards exemption from payment of fees to other Backward Classes at all stages of education, Sir, Jammu and Kashmir, Rajasthan, Delhi, Vindhya Pradesh and certain other States given partial exemption while certain other States like Bombay, Madras, Pepsu and others have given complete exemption to the students of other Backward Classes. In this way, Sir, you will find that under the First Five-Year Plan this State could incur no expenditure under the Head "Other Backward Classes" although the money was



there. For the Second Plan also no scheme was submitted by this Government under that Head although the State Government was directed by the Government of India under the Instrument of Instruction to assist these other Backward Classes students financially. This State Government did not formulate any scheme even to spend a single furthering excepting continuing to give 150 M. E., M. V. and High School scholarships, these pre-Matriculate scholarships and another 10 post-Matriculate scholarships whereas the other States have helped immensely the boys and girls of this other Backward Classes to shine equally with the boys and girls of other advanced communities. For over-sea education they have reserved their seats, they have reserved their seats in Engineering and Medical College they have also granted exemption of tuition fees, and in this way the other States have gone far ahead of us in the matter of spending money for the upliftment of the other Backward Classes, and yet the bulk of the population of Assam consists of these other Backward Classes who constitute about 34 per cent of the total population of Assam. If a proper census is taken it will be very clearly seen that at least more than half of the population of Assam belong to the Backward Classes if the population of the Scheduled Castes, Scheduled Tribes are added together with the other Backward Classes. Sir, the picture as I have depicted before you about the conditions of the Backward Classes in Assam is very deplorable and it has been made worse still by the cold neglect and stepmotherly treatment meted out to them by our Government. One reply to all this may be as given by the hon. Minister for T. A. D. that an *Ad-hoc* Service is being held in different States for the purpose of fixing the number of other Backward Classes. Therefore, Sir, we should sit tight and try to do nothing for the upliftment of these unfortunate backward people. As a matter of fact you cannot show that any engineering scholarship, any Medical scholarship or any other stipend for higher education or over-sea education being given to the students belonging to backward classes. Here Sir, I can give you an instance. For instance G. Tiru who belong to the Munda Community, son of an ex-tea garden labourer of Tezpur. He applied for a scholarship but unfortunately he could not get it. What can be more regrettable than this? What feelings are being created in the minds of our ex-tea garden labour population by such instance? There are many such instances which has given genuine cause for a feeling of frustration in the minds of our ex-labour population. I, therefore, request our Government to look into this matter very seriously and to take such action as may remove from their minds the feeling of injustice and frustration.

If this leads to frustration of the people of the Backward classes, what will be the result? It will lead to further disintegration in place of integration which is need of the hour. If these people are deprived of their due share, that will lead to frustration and the result will be disastrous. Therefore I would request the Government to take all possible steps to give facilities to the students of the backward classes, who are socially and educationally backward. Whoever goes to Sisi, Dhamaji sides, he will find there are Ahoms, Lalung, Teron (Mikir) and other people belonging to the backward classes living there in a very bad condition. Let a Committee be set up to see how the Educational Institutions are working in these areas. I can speak of Lakhimpur district where there are many people belonging to backward classes such as Moran, Motok, besides the labour population. Can these areas be neglected. If these areas left out what will



remain of Assam. So far as the Engineering School and College are concerned, there is no scholarship for them. Some boys are very keen to take admission in the Engineering and Medical Colleges. They belong to the families of agriculturists are very poor. For want of funds they cannot fulfil their desire. One Satya Ranjan Barua is struggling very hard in the Assam Engineering College and who hails from the Chutia Community submitted a petition to the Education Minister for some grants, but he did not get anything. It was said that as there was no safeguard for the scheduled tribes he could not get a scholarship. That is the attitude of our Government, Sir, which claim to be a welfare State. I know of the case of another boy who belongs to the Sahe community and who comes from the and is a very energetic and intelligent youngman. He several times applied to the Minister for help but did not get any such thing.

**Mr. SPEAKER :** You mean reservation ? It is not safeguard I think.

**\*Shri MOHI KANTA DAS (Barchalla) :** Yes, Sir, under Article 340 there was provision. Instructions were issued and it was earnestly desired by the Government of India to implement them. I thank the Government of India for their sympathy. Government of India awarded a number of scholarships to other backward classes in Engineering College and in Cotton College. They are giving sufficient scholarships to the boys of the backward classes. But here we find our State Government is not doing anything. I cannot find a single instance of our Government granting a scholarship to a single boy belonging to the backward classes either in the Engineering College or in the Medical College or in the Cotton College. Why this attitude of our Government, I could not understand. So many boys belonging to the backward classes are desirous of reading in the Engineering College and Schools, but they are not getting any help from the Government. I pose a question for answer from the Government. (The Speaker rang the Bell) My friend Shri Hazarika has rightly pointed out the fate of some such schools situated in the backward areas such as Damka Kaliabor, Pabua, etc.

These are situations amongst the area mostly inhabited by the ex-tea-garden labourers. These schools have not yet been recognised by the Government. Secondly Sir, as regards the Venture High Schools in Siji, Bidi, the position is the same. Therefore, we find even in the matter of receiving Grants-in-aid, they have not been made available to these schools for the last 6 years. This is the fate of the educational institutions situated in the backward area catering the need of the backward classes of people. As some hon. members have said, there are some people at the top probably who do not like perhaps they have an apathy and indifference towards these classes of people. Perhaps they do not like that they should thrive. Now if is demand comes forward from the backward classes of people that there should be a Director to look after their interest, can the Government resist it. They may talk it out. They may argue, but the facts remain. I therefore, request the Government to take stock of the situation and make special provision for the development of other backward classes of people and also for the development of the backward areas, so that there may be uniform development of the State as whole so that this heart bugging and mutual jealousies may go. I should be enquired why such things happen. There will be administration, Ministers may come and Ministers may go. Sir, we have got the cream of the University here ; we have the brilliant people of the University



we have all the jewels here, still why, as the Leader of the Opposition said such a mess in the Education Department. Why this disorderly management? Why this discrimination and indifference towards a section of the population? This should be enquired into. An enquiry should be made about this state of affairs, otherwise there will be no rest. I would, therefore request the Minister to take a very serious view of what I have said and adjust things.

Lastly, Sir, as regards distribution of grants, I wish this is our last distribution.

**Mr. SPEAKER :** What grant?

**\*Shri MOHI KANTA DAS (Barchalla) :** Non-recurring grant.

**Mr. SPEAKER :** In the budget?

**\*Shri MOHI KANTA DAS :** From the savings in the budget of the Education Department, some non-recurring grants are distributed to Middle English Schools at the end of the year. In the selection of these institutions there is no policy or principle, as a result of which Middle English and High Schools in the backward areas do not get a share of this grant because they have not got influential people who can come to Shillong and persuade the Minister or the Deputy Minister. This system of haphazard distribution should go. There should be a system of automatic grant, automatic recognition and automatic affiliation. If that is done, only then the present Minister's regime will be successful; otherwise it will be a failure.

**Mr. SPEAKER :** Let me be clear. Is the hon. Member referring to the non-recurring grant which is provided in the Budget?

**\*Shri MOHI KANTA DAS :** Always there is some savings at the end of the year.

**Mr. SPEAKER :** From where?

**\*Shri MOHI KANTA DAS :** From the last year's budget.

**Mr. SPEAKER :** Then he was referring to savings in the last year's budget?

**\*Shri MOHI KANTA DAS :** Yes, Sir. This is a very important thing which cannot be ignored. This year also some savings were distributed. We do not know what was the amount. Some say 6 lakhs, some say 4 lakhs, some say 3 lakhs.....

**Mr. SPEAKER :** I am curious to know what does the hon. Member mean by "savings". The Assembly votes certain money for specific purposes and does purposes have the sanction of the House. Therefore, those money can be used only for those purpose. So "savings" from that? Savings from the grants voted for the purpose of giving non-recurring grant to schools or savings from other heads?



**\*Shri MOHI KANTA DAS (Barchalla) :** Savings from other heads in the Education Budget.

**Mr. SPEAKER :** But are not the money voted for certain specific purposes ?

**\*Shri MOHI KANTA DAS :** That is done by reappropriation of savings under other heads.

Now, Sir, as regards this grant .....

**\*Shri DEBESWAR SARMAH (Minister, Education) :** Sir, I also could not follow what grant he meant.

**Mr. SPEAKER :** There is a particular amount for non-recurring grant to secondary schools or other institutions and that is meant for that particular purpose. He was referring to non-recurring grant from savings. I asked him whether he meant saving from the non-recurring grant from the previous year. He said "No, savings from other grants in the Education Budget".

**\*Shri MOHI KANTA DAS :** As regards distribution of this non-recurring grants, there is no system. At the end of the year some savings accrue probably from certain heads, we do not know which heads. These are distributed as lump sum grants of Rs.1,000 or Rs.500 to secondary schools at the end of the year. This year also such grants have been made. My point is in the distribution of these grants no principle is followed, say area-wise or population-wise or the number of schools in the district, and so on and so forth. If there was a system there would not have been such discontent and there would not have been a rush in the Minister's or Deputy Minister's office asking to sanction grants for, say, Dakargaon Middle English School, or I'eliagaon High English School, and so on. My submission is this: instead of compelling Member, Legislative Assembly like myself to pursue the Minister or the Deputy Minister with petitions for grants there should be some system by which these Middle English and High Schools will get grant automatically. At present we cannot even see the list of schools which have been lucky enough to get a share of this grant. This has created doubt and misunderstanding, which I do not like. Our Minister is a popular Minister. Let him throw his cards on the table, let the list of schools receiving grants be laid on the library table so that everyone can see. Why this hide and seek ? This must be done away with. Therefore, I would request the Minister to see that this sort of thing is done away with.

Now, Sir, a few words about the blind school. We have about 11,000 blind people in Assam and we have got only one blind school at Nowgong run under the auspices of the Sankar Mission. I do not know whether Government have given any grant to that school. I request Government to give handsome grants to this institution. One Nabakumar Chaliha moved from door to door of the Members, Legislative Assembly. This Government was kind enough to send him to Dehra Dun. He qualified himself there and became a teacher in the Nowgong blind school. Like Sadhan Gupta, he had the desire to have higher education in the Nowgong college. But unfortunately, Sir, we could not accommodate this only boy. I took him to the Minister and the Minister was kind enough to increase his scholarship.



But the University said that they could not appoint a man who would require Rs.30 to hold his annual examination. In other States, you will find some professors, advocates, barristers and even M. Ps. from amongst the blind people. They were helped by the State Government. The Minister said that the University was an autonomous body, but we are giving grants to it. I, therefore, think our Government should take up this matter with the University and solve this very petty problem.

With these few words, I thank you and resume my seat.

**Capt. WILLIAMSON A. SANGMA (Minister, Tribal Areas):** Sir I never said that Government would have to sit tight before the report of the Backward Classes Commission, fairly accepted by Government.

**\*Shri MAHI KANTA DAS (Barchalla):** My observation is that you are sitting tight.

**\*Capt. WILLIAMSON A. SANGMA:** May be that is your observation, but I never said that.

**Shri SARAT CHANDRA GOSWAMI (Kamalpuri):** Mr. Speaker, Sir, at the outset I congratulate the Government for giving thought to education. I find in the Budget estimates that the highest single head of allotment is Education. This year we find that 5 crores 99 thousands and seven hundreds have been allotted for education and this also is one sixth of the total revenue of the State. But Sir, as has been said by my Friend Shri Goswami, even with this amount allotted to Education we have not achieved our desired end. But Sir, as a matter of fact in education it may be said it is a long term investment, we cannot expect quick return. But at the same time Sir, if we simply analyse the progress of education for the last few years, I think nobody can deny that education in our State has made very rapid progress in the matter of expansion of education. Now Sir, the problem of education is to be viewed from two different aspects. One is expansion of educational facilities and another is reorganisation of education itself. As regards expansion of educational facilities we have got the directive principles in our Constitution that within 1960 there must be universal free compulsory primary education up to the age group of 11. Now, in this State of ours we find that in this age group of 6 to 11 we have 56 per cent of our children attending schools. But again if we follow up, out of this 56 per cent who go to school hardly 30 per cent of them even complete their 4 years' of schooling. Therefore with this amount of drop outs we do not find even lasting literacy. So this problem of giving free compulsory to our children of the age group of 6-11 is a gigantic task and unless we are very serious about it, I think Sir, this target is not easily attainable.

Then Sir, I find my Friend Shri Goswami analysed the problem from the University, but I would like to start from the bottom. It is known that education cannot flourish without the basic foundation that our children are not made education minded. So Sir, if we want to have a good system of education then we must give more importance and emphasis on primary education. Education Sir, is not a thing of static, but it is an organic growth and no improvement can be made of it by chops and bits. Every stage is only a part of the integral whole and for development of the whole we must carefully attend to each part so that no stage remains deficient. For



example—if there is a deficiency in certain aspect of primary education in a student that deficiency is bound to be carried over to the next higher stage. In other words, if a student has some of deficiency on any subject. in the primary stage, he goes to the higher or secondary stage with that deficiency in him and so on and he will not be able to pick up that subject. So the lower stage is a preparation for the next higher stage. In that way the deficiency is ultimately carried over. Then in the primary stage we have varieties of schools. We have the Government primary schools, then again the basic school—here again there are certain Government basic schools and other basic schools under the School Boards and so on. So also in the secondary stage we have a large number of varieties. In the middle stage also we have the Middle English Schools and the Middle Vernacular Schools and now again certain Middle Vernacular schools where English is introduced we have Government Middle English, Aided Middle English, Senior Basic and so on. In this way at all stages of education we have these varieties. Then coming to higher or higher secondary schools and multipurpose schools you will find the same varieties are there. There are traditional High English School, Higher Secondary, Multipurpose and such in the secondary stage. So Sir, if education is to progress, these varieties must go. In the Middle stage also there should be one standard of education because if there are so many varieties there will be great confusion at the cost of education as a whole.

Now, with regard to introduction of English in the Middle Vernacular schools some anomalies have crept in. The idea behind it is that in these Middle Vernacular schools advanced vernacular and advanced arithmetic are taught but the students from these schools cannot go to the high schools because they are to lose 2 years. These students coming out of the Middle Vernacular schools find no scope any where and they move in a blind alley. I think this distinction between an Middle English schools and an Middle Vernacular school with English introduced in it should be removed because if these are allowed to go side by side I think there will be some resentment and dissatisfaction prevailing in the minds of the guardians. Whatever may be said about English Sir, I think that English is going to stay for some time in the curriculum of our schools. However, Sir, my point is that we should merge these Middle English and Middle Vernacular schools into one standard of education by necessary change or modification of the syllabus. Then again Sir, with the introduction of English in the Middle Vernacular schools where free education is given, Government is indirectly committed to the fact that education must be made free sooner or later up to class VI. We cannot, Government cannot avoid that responsibility of making education free up to Class VI in all schools because with introduction of free English education in Middle Vernacular schools as I have said, Government is committed to give free education to high schools upto class VI. Our Prime Minister declared the other day that education is to be free in all stages. Though this may not be possible now we may proceed in that direction making education free upto class VI. According to the directive of the Constitution education is to be made free and compulsory up to the age of 14 years. This middle schools education is meant for the children of 11-14 years age group. Therefore all, to the directive of the Constitution also education is to be free for this stage. So whether the student be in Middle English, Middle Vernacular or in High School he must get free education. Besides that, we know that the children belonging to scheduled castes and scheduled tribes are given some concession; this concession should also be extended to all children of the age group of 11 to 14.



**Shri HARI NARAYAN BARUA (Teok):** On a point of information Sir, এই কাৰণে টকাই প্ৰতি এক অনা বা ছয় পয়চা Education Tax লগালে বোধ কৰো মানুহে আপত্তি নকৰিব।

(Voices—সেইটো পিচৰ কথা, পিচৰ কথা)।

**Shri SARAT CHANDRAN GOSWAMI (Kamalgur):** Then as regards conversion of Primary Schools into Basic Schools, it has been said that while the directive is that within the Second Plan all the Primary Schools will be converted into the Junior Basic Schools, due to dearth of teachers and inadequate fund, this has not been possible. Here again, a mere change of name from Primary to Basic will not serve our purpose. As a matter of fact we find that only 6 per cent of the total number of children are attending Basic Schools and if we are to introduce the Basic education and if the Primary Schools are to be converted into the Basic Schools, then we need a huge amount of money and a large number of trained teachers. The Planning Commission and also the Education Department have considered this question and they envisaged a Plan with the ideas that expenditure will be made good by the sale of the products which will be produced in the Basic Schools. The Basic system of education was introduced with not only academic to give education a practical bias. We want proficiency of the children but that the children should be made to learn some socially useful craft along with studies. Here in the Basic Schools, we find to-day that there is no production whatsoever. Therefore, if we want to make these Schools have some earning the only way to get that is by introducing some kind of plantations like the arecanut, coconut trees, banana trees, etc., and these crops will yield certain products. Then again as regards teachers, we have dearth of the necessary trained teachers no doubt but these teachers are to be trained so that they may be useful for our new system of education. Our training schools are few and the number is limited. I, therefore, suggest that Government should increase the number of training schools and also increase the seats in the training schools. The trainees must not be confined only to the deputed teachers. But this training must be made available to the outsiders also so that they can go to the training schools for training and from now some policy should be taken to appoint trained teacher after extending the facility of training. We should treat education as a specialised technical subject and unless and until we could make our teachers technically qualified this system of education can never flourish. Unless and until we can enthuse our teachers to take up the work with earnestness and spirit of service, we cannot expect good results from the Basic Schools. The persons at the helm of basic education must also be a man of such a personality that he can inspire the teachers to discharge their responsibilities fully. Our teachers must not only be conscious of their rights but they must also be conscious of their duties and unless the teachers are enthused and inspired with these feelings no good result can be expected from them. All venture primary schools are to be taken over by School Boards. Then coming to the Gauhati University Act. I tabled one Resolution that the Act is to be amended but I do not think that the Resolution will come before the House for discussion. The Gauhati University Act needs to be amended immediately. Within the provisions of the Act, no democratic organisation can function. There are certain sections, e.g., section relating to the composition of the Court. The Court is so constituted that there will be the majority of yesmen of the University and therefore, whatever is said by the University Authorities, there is no chance for a



discussion. The Court is also limited in power. Similarly in regard to the composition of the Executive Council which is the most important body of the University, we find that there is a clause that 2 Principals are to be elected from amongst their own body. These Principals elected from amongst the Principals are *ex-officio* members. I do not understand how the elected members can be *ex-officio*. So long as they remain as Principals, they will always be members of the Executive Council. There are many other anomalies which I do not like to cite before the House but this much I can say that the University Act requires immediate amendment and the Development Council should go away at once. The Development Council is responsible for development work, buildings, etc., but there is no understanding between the Council and University. Sometimes the Development Council put the blame on the University and sometimes the University put the blame on the Council and there is no co-operation between these two. Therefore, the Development Council should be abolished and to that extent the Act should be amended. As has been pointed out by Mr. Goswami, during the last three years, the estimates of the Development Council were not placed before the Court though that is required by the Act.

**Mr. SPEAKER:** Do you mean to say that the Development Council is a kind of a semi-Government body?

**Shri SARAT CHANDRA GOSWAMI (Rampur):** Yes but according to Section 41 of the University Act, the estimates of the Development Council are to be placed before the Court for consideration and passing.

**Mr. SPEAKER:** I think the Development Council is headed by the Minister of Education himself.

**Shri SARAT CHANDRA GOSWAMI:** Yes.

**Mr. SPEAKER:** Is he also responsible to the University.

**Shri HARESWAR GOSWAMI (Rampur):** As a Minister he is not responsible but as the head of the Development Council he is.

**Shri SARAT CHANDRA GOSWAMI:** As regards funds which are made available for the Development Committee, the entire estimate of expenditure and the entire budget is to be placed before the Court for consideration.

**Mr. SPEAKER:** If the Education Minister is the Chairman of the Development Council, is he also responsible to the University Court of which he is not a member?

**Shri SARAT CHANDRA GOSWAMI:** He is a member of the Court, Sir.

**Shri DEBESWAR SARMAH:** No, I am not a member.

**Shri SARAT CHANDRA GOSWAMI:** The Education Minister is *ex-officio* member of the Court according to Section 9.



**Shri DEBESWAR SARMAH (Minister, Education) :** Yes, I am an *ex-officio* member.

**Shri SARAT CHANDRA GOSWAMI (Kamalpuri) :** Then Sir, according to Section 41 of the University Amendment Act, the estimates of expenditure and account, etc., shall have to be submitted to the Executive Council for placing before the Court at least 2 months before the date of the annual meeting of the court. So there is a provision in the act that the budget of all the Development Council should be passed by the court but for the last 3 years, no such account has been placed before the court and this is a clear violation of the provision of the Act. Coming to sanskrit education, I want to say that this State is not doing any-thing towards the advancement or even for preservation of the sanskrit education. The Commission which has been appointed some years ago for this purpose has already submitted its report but no step was taken to implement the recommendations of the report of the Sanskrit Commission. This Government spend only Rs. 48,000 annually including the emoluments of the officers appointed for sanskrit education. My suggestion for the improvement of sanskrit education is that Government should establish a Sanskrit College and there should be 30 to 40 Tols with courses upto Madhya standard. The College will admit students only for Title or degree courses. The college syllabus and examinations should be under the control of the University and in this way we can have some advancement in the sanskrit education. As a matter of fact, we have only 3 or 4 erudite sanskrit scholars, all others have passed away and if we are to continue in this way then to learn sanskrit we shall have to import Pandits from outside like Marathipandits. Therefore, Government should take immediate step for preservation of sanskrit education as has been done in all other States so that sanskrit education in subjects such as philosophy, grammar, literature, etc., can be imparted.

Coming to the Publication Board, we are all glad that the Publication Board has been constituted by the Government. This was a long-felt need of the State. But as regards the result of its working, we have not yet seen much. So, Sir, I would suggest that through this Board, some prizes should be declared for the best writers in subjects such as a prize-say Lakshminath Bezbarua prize for best novel, Hem Goswami prize for research work, Jyotiprasad prize for best drama and these prizes should be treated as matters of great honour besides the money or financial assistance. These best products are to be published by the Board. The Board should also entrust writers for compilation of children literature on subjects like science, history, etc. In this way we can enthuse our talented young writers and the Board will do very good service in this way.

In this way we can enthuse our young students by giving them some prizes though such prizes may not be of much monetary value. This is to be done so that they are honoured for their good products.

As regards pay and prospect of teachers of different schools I find that Government is paying little attention to remove the anomalies arisen from the recommendations of the Pay Committee of 1956. Payment is not regular in case of Lower Primary Schools and find that we can entrust payment and improvement of school bildings of Lower Primary Schools to the Anchalik Panchayats when they will be constituted. I should like to give a few instances that the Government Middle Vernacular school teachers are



classified in two grades, namely Grade A and Grade B in the pre-revisions scale. For grade A the pay was from Rs. 75—120 for grade B it was from Rs. 55—90. But the corresponding scales were revised and the scale of pay is for grade A Rs. 75—125 and for grade B Rs. 60—100. The scale for grade A has not been extended to these persons who were in grade A before the revision and those who were in grade A have been asked to accept the scale which is Rs. 60—75. This shows that for some category of grade A teachers' scale is Rs. 75—125 and for some category of this grade the scale has been reduced to Rs. 60—75. Thus these low paid teachers have been subjected to great injustice. Further more, Sir, these was a circular that all Government employees who are getting below Rs. 100 will get an extra allowance of 5 per month and this has been extended to all Government servants except the poor Government teachers of the Middle Vernacular schools and vernacular teachers of High Schools though they are getting less than Rs. 100. This shows that the benefit that is extended to the Government servants is not extended to the teachers of the Middle Vernacular schools and vernacular teachers of the High schools. Similarly, Sir, there are so many anomalies as far as Middle Vernacular schools are concerned. In order to redress their legitimate grievances certain teacher of Middle Vernacular schools came on deputation and met the Chief Minister, Education Minister and Finance Minister also on several occasions but up till now their grievances have not been paid any heed by anybody. In the last budget session of the Assembly I suggested that a high-power committee should be constituted by the Finance Secretary, Education Secretary D. P. I. and some other representatives to do away with all the irregularities that have been found in the pay scales and prospect of this category of Government and non-Government teachers.

There has been a recommendation of the Pay Committee that advance increment is to be given to the highly qualified teachers, say graduate with honours, distinguished graduates, or having master degree etc. But it has not been given effect to in the case of the teachers who entered service before the introduction of the revised scale. Therefore, Sir, those teachers are notting in their old scale of pay whereas this benefit of advance increment has been given to the new entrants. Why the old entrants should be deprived of this benefit?

About grant-in-aid, Sir, I am glad that my formula of giving automatic grant to aided institutions has found favour with many of my Friends here and they have supported it. I want that grant-in-aid and the non-recurring grant should be automatic. I also want that for the needy institutions a loan fund of Rs. 25 lakhs should be created and loan assistance be given on certain principles to be recovered from the share of fee income that is to be raised from 25 per cent to 40 per cent. I beg to submit that ours is a democratic country and a democratic country is to be ruled according to rule. There should be some principle or rule to be uniformly followed in every department of administration of the Government. Discretion is only another substitute for whim. It should be avoided as far as possible. But what we find in our country is that discretion is applied according to whims in the matter of distributing grants. In certain cases grant-in-aid is given according to whims and in other cases that is not extended. Some schools get grants every year but some do not get at all.



Therefore, Sir, my objection is that why certain areas should be neglected in giving Government aid. In Assam, excepting the Government High Schools in the subdivisional and district headquarters 90 per cent of the expenditure in educational institutions has been formed by public and they have been developed by voluntary contributions by the public. It is the duty of the Government to grant aid to all those venture institutions. I am opposed to the principle that because in a particular area there is no school and so grant-in-aid should be given there or grant-in-aid be made from the available resources of the State or distribution of money should be made subdivisionwise or area-cum-population wise. It is the bounden duty of the Government to extend educational facilities to all the areas of the State. In educationally backward areas Government should come forward and should establish Government schools but I feel Sir, non-recurring grants should be distributed to the schools and not to the areas whether there is school or not. I feel that there is no area in Assam which can be called forward. Every area in Assam is backward. There is a theory that we are all backward classes and only three classes are forward, namely, the Brahmins, Kalitas and Moslems. There may be some forward classes, but from educational point of view we are all backward. There should be strict checking of accounts of the educational institutions receiving grants and for this purpose every Inspector of School should have adequate audit staff.

Mrs. Chanda has complained that our Government has not extended the benefit of scholarships to some domiciled students. But Sir, my complaint is just the opposite, our State has been giving scholarships, and other facilities to outsiders who come to Assam but our students do not get the same benefit anywhere and in any part of India. For instance Sir, one Shri Arun Chandra Das son of Shri K. Das of Golaghat has not been granted any scholarship by the U. P. Government though he stood 9th in the Benaras University. But we are giving scholarships to others, Sir, certain students come to Assam just two or three months before their examinations and compete in the University examinations and then they go back from here with scholarships from our State. In this way, Sir, our Government is showing great leniency to students though they do not belong to our State. They simply come here to compete in certain University examinations and they go back with scholarship whereas that privilege is not shown to our students reading in Universities outside Assam even though they compete there.

**Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)] :** মাননীয় অধ্যক্ষ মহোদয়, আমার দেশ শিক্ষা বিষয়ত বর পিচপরা আমার দেশৰ ১৯৫০ চনৰ Census Report মতে শতকৰা ১৫ জন মানুহহে শিক্ষিত আৰু সেই তুলনাত অসমৰ মানুহ শিক্ষাত আৰু পিচপৰা। আমাৰ শতকৰা ১৫ জনো শিক্ষিত নহয়। যদি আমাৰ মানুহ শিক্ষিতেই নহয় তেওলোকে State কাক বোলে, গণতন্ত্ৰ কাক বোলে একো বুজিব নোৱাৰে। সেইসকলৰ মাজত ভবিষ্যত গণতন্ত্ৰৰ কিমান প্ৰচাৰ হ'ব পাৰে মই ক'ব নোৱাৰো। গতিকে তেনে কথা উপলব্ধি কৰিবলৈ শিক্ষিত সম্প্ৰদায় বচনা কৰিব লাগিব। ইয়াকে কৰিবলৈ আমাৰ চৰকাৰে বৰ্তমানলৈ কাৰ্য্যকৰী ব্যৱস্থা ল'ব পৰা নাই।

আমাৰ Adult মানুহ বলাক স্কুললৈ যাব নোৱাৰে। তেওলোকক শিক্ষিত কৰিবলৈ Night School-ৰ ব্যৱস্থা কৰি সেই অনস্থান বিলাকক গ্ৰাণ্ট দিয়াৰ ব্যৱস্থা কৰিব



নাগে। গাওঁ অঞ্চলত লাইব্ৰেৰী স্থাপন কৰি দিব লাগে যাতে গাওঁৰ শিক্ষক সকলে আৰু বাইজে যথেষ্ট দেশ বিদেশৰ খা-খবৰ জানিব পাৰে। গাওঁত যথেষ্ট Cinema দেখুওৱাৰ ব্যৱস্থা কৰিব লাগে আৰু সেইবিলাক শিক্ষা মূলক হয় আৰু গাওঁত লৰা ছোৱালীয়ে শিক্ষা পাব পাৰে।

আমাৰ বিশেষকৈ যিবিলাক ট্ৰাইবেল অঞ্চলত প্ৰাইমেৰী স্কুল আছে তাক S. I. সকলে পৰিদৰ্শন কৰা আমাৰ চকুত নপৰে। তাৰ ফলত তাৰ শিক্ষক সকল স্কুললৈ নাযায়। আমি দেখিছো বহুত স্কুললৈ শিক্ষক মাত্ৰ সপ্তাহত দুই তিনি দিনহে যায়। বিশেষকৈ ট্ৰাইবেল অঞ্চলত যদি শিক্ষক সপ্তাহত দুই তিনি দিনহে স্কুললৈ যায় তেন্তে লৰা ছোৱালীয়ে কেনেকৈ শিক্ষালভ কৰিব? তাৰ পিচত মই দেখিছো ট্ৰাইবেল অঞ্চলৰ যিবিলাক শিক্ষক আছে সেইবিলাক ২০।২৫ মাইল দূৰৰ পৰা নিয়োগ কৰা হয় তেওঁলোকৰ থকা খোৱাৰ অসুবিধা টকা পইছাৰ নাটনি—গতিকে তেওঁলোকে লৰাছোৱালীক শিক্ষা দিয়াত অসুবিধা হয়। সেইকাৰণে এই পিচ পৰা অঞ্চলত স্থানীয় শিক্ষক নিয়োগ কৰাৰ দিহা কৰিব লাগে। এই পিচ পৰা অঞ্চলৰ লৰাছোৱালী বিলাকৰ শিক্ষাত ধাউতি বৰ কম। সেই কাৰণে মই চৰকাৰক অনুৰোধ কৰো যাতে প্ৰাচীন কালৰ ভাৰতীয় শিক্ষা পদ্ধতিৰ দৰে অন্ততঃ ট্ৰাইবেল অঞ্চলত আশ্ৰম টাইপ স্কুল কৰিব লাগে।

মহোদয়, আমাৰ ট্ৰাইবেল লোক সকল বৰ পৰিশ্ৰমী গতিকে সেই অঞ্চলবিলাকত যদি বেচিক স্কুলৰ ব্যৱস্থা হয় তেন্তে এই ছাত্ৰ সকলক এসময়ত ৰাজ্যৰ asset বুলি গণ্য কৰিব পৰা হ'ব। গতিকে Middle English আৰু Lower Primary স্কুলতে বেচিকৰ-সাধা দি residential টাইপ কৰিলে ট্ৰাইবেল ছাত্ৰ-ছাত্ৰী সকলৰ বৰ উপকাৰ হ'ব। এনেধৰণৰ এটা ব্যৱস্থা ১৯৫৬-৫৭ চনৰ Commissioner of Scheduled Casts and Scheduled Tribes-ৰ ৰিপোৰ্টত মানি লৈছে। মই মন্ত্ৰী মহোদয়ক এই বিষয়ে দৃষ্টি আকৰ্ষণ কৰিলো।

তাৰ পিচত ভিতৰুৱা গাওঁৰ কছাৰী আৰু বৰো কছাৰী লৰা ছোৱালীয়ে ভালকৈ অগম্য ভাষাটো বুজিব নোৱাৰে গতিকে শিক্ষকে যি বুজায় ভালকৈ বুজি নাপায়। সেই কাৰণে প্ৰাথমিক ঋপত যাতে সেই ছাত্ৰ ছাত্ৰীসকলে কছাৰী ভাষাত শিক্ষা লাভ কৰিব পাৰে সেই কৰিলে সেই অসুবিধাৰ পৰা হাত সাৰিব পৰা হ'ব, তাৰ কাৰণে স্থানীয় কছাৰী শিক্ষক নিয়োগ কৰিলে বহু প্ৰকাৰে সুবিধা হয়। এই ক্ষেত্ৰত সদৌ বৰো সাহিত্য সমিলনে ১৯৫২ চনৰ পৰা প্ৰস্তাৱ কৰি আহিছে আৰু এইবেলিও মছলপুৰৰ পৰা দাবি কৰি আহিছে—সদৌঅসম বড়ো সাহিত্য সভাৰ যোগেদি বড়ো ভাষা শিক্ষাৰ মাধ্যম হিচাবে প্ৰাইমাৰী স্কুলত চলাবলৈ। চৰকাৰে তাৰ প্ৰতি আজিও মনকাণ নকৰাত বৰো মানুহৰ মাজত চৰকাৰ প্ৰতি বিৰজিবৰ ভাবৰ সৃষ্টি কৰিছে। মই চৰকাৰক অনুৰোধ কৰো যাতে প্ৰাইমেৰী স্কুল বিলাকত বৰো ভাষাৰ অভিজ্ঞ শিক্ষক নিয়োগ কৰাৰ ওপৰিও বড়োভাষা প্ৰাইমাৰী স্কুলবিলাকত শিক্ষাৰ মাধ্যম হিচাব চলাবলৈ ব্যৱস্থা কৰে।

কিছুমান ধৰা বন্ধা নীতিৰ কাৰণে বহু শিক্ষকে Model Scale পাব পৰা নাই গতিকে মই চৰকাৰক অনুৰোধ কৰো যাতে ট্ৰাইবেল অঞ্চলত ৬০ জনতকৈ কম ছাত্ৰ হলেও স্বীকৃতি পাব পাৰে আৰু ব্যৱস্থা কৰে। উদাহৰণ স্বৰূপে মই দীঘলী M. E. স্কুলৰ কথা কও। চৰকাৰে সেইস্কুলৰ প্ৰতি লক্ষ্য কৰিব। তাত ৬০ জন লৰা থকা স্বত্বেও Model Scale পোৱা নাই।

ট্ৰাইবেল ছাত্ৰ সকলক চৰকাৰে কেইটামান বৃত্তি দিছে; কিন্তু ছাত্ৰ সকলে সেই টকা এৰছৰেও নাপালে অসুবিধা হয়। গতিকে সেই বৃত্তিৰ টকা যেন নাহে নাহে দিয়া হয় তাৰ কাৰণে মই চৰকাৰক অনুৰোধ কৰো।



কলেজ আৰু হাই স্কুলত পঢ়া ছাত্ৰসকলক যেনেকৈ চৰকাৰে ফিজ মাফ দিছে তেনেকৈ হাইস্কুল কী টোও মাফ দিব লাগে।

**Shri DEBESWAR SARMAH (Minister, Education):**  
আপুনি হোষ্টেলৰ ঘৰ ভাৰাৰ কথা কৈছে।

**Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)]:** হয়, মই খোৱাৰ কথা কোৱা নাই।

কচুগাওঁ ফৰেষ্টত যিখন হাই স্কুল আছে তাতো জনজাতীয় লৰাই পঢ়ে আৰু টাইবেলৰ অস্থিৰাৰ কাৰণে তেওঁলোকৰ মাচুল মাফ দিয়াৰ ব্যৱস্থা কৰিবলৈ স্কুলখনৰ ভাৰ চৰকাৰে ল'ব লাগে। এইদৰে যিবিলাক 'ভেনচাৰ' স্কুল আছে-আটাইবিলাক চৰকাৰে লোৱা উচিত হ'ব। তাৰপিচত চিহ্নিত যিখন হাইস্কুল আছে-সেই Multi-purpose স্কুল কৰিব লাগে আৰু এই সম্পৰ্কে তাৰ পৰা বহুতো আবেদন নিবেদন চৰকাৰৰ ওচৰলৈ আহিছে। প্ৰথম আৰু দ্বিতীয় পৰিকল্পনাৰ অন্তৰ্গত চিহ্নিত বিশেষ উন্নয়নমূলক কাজ নোহোৱাত তাৰ জনসাধাৰণে চৰকাৰ তেওঁলোকৰ প্ৰতি সদয় হয়নে নহ'ব সন্দেহ কৰে। সেই কাৰণে মই চৰকাৰক অনুৰোধ কৰো যেন এই চিহ্নিত হাইস্কুলখন 'মাৰ্চি পাৰপাচ' স্কুললৈ পৰিবৰ্তন কৰিবলৈ চেষ্টা কৰে, কাৰণ সেই অঞ্চলৰ জনসংখ্যা আৰু ছাত্ৰৰ সংখ্যা আৱশ্যক অনুযায়ী আছেই। বৰ্তমান ছাত্ৰ সংখ্যা ৭৫০ জন। এনে অৱস্থাত মোৰ বিশ্বাস 'মাৰ্চি পাৰপাচ' স্কুল কৰিবলৈ চৰকাৰৰ অস্থিৰা নহ'ব।

ইয়াৰ পাচত M. V. আৰু M. E. স্কুল বিলাকৰ মাজত আজি যি পাৰ্থক্য আছে সেইটো উঠাই দিব লাগে বুলি শ্ৰীযুত শৰৎ গোস্বামী আৰু শ্ৰীযুত পাটোৱাৰী ডাঙৰীয়া সকলে যি বুক্তি দিছে মইও তাৰ পক্ষপাতি আৰু সম্পূৰ্ণ একমত। আমি আজি দেখা পাওঁ যে বৰ্তমান M. V. মহলত ইংৰাজী অপ্ৰচনেল চাবজেক্ট কৰি দিয়াৰ ফলত আমাৰ লৰা-ছোৱালী বিলাক এম, ভি, স্কুললৈ যায়, কাৰণ তাৰ মাচুল ফি', আৰু এম, ই, স্কুলবিলাকলৈ যাব এৰি দিছে — কাৰণ তাত ফিজ দিব লাগে, এই দৰেই এম, ই, স্কুল বিলাকৰ ছাত্ৰ-ছাত্ৰী সংখ্যা কমি গৈছে আৰু সেই অঞ্চলটো ছাফ কৰিছে। সেই কাৰণে মই পৰামৰ্শ দিওঁ যেন চৰকাৰে অতি সোনকালে এম, ভি, স্কুলৰ দৰে এম, ই, স্কুল বিলাকলৈ মাচুল কম কৰি দিব লাগে। আমাৰ জনজাতীয় লোক সকলৰ লৰা-ছোৱালী বিলাকে কিজ মাফ পোৱাৰ দৰে সেই অঞ্চল বিলাকৰ স্কুল সমূহত যিবিলাক অন্যান্য কাষ্ট হিন্দু সম্প্ৰদায়ৰ ছাত্ৰ-ছাত্ৰী আছে তেওঁলোকৰো মাচুল মাফ দিব লাগে কাৰণ সেই বিলাক অঞ্চলত তেওঁলোকৰ সংখ্যা অতি কম। কম সংখ্যাক লৰা-ছোৱালীৰ ফিজ মাফ দিবলৈ চৰকাৰেৰ অস্থিৰা নহ'ব বুলি মই ভাবো।

অধ্যক্ষ মহোদয় এম, ই, স্কুল বিলাকৰ শিক্ষক সকলৰ অৱস্থাৰ সম্বন্ধে উনুকিয়াই ইয়াকেই কওঁ যে তেওঁ বিলাকৰ অৱস্থা শোচনীয় আৰু এই অৱস্থাতোক পানীত হাঁহ নচৰা অৱস্থা বুলিব পাৰি। এই শিক্ষক বিলাকেই লৰা-ছোৱালীক হাই স্কুলত নাম লগোৱাৰ উপযুক্ত কৰি শিক্ষা দিব লাগে আৰু এনে অৱস্থাত এই শিক্ষক সকলৰ দৰমহাৰ নিৰিখটো হাই স্কুলৰ শিক্ষকৰ লগত অমিল হোৱাটো অত্যন্ত অৱশ্যকীয় কথা, আশা কৰো চৰকাৰে তেওঁলোকৰ দৰমহাৰ অসামঞ্জস্যতা আৰু অস্থিৰা বিলাক দূৰ কৰিবলৈ কাৰ্য্যকৰী ব্যৱস্থা হাতত ল'ব। এইসম্পৰ্কে মই কেইটামান পৰামৰ্শ আগবঢ়াব খুজিছো।

(১) প্ৰত্যেক স্কুলত একোজন একটু। চিচাৰ অথবা একোজন কেৰাণী দিব লাগে।

(২) ভেনচাৰ স্কুল বিলাকৰ পূৰ্ণ ভাৰ চৰকাৰে ল'ব লাগে আৰু মেট্ৰিক পাচকৰা শিক্ষককো চৰকাৰী অফিচত কাম কৰা মেট্ৰিক পাচৰ সমানে দৰমহা দিব লাগে।



(৩) এওলোকৰ ভাৰত ভ্ৰমণৰ সুবিধা দিব লাগে আৰু ছাত্ৰ-ছাত্ৰীকো ভাৰত ভ্ৰমণৰ সুবিধা দিব লাগে।

(৪) প্ৰশিক্ষণৰ ব্যৱস্থা কৰিব লাগে।

(৫) মডেল পে স্কেল বৃদ্ধি হ'ব লাগে।

(৬) প্ৰভিডেণ্ট ফাণ্ডৰ সুবিধা তেওঁলোকক দিব লাগে।

(৭) পেনচনৰ সুবিধা দিব লাগে।

(৮) যিবিলাক আনকুৱালিফাইড টিচাৰ আছে তেওঁলোকক শিক্ষা পূৰ্ণ কৰিবলৈ study leave দিব লাগে।

(৯) তেওঁ বিলাকৰ দৰ্শনহাৰ লগত মৰণীয়া বাৰ্চ হিচাবে ৯ টকা বেচি দিব লাগে।

(সময়ৰ সংকেত স্বনি)

ইয়াৰ পিচত এইডেড হাই স্কুল বিলাকত বৰ্তমানে চাব ডিভিজনেল অফিচাৰ বা চাব ডেপুটি কালেক্টৰ বিলাকক সভাপতি কৰি বখাৰ ব্যৱস্থাতো তুলি দিব লাগে কাৰণ তেওঁলোকৰ কৰ্ম ব্যস্ততাৰ মাজত স্কুলৰ ফালে চকু দিব নোৱাৰে আৰু এই সভাপতিৰ পদত এনে অৱস্থাত তেওঁলোকক বখাৰ কোনো মানে নাই। উদাহৰণ স্বৰূপে মই বৰনগৰ হাই স্কুলৰ কথা কওঁ।

**MR. SPEAKER:** আপোনাৰ সময় আৰু নাই

**Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)]:** ইয়াৰ সভাপতি চাব ডিভিজনেল অফিচাৰ, তেখেতে কোনো দিনেই সভা attend কৰিব পৰা নাই আৰু ইয়াৰ দ্বাৰাই স্কুলৰ বহুতো লোকচান হৈছে। সেই কাৰণে মই কওঁ যেন বৰ্তমানৰ চাব-ডেপুটি কালেক্টৰ বা চাব ডিভিজনেল অফিচাৰ সভাপতি বিলাকৰ ঠাইত স্থানীয় শিক্ষাৰ বিষয়ে বাপু থকা লোক-সকলৰ পৰা সভাপতি পাতিব লাগে।

ইয়াৰ পিচত মই, আমাৰ অঞ্চলৰ ভালুকী এম, ই, এম, ভি, স্কুলখনলৈ আগ্ৰন্থীয়াই কওঁ যে এই স্কুলখনে যোৱা বছৰো গ্ৰাণ্ট পোৱা নাছিল আৰু জানিব পাৰিছো এই বছৰো পোৱা নাই।

**Shri DEBESWAR SARMAH (Minister, Education):** স্কুলটোৰ কি নাম ?

**Shri BIRENDRA KUMAR DAS:** ভালুকী মিডল ইংলিচ মিডল ভাৰবেন-কুলৰ স্কুল। ইয়াৰ বাহিৰেও হাবি ভাঙ্গা আৰু নমাতি বিদ্যাপীঠৰ শিক্ষক সকলৰ ডিয়াৰনেচ এলাউন্স বিল ডিপুটি ইন্সপেক্টৰ অফিচৰ পৰা চুৰি কৰি নিলে। এই বিষয়ে তদন্তৰ কাৰণে মই চৰকাৰৰ দৃষ্টি আকৰ্ষণ কৰিছিলো যদিও তাৰ বিহিত ব্যৱস্থা নহল। আশা কৰো চৰকাৰে এই বিষয়ে তদন্ত কৰিব।

**Shri JOGAKANTA BARUA (Joipur):** Sir, Shri Sarat Chandra Goswami stated that there can be no 'discrimination' but Sir, the Constitution has provided special protection to the Backward Classes and Packward Tribes. So our Constitution even provides for discriminating the more advanced classes as against the Backward Classes.



**Shri SARAT CHANDRA GOSWAMI (Kamalpur):** Sir, I did not say anything about 'discrimination' but I was speaking about 'discretion'.

**Mr SPEAKER:** Shri Goswami was stated that nothing should be left to the discretion of the officers but that everything should be done according to the rule or law. That was his point.

**Shri KHOGENDRA NATH BARBARUAH (Amguir):** Mr. Speaker, Sir, during the two years that I have been here I have accumulated at least this much of experience that although the Members of the Treasury Benches speak virtually in favour of a Cut Motion or things like, at the time of casting their vote they side with the Government (laughter). (A voice—That is democracy). Sir, it is known to all that like the human voice, the country's education is the index of the country's trend of mind, its line of thinking. It reveals the health of the body politic. At the same it expresses the national goal and objective, national aspirations and the national ideal. It is therefore necessary to distinguish between the objective and the ideal. Sir, the ideal is the ultimate aim, i.e., the self realisation, self-culture, universal love for common people to which the process of education is directed. This process is marked by some stages of achievements. These intermediate steps or stages are objective. The objective is to earn the livelihood that is the objective of our education. So far as these aspects are concerned, our Government has totally failed. Because we see that the educated classes of our people look upon the illiterate people with disdain as if they are superior to them. This educated classes try to black-mail the ordinary illiterate people to fool them, to exploit them if and when any chance comes. Sir, in the poem the Bridge of Sigh the poet laments like this:

"Alas ; for the rarity

Of Christian charity

Under the sun,

Oh, it is pitiful

Near a whole citiful

Home she had none;"

Even in spite of there being so many rich people this lady has no home to put her head in. Here we see that the educated people hate the poor people like anything ; they even do not like to pay to the beggars a Naya Paise. I therefore say that our Government has totally failed in respect of achievement of the true ideal of education that education has completely failed to infuse a spirit of service, a spirit of fellow feeling towards the common people. Secondly, Sir, earning of livelihood is the objective of education. It cannot be a matter of secondary importance although earning of livelihood is not the whole content of education. But what I want to drive at is that although our educated youths have been hunting for jobs from door to door, they have not been able to get one. Moreover sometimes the education cannot qualify our youths to embark on any other field of earning livelihood except a job of clerical nature. And if they cannot get jobs even after strenuous and lengthy courses of education in Schools and Colleges, then how can we say that the objective of education has been attained? So, Sir, I say, this



academic education should have side by side the technical and vocational education. This should go simultaneously. The Government should make enough provision for technical education. Government may say there is no expert; there is no teacher. Well, the teachers can be purchased. In West Bengal and in Kerala technical personnel, technical experts and teachers are available. If you have any objection to get from Kerala you may have them from other parts of the country.

Another thing I would like to mention here Sir. Our Government has no plan. They have no plan as to where to give stress. Which areas are to be given more attention. I do not mean that the advanced areas like the towns should be ignored, but what I mean to say is that the backward areas should not be ignored; rather more stress should be given there. But I say definitely that the Government have no plan at all. At the time of giving aid to the backward places, Government show indifference, and the people of those areas feel it very badly. They feel so badly that they cannot express it in words. Government should make a plan. Just after independence they made a plan, but now it has become a force. Sir, more than 80 per cent of our people are steeped in abyssimal darkness of ignorance. Unless these people are enlightened, unless they are made literate to some extent at least, we cannot hope that our Government will advance. All our plans taken up by the Government will not succeed. For wiping out ignorance illiteracy there should be a mass campaign, but Government have not taken up this matter seriously.

Next I shall speak about the curricula. Sir, it must be improved and the contents of the curricula should be such that it might suit the need of the society. We are moving towards a Socialistic Society. The curricula should be changed to cope with the situation. But we find those curricula framed by the Britishers are still continuing যে এসেব গাধাবব দাম চাৰি অনা হলে ছয় অনা পাবলে কিমান পানী মিহলাব লাগিব?

Why water should be mixed with milk? A crime is being taught to our children. In this way there should be some improvement in the curricula. Sir, the Text Books should be nationalised. We find some people writing books from their own angle of vision, and they are being prescribed by the Government for the Schools and Colleges. The present curricula should be replaced by a progressive one. Along with that Kindergarten should be also established. This should be organised in the towns by the Government aid the local organisations of the people and the people themselves should be encouraged and assisted. In rural areas the Panchayats, Cooperatives, etc., should be encouraged to establish Kindergartens. In arts and literatures our motto should be—"let thousands of flowers bloom side by side." Dramatists and artists should be organised. Some of our artists are very poor, they require help and they should be encouraged. Some poets, writers, novelists, educationists, etc., cannot publish their manuscripts. Government extend their help to them. At the same time Government should give its attention to Cinema. Cinema can play a good part in spreading education in the country side. Cinema has an important role to play, but Government should see that it is healthy and organised seceneries, select themes and establish laboratories,



Sir, regarding library and museum we have seen that in Gauhati and Shillong and in some other towns Government have built up gigantic buildings. I do not say that they are not necessary. But what I mean to say that Government should also put equal importance right so that at least libraries are set up in the villages. To the rural areas, Government is not paying attention to the need of the villages in this respect. The need is all the more greater there. The libraries existing in some of the villages are not getting any help from the Government. In the town areas, people can purchase the books themselves, but the poor villagers cannot afford to do so. So the need is all the more greater there. But Government is quite indifferent about the need of the rural areas.

Now, with regard to the schools, we know what is the condition of our schools in the rural areas the deplorable and tottering conditions of the buildings. Some buildings have half roof and half portion of the room not existing. Some buildings have thatch in the half portion of the roof and C. I. Sheets on some portion and rest is open and disposed to sun and rain. Some buildings have no walls—cats, dogs, jackles, cows take shelter in them. Specially during the rainy season they make these school buildings their shelter and abode (*laughter*). It is good that English has been introduced in the M. V. schools. But most of the M. E. schools, High Schools are greatly suffering as the pupils are withdrawing their names from these and admitting themselves in M. V. Schools because fee is not levied there. Sir, the other day Burma became free. It was possible for that Government to make education free. So also Russia has made available free education to all the citizens.

Sir, let our Education be free and system be changed. Let it transform our society, to socialist realisation, let it transform the mind of our people. In this connection let me quote a stanza from the Gitanjali of our poet Tagore and conclude my speech:

“Where the mind is without fear, head is held high. Where knowledge is free. Where clear streams of reason have not lost its way into the dreary desert of bad habits into that heaven of freedom let my country awake.”

**Shri DEBESWAR SARMAH (Minister, Education):** Mr. Speaker Sir, I have been listening to the speeches of the hon. Member for a little over four hours and I may say that the suggestions from the various quarters were very helpful. I offer my humble gratitude for the same. As a matter of fact, we want more criticism and democracy can flourish only on healthy criticisms. Four hours are not enough for that. I should have very much welcomed, if time had permitted, a debate for the whole day or even two days on this subject. The discussions were on a high level, though there was a slight tunc here and there of persons and personalities. Views have been expressed sometimes sentimentally, at other times emotionally and perhaps being too much enthused with the idea of helping education we might sometimes have been taken off our feet. I would first of all deal with, for a minute the personal tunc and then the general aspect of the matter and towards the closed I shall try to deal with the criticisms that have been offered on individual items.

To start with, Shri Prabhat Narayan Chaudhury expressed his dissatisfaction at the delay with which I came to attend to that deputation.



I was sorry for that and I expressed my sorrow then. I thought it was accepted. I may inform the hon. Member that other types of public function detailed me, except for five minutes at the marriage ceremony of the daughter of the Basic Education Officer. Perhaps that would also on the borderline of public duty—being head of the department to attend an officer's daughter's marriage. If we give too much importance to our feelings we are sometimes apt to forget that we are also social beings. Any way, I am sorry for it.

The other point raised was in respect of touring. Sir, tours have to be taken as of necessity. In all humility I can assure the hon. Member and the House that I have been able to comply with the request of individual M.L.As., the institutions and organisations to the tune of 25 per cent. only. Of four requests made to me I have not been able to comply with more than one. Whenever we take any tour it is as a matter of duty. It was said what was the good of going to Gauhati coming back to attend meeting of the Cabinet and then going back again. Sir, one could easily see that it is not pleasant to come by car 63 miles in this hill road and then go back again the same day. If there is any feeling anywhere that Minister take tours to make profit out of them, well, Sir, I am not sure about that but I do feel that no margin can be normally kept. As regards tours outside the State, I only take them when they are absolutely necessary in the interest of the State. So, do my colleagues. In respect of these tours being advantageous or dis-advantageous, I can only say that the daily allowance given to a Minister at the rate of Rs.21 hardly covers his expenses outside the State. If he has to offer even a cup of tea to anybody he becomes out of pocket. So, Sir the House will, I hope, disabuse itself of the idea that tours are taken to make extra earning.

Now, Sir, coming to the general points, I see no reasons to think that anybody in this House is more conscious than myself of the inadequacy of the quantum of education that we have in this State or of the standard of education which is to be hoped for, desired for and worked for. Or in other words, to put it very plainly, we have too few institutions and the quality of these institutions in anything but what we would have liked to have. Sir, when these criticisms are offered in this House, I have to confess to a feeling that some of the hon. Members are possibly taking only a piecemeal view of the whole tasks that is being undertaken. If we take an over-all view of the matter, perhaps the hon. Members might be able to adjust their ideas.

Now, let us take the case of L. P. schools. I agree with Shri Sarat Chandra Goswami when he said that the foundation of the whole educational system is at the bottom, at the L. P. state. Nobody can have two opinions about it. What is our position in respect of L. P. schools? Sir, we now have 14186 Schools, inclusive of 540 *plus* 280 which we took over recently. And for these 14186 schools, we have about 22833 teachers. In the Second Five-Year Plan there was provision for entertainment of 2000 additional teachers under the State Board of which 1500 were appointed in the first three years of the Second Plan period, 500 each year. 587 venture schools with 2 teachers per school from the State Budget and 286 single teacher schools under Government of India's scheme of Educated Unemployment have been sanctioned in 1958-59. There was provision for converting 700 L. P. schools into Junior Basic



Schools, 140 schools every year, by giving a grant of Rs.3,000 each for improvement of buildings but sanction was obtained for 140 schools in the first year, 70 in the second year and 67 in the third year.

Of these 22833 teachers, we have untrained teachers of the order of 14841. I again repeat for the information of the House that of the 22833 teachers that we have, as many as 14841 are untrained and most of them do not have the requisite qualification for teaching.

Now, as regards the training institutions we got only one Post-Graduate institution and one Basic College. Of the 7 Basic centres, three are in the Hills. Under the State Board, we have got 11 Basic Centres. In the plan provision was made for Rs.18.95 lakhs for construction of buildings of the Basic Training Centres. Under the State Board, one new centre at Joysagar has been started and construction of another one at Gauhati has been taken up by the Public Works Department. Now Sir, in these training institutions about 3 thousand teachers have been trained during the last 3 years. When all the buildings of the training institutions are completed it will be possible to train about 1400 teachers annually. There are more than 14,000 untrained teachers and their training will take about 10 years. In the meantime the number of untrained teachers will go on increasing as we are appointing untrained teachers in the new schools. Now Sir, if we are to fulfil the target of the plan, even so it will take us ten long years to have our teachers trained. Then also we shall not be able to catch up with the training of requisite number of teachers for our Lower Primary Schools. The State has either to slow down expansion or it has to put up with all these difficulties. It is for hon. Members of this House to give a direction whether the expansion of education has to be slowed down or what? What is to be done? Now Sir, it may be said "why don't you expand the training institutions"? For expansion of the training institutions we require buildings, equipments and other things. The houses that we have for our present schools are far from being satisfactory. They are not good but just tolerable. Even if we can improve them we do not get C. I. Sheets and other iron materials even for Assam type buildings.

Then again Sir, my Friend Shri Barbaruah—he is not here—said that teachers can be purchased. I would very respectfully disagree with him in this view. Teachers cannot be purchased nor can they be manufactured over night. Just as this State is expanding other States are expanding more. Bengal has got about 80 times of iron and steel materials we will require for our Lower Primary Schools and other School. Similarly other States are expanding much ahead of us. It is not so easy to say that if you have money you can have teachers. Sir, it has been criticised by hon. Members that the quality of education in our Lower Primary Schools is not good. I quite agree to that. It is definitely bad. Out of the 22 thousand teachers that we have, how many of them are qualified. I know personally Sir, many teachers are hardly literate enough to teach. But what are we to do? We have to put up with all these difficulties if we want to go ahead with education in our State.

Then again Sir, there are many single teacher schools. Now, what happens if that teacher falls ill? After all he is a human being. This single teacher school is all along a menace to the progress of a welfare State.



But what we can do? Now only about 60 per cent of our children of the age about 6 to 11 go to school, for them we have not got good teachers, we have not got proper buildings to house them, we have not got black-boards in a large number of schools, and hardly there are a few town schools where there are benches and chairs. If we have to give black boards and other equipments even to the existing schools it will cost us well over 1.35 crores of rupees. What are we going to do? How are we going to meet the needs of these schools. We shall have to put up with all these difficulties till the time when we will get suitable and sufficient number of teachers but that will take more than a decade. I cannot promise anything a decade hence. Now, by the end of the Third Plan there is a scheme for having universal free compulsory education and for that in a phased programme we will require well over 8 crores of rupees. I shudder to think if 75 per cent of the school going children of the age 6 to 11 go to school what will happen? That is what is worrying my head and I think it will surely worry the heads of other hon. Members as well. As I have already said Sir, we will take 10 years to have our present 14 thousand teachers trained. But where can we train them? The whole thing is a stupendous task.

Now, it has been said that there is a charm for basic education and there has been a confusion. Yes. I am not ashamed to admit that there has been a confusion. I am not ashamed to admit that we have not been able to do half of what we would like to do for Basic Education. But India have accepted basic education after giving very careful and deep thought over this matter for a long time and the Government of India's policy as also the policy of all States is that basic education should be taken up. In certain States, they overnight converted all Lower Primary Schools into Basic Schools. In other States they are gradually going ahead. Even so, whatever we have done for basic education in our State is not sufficient. Have not hon. Members gone to the country side? What do they see there? I have seen some very pathetic sights. They get a little money and there is a miserable house—but not too bad considering the poverty of this State—and then we have a few children, a teachers and a few charkas. On one or two occasions I took a charka, tried to operate it but it did not work. I think these charkas were never used at any time. Then you will find one or two flower trees in the school compound but nobody takes any care of it. Nay, even no one knows the name of that flower whether it is Marygold or what. At any rate it looks more like a wild fern than a flower. That is the picture of our basic schools. What am I to do? I put a straight question to the hon. Members of this house, what are we going to do? From where can we get the wherewithal to improve our basic schools? In this connection I would like to remind hon. Members—perhaps hon. Members will recollect our illustrious leader late lamented Moulana Abdul Kalam Azad when he spoke at the first Budget Session of the Lok Sabha he said “my pockets are empty”—that is my position too?

Now, everybody talks about education but when it comes to financing education all other departments look askance at it and for good reasons too. People say, ‘look here I give revenue to Government from my forest, why don't you develop my forest? Another will say ‘my dear Sir, food is more important, what will you do with your education without food? And so on and so forth. Then another will say ‘if you educate your children, it takes about 10 or 13 years before you can get the fruit of that education of your children. In the expanding economy of the country—I mean India as a whole, education has been given third rate priority by the



Planning Commission. My Friend, the Leader of the Opposition has said that there are so many Colleges in the State but there are no hostels. Sir, hostels do not grow or can be produced like raspberries.

One requires money for that. Where can we get money for building hostels. I have no money for building a hostel for the students of the Cotton College although the boys of the College are in great need of a hostel and Gauhati is a place where students do not find room even to hide their heads under.

**Shri DANDESWAR HAZARIKA (Morongi):** What about the basic school trainees?

**Shri DEBESWAR SARMAH (Minister, Education):** Perhaps, the experience of my hon. Friend may be that somewhere some trained teachers are not taking interest. But by and large, teachers are taking such interest as they are capable of within the limitations that they are to face. There are limitations of educational training financial poverty, social environment, etc. Taking into consideration all these limitations under which they have to work, I have to submit with all humility that teachers on the work are doing are the best.

Coming to at this stage secondary education, education is growing now. The M. E. Schools has grown from 450 to a little over 1000, the M. V. Schools from 328 to about 600 within these few years and the L. P. Schools from 9140 to more than 14000. The M. E. and M. V. Schools are in no better predicament. A point of general interest has been raised that the students of M. V. Schools do not pay fees whereas students of M. E. Schools pay fees and when English is introduced in M. V. Schools students have to pay fees and so there is a discrimination and a disadvantage for M. E. Schools. I spoke about this briefly on a past occasion and I have to repeat what I have said. The idea of an M. V. School and an M. E. School is different. The M. E. Schools serve as feeder schools to High Schools. Education imparted in the M. E. Schools is not meant to be in any way self sufficient. But the idea of M. V. Schools or Senior Basic Schools is different and new or Basic M. V. Schools are designed to supply teachers to Lower Primary School and to give a terminal education to majority of the pupils attending them. In the M. E. Schools the curricula are the same as in the High Schools but in M. V. Schools emphasis is laid on Vernacular and Mathematics with a view that people passing out of M. V. Schools will generally be teachers of Primary Schools. But it was found that when the only prospect of M. V. School students is to become teachers of Primary Schools. Many people do not like to send their sons and daughters to these schools. Therefore, English has been introduced to give facilities to those who are willing to go for higher education or for lower technical education wherein knowledge of English is necessary. Some of my Friends have argued that there is a discrimination against the M. E. Schools in favour of the M. V. Schools. I submit, Sir, there is no discrimination. Both these schools are open to boys and girls. Those who want to go to the M. V. Schools do not have to pay fees and those who are willing to go to the M. E. Schools have to pay fees. Both the doors are open for all children and parents can make their choice by keeping in view the future of their children. But if we are to man the Primary Schools with suitable teachers,



I submit that we cannot afford to stand aloof and see the M. V. Schools dwindle away. Coming to High School, I want to say that we have now 477 High Schools in place of 210 about 10 years back. The standard of education in the High Schools is not also up to the mark. The Leader of the Opposition rightly drew the attention of the House to the large number of failures. Failures of our students are national loss. Nobody can deny that. A Nation like ours which is developing can ill-afford to bear this loss but what is to be done. The Education has deteriorated not only in this State but much more in some other states in the rest of India. I do not mention this as a consolation to us. If we have deteriorated, that is our loss. It is no consolation to say that my neighbour is also deteriorating. But let us examine what are the reasons for this deterioration. Briefly, the causes are many. Sir I might be excused if I just mention that we as a people are taking less care of the education of our children. We remain content simply by sending our children to school and those who can afford, by engaging private tutors. Here in our State as also in most parts of India there is lack of discipline among the students. I have not had the privilege of the going outside India but my educationists have travelled abroad only with a view to study the system of education in different countries and they say even in Germany where the standard discipline is pretty high there is indiscipline in students. In Germany, Middle Europe, Western Europe and in America the same amount of students indiscipline has cropped in after the Second World War. In our State, as also elsewhere, we do not have residential institutions. Our boys and girls come to school only for 5 hours a day and the rest of the time is spent at home and our guardians do not properly pay their attention to the education of their children. Of course at one time Sir, opportunities for sending was limited to some children of some families. But happily enough, now more people both in towns and villages are sending their children to school and have the advantage of education. A large number of children attending schools comes from illiterate homes. The education of the children cannot be looked after properly at home. In other sector, people have to put forth greater strife to make their both ends meet and rest content by providing a tutor for their children and employ themselves in other lucrative appointments. Now if you lay the blame on the teachers of the school alone for the failures of students, I think, to put it most modestly, that is less than generous. The major shares of the blame must go elsewhere. Coming to the institutional side of it, let us see what is the salary of High School teachers. My Friends said that teachers can be purchased but what is the salary of High School Teachers. We cannot draw good teachers for High Schools with this salary. Only those who do not get employment elsewhere come to the teaching profession because this is a miserable profession. The Department is poor and teachers are also poor and they are being paid very small emoluments. Therefore, instead of coming to the teaching line, they go to the Supply Department, or Co-operative Department and other Departments and these other Departments pay them more than what they would get as High School teachers. A teacher gets Rs.100 in the Aided School and Rs.125 in the Government School. After four years of strenuous study and hard labour a Matriculate becomes a graduate. In the same way a boy can graduate himself either from an Agricultural or Forest College by putting in studies for a similar number of years in their respective colleges. And yet salaries in these coming out of the Agriculture or Veterinary college are better than those of the graduate teachers. The result is that we now do not get properly qualified graduates



coming forward to serve as teachers in our High Schools. On the other hand, as is well known to the hon. Members, cost of living index has gradually gone on registering an upward trend. It is now, perhaps, 480 per cent higher than that prevailed during the years 1944-45. While the cost of living index has gone so high, the pay structure of High School teachers has not been raised commensurating with this high cost of living. Most of these teachers, Sir, come from families having the same social status as of any hon. Member of the House. They have their children, families, dependants to feed and maintain; they have almost the same or similar social obligations to fulfil. Now, what can they do if they do not have sufficient money to make their both ends meet? As a result they take recourse to the only source, only means of earning some extra money left open to them and that is the private tuition although this means of earning brings them no credit. Because, Sir, it is the well-to-do people who can afford to keep private tutors for their sons and daughters. And what do they do generally? They do not even take the trouble to pay personally the few rupees that the teacher is entitled to for coaching their children; they would send their son or the daughter to pay the amount. This type of behaviour meted out to private tutors puts them in a very delicate position before their pupils, it affects their sense of self-respect, their prestige and they begin to think, "so this is my position, I passed B.A., I am teaching their children and yet this is my life!" This being the position of the private tutors, can we expect the students to respect his teacher or the teacher to impart any good education to the student? The teacher find himself physically fatigued, financially distressed and mentally oppressed. We cannot discharge our responsibility by simply blaming the teachers for taking to private tuition, nor can we lay the whole blame at his door either. In a welfare State Government has got the moral responsibility to share a portion of the blame. It is easy to blame anybody, but it is difficult to find a solution. It would have been easier if we would have taken to the method alleged to have been taken by some other people, the method of appeasing our hunger by saying, "Well, now it is dusk, I cannot go elsewhere, give me food and shelter". Well in that case the solution of our problem would have been easier!

Now, this is only one side of the picture. What is the other side? The other side of the picture is this: classes are overcrowded; I have not come across a single school which has been able to provide sufficient accommodation for the students. So hard pressed for accommodation we are in our Schools Sir, that even this year I have instructed to issue orders to so many High Schools to arrange for extra sections and that too with the same set of teachers and for this extra work, what will the teachers get? Perhaps they will be paid a little remuneration. If this is the state of affairs, is not the standard of education bound to go down? I am afraid, it is already beginning to deteriorate, and I am only using a conventional language when I say "beginning", (then may God help us, help India and Assam). (Shri Khogendra Nath Barbarua. It is no use narrating these things. We want Government to find a solution. If you cannot, purchase them).

Sir, if I am permitted, let me divert a little. When Shri Barbarua was delivering his speech to-day, I was a little bit surprised at the unusual tone of his speech. I looked at him and noticed that his saffron chaddar was missing. Sir, my premonition came true. Without the saffron chaddar he was speaking all sense to-day and I agree with him in most matters with



a small amendment of mine that teachers cannot be purchased. Teachers are teachers from the time immemorial and they will continue to remain so if we show them proper courtesies and give them proper facilities which we have not been able to provide even in spite of our best efforts.

Now coming to the colleges also, Sir, we find almost the same state of affairs; colleges are also equally over-crowded. For colleges although we want to draw the cream of the youth of the State as our college teachers, we have not been able to do so because of the low salary offered to college teachers. Their salary is so low that even when the University Grants Commission is coming to our help, we have not been able to draw any properly qualified teachers to our colleges. Only those people who have not been able to arrange any lucrative jobs they alone come to the college. It is, Sir, not my intension to make any sweeping remark. When I say this I am quite conscious that there are a good many honourable exceptions, but I am only trying to show what usually happens to our brilliant university products when they choose to join the teaching professions. What I am talking about holds good in case of most of the people. Only such people who cannot afford to become E.A.C. or S.D.C. or who have not been able to arrange jobs in commercial firms like A.O.C. or B.O.C., they only take to the profession of teaching. And when even these people come to the college and become either lecturers or professors, what happens to them? Sir, the plight of these people can better be imagined than said. We find their own class mates, who are much inferior to these professors or lecturers, are many times better paid and those who have chosen the profession of teaching are at the bottom of the rung.

And now I would like to speak something about the technical side of education. Here Sir, I am missing the Leader of the Opposition. (Mr. Speaker—'The hon. Leader of the Opposition has gone to preside over the Select Committee meeting'). I would have been happy had he been here. Any way, Sir, I hope Shri Barbarua will please convey what I have to say regarding this matter. He stated that our Engineering College is not an institution we may be proud of. I for one fail to subscribe to this view of the hon. Leader of the Opposition. Our Engineering College and the Medical College are two amongst the best run institutions in India. I am not talking about the technical institutions of other bigger States like Bombay, West Bengal or Madras.

When we make a comparison with the rest of India, let me remind the hon. Members of this House that our achievement is not negligible. The other day Calcutta University performed their centenary. So Calcutta University has been there for more than one hundred years. And what about us? Only in 1948 we started the University. The construction of University buildings started in 1950 or so and thereafter in 1953 or so the University Development Committee was constituted. I think we have got the first and second batch of medical graduates passing out of our Medical College and from the Engineering College we will have the first batch next year. So taking the overall picture of education as a whole our achievement is really not meagre.

As regards the teaching staff in our Colleges, in the Engineering College at present there is no vacancy in the cadre of Principal and Professors, but in regard to Assistant Professors two post are still lying vacant. We require



a strength of 12 but we have only 10. Due to dearth of candidates we have not yet been able to fill up these two vacancies. We have to advertise in Calcutta Papers, in the Statesman etc., in the Hindustan Times of Delhi and in the Hindu of Madras and we have not got any suitable teachers. Then again in the Lecturers' Grade out of 30 we have got 18 appointed and 12 posts are lying vacant. Again the same beginning and advertisement are going on. I would disclose no secret if I say that I have written to the Union Minister and to the Secretary I have written to the Principal, Kharagpur Institute of Technology and also to Dr. Triguna Sen, I have requested people whomever I have come in contact with and who are likely to give us teachers. But suitable teachers are not available for the very simple and understandable reason that India as a whole is expanding, and big projects are taking place everywhere. We have a post of Workshop Superintendent and even that is lying vacant. As regards accommodation, it may be true that there is some difficulty of accommodation in other college but so far as the Engineering College is concerned it is not suffering from that defect. We have given the vacant residential quarters meant for physical training. As regards accommodation for hostels, we have constructed Assam pattern buildings for hostels. I think this will be sufficient for the time being. So it is not that for want of accommodation teachers are not available. Facts do not support that. Last year an Inspecting Commission was appointed by the University which included the Principal of the Sibpur Engineering College and the Principal of the Benaras Hindu University Engineering College. May I with your permission read their note? Their remark is this: among other things: "We would like to record our appreciation of the work already done by all concerned, i.e. teachers as well as administrator of the College in establishing the Engineering College, its buildings, staff quarters, hostels and equipments in such a short space of time, i.e. two years". Here is an Engineering College which is doing so well. Of course I and the hon. Members would like it to do much better as the Kharagpur, Bombay and Poona Engineering Colleges are doing, but taking all these factors into consideration it is doing very well.

Again some of my Friends criticised that our technical education is inadequate. I admit it is inadequate; I am myself not satisfied, but let us see whether we may not take pride in whatever achievement we have made in this direction during this short period of 8 years.

Similarly in industrial technical education also we have achieved satisfactory result. In the Jorhat Industrial Training Institute we have now 640 students and we have introduced a better pay scale there since we took it over. In the Assam Engineering Institute the annual intake is 120 and now we have a total enrolment strength of 500. In the Prince of Wales Engineering and Technological Institute our annual intake is 180 and the total enrolment is 540. In the Technical School at Nowgong we have a total strength of 105, in the Technical Institute, Tezpur we have a total strength of 178, in Srikona Technical School we have a strength of 160 and in the Arunachal Technical School the total strength is 101 which is going to be a full fledged Institute with Diploma Course with a strength of 250 students. In the Assam Engineering College the annual intake is 120 and the total strength is 480. So, considering all these things I may say that the achievement that we have made in respect of Technical Education is something of which the State can take a legitimate pride. What we contemplate is that there should be one full fledged Institute with Diploma Course in every district headquarters and one Craftman School in every Subdivisional headquarters. That is the plan we have in view.



Then there is the question of employment. Now for the students coming out of the Engineering College and the Polytechniques we have enough employment. But for trades and crafts courses a question was raised today that till now we have not enough employment opportunities. Although we have been persuading the tea gardens to take students passing out of these trade and crafts schools, we have not been able to move them. In Assam there are few private firms and mostly people from outside the State are engaged in these firms. So Government is at pains to introduce these industrial and technical institutes to train local people, so far as technical education is concerned, the position is as I have stated. Sir, in this connection I have to mention another thing. Not having received suitable teachers for our Engineering College we have revised the scales of pay and perhaps it is about the highest. Formerly the Principal's scale was 1250 to 1550 now it has been raised to 1300-1800. The Professors' scale formerly used to be Rs. 600-1,000 now it has been raised to 1000-1500, the Assistant Professors formerly got a pay scale of 350-850, now we have raised it from 600-1,150 and the Lecturers' former scale was 200-600 now it had been raised to 350-850. To my knowledge these scales compare very favourably to those obtaining in other Engineering Colleges of India. Even we are not getting teachers. Now we have not got a Principal for the Jorhat Engineering College, we have not got a suitable man to fill up the post of Director of Technical Education, of course we get people with long certificates, but qualified people with right type of experience are not available.

Now I would come to the question of backward classes scholarship. My Friend Shri Mohi Kanta Das raised a very pertinent question and also read from the experts of the Government of India Report. We are all very anxious that the educationally and socially backward areas and communities should be levelled up to the standard of the most advanced people in India because nobody can neglect the progress and advancement of the backward classes except at the peril of the country.

Sir, it is an eternal truth that the strength of the chain is in its weakest link. The strength of the entire country will be judged by the progress and advancement made by the entire country, including the backward areas. Therefore everyone of us is at one with Shri Das and Shri Harinarayan Barua. There can be no dispute about this. He read from the Report of the Backward Classes Commission and stated that certain particulars are called for by the Commission. These were furnished by the other States, but not by us, I am sorry, Sir, for this. But being the most ashamed Education Minister, today I have to shoulder the responsibility. Put not speaking in a critical vein, but in a vein of seeking enlightenment from my Friend, Shri Das, I might be permitted to say why that as to reports did not go from the State may be better known to Shri Das than myself.

**Mr. SPEAKER :** What he said was with regard to certain scheme.

**Shri DEBESWAR SARMAH (Minister, Education):** All right, Sir, let me say scheme. Now, as the scheme was sent some time in 1956-57 for the Second Five Year-Plan and as my Friend was a Deputy Minister (Inter-ruption) as he was an M.L.A. for the last 7 years and a Member of the Treasury Bench when the scheme for the Second Five-Year Plan was prepared.....

**Shri MOHI KANTA DAS (Barchalla):** I was a Deputy Minister like your Deputy Minister (laughter) I was not a Minister for Planning.



**Shri DEBESWAR SARMAH (Minister, Education):** Sir, the present Deputy Minister knows a bout Education and particularly about Secondary Education, a little more than me. Sir, I am not saying it in a spirit of criticism. I beg to be excused. Sir, I tried to be enlightened, but the time at my disposal was very short and so my Department could not tell me why the scheme was not sent. But even Mr. Das could not tell us why the scheme was not sent. He was a Member of this House when the schemes were prepared. Anyway I take the responsibility, but in all humility I say that I could not enlighten the House better.. ...

**Mr. SPEAKER:** I hope the hon. Minister is aware of the practice that no question be put to an *ex*-Minister as to what he did or did not do. He can put a specific question, but he cannot pin down and that is the practice in the House of Commons.

**Shri DEBESWAR SARMAH:** Sir, I am afraid, perhaps I could not express in a foreign language properly. I take the responsibility and shall see if I can submit in bulletin the names why the scheme was not sent. I beg to be excused. Sir, in respect of the students belonging to the Scheduled Tribes, the fees are remitted upto Matriculation. After that the Central Government give some stipends and scholarships. Only the candidates are to send the applications. As regards the backward classes, this year, we have increased the number of scholarships. Here again I do not pretend to say that we have been able to do enough, but this year we have doubled the number of State Scholarships, reserved for the backward classes for instance:

In Primary Schools	...	..	..	from 54 to 108.
Middle Vernacular Schools	...	...	...	12 to 24.
Middle English Schools	..	...	..	from 35 to 70.
Junior Scholarships	...	...	...	14 to 28.

Here also our achievement, I say in all humility, is not such that we can be castigated.

**Shri MOHI KANTA DAS (Barchalla):** What about the Medical and Engineering Colleges ?

**Shri DEBESWAR SARMAH:** Sir, there also my knowledge is very limited. But I know Sir, perhaps an admission test is taken.

**Mr. SPEAKER:** Is it from the State coffer or is it given by the Central Government ?

**Capt. WILLIAMSON A. SANGMA (Minister, T. A. D.):** For the Engineering and Medical Colleges, Government of India gives some scholarships.



**Mr. SPEAKER:** Whether any such scholarships are given to the students belonging to the backward classes ?

**Shri DEBESWAR SARMAH (Minister, Education):** This year we want to give some special scholarships for Medical and Engineering Colleges and as a rule there is no reservation for the backward classes (interruption).

**Shri HARI NARAYAN BARUA (Teok):** এতিয়া যিটো দিয়া হৈছে সেইটো poor Scholarship হৈ backward নহয়।

**Shri DEBESWAR SARMAH:** Poor-cum-backward, Sir.

Sir, the next criticism was with regard to the Grants-in-aid not being distributed as this should have been. Firstly Sir, I submit there may be as is said in our language নুন্যৰিক অপৰাধ আমাৰ যেতিয়া শৰাধ এটা হয় তেতিয়া গিৰীহঁতে গলত গামোচা এখন লৈ সভাসদৰ আগত খাটে যে নুন্যৰিক অপৰাধ নৰিষণ হওক তেতিয়া সভাসদ সকলে আশীৰ্বাদ কৰে যে নুন্যৰিক অপৰাধ নৰিষণ হওক আগলৈ দিবলৈ শক্তিমন্ত কৰক ইত্যাদি আমাৰো সেই অবস্থা। This is my first apology. I am following our ancient custom and what is that ? In Education, there is a large sum of money allotted for teachers emoluments—D.A. etc. It is a very big amount and I think it is over 2½ crores.

Some teachers are not available, some teachers take leave, some posts remain vacant. Therefore, some amount remains unspent and becomes savings. Towards the last part of the year these savings are doled out to different institutions. Till now there has been no fixed rule or procedure for distribution of these savings. These savings accrue out of unspent amount.

**Mr. SPEAKER:** Now that the hon. Minister has mentioned about procedure, may I point out that there is a Budget Manual which governs what is known as reappropriation from one head to the other ? I wonder whether he has consulted the Budget Manual while reappropriating this amount for the purpose for which it is used now. If the money was voted for a particular purpose, ordinarily that money cannot be reappropriated for other purpose without the permission of the Assembly. In some cases even the Assembly cannot give that permission.

**Shri DEBESWAR SARMAH:** These procedural matters are not impinging.

**Mr. SPEAKER:** I see.

**Shri DEBESWAR SARMAH:** They are followed and fulfilled. My point is this: the Budget Manual is there and our proposals are vetted by Finance many times. Therefore, so far as the procedural matter is concerned, it is all right. I am now talking about the methods of distribution. Now, I do submit that there should be rules regarding this matter and we are trying to frame them. This matter has been discussed at length with the hon. Members of the party, with educationists and others. But these savings cannot be avoided. For example, we budgetted for 30 lecturers in



our Engineering College, but we have got only 13 up till now. But we had to make provision for 30. So, there is a saving and instead of this being surrendered, with the permission and due consent of the proper authorities and fulfilling all the terms of the Budget Manual and financial rules and property this amount is utilised for meeting capital cost on building purpose, etc.

**Shri PRABHAT NARAYAN CHAUDHURY (Nalbari-East):** On a point of information, Sir. Did not difficulty arise about this distribution of savings when a supplementary demand was brought? Did not the Finance Department want to know whether there was some saving in the Education Budget and is it not a fact that the Minister gave a reply that there was no saving?

**Shri DEBESWAR SARMAH (Minister, Education):** Quite right. I stick to my reply. Even about a week ago I could not ascertain what would be the savings, how many teachers had taken leave, how many retired, how many died, whether any vacancies remained unfilled, and so on and so forth. You will remember, Sir, that we have about 38,000 employees in the Education Department some are temporary, some permanent, and as I said, some retire, some go on leave, and so on and when this huge human element of about 38,000 employees is involved, nobody can calculate to the rupee what would be savings. What we have to see is whether there was proper allocation of funds and whether savings accrued in the proper way and whether these were reappropriated and reallocated according to financial rules and propriety. Having fulfilled all these conditions, some amount remains; it remained in the past and will continue to remain in future, so long as the Department is of this pattern. So, Sir, towards the last part of the closing week some money remains which has to be distributed. This year the same thing has been done. I do not know how it could be done better. We followed the same procedure that was followed in recent years. The Inspector of Schools give their recommendation, these are all sifted here. The area, population, needs of particular institutions, backwardness of the area, the strength or weakness of an institution are looked into. The institutions with strong financial position and old institutions with a large number of students are not generally considered. We try to give priority to the needs of new and venture schools. That is the custom we have followed for a long time and that was also followed this year. Of the two or three members who complained, I think, Sir, one was Shri Sarat Chandra Goswami. I am instructed to submit that all the schools in his constituency have got this dole. So, also in Mr. Das's constituency except one school—I forget its name.

**Shri MOHI KANTA DAS (Barchalla):** That is not my point. My point was that 10 M. E. Schools and 5 Venture High Schools situated in backward areas have not received grant-in-aid.

**Shri DEBESWAR SARMAH:** There are more than 10. There will be over 100 institutions which have not received any share of this money because of the limited amount at our disposal.

**Shri MOHI KANTA DAS:** I am not speaking about this dole; I am speaking about the monthly grant-in-aid.



**Shri DEBESWAR SARMAH (Minister, Education):** The recognised institutions are getting regular grants-in-aid.

**Shri MOHI KANTA DAS:** There are some recognised schools which are not getting grants-in-aid.

**Shri DEBESWAR SARMAH:** Let me have the names of these schools and I shall certainly try to give grants to them. Sir, when there are so many schools, there is bound to be some mistakes and we will have to put with such human errors till we have got more trained and experienced officers to cope with the expansion of schools.

Now, Sir, with regard to distribution these savings, I was asked what was the general formula. As I said already, the area, population, number of students, financial position, the strength and weakness of an institution are taken into consideration. The Inspectors recommend the names of schools and these are sifted here. Even till to-day, we were doing it. The bill have to be encashed before the treasury close tomorrow.

**Mr. SPEAKER:** This is exactly the difficulty we are facing in this House. I do not like to join issue with the Minister about this. But so far as saving are concerned, some doubts have crept in my mind, whether monies can be spent for purposes other than for which they were voted by this House. Whether the Budget Manual can justify it? All these are, however, neither here nor there so far as to-day's discussion is concerned. This is a matter to be discussed elsewhere. But so far as the convenience of the members is concerned, it would have added to their convenience if they knew what was the amount spent for this particular purpose. Whenever hon. Ministers come and tell us that a particular amount is spent for a particular purpose, it would be convenient for the members if they knew what the amount was.

**Shri DEBESWAR SARMAH:** I quite appreciate what the Chair has stated. I also appreciated the criticisms levelled by the hon. Members and they rightly criticised too. I do not deny that. Nobody denies it. I would be denying democracy if I fail to appreciate such criticisms. But what I want to convey to the hon. Members is that we all learn by our errors and now we are beginning to learn by our mistakes. As my Friend Shri Sarat Goswami say there is a proposal that 40 per cent of the fee income should be set apart and that there should be a loan fund so that this doling system may be done away with. If this doling system goes, the Minister or the Deputy Minister or the D. P. I. or whoever may be will bless the hon. Members of this House if they are saved from this situation. I don't think any of my officers slept last night. At any rate I woke up the Accountant General requesting his help in our attempt to disburse the amount sanctioned as grant in aid. As regards of setting apart 40 per cent from the fee income and to start a loan fund, there is a difference of opinion in this regard some say that 40 per cent, others 50 per cent and others still 35 per cent should be set apart from fee income and start a loan fund.

Another point raised by Mrs. Chanda and also Shrimati Komol Kumari Barua is that there is one Reva Kanta M. E. School and another Sarojini Kendugri School which are alleged to be non-existent. Sir, I



would like to inform the hon. Members that is not a fact that these schools were non-existent. The school—existed I think the boys' M. E. school is about 8 years' old, the Girls' High School is about 15 years' old—it was said that they got double grants. That was so Sir, but apart from the mistake in names some schools got grants on different heads, namely at Tezpur the Jamuguri High School got Rs. 2,400 for Girls' Common Room and Rs. 750 for sports—these are the grants under two different heads. Then the Jamunamukh High School got four grants as follows—Rs. 2,000 for Girls' Common Room, Rs. 1,000—for building, Rs. 1,000—for sports and again Rs. 3,000—for building. In Goalpara the Pub-Bijni High School got Rs. 2,600—for Girls' Common Room, Rs. 1,000—for building and Rs. 1,000—for sports. In Barpeta the Patancharkuchi Vidyapith got Rs. 2,600—for Girls' Common Room and Rs. 800—for sports. In Dibrugarh, the Tengakhath High School got Rs. 2,400—for Girls' Common Room, Rs. 2,000—for building and Rs. 1,000 for sports. Similarly also other school got such grants on two or more counts but under different heads. No doubt there are some cases where mistakes were committed with regard to names. But if education is to be expanded the way we are doing, with all humility I must say that mistakes are bound to occur. After all Sir, we are human 'to err is human', one cannot be fool-proof. But as I said, some mistakes occurred with regard to the name of some schools but these were regularised no sooner than the mistake was detected.

**Shrimati KOMOL KUMARI BARUA (Katonigaon):** কেন্দু-গুৰি, মই জনাত, কেন্দুগুৰি লৰাৰ এম. ই. স্কুল আৰু কেন্দুগুৰি ছোৱালী হাইস্কুল বুলি কোনো স্কুল নাই। যোৱা বছৰ মই যোৰহাট জিলা মজলীয়া স্কুলৰ শিক্ষক সন্মিলনীত শুনিলো যে কিছুমান নাম নোহোৱা স্কুলৰ নামত টকা মঞ্জুৰ হৈছে। মই ৰাইজক ৰাজহুৱা ভাবেই কলো যে কথাষাৰৰ মই খবৰ লম আৰু যদি সঁচা হয়, তেন্তে শুধৰাবলৈ যত্ন কৰিম। পিচদিনা ইন্সপেক্টৰ অফিচত টকা মঞ্জুৰ হোৱা লিষ্ট খন চাবলৈ নিচৰাত মোক ইন্সপেক্টৰ মহোদয়ে লিষ্টখন অনাই দিলে আৰু লিষ্টত দেখিলো যে অভিযোগটো সঁচা। কেইটামান অস্তিত্ব নোহোৱা স্কুলৰ নামত গ্ৰাণ্ট আহিছে। এতিয়া মাননীয় মন্ত্ৰীয়ে কোৱাৰ দৰে তিনচুকীয়া চেনাইৰাম হাইস্কুল আৰু তিনচুকীয়া হাইস্কুল দুয়োটা নামতো টকা মঞ্জুৰ হৈছে। মই আনবোৰ কথা ভালকৈ নজনাতে সেইবোৰৰ কথা কবলৈ ভাল নেপালো। যোৰহাট মহকুমাৰ কথাটো উল্লেখ কৰি ইন্সপেক্টৰ মহোদয়ক লিখিত ভাবে জনালো যে হয়তো এইটো ভুলকমে হল, সেইবাবে টকাটো যেতিয়া যোৰহাট মহকুমাত allot কৰিছে সেই টকা দুটা অন্য দুটা ডেজাৰিং স্কুলক দিলে ভাল হয়। তেতিয়া তেখেতে ছিলগুৰ পৰা এণ্ডেল লৈ সেইটো কৰিব বুলিও আশ্বাস দিলে।

**Shri DEBESWAR SARMAH (Minister, Education):** শ্ৰীমতী কমল কুমাৰীয়ে কোৱাটোও ঠিক আৰু মই কোৱাটোও ঠিক। ভুলটো দেখুৱাই যেতিয়া ইন্সপেক্টৰে টেলিগ্ৰাম কৰিলে, তেতিয়া ছদিনৰ ভিতৰতে তেনেকুৱা আটাইবোৰ ভুল শুদ্ধ কৰা হল।

**Shrimati KOMOL KUMARI BARUA:** ভুল শুদ্ধ কৰা হল মানে কেন্দু গুৰি সৰোজিনী ছোৱালী হাই স্কুল আৰু বেৰকান্ত লৰাৰ এম. ই. স্কুলে একেটা শিতানৰ পৰা দুটা-দুটা মঞ্জুৰী পালে।

**Shri DEBESWAR SARMAH:** So what is this. Let somebody come up and see the insinuation. We have made mistakes and we



have rectified them. Now, Sir, I am coming yet to another aspect of the matter. Some people were criticising that the Department is in certain aspect a top-heavy one but the same breath it was also stated that there has not been proper inspection of schools. I submit Sir, the Department is not top-heavy and even with the number of officer that we have proposed to have, we cannot manage the work efficiently, and as a result next year again the hon. Members may accuse us and we will again have to apologise. But we cannot do better. When the schools are growing everywhere and official correspondence is increasing with the Government of India not only at Director of Public Instruction level but right down to the Inspectorate level and when there is also the planning work, we cannot help it. Sir, the position of Inspectors is this. We have now 4 Inspectors of Schools and on an average each Inspector is to look after 59 schools. They have to do the correspondence work also. We also have School Board, and there the Deputy Inspectors of Schools are occupied most of the times with Secretariat work. For Primary School we have about 110 and 80 Assistant Sub Inspectors. On average the number of Schools to inspect per officer is 70. It is, therefore, next to impossible for an Inspector to inspect all these. That is why we are now planning to entrust not more than 60 schools to each Sub-Inspector and still less to the Assistant Sub-Inspectors and Inspectors of High Schools. In respect of the Budget, the position is that out of a total of Rs.5,13,84,000—Rs.4,60,000 is spent on administration, i.e., 809 per cent. Now if the total expenditure on inspection right down to the Assistant Inspectors of Schools is taken, we have an expenditure of Rs.9,23,000 which comes to 1.7 per cent. The total of both of these will come to 2.6 per cent. Now this percentage, it will be admitted by all thinking people, is the root bottom. If possible, we propose to have at least an Additional Director Public Instruction and one Special Officer for planning and 4 Additional Director of Public Instructions. There is a complaint about the work of the Additional Directors of Public Instruction. Now I want to know who co-ordinates the Basic education with so many schools. Who co-ordinates the Sangitkala Academy and the Flying Club and a host of other things, We are co-ordinating all the High Schools with 4. Additional Directors of Public Instruction. I frankly cannot manage this. Let the House appoint a Committee of two or three members and check up the work-load. Then they will find whether these officers are required or not and there should be a proper calculation. I submit Sir that we have now 17,392 institutions and we have a teacher strength of 34,922. With all these schools and colleges and sorts of institution, it is impossible to manage with this staff. This is physically impossible. If we can have an adequate staff and if each officer is supplied with a good and capable stenographer then only they will be able to cope with the work, otherwise we will not be able to manage. This is my submission. As regards the Science education which Mr. Choudhury has raised.....

**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** Sir, I spoke about the appointment and efficiency of Assistant Inspectors.

**Shri DEBESWAR SARMAH:** Yes, the Department will have to have 12 Assistant Inspectors but that will be too expensive for the State to bear. Therefore, we are doing the next best. If we want honey and if we do not get it we will take gur.



**Shri PRABHAT NARAYAN CHOUDHURY (Nalbari-East):** Sir, Government is going to appoint 12 officers which is absolutely no use.

**Shri DEBESWAR SARMAH (Minister, Education):** Sir, absolutely no use is a term which perhaps many thinking people will disagree. We appointed a Rao Committee for this purpose. The Committee toured round the State and submitted its scheme for the following Colleges which have Science classes.—

1. Lady Keane Girls' College.

2. Hailakandi College.

3. Pragjyotish College.

4. Nowgong College.

5. Dhubri College.

They also sent a second list on second thought and this included—

1. J. B. College 2. Sibsagar College. 3. H. S. K. College. 4. Darang College. 5. St. Edmund's College. 6. St. Anthony's College. 7. Silchar College. 8. Karimganj College. 9. Hailakandi College and 10. Dhubri College.

But there was a certain amount of terminological inexactitude in our references. We used the words not very thoughtfully as 'introduction of Science. Later on when we tried to get funds, we were told that we cannot get funds for development but for introduction of science. So we stumbled there and could not give the money to the Colleges. Shri Choudhury made a complaint about the Nalbari College. Anyway we managed to help that institution with Rs. 10,000. We are sorry for the Barpeta College though I had personally promised to my Friend but I find myself now undone. So this is the position of grant for science teaching. We are also trying our best to draw as many teacher as we can for strengthening the teaching of science because if we are not able to do so then we will find great difficulty in getting qualified materials for the Agricultural, Engineering and Medical Colleges. We are also to develop many branches of science such as the oil technology. The quality of students going in for technical education is very poor. Incidentally, I may mention that we are giving stipends even to boy who have not passed in all the subjects in the hope that they will exert and do better. We have quite few stipends for the Engineering College at Gaubati but we have only 10 to 14 passed out boys in our examinations.

**Mr. SPEAKER:** That is exactly the point raised by the Leader of the Opposition.

**Shri DEBESWAR SARMAH:** But what is to be done? I know we are



not doing well but as our Friend Shri Siddhinath Sarmah told us a story that one boy went to another hostel mate of his and pressed him to accompany him to a cinema show. The Friend told him, "Well you see, our examination is drawing nigh, and I must read hard, I cannot go to cinema now." The other boy replied, "Well, damn your examination, Assam Government is so hard pressed for Engineers, examiners will have to give us pass mark even though we fail. So leave aside your books and come along." (laughter). But even such a prophecy is now coming true. The result is that the quality of our students have gone hopelessly down. We are so much in dearth of engineers that we cannot think of making any discrimination having in view our own desperate need for engineers. Sir, out of the 14 students in the Engineering College not even more than 3 students can be termed properly indigenous. Therefore, discrimination in the matter of admission in the Engineering College is far from our wildest thought even. If at any time anything was done like that, it might be a matter of old history. Because rules have also been since changed rules governing admission of students. Sir, in all humility I would like to say that Assam is the one State which is most generous, much more hospitable than any other State in India. My Friend Shri Sarat Chandra Goswami has already stated that boys coming from different places get quarter anywhere in Assam. Sir, you were one among us who knew these things very well. Now all sorts of people come to Assam and get themselves settled here making handsome income. From the time immemorial Assam is noted for her traditional hospitality. We do not blame anybody for this particular fascination for Assam of the land-hungry people from outside. Perhaps here the lands are fertile and the people are also beautiful and extremely hospitable. So people from outside come and settle here. Now, in our Government service we have employed many people from outside, from Sindh, Punjab, West Bengal and also from Kerala. I do not call these people bad or good, but Sir, with some of them we are having great difficulty. But our policy Sir, is to treat them well. Irrespective of the place from which they come, irrespective of the fact whether they use or abuse our hospitality, we leave it to them to act as they please.

Now, another point raised by some one of my Friends is about the School Boards. These School Boards were introduced by our late lamented Lokapriya Gopinath Bardoloi. All these School Boards have not been functioning as bad as the hon. Members wants to make out. Some of them are functioning very well while in regard to certain other School Boards I have received some complaints.

**Shri HIRALAL PATWARI (Panery):** Most of the Boards have not been able to function properly due to I think faulty selection of members.

**Shri DEBESWAR SARMAH (Minister, Education):** Sir, my Friend Shri Patwari's observation has reminded me of a story not a story but an actual fact. A couple of years back we had a meeting in the Curzon Hall, now called Nabin Chandra Bordoloi Hall. There a small committee was formed. Then one of the gentlemen present in the meeting remarked that the said Committee was no good. আন এজনে কলে কেলেই ইয়াত আপু নিও এজন মেম্বাৰ হওক, ভেতিয়া অন্ততঃ কমিটিটো ভাল হব। প্রথমতে ইতস্ততঃ কৰি পিচত তেখেতো মেম্বাৰ হবলৈ সাজু হল তেতিয়া ইজনে কলে, অ, এতিয়া ভাল হল অন্ততঃ বৰ্তমান কমিটিটো ভাল হল এতিয়া বাস হব (হাঁহি) Now the allegations brought against the functioning of these School Boards may be attributed to similar causes. (Laughter).



**Shri PRABHAT NARAYAN CHAUDHURY (Nalbari-East):** Is it not an insinuation Sir to say that the hon. Member Shri Patwari criticised the School Boards only on personal ground ?

**Shri DEBESWAR SARMAH (Minister, Education):** That is not an insinuation, Sir. It is far from my intention to make any remark casting reflection on any of the hon. Member. But human weakness being what it is, we all think that if I or you are not in a certain Committee that Committee will not function well. Such a little amount of vanity is inherent almost in all of us.

Now I come to the point regarding D. P. I. visiting colleges. That we have not been able to do. But we propose to pull up the Governing Bodies to tighten up the management. In this connection I would request the hon. Members to realise as to how fast we are expanding. We have not been able to provide even trained teachers to our schools. Another suggestion that the Director should be a Member of the College Governing Bodies. Sir, this is a suggestion to which I respectfully disagree. That can never happen.

I agree with most of the suggestion of Shri Hareswar Goswami. But as regards his criticism about wastage of money I would very request him to point out a specific case. He also mentioned about the University Development Committee. This University Development Committee has come into existence under Section 41 of the Gauhati University Act. This Committee consists of the following: The Education Minister as Chairman, the Registrar as the Secretary, the other member is the Vice-Chancellor or his nominee. Then we have got two other members, Shri Fakhruddin Ali Ahmed and Shri Baidyanath Mukherjee. This Development Committee dealt with about rupees one crore and 40 lakhs. Out of this Government has given about Rs.97 lakhs. This figure is, however, subject to correction as I do not have the actual figure with me now. Then the Chief Engineer of the State is also another member of the Committee but I do not know whether he is a member there on his personal capacity or as the Chief Engineer of the State. If, however, he is the member there as the Chief Engineer of the State, then the least I can say is—may God help us! he is so much overburdened with his own work in the department, I do not know how he can do justice to this additional responsibility imposed on him. The Gauhati University Development Committee has much more work than one full fledged division of the Public Works Department. Even then the Committee did its best. We have one retired Chief Engineer as member of the Development Committee and we have an Engineer who stays in the University Campus. In such a stupendous task the Education Minister with his hands full with the work of the Department, the Chief Engineer overloaded with work, with the Registrar as Secretary and three other members completely occupied, how can it be possible for the Committee to manage every bit of work so efficiently? I know they did not submit their accounts to the Court. In my time I have found that they have to reconstruct the accounts. The less said about all these thing the better because they are subject to scrutiny at the present moment. This unsatisfactory state of affairs must be put an end to. I am corresponding on one hand with the Vice-Chancellor of Gauhati University and on the other hand I am trying to have a discussion with the Chancellor and the Chief Minister. Unfortunately I had no opportunity till now to hold discussion with the Chancellor and the Chief Minister. Therefore



I have been prevented by circumstances from bringing a legislation to do away with the University Development Committee and instead the University Executive Council is taking over this function.

**Mr. SPEAKER:** The point raised by Mr. Goswami was much more limited. According to section 41 of the Gauhati University Amendment Act of 1949 the accounts have to be submitted before the Executive Committee and published in the Assam Gazette. Whether that has been done?

**Shri DEBESWAR SARMAH (Minister, Education):** That has not been done for the simple and straight forward reason that it could not be done because accounts have to be re-constructed.

**Shri SARAT CHANDRA GOSWAMI (Kamalpur):** Is the Education Minister aware that accounts for last three years have not been submitted?

**Shri DEBESWAR SARMAH:** Sir, I am completely an uncognizant of accounts and its rules.

**Mr. SPEAKER:** How long this procedure has not been followed?

**Shri DEBESWAR SARMAH:** Mr. Goswami himself stated that it has not been submitted for the last three years. As I said I feel myself as a lost layman, I cannot do anything. I have appointed three Accountants and other officers to re-construct the accounts. I am in a mess I cannot make any head or tail.

**Mr. SPEAKER:** He is now replying as Minister for Education and not as Chairman of the Development Committee.

**Shri DEBESWAR SARMAH:** I can say very frankly about it, there is nothing to be concealed. Good buildings have no doubt been made and good accommodation has been provided, but the staff was understaffed. Therefore the accounts could not be re-constructed. We have an old retired Superintending Engineer and he has a few subordinate engineers who are much more clever than him. The whole thing was left to a concern in Calcutta with some foreign gentlemen in it. Now it has come to Indian hands entirely. So the accounting side of it is in a mess. Even if I am censured I can place all the books before any Committee. I have now taken two retired officers from the Accountant General's Office or Auditor General's office. I have put them to re-construct the accounts. Whenever they can re-construct the accounts I will place their report before the University Court. I know it but it has not been done. I have known only now that it has not been done for the last three years. My impression was that it was never placed. Luckily Mr. Goswami has pointed out to-day that it has not been done for three years.

My Friends have criticised me for shortage of hostel accommodation in Cotton College. I know that. I also know that there is need for hostel accommodation in other colleges. But I have no funds. It only reminds me of the great illustrious leader of India who was the first Education Minister of Independent India who said "my pockets are empty". Then again it has been complained by some of my Friends that



text books are costly. But, Sir, today everything is costly including paper and press. So why not text books be costly? I do not think we can buy a ream of paper for less than 3 or 4 rupees. At Jorhat we are purchasing at a much higher rate. The text books are not as costly as they should have been because text books are mostly controlled by Government. We have not got a paper mill, we are only going to have a pulp mill. My Friend the Supply Minister is in communication with the Government of India but they say they are completely helpless.

As regards memberships in certain schools my Friend whether Shri P. N. Chaudhury or the Leader of the Opposition said about Chaygaon and some other schools. I remember two deputations from two opposite warring camps came to me from Chaygaon. One party said some one gave a feast with Khasi (goat) therefore he has become a member. These are the state of things going on there. So we have been compelled to put an *ad-hoc* committee. Now if in suspend all the Boards, they will say the Ministries very harsh. We have no other alternative, Sir.

With regard to our policy in respect of Sanskrit education. I submit, Sir, Sanskrit is the fundamental basis of Indian culture. I do not know whether it has any connection with religion, but I can say that without the knowledge of Sanskrit one cannot appreciate the Indian culture. Sir, we have not been able to do much in this respect and Sanskrit is dying with the gradual deaths of the erudite Sanskrit Scholars. Sanskrit is going to be dead and buried. Of course we are trying to preserve it and we are trying to prepare a scheme in our State as is being done in some other States. In West Bengal, there are two Sanskrit Colleges. Now if we are to encourage study of Sanskrit if we want to keep our cultural tradition, if you do not bring in the question of livelihood for those who devote to study and research work, I am afraid no headway can be made. So we will have to provide for their food and other amenities and Government is considering this question. Perhaps by the time the next Budget comes some schemes will be prepared in this respect.

Regarding extra-curricular activities I am one with my Friends. The hon. Members know that particularly at Gauhati and Dibrugarh we have too many cultural activities. To day a Music Conference at Dibrugarh; tomorrow a Badminton Competition at Gauhati and again a Peoples Theatre the next day and so our boys do not find interim leisure to do their studies. Again we have too many holidays and I do not know if all the hon. Members know that we have about 150 working days out of 365 days in the Schools and Colleges. What is worse, as some hon. Members said from the middle of December till April some students went out for Bharat Darshan. Those who could not avail of that Bhraman, they had their own Bhramans in their own villages and towns (laughter). Again there are the Plethora of Examinations. We have done away with the M.E. examination. But there are Scholarship Examinations, Matriculation Examination, I. A. and B. A. Examinations and the School are to be closed for the those purposes. Unless and until we have some Halls for Examinations, set apart for that purpose, this state of affairs will continue and till then I do not know what to do. Frequently students on going to schools, find some teachers are absent or there is shortage of teachers. They create noise and get half holidays. (laughter).

My Friend Shri Harinarayan Barua was speaking about non-recurring grants. There is an Assamese saying যেতিয়া সাজতকৈ ভৰত সবহ হয় তেতিয়া অসন্তোষ হবই।



Sir, Shri Tudu said something about Shri Ratan Mani Singh that he had been superseded and all that. Sir, he has come to this Office later as he opted for India, from Pakistan and under the Departmental rules of seniority; he cannot have seniority over others. If we want to please one person, we shall have to displease one hundred persons. Similar is the case with regard to other persons mentioned by him. Shri Mehi Kanta Das said he took a very fine young man to me. He took a young man to me, Sir, and said that he comes from *ex-tea* garden backward community and he requested me to give the post of Lecturer in the Cotton College. That post being filled up by the Public Service Commission, I told him—"How can I help him in this matter?" I also hold the view that in our academic institutions of higher type, I think in such cases, we should go in for merit. Just as I shall not want to send my children to a institution where the facility is not good how can I expect other people to send their children where the best teachers are not available. So in this matter we should go in for merit, irrespective of caste, creed or community. Sir, here in Shillong there some institutions are run by the Missionaries. From the point of view of discipline, I think they are very good and we can emulate them. •

With regard to female education, as suggested by Mrs. Chanda, I repeat that we give all possible encouragement for the female education. Other things being equal, when a male and female candidate come to me for job or for scholarship, I repeat, I give preference to the female candidate, because the percentage of literacy and education among our female population is 7 or 8, whereas among the male it is much higher. In the line of education, our sisters and daughters are doing very well and that is also quite natural because their approach is always a motherly approach or a sisterly approach. So I welcome this and so long as I hold this responsibility, I will give as much facility to them as is possible.

Mr. Birendra Kumar Das raised an important question that in the Lower Primary schools, in the interest of Bodo boys, the education should be imparted through their mother tongue. Sir, as a principle, this State has, India has accepted this principle. We follow this both in theory and in practice. But I would request my Friend to consider—I would request the leaders of the community to consider whether it should be possible for their children to get the primary education in their mother tongue which is more or less a dialect, and when they come to the middle stage after the age of 11 years, they have to learn another language. So in place of 3 languages which are compulsory, they will have to learn 4 languages. I may not be mistaken. I do not oppose that policy accepted by the State Government that it should be their mother tongue. But it is for the leaders of the community to consider whether it would not be better, in their own interest, in the interest of their children to have only 3 languages. I leave that matter here and I would like to be guided by them in this matter.

We are short of teachers in the B. T. college and we are trying to make it up. That answers why one is a student and teacher alike. He may be a student of the training college, but if he is proficient in one subject there is no harm in his teaching that subject. But I agree it does not look nice. But we can't help it at the moment.

Another point was raised regarding supply of food to the school children. Sir, the Mahila Mangal in Madras by public donation are supplying mid-day meal to the school children. We have not been able to do it. When primary education is made free and compulsory there is contemplation



to supply mid-day milk or meal. I do not know how we can supply milk as we do not get pure milk at all in our State. We get only skimmed milk coming to our State.

**Shrimati KOMOL KUMARI BARUA (Katonigaon):**

মই Food nutrition balance dietশিঙ ও মাতৃ মঙ্গল, শিশুৰ মনোবিজ্ঞান আদিৰ কথা এই প্ৰসঙ্গতহে উল্লেখ কৰিছিলো যে অন্য State ত যেনেকৈ হোম চাইন্স কলেজৰ জৰিয়তে food nutrition child psychology আদিৰ শিক্ষাৰ ব্যৱস্থা কৰা হৈছে। যিহেতু এইবোৰ হোম চাইন্স চিলেবাচত আছে। কিন্তু দুখৰ কথা অসমত এতিয়ালৈকে ইয়াৰ ব্যৱস্থাৰ বাবে একো কৰা হোৱা নাই, এই বিষয়টো ত্ৰীশিক্ষাৰ অপৰিহাৰ্য্য অঙ্গ বাবেই অসমত এটা হোম চাইন্স কলেজৰ স্থাপনৰ বাবে ব্যৱস্থা কৰিবলৈ চৰকাৰৰ দৃষ্টি আকৰ্ষণ কৰিছিলো।

**Shri DEBESWAR SARMAH (Minister, Education):**

শ্ৰীমতী কমল কুমাৰী বৰুৱাই যিটো suggestion দিছে সেইটো উপযুক্ত চাজেচন, সেইটো আমি নিশ্চয় চিন্তা কৰি আছে—কিন্তু বৰ্তমান আমি একেবাৰে চালুকীয়া অৱস্থাতে আছো। আমাৰ আৱন্তনিহে মাত্ৰ হৈছে। Female education বেলেগ হব লাগে সেইটো সকলোৱে কৰ। তাৰ বাবে ট্ৰেইণ্ড টিচাৰ লাগে, ইকুইপমেণ্ট লাগে—এটা গাৰ্লচ স্কুলত যিমান বিলাক ইকুইপমেণ্ট লাগে সেইবোৰ সমল আমি এতিয়াও যোগাব কৰিব পৰা নাই। এইবোৰ একেবাৰে নহ'ব বুলি কব নোৱাৰো, আমি চেষ্টা কৰিয়েই আছে। আশা কৰো কৃতকাৰ্য্য হ'ব পাৰিমগৈ। আৰু এটা কথা তেখেতে কৈছে যে বিশ্ববিদ্যালয়ৰ কাম নিয়াবিকৈ হোৱা নাই, সেই সম্পৰ্কে যিবিলাক সমালোচনা পাইছো সেইবোৰ মই বিশ্ববিদ্যালয়লৈ আগ বঢ়াই দিম।

The allowance of a teacher is Rs.20 and for a student the scholarships is Rs.35 in normal schools. That is so; I understand the teachers get their salary also. Their is, of course force in the argument that when a teachers remains in his house and teachers in a school he is not required to have a separate establishment as he is merged in the family. If he goes to the town or to a normal school or training school, he may not be able to manage with Rs.20. There is great force in this argument. I have already recommended from my department for enhancement of this amount. I agree that teachers should be appointed on merit and they are appointed on merit.

Merit scholarships are merit scholarships. There is no hanky panky regarding this. There may be errors here and there. But merit scholarships are awarded strictly on merit. There has not been any deviation from this policy since this Ministry came to office.

Then, Sir, it was stated that the officer sanctioning grants-in-aid should be always in office. Unfortunately, he is, as the English saying goes, a bed by night and chest of drawers by day. He is the signing officer, he is the disbursing officer and also sometimes the dealing assistant. So he cannot be at Shillong all the time. The people have to put up with this difficulty for some time till we can cope with the expansion.

Sir, again I express my gratitude to the hon. Members for their suggestions and criticisms. I would have liked if the whole subject could be thrashed out in all its pros and cons even by sitting for two or three days at a stretch. It might have helped the Members to realise the magnitude



of the problem and the tremendous task facing the Education Department. After all, it is they who will carry the message of Government to the people, it is they who will carry the good-will and wishes of the Government to the people. It is the co-operation of the people, of whom they are the representatives, which will carry us through this difficult task of laying a solid foundation for our entire educational structure.

With these few words, I submit that the hon. Members may be pleased to withdraw their cut motions.

**Shri HIRALAL PATWARY (Panery) :** আমাৰ Text Book বিলাক যে বছৰে বছৰে সলনি হৈ থাকে তাৰ দ্বাৰা শিক্ষা ক্ষেত্ৰত বহুতো বেমেজালি হয় এইটো বাবে নহয় চৰকাৰে চাবনে ?

**Shri DEBESWAR SARMAH (Minister, Education) :** Text Book আজিকালি ঘণাই পৰিবৰ্ত্তন নহয়। আমাৰ টেক্সট বুক কমিটি এখন পতাৰ কথা আছে, কিছুমান কাৰ্য্যকৰী অস্থবিধাৰ কাৰণে কমিটি সূচাৰূপে কাৰ্য্যক্ষেত্ৰত আগবাঢ়িব পৰা নাই। সদস্য জনে যিটো কথা কৈছে সেইটো যুক্তিকৰ কথা।

**Shrimati KOMOL KUMARI BARUA (Katonigaon) :** মই চৰকাৰৰ পৰা জানিব খুজিছিলো যে চৰকাৰে হেনো Multi-purpose আৰু Higher secondary আদি স্কুলৰ বাবে কিছুমান furnitures কলিকতাৰ পৰা আনাইছিল সেইবোৰৰ বোলে ভালমান ভাগিল আৰু কিছুমান ঘূণে ধৰিলে—কথাষাৰ সঁচানে ? আৰু যদি সঁচা, তেন্তে কিয় এইটো হবলৈ পালে ?

**Shri DEBESWAR SARMAH :** Multi-purpose স্কুলৰ বাবে কিছুমান বস্তু অনোৱা হৈছিল—সেইটো আগতীয়া হোৱা নাই। কাৰণ সেই উদ্দেশ্যে ঘৰ সজা হল, চিচাৰো ট্ৰেইনিংৰ কাৰণে পঠোৱা হল—বস্তু কিছুমান পোটোকা পোটাকী পৰিছে। ঘৰৰা বয় বস্তু ও দূৰৰ পৰা আনোতে এনেকৈ পোটোকা পৰাৰ অভিজ্ঞতা সকলোৰে আছে। কিছুমান বস্তু যদিও ঘূণে খাইছে সেইবোৰ শিক্ষা বিভাগে, মানুহে নিজৰ ঘৰৰা বস্তু যেনেকৈ যত্ন কৰি ৰাখে তেনেকৈ ৰাখিছে।

**Shrimati KOMOL KUMARI BARUA :** সেইবোৰ বস্তু অসমতে তৈয়াৰ কৰিব নোৱাৰিনে ?

**Shri DEBESWAR SARMAH :** অসমৰ পৰা লব পাৰিলে খুবেই ভাল। আজিকালি ডিব্ৰুগড় বা গুৱাহাটীৰ ভাল মিলিৰে কাম কৰালে কলিকতাতকৈ বেচি খৰছ পৰে, আৰু teak কাঠৰ বস্তু পোৱা যায়, সেই কাৰণে অন্য হৈছিল।

**Shrimati LILY SEN GUPTA (Lahowal) :** ডিব্ৰুগড়ৰ পৰা শ্ৰীহাজৰীকা ডাঙৰীয়াই ডিব্ৰুগড়ৰ বিষয়ে দৰ্কাৰী বহুতো কথা কৈছিল তাৰ উত্তৰ আশানুকূপ পোৱা নগল, সেই বিষয়ে অলপ শুনিবলৈ পালে ভাল পাম।

**Shri DEBESWAR SARMAH :** হাজৰীকা, চৌধুৰী, পাটৰাৰী এই সকল শিক্ষা বিষয়ত মই পেচিয়েলিষ্ট বুলিয়েই ভাবো। শিক্ষা বিষয়ে তেখেত সকলে যথেষ্ট চিন্তা কৰে। হাজৰীকা ডাঙৰীয়া নিজেই এজন শিক্ষক, শিক্ষা বিষয়ৰ বহু পৰামৰ্শ মই তেখেতৰ পৰা লওঁ। তেখেতে বিবোৰ পৰামৰ্শ আগ বঢ়াইছে সেইবোৰ নিশ্চয় মনত থাকিব।



**Shri HIRALAL PATWARI (Panery):** আমাৰ প্ৰাইমেৰী শিক্ষক সকলক ৬০ বছৰ বয়সলৈ চাকৰিত থাকিব পৰা কথাটো চৰকাৰে বিবেচনা কৰিবনে ?

**Shri DEBESWAR SARMAH (Minister, Education):** প্ৰাইমেৰী শিক্ষক সকল ৬০ বছৰলৈতো থাকেই—তাৰ ওপৰলৈ থাকিব যাতে পাৰে আমি সেইটোহে বিবেচনা কৰা কথা।

**Shri BIRENDRA KUMAR DAS [Patacharkuchi (Reserved for Scheduled Tribes)]:** নমাটি বিদ্যাপিঠ আৰু হাবিভাঙা M. E. স্কুলৰ ডিৱাননেচ এলাওঞ্চ বিল চুৰি হোৱা বিষয়ে মন্ত্ৰী মহোদয়ে কি আশ্বাস দিলে ?

**Shri DEBESWAR SARMAH:** সেই কথাটো খবৰ কৰিম।

**Shri SARAT CHANDRA GOSWAMI (Kamalpur):** M. V. আৰু হাই স্কুলৰ ভাৱনেকুলাৰ টিচাৰ সকলৰ দৰমহাৰ যিটো বেমেজালি হৈছে সেইটো চৰকাৰে এমাহৰ ভিতৰত গুচোৱাৰ ব্যৱস্থা কৰিবনে ?

**Shri DEBESWAR SAAMAH:** চাৰ, সেইবিষয়ে আমি পাৰ্থ্যমানে যত্ন কৰিছো—হয়তো তাৰ আধামান ছমাহ মানৰ ভিতৰতে পৰা হ'ব বুলি মোৰ বিশ্বাস।

**Shri KARKA CHANDRA DOLEY [North Lakhimpur (Reserved for Scheduled Tribes)]:** শ্ৰীবীৰেন্দ্ৰ দাসেও কৈছে যে টাইবেল ছাত্ৰৰ বৃত্তি বৃদ্ধৰ সুৰত দিয়া হয় সেইটো ৬ মাহত দিয়াৰ বিষয়ে মন্ত্ৰী মহোদয়ে কি বিবেচনা কৰিছে ?

**Shri DEBESWAR SARMAH :** সেইটো চৰকাৰে বিবেচনা কৰি আছে। মই এই সদনৰ সদস্যহৈ থকাৰ আগতে কেইজন মানৰ পৰা দৰ্খাস্ত পাইছো। তদুপৰি এইবিলাক বিষয়ৰ বিবেচনাৰ্থে এখন বোৰ্ড পতাৰ দিহা বৰা হৈছে। এই বোৰ্ডৰ পৰা পোৱা পৰামৰ্শ মতে আমি বিবেচনা কৰিম।

**Mr. SPEAKER:** Now I will put the Cut Motion moved by Shri Ghanashyam Talukdar to vote as he is absent he cannot withdraw it.

(The Cut Motion moved by Shri Ghanashyam Talukdar was put to voice vote and lost. All other Cut Motions were withdrawn by leave of the House.)

**Mr. SPEAKER:** Now, I will put the main grants one by one.

The question is that a sum of Rs.5,00,99,700 (Rupees five crores, ninety-nine thousand and seven hundred) be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "37.—Education".



(The question was adopted).

**Mr. SPEAKER:** The question is that a sum of Rs.43,32,500 (Rupees forty-three lakhs, thirty-two thousand and five hundred), be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "37-II.—Technical Education".

(The question was adopted).

**Mr. SPEAKER:** The question is that a sum of Rs.48,000 (Rupees forty-eight thousand), be granted to the Minister-in-charge to defray the charges to defray the charges which will come in course of payment during the year ending 31st March, 1960 for the administration of the head "36.—Scientific Department".

(The question was adopted).

**Mr. SPEAKER:** The question is that a sum of Rs.11,500 (Rupees eleven thousand and five hundred), be granted to the Minister-in-charge to defray the charges which will come in course of payment during the year ending 31st March, 1960, for the administration of the head "57.—Miscellaneous (VII.—Advanced Technical Training and Scholarships, etc)."

(The question was adopted).

### Adjournment

The Assembly was then adjourned till 9-30 A. M. on Tuesday, the 31st March, 1959.

SHILLONG:

The 10th December, 1960. }

R. N. BARUA,

Secretary,  
Assam Legislative Assembly.