

Proceedings of the Third Session of the First Assam Legislative Assembly assembled under the provisions of the Government of India Act, 1935.

The Assembly met at the Assembly Chamber, Shillong, at 11 a.m. on Saturday, the 11th December 1937.

QUESTIONS AND ANSWERS

STARRED QUESTIONS

Post of the Mechanical Engineer, Assam

KHAN SAHIB MAULAVI SAYIDUR RAHMAN asked :

- *19. (a) Is it a fact that the present Mechanical Engineer, Assam; has not been confirmed in his service as yet ?
 (b) If so, what are the reasons therefor ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA replied :

19. (a)—Yes.
 (b)—The post held by the present Mechanical Engineer, Mr. E. H. Bay, is on agreement, and his term of service will expire on 31st March 1939. The question of making him permanent or extending his agreement is under the consideration of Government.

Boy Scout Movement

SRIJIT RAJENDRA NATH BARUA asked :

- *20. Will Government be pleased to state when the Boy Scout Movement first started in Assam ?
 *21. Will Government be pleased to state—
 (a) whether it is compulsory that each Boy Scout has to pay for his own uniform?
 (b) what is the cost of each uniform ?
 (c) whether the Movement is spread over the Primary and Secondary Schools of Assam ?
 *22. (a) Will Government be pleased to state what amount was spent over this movement annually for the last three years including the pay and travelling allowances of teachers and officials of the Education Department ?
 (b) Is it a fact that the Boy Scouts are sometimes engaged in waiting upon the officials of Government as Guards of Honour ?
 *23. Do the teachers of Primary and Secondary Schools get travelling allowances when they have to attend Educational Exhibitions in towns and Mofussils where scout demonstrations and physical drills are the main items ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED replied :
 20.—In 1917.

MR. ARUN KUMAR CHANDA: Is Lord Baden Powell the originator of the Boy Scouts Movement?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: Yes, Sir.

MR. ARUN KUMAR CHANDA: Are Government aware that he made particularly objectionable remarks about Indians sometime ago?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: This is a controversial point, but he has denied the statement.

MR. ARUN KUMAR CHANDA: Will the Hon'ble Minister be pleased to place the denial before the House if he has got it?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: It was reported in the Press. I have not got the papers now.

SRIJUT RAJENDRA NATH BARUA: Is it a fact that this Boy Scout Movement is anti-national in its outlook?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: No, Sir.

SRIJUT BELIRAM DAS: What service, if any, have the Boy Scouts of Assam rendered in giving relief to the flood stricken people especially?

THE HON'BLE THE SPEAKER: Does the hon. member want to know whether boy scouts in Assam have given relief to the flood stricken people?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Individual scouts served the flood stricken people. As a whole they did not take part in it.

MR. FAKHRUDDIN ALI AHMED: May I know, Sir, in what newspapers that statement has been denied?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: It appeared in the Press. I have not got the papers before me.

MR. FAKHRUDDIN ALI AHMED: Will the Hon'ble Minister give an idea of the papers in which the statement was denied?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: In the *Statesman*, the *Amritabazar Patrika* and other papers.

BABU HARENDRA NARAYAN CHAUDHURI: Are they specially meant for showing guard of honour to high officials? Is there not a public feeling against the movement?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: There is a feeling in certain quarters.

SRIJUT PURNA CHANDRA SARMA: Is there any movement parallel to in other provinces which is encouraged by Government?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I have seen in one province.

MR. NABA KUMAR DUTTA: Is it compulsory to join the movement?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: No, it is optional.

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED replied:

21.(a)—Either the boy or his Local Association has to pay for the uniform.

(b)—The ordinary cost is about Rs.2.

(c)—It has reached most secondary schools and some primary schools.

SRIJUT PURNA CHANDRA SARMA: Does the cost include cost of shoes also?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
It is not a part of the uniform.

SRIJUT DEBESWAR SARMAH : Will the Hon'ble Minister be pleased to state how he arrives at the figure of Rs.2 ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
Cost of shirt, half pant and scarf.

SRIJUT PURNA CHANDRA SARMA : Are not shoes included in the uniform ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
No, Sir.

SRIJUT PURNA CHANDRA SARMA : Are Government aware that some of the local organisations have insisted on shoes ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
No, we are not aware of that.

KUMAR AJIT NARAYAN DEV : Haven't they got to get hats ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
Hat is not compulsory.

BABU DAKSHINARANJAN GUPTA CHAUDHURI : May I know the distinctive feature of the uniform ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
The scarf is the distinctive feature.

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED
replied :

22.(a)—The following grants have been made to the Boys' Scouts Association during the last three years :—

						Rs.
1935-36	...	...	...	...	...	5,750
1936-37	...	...	...	...	...	5,000
1937-38	...	...	...	...	...	4,000

No statement of the pay and travelling allowance of officials can be furnished as the work is done along with their ordinary duties.

(b)—This has been strictly prohibited.

SRIJUT RAJENDRA NATH BARUA : Will Government deny if I cite instances where boy scouts met to wait upon the officials as Guards of Honour ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
This is strictly prohibited, and about that we have no information.

SRIJUT SARVESWAR BARUA : Since when it has been prohibited ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
It has been prohibited, but I cannot say off hand since when.

BABU DAKSHINARANJAN GUPTA CHAUDHURI : With regard to (a), does this autonomous Government consider the expenditure worth while ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
Yes, Sir.

SRIJUT SARVESWAR BARUA : Was the prohibition made by the present Government or by the previous Government ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
As far as I am aware, by the previous Government.

SRIJUT DEBESWAR SARMAH : What are the objects of the Boy Scouts Movement for which so much money has been spent, and how they are furthered ?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED :
To engender the spirit of discipline and public service.

BABU HARENDRA NARAYAN CHAUDHURI: Is it not a fact that this Movement is spreading slave mentality in our boys ?

THE HON'BLE THE SPEAKER: This is a question of opinion.

SRIJUT PURNA CHANDRA SARMA: Are Government aware of any particular act of public service done by the boy scouts ?

SRIJUT DEBESWAR SARMAH: Sir, the second part of my supplementary question has not been answered. I want to know how the alleged objects of this Movement are being furthered.

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: In every day life they do some kind of public service.

SRIJUT PURNA CHANDRA SARMA: Are Government aware of any particular act of public service done by these organisations up till now ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: There have been various acts of public service by the boy scouts throughout the Province. There have been very many cases, notably cases of putting out fires on burning houses, helping the injured by giving first aid and taking them to hospitals. They have helped people at the time of epidemic also. These are too numerous to mention. As I have already mentioned before, the Scout Movement in a particular school or in a particular area acts within that area. We have not up till now used the boy scouts in a provincial basis wherein all the boy scouts of the Province are sent to help any particular locality.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: May we know one instance of recent occurrence where boy scouts rendered any help to the public ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: If my hon. friend will specify what he means by public service, I will try to answer that.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: I will rather ask the Hon'ble Chief Minister to explain the meaning of public service in this case.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I have already enumerated, Sir, what public services rendered by the boy scouts. If the hon. member will just specify what particular public service he is referring, I shall answer.

BABU HARENDRA NARAYAN CHAUDHURI: Can the Hon'ble Minister cite a single instance in Sylhet in which the boy scouts have rendered first aid to the injured ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: There are too many cases. If my hon. friend wants I can supply him with a list of those cases. I have not got the figures with me just now.

BABU HARENDRA NARAYAN CHAUDHURI: I shall be thankful with only one instance, Sir.

SRIJUT RAJENDRA NATH BARUA: Is Government prepared to take any action if any case of refusal by the boy scouts to help the injured is brought to the notice of the Government ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: In that case, Sir, Government will bring it to the notice of the provincial organisation.

SRIJUT PURNA CHANDRA SARMA: Are Government prepared to take any action against any organisation if it waits upon officials of Government as Guards of Honour ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Well, Sir, if any particular case is brought to the notice of the Government we will take suitable measures.

MR. NABA KUMAR DUTTA: Is it not a fact that in other Congress provinces there is this movement still?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Yes, Sir, it is an world-wide movement, not confined to any country or province whether Congress or non-Congress.

RAI BAHADUR PROMODE CHANDRA DUTT: Is it suggested by the supplementary questions that the hon. members of this House are not aware of the benefits of this Movement?

THE HON'BLE THE SPEAKER: If this be the natural inference, this inference must be made.

RAI BAHADUR PROMODE CHANDRA DUTT: I am afraid, Sir, the questions do not mean that. The questions mean what particular benefits are derived from this Movement. It may be that the hon. members are unaware of them.

SRIJUT DEBESWAR SARMAH: We are aware of one particular benefit that so long they (the boy scouts) have lent helping hands in tea parties. Now, will Government assure us—forgetting past, whatever that might have been the objects that are now being stated will be given effect to in future?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: It has been given effect in the past (Srijut Debeswar Sarmah:—No) and will be given effect to in future.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: The Hon'ble Minister for Local Self-Government admitted that cholera broke out in epidemic form in the South Sylhet Subdivision. Will the Hon'ble Minister cite one instance in which boy scouts rendered any help to the public at that time?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: South Sylhet is a big subdivision. I mentioned that the activities of the boy scouts are confined to particular areas—either in a town or in a village. They do not spread throughout the subdivision for the purpose of helping public at the time of outbreak of any epidemic. If the epidemic was in a particular town or a village, they must have done their duty.

KHAN BAHADUR MAULAVI MAHMUD ALI: Is it not a fact that boy scouts were very helpful and useful at the time of epidemic in Karimganj?

[No reply.]

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED replied:

23.—No.

Repressive Laws of Assam

SRIJUT RAJENDRA NATH BARUA asked:

*24. Will Government be pleased to state whether there is any repressive law now in force in Assam except the Assam Criminal Law Amendment Acts?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA replied:

24.—Probably by "repressive laws" the hon. member refers to—

(i) The Indian Press (Emergency Powers) Act, 1931 (Act XXIII of 1931).

(ii) Regulation III of 1818.

(iii) Section 124A of the Indian Penal Code, which are in force in this Province.

It is to be remembered that all laws are on the Statute Book in the public interest.

Supply of daily and weekly papers to Political Prisoners in Assam Jails

MR. ARUN KUMAR CHANDA asked:

*25. Will Government be pleased to state—

(a) The names of daily and weekly papers supplied to political prisoners in Assam Jails?

(b) Whether the prisoners of "B" Division are permitted to provide themselves with newspapers of their own choice?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI replied:
25.(a)—The daily "Statesman" is supplied to "A" Division prisoners, and the "Times of Assam" (weekly) to "B" Division prisoners at Government expense.

(b)—Yes, provided that the prisoners bear the cost and the newspaper is sanctioned by Government.

MR. ARUN KUMAR CHANDA: May I know, Sir, why the *Amritabazar Patrika* is not supplied to the prisoners?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: The *Amritabazar Patrika* is not supplied to the prisoners.

MR. ARUN KUMAR CHANDA: I want to know, Sir, why the *Amritabazar Patrika* is not supplied to them?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: The *Amritabazar Patrika* is not supplied to prisoners because they have not asked for it so far.

MR. NABA KUMAR DUTTA: If the prisoners prefer the *Amritabazar Patrika* to the *Statesman* will Government supply?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: I have already replied that they did not ask for it. Of course, if they ask, it will be supplied.

MR. ARUN KUMAR CHANDA: Is it a fact that the *Statesman* does not report with great care particularly the news about Indian affairs?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: No, Sir. It is not a fact.

SRIJUT PURNA CHANDRA SARMA: Is it a fact that recently Srijut Ajit Chakravarty asked for the supply of a copy of the *Amritabazar Patrika*?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: I do not remember that, Sir.

MR. ARUN KUMAR CHANDA: Why is *Prativa* forbidden, Sir?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: *Prativa* has not yet been forbidden, Sir.

MR. FAKHRUDDIN ALI AHMED: Is the *Statesman* supplied to prisoners free of cost?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: The *Statesman* is supplied to "A" Division prisoners free of cost.

MR. FAKHRUDDIN ALI AHMED: What objection has the Hon'ble Minister got to supply *Amritabazar Patrika* to the prisoners in place of the *Statesman*?

THE HON'BLE MAULAVI SAYYID SIR MUHAMMAD SAADULLA: Sir, there is absolutely no objection to supply the *Amritabazar Patrika* to the prisoners as my Hon'ble Colleague has said just now. If the prisoners would prefer the *Amritabazar Patrika* to the *Statesman*, we would be ready to supply it to them.

MR. FAKHRUDDIN ALI AHMED : May I know, Sir, when the order was passed to supply the *Statesman* to the prisoners ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : The order was passed for supplying the *Statesman* to "A" Division prisoners about five years ago, and since then "A" Division prisoners are supplied with copies of the *Statesman*. Now if any "A" Division prisoner likes to have the *Amritabazar Patrika* in place of the *Statesman*, we will make the substitution.

SRIJUT SARVESWAR BARUA : May I know, Sir, whether there was any request for the supply of the *Amritabazar Patrika* in place of the *Statesman* from any "A" Division prisoner ?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI : There is no "A" Division prisoner at present.

MR. BAIDYANATH MOOKERJEE : Is there any fixed rule that only one paper will be supplied to the prisoners ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : Yes, Sir, There is a rule that only one paper will be supplied to the prisoners.

SRIJUT PURNA CHANDRA SARMA : Can the *Amritabazar Patrika* be supplied to the prisoners free of cost in place of the *Statesman* ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : The *Amritabazar Patrika* can be supplied to "A" Division prisoners only free of cost. But now there is no "A" Division prisoner.

SRIJUT PURNA CHANDRA SARMA : Are Government aware that the Jail Manual does not specifically provide for the supply of the *Amritabazar Patrika* ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : The answer is given in the reply that the daily *Statesman* is supplied to "A" Division prisoners, and the *Times of Assam* (weekly) to "B" Division Prisoners at Government expense. But if an "A" Division prisoner wants to be supplied with the *Amritabazar Patrika* we shall have no objection to supply him with it.

THE HON'BLE THE SPEAKER : The Hon'ble Minister has already given assurance that if a prisoner asks for the supply of the *Amritabazar Patrika*, he will supply him with it.

SRIJUT MAHI CHANDRA BORA : Will the views of Government be conveyed to the prisoners ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : If any prisoner in any particular Jail wants to substitute the *Amritabazar Patrika* for the *Statesman*, they can do so, and this will be circulated to all the Superintendents of Jails.

Creation of a separate department to deal with the subjects of flood and irrigation

BABU RABINDRA NATH ADITYA asked :

- *26. Are Government aware that early inundations of paddy fields are due to defective drainage ?
- *27. (a) Are Government aware of the acuteness of the problem ?
(b) If so, do Government propose to create a separate department to deal with the whole subject of flood and irrigations ?
- *28. Is it a fact that huge areas in the Karimganj Subdivision are subjected to early floods almost every year ?
- *29. Do Government propose to make a survey of the flood affected areas in order to devise means of prevention ?
- *30. Will Government please state what steps Government propose to take to check the menace of floods ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA replied :

26.—No.

BABU RABINDRA NATH ADITYA: Are Government aware that this province is frequently visited by floods ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I do not hear the hon. member.

BABU RABINDRA NATH ADITYA: Do Government know that this province is subjected to frequent floods and consequently the crops are always damaged ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: The Government is aware that there were floods which damaged the crops.

MR. BAIDYANATH MOOKERJEE: May I know what steps Government have taken to prevent the recurrence of flood ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: The question of having Irrigation Branch of the Public Works Department has been before the Government for the past seven years but as it costs two lakhs of rupees to Government to start this branch, we have not been able to do anything in this direction.

BABU RABINDRA NATH ADITYA: May we know, Sir, did Government make any enquiry why we get so many floods in our province ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: We get so many floods on account of the topographical situation of our province specially of the valley from which my hon. friend comes.

BABU RABINDRA NATH ADITYA: Has not the question of drainage any causal relation with the floods ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Sir, this question has been discussed several times. The district of Sylhet is only 30—40' above the mean sea level and therefore all the rainfall from the hills especially from notorious Cherrapunji which has got the largest rainfall in the world is thrown into the valley from which my hon. friend comes and therefore that valley is frequently visited by floods.

BABU RABINDRA NATH ADITYA: Is it the report of the Flood Inquiry Committee or the personal observation of the Hon'ble Minister ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: It is the report of the Flood Inquiry Committee as well as the personal observation and knowledge of the speaker.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA replied :

27.(a)—The question is somewhat vague. If the hon. member will detail the exact areas where the problem is alleged to be acute Government will endeavour to answer the question.

(b)—Government will consider this ideal proposal sympathetically when the finance of the province renders it possible.

BABU RABINDRA NATH ADITYA: Sir, is it not a reflection upon the Chair to say that the question is vague ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Sir, I am constrained to say that even after the supplementary question, the question remains vague. The first question is "are Government aware that early inundations of paddy fields are due to defective drainage?" The next question is "are Government aware of the acuteness of the problem?"

BABU RABINDRA NATH ADITYA: Is it a vague question, Sir, or the answer is more vague ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: The question is vague because it has not been specifically mentioned as to where the acuteness is.

BABU RABINDRA NATH ADITYA: There is acuteness of the problem in the province.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I am sorry to point out that there is no such inundation of paddy fields on high lands. There is inundation only on low lands if there be early rainfall.

BABU RABINDRA NATH ADITYA: Have Government any information that there are areas in the province which are visited by floods?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I hope my hon. friend will localise this subject.

BABU RABINDRA NATH ADITYA: My question naturally refers to those areas in the province which are visited by floods, and I want to know whether Government have any information about that.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I am sorry, I cannot say anything beyond what I have already replied.

BABU RABINDRA NATH ADITYA: Do Government realise that this problem is acute throughout the whole province?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: The hon. member should localise this subject as I have already said. This problem is not acute throughout the whole province.

BABU RABINDRA NATH ADITYA: There is no question of localisation or generalisation. I want to know whether this is an acute problem.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I have already answered that, Sir. I cannot say anything beyond what I have already said.

BABU RABINDRA NATH ADITYA: May I know, Sir, what is the meaning of the word "ideal proposal"? Is it more idealistic than the luxurious proposal of Government charities for general education in England?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Yes, Sir, if a sum of Rs.500 will remove the general acuteness which my hon. friend has referred to we will not only provide the amount but will gladly double, or treble it or even raise it ten times. But I may mention that the starting of an Irrigation Branch will cost the Government not less than rupees two lakhs, and Government is unable to produce that amount at the moment.

BABU RABINDRA NATH ADITYA: Is it not a fact that for want of an Irrigation Department Government revenues are affected to an extent of more than two lakhs of rupees?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Yes, Sir.

BABU RABINDRA NATH ADITYA: Then why Government do not start this Irrigation Department?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Because our greatest difficulty is on account of the topographical situation of the country. So long as Bengal Government do not drain their river system which takes away the water from Surma Valley there can be no relief for that Valley.

BABU RABINDRA NATH ADITYA: Is Government doing anything to solve the problem?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: This question was discussed with the Government of Bengal, and the Chief Engineer was also consulted, but they could not do anything, and therefore we are also helpless in the matter.

BABU RABINDRA NATH ADITYA: Do Government propose to have a joint conference of both Provinces in order to solve the problem?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: No, Sir. The Bengal Government consulted Assam when they started their Waterways-Board, and this question was discussed with them then. That was sometime in 1929 or 1930.

SRIJUT DHIRSING DEURI: Are Government aware that the people of Nowgong experience great difficulty for want of irrigation?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I believe my hon. friend is speaking of a different kind of irrigation, *i. e.*, bringing water to the paddy fields, while the problem on the other side is the opposite, *viz.*—draining water from the paddy fields.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: Do not the Government think that the question is of vital importance in the province?

THE HON'BLE THE SPEAKER: No one denies that.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: Then what is the objection to finding the money for the purpose?

THE HON'BLE THE SPEAKER: Reply has already been given.

BABU RABINDRA NATH ADITYA: The Hon'ble Minister says that the project will cost about two lakhs of rupees, and the matter has been pending for the last seven years. How is it that this two lakhs could not be found in these seven years?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: My hon. friend who deals in finance ought to have known that within the last seven years the Local Government instead of having any money to start new schemes was in an annual deficit to the tune of some 40 lakhs. Therefore within the last 7 years they could not take up this project. Now if funds permit we will do our level best.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA replied:

28.—The Karimganj Subdivision is no more affected by floods, early or late, than any other Subdivision in Sylhet except possibly Maulvi Bazar.

MAULAVI ABDUR RAHMAN: The reply is that no other subdivision is affected by floods except Maulvi Bazar. May I ask the Government if they have received any report as to the recent flood which visited Habiganj and damaged crops?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: My hon. friend has misread the reply. In Sylhet all the subdivisions excluding Karimganj are flooded, except Maulvi Bazar which has got some high lands.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: Is it not a fact that in the last Budget Session, the Hon'ble the Revenue Minister received a telegram from South Sylhet (Maulvi Bazar) about flood?

KHAN BAHADUR MAULAVI MAHMUD ALI: Do Government realise that the railway bunds and bridges in the district of Sylhet are causing floods to a great extent and destroying paddy in the district?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Are we not straying far from the main question, Sir?

THE HON'BLE THE SPEAKER: The question does not strictly arise, but the Hon'ble Minister may give a reply.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: This matter was enquired into by a Joint Enquiry Committee, and whatever was possible was done. Many of these outlets and bridges were widened.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA replied :

29.—The matter will be considered sympathetically when and if an Irrigation Division is formed.

30.—The hon. member is referred to the answers given to questions 27 (a) and 29.

BABU RABINDRA NATH ADITYA: Will Government take a serious view of the matter and take prompt action in the matter ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : Yes, Sir. I have already stated when funds permit we will deal with the matter.

MAULAVI ABDUR RAHMAN : Are Government prepared to make provision for better facilities for drainage ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : I have already replied to that.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: Do Government propose to take a loan for the purpose ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : The question of taking a loan has not been considered by the Government.

BABU DAKSHINARANJAN GUPTA CHAUDHURI: Do Government realise that the expenditure will be doubly repaid if the condition of the agriculturists is improved ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : Yes, Sir, in certain areas Government will not lose money but make some money.

SRIJUT RUPNATH BRAHMA : Are Government aware that in the district of Goalpara great hardship is being experienced for want of an Irrigation Department ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : We realise that the northern part of Goalpara depends on water being brought to the paddy fields.

SRIJUT RUPNATH BRAHMA: Will Government take steps in the matter ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : If we get our Irrigation Division, we shall enquire into both sides of the problem.

BABU DAKSHINARANJAN GUPTA CHAUDHURI : Will Government be ready to consider the taking of a loan for the purpose ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : The question has not been considered.

KHAN BAHADUR MAULAVI KERAMAT ALI: Is it not a fact that it will be no use spending money if the Government of Bengal do not cooperate with us ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA : The hon. member is partially correct.

QUESTIONS AND ANSWERS

UNSTARRED QUESTIONS

Kazi and Marriage Registrar of Chunari Circle

MAULAVI MATIOR RAHMAN MIA asked :

100. Will the Hon'ble Minister in charge be pleased to state who is the Kazi and Marriage Registrar of Chunari Circle in the district of Goalpara ?

101.(a) Is it a fact that he has transferred his office to Lakhipur from Chunari ?

(b) If so, under whose permission ?

102.(a) Is he not to be guided by the Government Servants Conduct Rules ?

(b) Can he engage himself as a paid servant of a private estate in addition to his own work as a Kazi and a Marriage Registrar ?

(c) Is it a fact that he has engaged himself as a tahsil Maharir of Srijut Jatindra Narayan Chaudhuri, Zamindar of Mechpara Estate ?

103. Is it a fact (a) that several petitions signed by numerous people were sent to the higher authorities for various acts of corruptions, against him ? (b) If so, what steps, if any, have been taken to remedy this ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN replied :

100.—Maulavi Fazlur Rahman.

101.(a)—Yes.

(b)—On the recommendation of the District Registrar, Goalpara, Inspector General of Registration permitted the transfer.

MAULAVI MATIOR RAHMAN MIA : কখন এবং কেন ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN : I want notice.

MAULAVI MATIOR RAHMAN MIA : কি বললেন বুঝতে পাঃলায় না ।
কোর করে বলবেন । কাজের কাজ কি ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN : Probably the hon. member knows it.

MAULAVI MATIOR RAHMAN MIA : মুসলমানের জন্য না অমুসলমানের জন্য ।

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN : For Muham-madans.

MAULAVI MATIOR RAHMAN MIA : যখন অফিস স্থাপন হয়, তখন চুনারী মার্কেলের মুসলমানদের আবেদন অনুযায়ী স্থাপন করা হইয়াছিল কি না ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN : I presume it.

MAULAVI MATIOR RAHMAN MIA : স্থানান্তরিত করিবার সম্বন্ধে চুনারী মুসলমানদের মত গ্রহণ করা হইয়াছিল কি না ?

THE HON'BLE THE SPEAKER : অনারোবোধে নিশ্চয় বললেন তিনি জানেন না ।

MR. ABDUR ROUF ; *Is Government aware that there is no Muhammadan population in Lakhipur and that in Chunari there is a great Muhammadan population and may we know why the office of the Registrar has been changed to Lakhipur in those circumstances ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN : I have replied to that question, Sir. The transfer was permitted on the recommendation of the District Registrar of Goalpara.

MAULAVI MATIOR RAHMAN MIA : কাজী নিজের কাজ ক্ষতি করিয়া
প্রাইভেট এজেন্টের কাজ করিতে পারেন কি না ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN: He should see
that neither suffers.

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN replied :

102.(a)—No.

(b)—Yes.

(c)—Yes.

MAULAVI ABDUR ROUF : *Is it a fact that the Muhammadans who
go to get the *Kazi* for registering the marriage do not get him because he is
always in the mufassil ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN: I am not aware
of it.

MR. BAIDYANATH MOOKERJEE : If it is a fact, will Govern-
ment do something for that ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN : If it is a fact
we will see to that.

MAULAVI MATIOR RAHMAN MIA : কাজী গবর্নমেন্ট অফিসার কি না ?

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN: The answer is
already given.

THE HON'BLE MAULAVI MD. ALI HAIDAR KHAN replied :

103.(a)—Petitions and counter petitions have been received indicating
the existence of party factions but no body has so far come forward to lay
any specific charge against him. (b) Enquiries will be made by the District
Registrar during his next visit to Lakhipur side about these petitions.

Number of police constables appointed in 1936-37 and 1937-38 in Goalpara

MAULANA ABDUL HAMID KHAN asked :

104. Will the Hon'ble Minister in charge be pleased to state—

(a) The number of Constables appointed by the Superintendent of
Police, Goalpara, in 1936-37 and 1937-38 ?

(b) How many of the constables so appointed belong to the district
of Goalpara ?

(c) How many Muhammadan candidates were there and how
many of them were appointed ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA
replied :

104.(a)—34 constables in 1936-37 and 17 constables in 1937-38.

(b)—Of those appointed in 1936-37, 33 constables, and of those in
1937-38, all belong to the Goalpara District.

(c)—In 1936-37 there were 10 Muhammadan candidates of whom 5
were appointed.

In 1937-38 there were 7 Muhammadan candidates of whom 2
were appointed.

MAULAVI JAHANUDDIN AHMED: I find from the answers that out of 34 constables in 1936-37, only 5 Muhammadans were given appointments out of 10 Muhammadan candidates and in 1937-38 out of 7 Muhammadan candidates only 2 were appointed. Are Government aware that in the Goalpara district the Muhammadan population is 50 per cent. or so and if so, why this discrepancy in giving appointments in this district?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: The rejected candidates were found physically unfit.

MAULAVI GHYASUDDIN AHMED: In the last Police Administration Report the Government stated that there was no Muhammadan candidate available for appointment as constable. I find here that there were so many candidates available. What was the reason for such a report in the Administration Report that there were no Muhammadan candidates?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: If my hon. friend had read the Report properly, it meant the province as a whole and even now there is a very small number of police constables. Speaking from memory their number is about 200 in a total of 4,000.

MAULAVI GHYASUDDIN AHMED: If I remember aright, Sir, the district of Goalpara was mentioned there in the Report.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: In this answer, Sir, we have given the number of applications that we received and the number that we appointed. The others were found physically unfit and therefore we could not appoint them. If my hon. friend will supply Government with details of a candidate or candidates who were physically fit but whose applications were rejected, I shall gladly enquire.

MAULAVI JAHANUDDIN AHMED: May I know, Sir, who declares them physically unfit?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: There is a chest and height measurement fixed and the candidates have also to be passed by the medical people as being fit and sound.

MAULAVI GHYASUDDIN AHMED: Was any medical examination held before the candidates were asked to appear before the Superintendent of Police?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: No. But when they appeared before the district authorities they were medically tested for being found fit.

MAULAVI GHYASUDDIN AHMED: Is it not a fact that the Superintendent of Police looks at the face of the candidates and says that he is not physically fit?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: It may be in a few cases where from the face, any one can see that he has not got the requisite chest and height measurement. But in all cases generally where from looking at the face of the candidate it could be seen that he will have the necessary measurement, the candidate is sent for medical examination.

MAULAVI JAHANUDDIN AHMED: I wanted to know, Sir, who declared them physically unfit? Is it the Civil Surgeon or the Assistant Surgeon or the Superintendent of Police?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: It is done on the report of the medical people. I do not know whether the Civil Surgeon or the subordinate medical staff gives the report.

MAULAVI JAHANUDDIN AHMED: Will Government take notice of this fact?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: If what the hon. member complains about is that there is no proper medical test and that it depends at present on the sweet will of the Superintendent, I shall take note of it.

MAULAVI ABDUR RAHMAN: Are Government aware that at present there is no dearth of Muhammadan candidates for employment as constables?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Our experience has been otherwise.

MAULAVI ABDUR RAHMAN: Will Government see that in future Muhammadans are given due proportion in appointments in this department at least as constables?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: These instructions have been with the District Police Officers for at least the last ten years.

MAULAVI JAHANUDDIN AHMED: Will Government take it from me that these instructions have been abused by the Police Superintendent of the Goalpara district?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: As I have already stated, if any hon. member representing any particular constituency bring specific instances to my notice, Government will surely look into it.

MAULAVI ABDUR RAHMAN: May I know the minimum qualification of a constable?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: There is no minimum qualification for a constable.

MAULAVI ABDUR RAHMAN: May I know if the Hon'ble Chief Minister has satisfied himself that Government instructions are strictly being followed by the Police authorities?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Until the contrary is brought to notice, Government is entitled to presume that these instructions are carried out.

MAULAVI ASHRAFUDDIN MD. CHAUDHURY: May I know if it is a fact that in the Sylhet district, the candidate could not approach the Superintendent of Police due to the fact that the matter is left in charge of the Reserve Police Inspector?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I am not aware of that.

KHAN BAHADUR MAULAVI KERAMAT ALI: Is the Hon'ble the Chief Minister aware that candidates are to first appear before the Sub-Inspector in charge of the Reserve Police and then before the Sub-Assistant Surgeon in charge of the Reserve Police and then they are to come before the Superintendent of Police?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: The Reserve Sub-Inspector collects these people for the inspection of the Superintendent and these candidates are in the meantime examined by the medical people. But I am not sure whether it is done by the Sub-Assistant Surgeon or by any other.

MAULAVI ASHRAFUDDIN MD. CHAUDHURY: Will Government note the fact that, so far as Sylhet is concerned, the candidates cannot approach the Superintendent of Police, but have to approach the Reserve Inspector or the Sergeant?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I do not understand, Sir, what is meant by the word 'approach'. The rule

is that the prospective candidate has to apply to the District authorities. Then he has to appear on a particular day in the reserve lines, where the Superintendent of Police comes and looks at him.

MAULAVI ASHRAFUDDIN MD. CHAUDHURY: So far as Sylhet is concerned by whom are these applications accepted?

THE HON'BLE MAULAVI SAIYED SIR MUHAMMAD SAADULLA: I am not aware, Sir.

(At this stage the Hon'ble the Speaker announced the next question.)

QUESTION No. 105.

MAULAVI JAHANUDDIN AHMED: I would draw your attention, Sir, to the fact that the previous question is not yet finished. Unless the questions of other members of the district to which the question relates are answered, I think other questions should not be taken up.

THE HON'BLE THE SPEAKER: If I go on allowing members from each district to put such questions there will be no end of such questions. In that case I am afraid I shall not be able to proceed in a regular and orderly manner.

THE HON'BLE MAULAVI SAIYED SIR MUHAMMAD SAADULLA: What my hon. friend is making is a point of order, Sir. When a question has been put by a member and he is in possession of the House by putting supplementary questions, he should not be disturbed.

THE HON'BLE THE SPEAKER: I quite understand it. Yes, the hon. member in whose name the question is put should be given the first opportunity to put questions. If other members start supplementary questions they would be allowed. But I always give preference to the member who has put the question. That is I think well known to the hon. members.

MAULAVI JAHANUDDIN AHMED: This particular question has been put in the name of Maulana Abdul Hamid Khan and he has not put in any question.

THE HON'BLE THE SPEAKER: And he is not in the House.

BABU RABINDRA NATH ADITYA: Is it the contention, Sir, that district members should get preference?

THE HON'BLE THE SPEAKER: No.

MAULAVI JAHANUDDIN AHMED: Will the Hon'ble Minister be pleased to enquire whether the Police Superintendent of Goalpara abused this instruction in selecting these candidates?

THE HON'BLE MAULAVI SAIYED SIR MUHAMMAD SAADULLA: Very well, Sir, I shall issue instructions.

Grant of License for Cement Manufacture

MAULAVI ASHRAFUDDIN MD. CHAUDHURY asked:

105. Is it a fact that Government has given license to two Marwaris for cement manufacture business in Assam?

106. Will Government please state whether there was any applicant from the natives of the Province for such license?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI replied:

105.—No. The terms on which Government are prepared to issue a mining lease to Messrs. Gajanand Agarwalla and Kamakhya Lal Bajoria have been communicated to them through the Deputy Commissioner, Sib-sagar, but Government have no information whether these have been accepted or not.

106.—No.

MR. BAIDYANATH MOOKERJEE: Have Government issued such licenses to anybody else for the same purpose in the province? It does not matter whether he is a man of this province or an outsider.

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: I want notice of that question, Sir.

BABU KARUNA SINDHU ROY: Did Government give license to any party at Chhatak?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: I want notice of that question.

BABU RABINDRA NATH ADITYA: Do Government publish it in the Gazette before they issue a new license?

BABU HARENDRA NARAYAN CHAUDHURY: Is it a fact that these Marwari gentlemen had to spend thousands of rupees as incidental charges in the hope of getting the license?

THE HON'BLE SRIJUT ROHINI KUMAR CHAUDHURI: Government has no information.

BABU RABINDRA NATH ADITYA: Is it not better, Sir, for Government to advertise in the Gazette so that Government may get better price or better premium?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I am sorry to waste the time of the House, Sir. But I think the position is not understood by many. Government cannot see how they should advertise. As a matter of fact we have received 7 applications from different people who say that they will start a cement factory in this province. Of those 7, one is for the Assam Valley in Mikir Hills over which the question has been raised. Six other applications are pending before Government for starting factories somewhere, either in Chhatak or Sylhet in the other valley. But the point to note that Government has got a certain rate of royalty for all limestone quarries in the limestone deposits in the country. But so far as the Khasi Hills are concerned for which these six applications are pending the rate is at Rs. 20 per hundred maunds of limestone quarried. The maund according to the present custom is not the ordinary maund but it is a hundred-weight. So, whether any man starts a cement factory or he turns out lime and sells it, it is immaterial for the purpose of Government. Government gets royalty only for limestone. As I said there are six applications, of these six, three have backed out and the remaining three are in the field. Orders have been issued that a mining lease should be issued to the first party who came. Certain terms have been imposed by Government, but all the terms have not yet been accepted by the one party who came in.

BABU RABINDRA NATH ADITYA: My contention is otherwise, Sir. I rise to a point of personal explanation. There are licenses for which Government issue advertisements in newspapers and Gazette, so that, if there are any objections, they will be forthcoming. Similarly, if objections are invited by advertising in the Gazette, Government may be in a position to know if there are any material objections to the granting of licenses and people may also know whether the parties are bonafides or not. They will help Government by giving timely information. That is why these things should be advertised in the Gazette.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Sir, the lime-stone deposits are in the Khasi Hills which partly lie in the British area and partly in the States of the Native Chiefs. Now, whenever any party applies for any area in the British State, Government have got

records to see whether any other party has got lease previously. Therefore there is no point in asking for objections. As regards the areas concerned with the Native Chiefs, the Native Chiefs and their Durbar are consulted and they put in objections whenever they have any. I do not see, Sir, what further necessity there is for inviting objections to any such prospecting or mining leases.

BABU HARENDRA NARAYAN CHAUDHURY: Is Government aware, Sir, that the atmosphere of Shillong is surcharged with wild rumours regarding those licenses ?

THE HON'BLE THE SPEAKER: Will the hon. member specify one of such rumours ?

BABU HARENDRA NARAYAN CHAUDHURY: I can give information to the Hon'ble Minister concerned later on. I do not want to take up the time of the House.

MR. BAIDYANATH MOOKERJEE: Are Government still receiving applications ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: We are not preventing applications. It is still open.

SRIJUT RAJENDRA NATH BARUA: Are the terms of Government for mining leases published anywhere ?

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: They are published in mining rules.

MR. BAIDYANATH MOOKERJEE: Are we to understand that no licenses have been issued up till now ?

THE HON'BLE THE SPEAKER: *Order, order.* The time is up. We must now proceed to the next item of business.

RESOLUTIONS

Resolution Re. formation of a committee to re-adjust the present curriculum of education of the Province

SRIJUT BHUBAN CHANDRA GOGOI: Sir, I beg to move the resolution that stands in my name: " This Assembly recommends to the Government of Assam that as the present curriculum of education of this province utterly fails to take note of the growing changes and needs of the society, a committee be formed with the following members to re-adjust the curriculum :

Mr. Arun Kumar Chanda,
Srijut Gopinath Bardoloi,
Babu Akshay Kumar Das,
Maulavi Munawwar Ali,
Khan Sahib Maulavi Sayidur Rahman,
Maulavi Abdul Matin Chaudhury,
Babu Kamini Kumar Sen,
Mr. F. W. Hockenhill,
Director of Public Instruction,
Director of Industries,
Mr. Fakhruddin Ali Ahmed,
Mr. S. C. Roy, Principal, Cotton College,
and the Mover."

5 members will form a quorum.

Sir, in referring to the curriculum I have in my mind the curriculum of education that is under the control of this Assembly, and this will refer only to primary and secondary education up to class VIII, because education of class IX and X is under the control of the University. So I have left out of consideration that curriculum of the University.

Now, Sir, in support of my resolution I beg to speak a few words. Education is not a vague thing. It has meaning—aim. The meaning of education is gradual adjustment of the individual to the spiritual possessions of his race *i. e.* it is the process of conforming the individual to the given social standard in such a manner that his inherent capacities are developed, his greatest usefulness and happiness is obtained and at the same time the highest welfare of the society is conserved. The spiritual possessions of his race, to which he potentially belongs are intellectual, emotional and volitional *i. e.* Truth, Beauty and Goodness, विवम्, नमः, सुन्दरम् । and the adjustment to these essential realities is the task for supreme moment which is set for education. The universe in which man lives contains both matter and mind. They are first discovered by man in the order, first matter, then mind. Thus knowledge is first of matter, then of mind. Matter reduces itself in the last analysis to a sensation producing extramental object of thought. So the education should begin with material science, and then of mental. Therefore the education should consider the way of training that makes it necessary for the education of the pupils to adjust him to his environments. The effects of the study of matter develop the mental powers of observation, inference and insight. They test and train the mental powers of abstraction. They permit the gathering of knowledge at first hand and thus results, precision, accuracy and clearness. They disclose the suggestion of intelligence in matter, and thus matter is the basis of other and later things to come.

The education conserves, preserves and produces. Education does well to reproduce, and by reproducing it conserves the past—it does well to protect the past and the present—it does best of all in adding to the present, the accumulation of knowledge and power, and thus making possible a future better than the past. Thus the practical consequence for education is not simply a question of teachers and pupils, but of society and its members. Education is one of the functions of society. The school is society shaping itself to its future ends. The school must emphasise its co-operative not its individualistic method, if it would best prepare its pupils for life in society. Preparation of life means participation in life. The school must understand that its best materials—books, are poor substitute for experience; that truth is life and not a knowledge of books. Books interpret and expand experience, but they do not supply it. Books are artificial, life is real. The child must see in his daily occupation something of eternal and human significance. The schools should supply to the pupils what the society needs. Thus education is nation building and it is for this that in all advanced countries annually incredible amount of public money.

Now let us turn and consider to the system of primary and secondary education up to class VIII we have in our province. It is nothing but teaching how to rote. It is antiquated and aimless and if it has any aim at all it is to turn out clerks and Government servants and to produce men of clerical temperament only. The origin of the present system may be traced to the aristocratic ruler where the foresight of ruling rather than general intelligence and generosity of the people determined the situation.

It would not be hyperbolic to call the system a cankered one, a blasted one, which addles many a budding intelligence. It is an unholy system because it forces the problem of matured minds into immature minds. It takes no notice that method of instruction should just keep pace with mental growth, neither forge ahead nor lag behind. It comes upon a subject after the mind has passed by that psychological moment for it, brings contempt and arrests mental development. It takes no account of that valuable Trinity of education imitation, interest and effort. It takes no account of taxation of brain by providing changes of brain exercises. It takes no account that the senses which are intended to report the data of knowledge as it exists in nature—it takes no account of hygiene. It takes no account of the fact that the physical is the foundation of life, mental included, and in considering physical education before mental education we seem to be following nature's own leading and to be putting the education of the body into the basic place that is its due. The mind does not live in the body as its "clay cottage" in Lock's phrase, but rather grows in the body as a plant in the soil. A poor soil means arrested growth, while a good soil conditions full fruition. It takes no account of the fact of the famous phrase '*mens sano corpore sano*'. Physical education meaning proper attention to the body and brain is necessary both in itself and because it makes a sound mind possible, in Spence's words the first success in life is to be a good animal. The most important of the agencies of physical education are manual training and play.

Manual training stands for other things too than physical education. It is an opportunity for self expression in material form. The hand is the mind's greatest executive and thus the training of the hand is also a training of the brain and mind. It stands for a special form of that motor and sensory training which underlies and conditions the finest fruits of mental culture. Among its immediate results may be noted a co-ordination of mind and hand, an extra ability in the material execution of idea; the formation of mental and moral habits of accuracy, precision and honesty and a realisation of the dignity of labour. It gives something to do which it recognises as definitely useful and thereby to implant the germ of the idea of usefulness, the fruit of which is social service, the very condition of the existence of civilised society, as the basis of civilization is and must ever remain the material and it is an educational effect of no small significance to be in sympathetic touch with the working world.

Sir, the present system also creates a separate class, that is the educated class thus estranging the educated people from the illiterate mass.

Next Sir, we come to play. The spontaneous physical expression of individuality is play. Play protects the loss of himself in his labour where the universal self dominates. It keeps the spring of personal being ever fresh and flowing. It is nature's schooling. By means of play the child expands in joy, as the flower expands when it proceeds from the bud for joy is the soul of all the actions of that age. The present system obstructs the doors of the mind. It has made us having eyes see not, having ears hear not, having minds comprehend not, having hands and legs use not. It stifles senses and so it has made us nonsense. It has failed to make our knowledge general enough to make the universe seem like home and specific enough to make his works in the world a profit to others and pleasure to himself.

On the whole, I think, I cannot better describe the aim and meaning of education than the famous words of Huxley, so fitly spoken, like the apples of gold in pictures of silver which is as follows:—

“That man, I think has had a liberal education who has been so trained that his body is the ready servant of his will and does with ease and pleasure all the work that, as mechanism it is capable of; whose intellect is a clear, cold, logic engine with all its parts of equal strength and in smooth working order; ready like a steam engine to be turned to any kind of work, spin the gossamers as well as forge the anchor of the mind whose mind is stored with the knowledge of the great and fundamental truth of nature and of the laws of her operation; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience who has learnt to love all beauty whether of Nature or of Art, to hate all vileness and to respect others as himself.”

Thus the curriculum of education should be the epitomised representation to the pupils of the agencies, upon which the peace, prosperity and happiness of a nation depends. Such an appraisal changes from generation to generation, if there is to be progress in life, if life in the present has any value in itself beyond mere existence; culture and needs cannot be the same for this century as what it was in the past. The curriculum, noting these changes, must readjust itself. The present curriculum, to our authority, is a sacred inheritance, possessing absolute and permanent validity.

A change in the current system is long over due and even apart from a public demand, such a change has been recommended by various Government Education Commissions and Despatches since 1854 beginning with Sir Charles Wood down to the latest Interim Report of the Indian Statutory Commission.

There is much complain of “diminution”, and it shall be so, so long the angle of vision and the system undergoes change. It is rightly said in the Interim Report, that the progress in popular education depends on the careful adjustment of plans to the actual circumstances and the direction of enthusiasm into profitable channel, and a concerted effort to make the school an instrument of village uplift, economic, social as well as intellectual. The teaching of 3 R's and no nonsense must also make room for the teaching of 3 H's. Every nation forges her education according to her needs, and prosperity and happiness of a nation solely depends upon the right handling of this.

The readjustment of education must take into consideration the following aspects, *i. e.*, the biological, physiological, sociological, psychological and the philosophical aspects. Biology, as the science of life in original forms, ought to furnish a primary and elementary conception of life whose function is to fit for complete living. Physiology ought to be able to add conceptions of the first importance, concerning the condition of the body, without which any succeeding education is baseless. Sociology ought to enlarge still further our conception of that education which socialises the individual and makes of him a desirable member of human society. Psychology ought to show the effect upon the mind of that education which aims to develop the power of mind and train to efficiency its natural capacities.

THE HON'BLE THE SPEAKER: The hon. member has got only four minutes more.

SRIJIT BHUBAN CHANDRA GOGOI: I am finishing, Sir. So, the curriculum for secondary education up to class VIII should be founded on Truth, Beauty and Goodness, *i. e.* Science, Arts, and Volition. Therefore

the subjects that are to be included are Literature, History, Practical Geography, Practical Hygiene, Mathematics, Manual work training, Drawing, Elements of Civics, Music, Outings and Social Service, Elementary Science, Sports, School Republic, Drill, Speech Training, Agriculture, and besides that one language.

The curriculum for Primary Education should be a course of five years. It shall include the following subjects:—Singing, Dancing, Play including drill, drawing, handwork, Nature Study, Practical Geography, History (Lives of great Heroes), Arithmetic, One Language, Grammar, Speech Training, Music, the development of aesthetic appreciation, Practical Hygiene, corporate life and training of character, Writing, Horticulture and Gardening (The Hon'ble Srijut Rohini Kumar Chaudhuri: *(Hear! hear!)*).

Sir, as to the Primary Education I should suggest that there should be a separate curriculum for the infants' class. As we all know in almost all the countries that curriculum has been separated. They are mostly taught by oral education. On the whole, Sir, I like to resume my seat with a few words. In forming the curriculum we should take into consideration that children must be taught by methods of illustration, youth by the method of combination, *i.e.*, showing the connection that exists between different things or successive methods, and men by method of system whereby the unities, total points of view and vision are secured. Children must see, youth must understand, men must have reason, as said by Herbert in the so called "Formal steps of Teaching".

With these few words, Sir, I beg to resume my seat.

THE HON'BLE THE SPEAKER: The resolution moved is that this Assembly recommends to the Government of Assam that as the present curriculum of education of this province utterly fails to take note of the growing changes and needs of the society a committee be formed with the following members to re-adjust the curriculum:—Mr. Arun Kumar Chanda, Srijut Gopinath Bardoloi, Babu Akshay Kumar Das, Maulavi Munawwar Ali, Khan Sahib Maulavi Sayidur Rahman, Maulavi Abdul Matin Chaudhury, Babu Kamini Kumar Sen, Mr. F. W. Hockenhull, Director of Public Instruction, Director of Industries, Mr. Fakhruddin Ali Ahmed, Mr. S. C. Roy Principal, Cotton College, and the mover. Five members to form the quorum.

MR. BAIDYANATH MOOKERJEE: What about the Hon'ble Ministe of Education ?

BABU LALIT MOHON KAR: Mr. Speaker, Sir, the purpose of this resolution is very clear. Re-adjustment of the curriculum of education is being strongly felt by many educationists.

I am glad that the hon. mover has included the Director of Industries in the Committee, but I further suggest that the Director of Agriculture should also be taken in the Committee.

There is practically no scope for any vocational training in our schools and the result is that the boys after passing the examinations only swell the number of unemployed youths.

With these few words I support this resolution.

MR. BAIDYANATH MOOKERJEE: Sir, I also rise to support the resolution but I should like to mention in this connection that the name of our Education Minister who has practically devoted his whole life in Education Department and when he is in this House especially in-charge of Education Department, should I think, in the fitness of things, be included in the list of members.

SRIJUT BHUBAN CHANDRA GOGOI: I also gladly accede to the view just now expressed by my hon. friend Mr. Baidyanath Mookerjee.

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: Sir, this resolution recommends the re-adjustment of the whole curriculum of education of the province. I must point out to the House that, though we have been granted Provincial Autonomy, in matters educational we are still following Bengal. We have got to follow blindly the curriculum of Bengal. We greatly appreciate the speech of the hon. mover in support of his resolution which forms an excellent essay about the aim and object of education. The hon. mover has also pointed out some of the defects of the educational system. It has also been admitted by the experts also that the whole educational system is defective. It requires re-adjustment according to the needs of modern requirements. The system is out of touch with the growing needs of society as has been rightly pointed out by the hon. mover of the resolution, and I should not waste the time of the House in dwelling upon these and the aim and object of education, because these things have been thrashed out by expert bodies, pre-eminently by the Calcutta University Commission in their voluminous report. Unless we break away from Bengal and set up our own machinery to control education, it is useless to appoint a Committee to re-adjust the curriculum. (*Hear! hear!*) Bengal is contemplating the formation of a Secondary Board of Education and a draft Bill has been already in circulation. This is our opportunity to break away from Bengal, and to set up our own machinery. I may inform the House that we are also contemplating the formation of a Secondary Board of Education in Assam and the Bill will be placed before the House in due course for its consideration.

As regards primary education we have already a draft Bill framed on which this House will no doubt be adequately represented. Proper authorities will then be set up to deal with primary education. When we have set up our own machinery and set up our own Boards, I think the purpose of the hon. mover to re-adjust the curriculum according to the needs of modern needs will no doubt be served.

SRIJUT BHUBAN CHANDRA GOGOI: On a point of information, Sir. May I know, whether our curriculum for primary and secondary education up to class VIII is framed by the University of Calcutta or under the authority of Bengal Government?

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: All these courses are to be re-adjusted, the lower to the higher, in order to keep within the scope of the Calcutta University standard.

Well, Sir, when these Boards will be set up they will be proper authorities to deal with these questions and to modify the system with due regard to the aims and objects referred to by the hon. mover. They will also be able to re-adjust it according to the needs of the country and growing needs and requirements of modern life. I am sure when the Boards will be set up, we shall get the chance to make our educational system suited to the needs of our own province and in this view of things, I hope it will be possible for the hon. mover to withdraw his resolution, which I am afraid, it is not possible for us to accept now under the present circumstances.

COLONEL A. B. BEDDOW: Mr. Speaker, Sir. After listening with great pleasure to the splendid piece of reasoning put forward by the hon. member who has moved this resolution I feel that it is necessary to state that the community for whom I am speaking very heartily support the resolution. (*Hear! hear!*) We feel having heard the case put so ably, that nothing but good can emanate from the findings and deliberations of a committee sponsored by the enthusiast on education to whom we have just listened with so much admiration. We as a small community are greatly interested

now-a-days in education. It may be that we have not done enough in our own sphere to further education, but we have done a certain amount—perhaps more than is known. As a matter of fact at the present time—I am speaking for the Tea Industry—there are 35 per cent. of schools on tea gardens in the Assam Valley ; in the Surma Valley the percentage is almost the same, i.e., 34 per cent. We realise that this is not adequate, but we are doing our best and we hope to bring the number up to the full 100 per cent. in time. We should like to see a school on every tea garden under the regime of the Indian Tea Association, so that any advice or information that can be forthcoming will be of the greatest use to us, because we must genuinely wish to do our best to improve the facilities on our gardens for the spread of education. The question of course will be brought up that improvements are going to cost money. That always is the dreadful bugbear, but is it really the case that improvements will be so expensive to effect? It is not necessarily so. It is possible that the ideals put forward in Mr. Gandhi's programme can solve some of the difficulties. His scheme of education in some cases may be impracticable, but in other cases they are nothing of the kind. In the first place his proposal that vocational education in primary schools should be self-supporting by the sale of the products of the children is some what questionable, but at the same time we heartily subscribe to the theory of vocational education from the outset. Whether it can be made self-supporting or we do not know at present, but at any rate it might be experimented with.

His third point that secondary education should be self-supporting and should be carried by the people of the country instead of by Government, is of course an ideal proposition and is not impracticable. In England the growth of higher education is almost entirely due to private Endowment.

His fourth and final idea that use should be made of matriculates for primary education is on the lines of the pupil teacher of England of 30 years ago who made universal education possible, and to that also we subscribe. It has of course its disadvantages ; it becomes difficult for the matriculate who has to put in so much of his time in educational work to conduct his own studies with full energy which is possibly reflected in the class which he teaches in that his whole heart is not in his work, but it does solve one of the financial problems, but this is another matter that can be experimented with.

In conclusion I would say that anything in the way of improvements and facilities for education has our sincere sympathy, and I beg to support the resolution on behalf of my party (*applause*).

MAULANA ABDUL HAMID KHAN :

শিক্ষা মানব জীবনের সর্বপ্রকার উন্নতির মূলমোপান। কিন্তু বেশসংখ্যক নামে আত্ম-পূজাকারী গবর্ণমেন্ট আমাদেরকে যেভাবে শিক্ষিত করিতেছেন তাগার দ্বারা উন্নতি লাভ করা দূরের কথা, দিনের পর দিন আমাদের অস্তিত্বও থাকিবে কিনা সন্দেহ। এই যে বেকার সমস্যা, দাবিদার সমস্যা দেশে ভয়ানক ভাবে দেখা দিয়াছে ইহার মূলে রয়ে ছে কুশিক্ষা— এই শিক্ষাকে কুশিক্ষা বলিয়া অভিহিত করিতেছি ; কিন্তু ইহাকে শিক্ষা না বলিয়া মারাত্মক ব্যাধি বলিলে উপযুক্ত ভাষা প্রয়োগ করা হয়। এই শিক্ষা লাভ করিয়া বিদেশী শ্রমের কবল হইতে দেশ রক্ষা করিতে জানেনা, দেশের প্রতি প্রেম জানেনা— এই শিক্ষার

ধারা নিজেদের মনুস্বয় রক্ষা করিতে পারেনা এবং নিজের আত্মস্থান জাগিয়ে তুলিতে পারেনা। এই শিক্ষার ফল হইয়াছে শুধু গোলামী—গোলামী আর চাকরী চাই। স্বাধীনতা চাইনা—দেশের উন্নতি চাইনা—চাই কেবল চাকরী—কেবল চাকরী। এই শিক্ষাকে বর্জন করা সর্বতোভাবে আমাদের উচিত। এই শিক্ষা যদি ক্রমাগত আরও বৃদ্ধি পায় তাহা হইলে দেশে বেকার সমস্তা আরও প্রবল ভাবে দেখা দিবে। যে শিক্ষার দ্বারা দেশের লোক নিজের মন সংস্থান করিতে না পারিয়া পরের মাথার বাড়ি দিয়া মন সংস্থান করিতে বাধ্য হয় সে শিক্ষা কৃশিক্ষা নহ কি? বিপ্লবের সৃষ্টি হইয়াছে কেন? গবর্ণমেন্ট যে শত শত নিরপরাধীকে কারাকান্দ করিয়াছেন তাহার জন্ত দায়ী এই কৃশিক্ষা। যদি ইহার শিক্ষার বলে বলবান হইয়া শিল্প শিক্ষার দ্বারা নিজের দারিদ্র অবস্থা দূর করিতে পারিত তাহা হইলে তাহারা ডাকাতি করিতে বাইত না। এই শিক্ষার দ্বারা গবর্ণমেন্ট আশা-দিগকে ক্রমাগত ডাকাতে পরিণত করিবার ব্যবস্থা করিতেছে। গবর্ণমেন্ট এই শিক্ষার দ্বারা আশাদিগকে দিনের পর দিন এমন ভাবে পথের ভিখারী করিতে বাইতেছে তাহাতে দেখা যায় যে অতি সত্বরই বিপ্লবের লীলা সৃষ্টি হইবে। আজ স্বাভাঙ্গতের সমস্ত দেশের অধিবাসী তাহাদের নিজের বেশ রক্ষা করিতে জানেন; কিন্তু আমাদের দেশ বিদেশী সামরিক শৈল্পের দ্বারা রক্ষিত হইতেছে। লক্ষ লক্ষ টাকা সামরিক বিভাগের জন্ত ব্যয় হয়। কিন্তু আমাদের Education এ সেরূপ কোন ব্যবস্থা নাই। দেশ রক্ষা করার দুরের কথা—আমরা আত্মরক্ষা ও করিতে পারিনা, যদিও দেশের মূল্যের চেয়ে প্রাণের মূল্য বেশী। কিন্তু আমি জানি এজন্য নিরক্ষর কৃষক নিজের আত্মরক্ষার জন্ত যে টুকু শক্তি রাখে, একজন এম, এ, বা বি, এ, পাশ লোক সে টুকু করিতে পারেনা। ব্রিটিশ গবর্ণমেন্ট এই শিক্ষার দ্বারা মানুষকে গোলামী করিতেছেন। দিনেতে জানিয়াতে তাপাব কনফারেন্স উপস্থিত হইয়া দেখিলাম সেখানকার আলেক্স সস্ত্রায়ম চাকরীর জন্ত লানামিত। যে আলেক্স সস্ত্রায়ম মোং স্বার্থের জন্ত ওংজেব বানশাহের কাছে বাইতয়া, গেলে আত্মস্থান লাভ হইবে মনে করিত এবং স্বাধীন ভাবে জীবন যাপন করিতে গোরব মনে করিত তাহারা বলে আজ চাকরী চাই। গোলামীর দ্বারা দেশের ও দেশের উন্নতি হয় চাকরী দিয়া দেশের উন্নতি হয় বা দেশের উন্নতি হয় ইহা কোনও কিতাব বা ইতিহাসে পাওয়া যায়না। মুসলিম লিগ বলে 'পূর্ণ স্বাধীনতা চাই'—কংগ্রেস বলে 'পূর্ণ স্বাধীনতা চাই'। কিন্তু এই গোলামী শিক্ষা দ্বারা আবহমান কাল চেষ্টা করিলেও স্বাধীনতা আসিবেনা। এই শিক্ষা সম্পূর্ণ ভাবে পরিবর্তন করা উচিত বাহাতে সবাই নিজের পায়ের উপর দাড়াইয়া দেশ রক্ষা করিতে পারে—স্বাধীনতা লাভ করিতে পারে। অত্যাচারের বিরুদ্ধে শুধু কথা বলি—ই বা প্রতিবাদ করিলেই কোন দিন শাস্ত বিচার পাওয়া বাইতে পারে না। আবশ্যক হইলে তরবার ধরিতে হইবে, শুধু মুখের কথা দ্বারা দেশের শান্তি স্থাপন করা যায়না—স্বাধীনতা লাভ করা যায়না। এই শিক্ষাকে এমন ভাবে পরিবর্তন করিতে হইবে যাতে প্রাইমারী এডুকেশন হইতে আরম্ভ করিয়া সকলেই স্বাধীনতা লাভ করিবার

উপযুক্ত শিক্ষা পাইতে পারে। যে গোলামী শিক্ষা আমরা লাভ করিতেছি তাহাতে আমাদের আত্ম সম্মান এবং ধর্ম রক্ষা হইবে না। এই শিক্ষার দ্বারা আমাদের ছেলেরা কেরানী হইবে, দরোগা হইবে বা ম্যাজিস্ট্রেট হইবে—গবর্নমেন্টের গোলাম হইবে—দিনের পর দিন ক্রীতদাস হইবে মাঝ। কিন্তু এই শিক্ষার দ্বারা দেশের কোন ও লাভ হইবে না। প্রাইমারী শিক্ষার ভিতর দিয়া আমাদের জন প্রিয় গবর্নমেন্ট—(বা কি বলব সেই ভাষা মুখে আসেন।) এমন একটা শিক্ষা দিবার ব্যবস্থা করুক যাহাতে ছেলেরা লাঠি খেলা, তুরোয়াল খেলা এবং ডেগার খেলা শিখিতে পারে। কেবল ফুটবল খেলা এবং drill শিক্ষাতেই যেন শেষ না হয়। জগতের লোক 'মেশিন গান' নিয়ে খেলা করিবে আর আমরা হাত বাঁকা করে drill করিয়া আমাদের অস্তিত্ব বজায় রাখিব তাহা হইতে পারেনা। শিক্ষা আরম্ভ করার সঙ্গে সঙ্গেই লাঠি খেলা তুরোয়াল খেলা আরম্ভ হউক। আমি আশা করি কেত মনুষ্য হু পাইবার জন্ত এবং দেশ রক্ষা করিবার জন্ত যে শিক্ষা দরকার তাহা গ্রহণ করিবার জন্ত দেশের বিজ্ঞ পণ্ডিত লোকজন কে নিয়া একটা curriculum প্রস্তুত করা হউক। এবং আমি প্রস্তাব করি যে মৌলবী আদুল রউক এবং মৌলবী গিয়াসুদ্দিনকেও এই কমিটিতে রাখা হউক।

MR. W. FLEMING: Sir, I rise merely to deal with one or two points not mentioned by my colleague. First of all the number for the quorum proposed by the hon. mover is 5. I do not know whether the quorum was fixed before or after the transmigration of a certain member across the floor. But since the committee has been made so large it will be just as well to suggest that the quorum be fixed at seven.

Beyond that I would like to add a word of warning to the sponsors of this whole matter. There is a very great danger that when vocational education is talked about people think that because one learns to weave or to use a plane he is thereby put directly in possession of something which will help him to earn a livelihood. I say "directly"; there is no means of absorbing a great many carpenters. So long as the idea is that what is being attempted is to make a useful self-reliant individual, then it is all right. But there must be no misapprehension that merely because you go from the present system of education into a vocational one, you are thereby creating a new generation which will find it easier to find its place in society. So I say that it will not directly benefit. It will only indirectly benefit in being more self-reliant.

Then we had great many questions this morning which were deliberately framed to cast aspersions on the boy scout movement.

SRIJUT DEBESWAR SARMA: As it is.

MR. W. FLEMING: I would like to interject here that the boy scout movement at least does great many things that the sponsors of this resolution would have. It inculcates self-reliance and it does go far to develop the mind and body together. And I think, Sir, whatever may be the mortification due to the alleged remarks (which have been contradicted officially and practically in all the Press, whether the gentlemen on my right have read them or preferred to have them quoted on the floor of the House) I hope that the good points in the movement will not be lost sight of by those who have feelings about those alleged remarks.

THE HON'BLE THE SPEAKER: As it is nearly 1 o'clock, the House stands adjourned for lunch till 2 p. m.

(After lunch.)

SR. KRISHNA NATH SARMA: Sir, before I speak on the resolution itself, I may bring to the notice of the House a recent scheme of education devised by Mahatma Gandhi. Without taking much of the time of the House I will only read the relevant portion of the scheme, which runs as follows:—

“The present system of education does not meet the requirements of the country in any shape or form. English, having been made the medium of instruction in all the higher branches of learning, has created a permanent bar between the highly educated few and the uneducated many. It has prevented knowledge from percolating to the masses. This excessive importance given to English has cast upon the educated class a burden which has maimed them mentally for life and made them strangers in their own land. Absence of vocational training has made the educated class almost unfit for productive work and harmed them physically. Money spent on primary education is a waste of expenditure inasmuch as what little is taught is soon forgotten and has little or no value in terms of the villages or cities. Such advantage as is gained by the existing system of education is not gained by the chief tax-payer, his children getting the least.”

Sir, this is the substance of the results of the present system of education as summarised in the report of Mahatma Gandhi. This system has been responsible for the prevalence of illiteracy and ignorance among the masses. So far as higher education is concerned, it has simply served to increase the number of unemployed graduates and under-graduates. It is, therefore, in the fitness of things that the curricula should be changed and the whole system of education overhauled.

The Hon'ble Minister's contention is that so long as we have no University of our own, we must depend upon the Calcutta University and so it is difficult to adopt a system which is different from that of Bengal. But, Sir, university education is different from secondary and primary education, and the province has full control over the shaping of primary and secondary education according to the needs of the people.

Then, Sir, according to the present system, the primary education course consists of 5 years and the secondary education course up to Class VIII of about 6 years. This makes 11 years. Out of these 11 years, 3 years are wasted. A student having undergone the primary education course, has knowledge up to Class V, but when he goes to a secondary school, has to learn the same things over again in English. Whereas, if the medium were vernacular, this period could have been saved and the whole course finished in 7 or 8 years. I am rather glad that Colonel Beddow has made reference to Mahatma Gandhi's scheme. The mover of the resolution, Sir, is a practical man who has devoted his life in evolving a scheme of education and is carrying on in his own district a brilliant institution which has been spoken of very highly both by officials and non-officials alike. So the first and foremost necessity of the present system of education is, as stated in Mahatma Gandhi's scheme, as follows:—

“The most urgent and immediate task of social service consists in: (1) liquidation of illiteracy and ignorance; (2) spread of elementary knowledge of health and hygiene; (3) aiding and improving village productive organisation and occupation.”

It will not be difficult, Sir, to shape our education on the lines suggested and I think Mr. Gogoi is the proper man to shape a system that will be quite fit for our province.

In this connection I beg to mention some of the important industries that exist in our province. There is the hand-loom industry which may be given a great impetus. The cloth problem alone, if solved, will mean the solution of a national problem. This means a scientific knowledge of using improved wheels, carding bows, etc., and a scientific study of the use and growing of cotton. Then comes the rearing of silk-worms and production of cloth. Improved agriculture means a knowledge of the use of improved implements, manuring and rearing of cattle. Marketing facilities and scientific study of the same. Then there is the bell-metal industry and several other small industries whose number is legion. Our students should be imparted training in such industries. We want to train a batch of our young men to acquire sufficient knowledge so as to be able to satisfy the growing needs of the people within the four corners of this province and not let them look to others for the satisfaction of their needs. We want our young men to capture all the markets and in course of time to compete with others in every field.

THE HON'BLE REV. J. J. M. NICHOLS-ROY: Will the hon. member please speak a bit louder?

THE HON'BLE THE SPEAKER: The hon. member will please speak louder.

SRIJUT KRISHNA NATH SARMA: This means that our young men should have training in all the nation-building activities, in all industries that exist in the province so that they will be able to supply the needs of the province within its four corners, and not depend on others for such things. To achieve the ideal our young men must have training from their very childhood, must have their outlook changed towards the vital needs of the people and for their solution. It is, therefore, necessary to overhaul the entire system of education so far as primary and secondary education is concerned. This part of education is entirely within the control of the province and the University has no concern in it. The University education will take care for itself, and it is the rich and the city people generally who go for University education. We all know under the present system University education itself has become useless. It simply creates unemployment and year after year graduates come out almost disappointed and they cannot find means of livelihood. So I whole-heartedly support this resolution. The Hon'ble Education Minister has said that we cannot change the curriculum without the concurrence of the Government of Bengal. But so far as primary and secondary education is concerned it is entirely under our control and since we are under provincial autonomy we are quite competent to bring any reform that we like in this respect.

MAULAVI MUNAWWAR ALI: Mr. Speaker, Sir, I am fully in agreement with the spirit of the resolution which has been so ably moved by my hon. friend. He has dilated upon the subject at very great length and I will only touch the fringe of the different problems that face the country. I have great admiration for the great English thinker of the 19th century, John Ruskin whose definition of education is that "the true object of education is not only to know the right thing but also to do the right thing". Viewed in the light of this definition which has been universally accepted all over the world, the education that is being imparted in this country does not satisfy the real test, that is to say, 'doing the right thing'. The curriculum of instruction and education prevalent in our country only teaches us how to know the right thing, but does not impart into our

mind that stamina with which we can do the right thing. Sir, this curriculum has been out of date and has been discarded by the previous Council as well where on the floor of this House different groups have spoken in support of the resolution and have given the clearest indication that the curriculum must be changed.

In order to take our share in the world competition we have to prepare the lowest strata of the society, that is to say, our primary and secondary education should be so moulded as would impart a nationalistic outlook; not only nationalistic but it must be so formulated as to be intensely patriotic as well. Economic destitution, unemployment and defence of the country—these are three main problems which are facing us to-day. My hon. friend has formulated his resolution and mentioned a committee by which he wants to re-adjust the curriculum. It shows as if the committee is an expert committee to re-adjust the curriculum. To my mind his resolution should have been formulated like this: "That this Assembly recommends to the Government of Assam..... a committee be formed with the following members to formulate the principles and outlines for readjustment of the curriculum", etc. It is conceived in the right spirit when the statesmen and leaders of thought in the country join their hands together to formulate schemes and principles and having done that those schemes and principles are handed over to an expert committee to give effect to them, because it is they who would be best able to give effect to those outlines and principles. Of course the leaders of this province—the members of the legislature, are most predominant in the suggested committee but duty seems me to be the duty of experts pure and simple. None of them possess that qualification. So I would be glad if the hon. mover of this resolution would be prepared to amend his resolution in the line suggested by me. In that case I shall have no difficulty in lending my whole-hearted support to it.

Sir, the Hon'ble Minister for Education has given a reply which I should say is a very disappointing reply. I am sorry that I have to criticise him in this debate. He has not even touched one of the main issues that has been raised in the speech of my hon. friend the mover. He has simply said that he is eager to break away from Bengal, as if that is the only question that has been raised in the resolution. Break away we must, otherwise, as the Hon'ble Minister says, we must follow Bengal blindly.

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: I did not say that. What I said is that so long we are connected with the Calcutta University we shall have to follow Bengal.

MAULAVI MUNAWWAR ALI: That connection we can sever to day if the Hon'ble Minister kindly took the pain to frame a Bill and place before us for enactment. He says he is hatching a Bill. Sir, problems of Bengal are quite different from the problems of Assam and it is not necessary for me to state on the floor of this House how those problems are different, because hon. members are aware how they are not even inter-related with one another in vital respects.

THE HON'BLE SHAMS-UL-ULAMA MAULANA ABU NASR MD. WAHEED: That is why we want to break away from Bengal.

MAULAVI MUNAWWAR ALI: Sir, at this stage I think it will not be surprising to the hon. members of the House when I say that the need for a national militia for Assam is one of the vital needs and that the rudiments of military training should be implanted in the minds of youngsters. The imperialistic tendency of Japan reminds me of this. We must take time by the forelock. We know the preparation that is going on in Sind and Calcutta. The problem that faces Assam is not of lesser importance than these two provinces. We must make a start and the principles

that will be suggested by the Committee should also be such as to contain the elements of military training to be imparted in the primary and secondary schools of our province. As a matter of fact I took to drafting a Secondary Education Bill. I have not yet given notice of it ; but if the Hon'ble Minister of Education would take time by the forelock and assure us that he would bring a Bill at the next session of the Assembly, I will not take the pains and labour that is involved in giving a finishing touch to the Bill.

THE HON'BLE THE SPEAKER: The hon. member has got only four minutes.

MAULAVI MUNAWWAR ALI: Sir, I think, I have almost finished. In this modified view of the case, which I have suggested, I support the resolution of the hon. mover, and I think he should have no difficulty in accepting the suggestion thrown out by me in amending his resolution. Otherwise it would be my most painful duty perhaps to refrain from voting on this issue if it is pressed to a division in the form of the original resolution.

SRIJUT GOPI NATH BARDOLOI: We could not follow the exact amendment.

MAULAVI MUNAWWAR ALI: The resolution with the amendment if it is accepted will stand thus:—

“This Assembly recommends to the Government of Assam that as the present curriculum of education of this province utterly fails to take note of the growing changes and needs of the society a committee be formed with the following members to formulate the principles and outlines for re-adjustment of the curriculum accordingly.”

THE HON'BLE THE SPEAKER: Is this not implicit in the resolution ? The principles are first to be settled and then the details.

MISS MAVIS DUNN: Having on the floor of this House once said that I would advocate a change in the system of education, I can hardly oppose this resolution. We do want a radical change in the system of education—one that will be sound and suitable to our needs and conditions—cultural and vocational. We do not want a system of education that succeeds in merely turning out a number of unemployed youths who do not know even the *abc* of the work their fathers did before them, and therefore cannot turn to the soil for employment.

But I differ from the sponsor of this resolution when he says that the present curriculum “utterly fails to take note of the growing changes and needs of the society”. I speak from experience when I say that it does take some note of the needs of the society. Whereas once there was no such subject as domestic science taught, now it is taught as an important subject in girls' schools. Weaving is also now included in the subject ‘Sewing’.

The hon. mover of the resolution mentioned singing and dancing as suitable subjects for girls up to class VIII. Well I hope he is not serious because however hard some of us might try, we will be total failures in one or both of these subjects. However these are matters of detail, which the Committee recommended can very well deal with.

With these words, Sir, I support the resolution.

SRIJUT RUPNATH BRAHMA: Sir, I congratulate the hon. mover for bringing the resolution before the House and I whole-heartedly support it. Sir, nobody can deny the fact that the public at large are not at all satisfied with the existing system of education. There are cries and growing demands for changes in the system. There should be some changes in the curriculum and the present system of education. From the personnel of the the Committee I find that there is no tribal member in the Committee. I, therefore, hope that a member will be taken in the Committee from plains tribal also.

SRIJUT MAHADEV SARMA: মাননীয় সভাপতি মহোদয়, প্রজাসাধাবনৰ
 প্ৰতিনিধি হিচাবে আমাৰ বিবিলাক দায়ীত্ব, সেই দায়ীত্ব কিঞ্চিৎ পৰিমাণেও যদি
 আমি পালন কৰিবলৈ বিচাৰোঁ তেন্তে আমাৰ প্ৰথম কৰ্তব্য হ'ব এনে ধৰণৰ লাগ-
 তিয়াল প্ৰস্তাব সমৰ্থন কৰা। এই প্ৰস্তাবৰ দ্বাৰা আমাৰ বৰ্তমান গবৰ্ণমেণ্টৰ শিক্ষা বিভাগে
 যি অস্বাভাৱিক অৱস্থাৰ ভিতৰেদি আমাৰ দেশৰ শিক্ষা পদ্ধতি প্ৰবৰ্ত্তন কৰিব লাগিছে
 সেই বিষয়লৈ এই প্ৰতিনিধিমূলক অনুষ্ঠানৰ এই প্ৰস্তাবৰ দ্বাৰা আমি নিবিলাকৰ দৃষ্টি
 আকৰ্ষণ কৰিব খোজোঁ আৰু আমি নিবিলাকক কব খোজোঁ যে বৰ্ত্তমান যি পদ্ধতিত
 আমাৰ দেশৰ শিক্ষা চলোৱা হৈছে সেই পদ্ধতি দোষযুক্ত আৰু সি বৰ্ত্তমান সময়ৰ
 কাৰণে নিতান্ত মনুষ্যকৃত। কাৰেই এই পদ্ধতি বা ব্যৱস্থা সম্পূৰ্ণভাবে উপযুক্ততালৈ
 আনিবলৈ হলে তত যেনে পৰিবৰ্ত্তনৰ প্ৰয়োজন আৰু এই পৰিবৰ্ত্তনৰ বাবে এটা কমিটিৰ
 দ্বাৰাই সমুদায় শিক্ষা বিভাগৰ ব্যৱস্থা মালোচনা কৰি সি ভাবে শিক্ষা প্ৰবৰ্ত্তন কৰিলে
 আমাৰ দেশৰ ভৱিষ্যত গঢ়ি উঠি কল্যাণ সাধিত হ'ব, সেইটো ব্যৱস্থা কৰিবৰ বাবে
 এই প্ৰস্তাব উপস্থিত কৰা হৈছে। কাৰেই এনে প্ৰস্তাবৰ সহযোগিতা নকৰিলে আমি
 আমাৰ কৰ্তব্য কৰা নহ'ব বুলি ভাবি এই বিষয়ে নই দুই চাৰিটা কথা কবলৈ আগ বাঢ়িছোঁ।
 এইটো কথা কোনোমতেই কৰিব নোৱাৰে যে এটা জাতিৰ ভৱিষ্যত নিৰ্ভৰ কৰে সেই
 দেশৰ শিক্ষা পদ্ধতিৰ ওপৰত অৰ্থাৎ এই শিক্ষা পদ্ধতিৰ পৰাই এটা জাতি গঢ়ি উঠে।
 এই শিক্ষা পদ্ধতি যেতিয়া দোষযুক্ত হয় তেতিয়া সেই জাতিয়ে কেতিয়াও গা কৰিব নোৱাৰে,
 আৰু সেই জাতিৰ উন্নতি সম্ভৱ হৈ উঠে। এইটো নজনা কথা নহয় যে যদি কোনো
 জাতিৰ সম্বন্ধ বিবেচনা কৰা হয় তেতিয়া প্ৰথমতে মনলৈ আহে সেই জাতিৰ প্ৰধান
 সম্পদ কি? বিবিলাক বিভূতিৰে এটা জাতিৰ সম্পদ বিবেচিত হয় তাৰ প্ৰথম আৰু
 প্ৰধান বিভূতি হৈছে সেই দেশৰ শিশু সমাজ। সেই শিশু সমাজক যোগ্য ভাবে গঢ়ি
 তুলিবৰ তাৰ থাকে গবৰ্ণমেণ্টৰ ওপৰত। শিক্ষা বিভাগৰ জৰিয়তে সেই গবৰ্ণমেণ্টে যোগ্য
 ভাবে শিশু সমাজ গঢ়ি তুলিবলৈ গবৰ্ণমেণ্টে বাধ্য। সেই যোগ্যতা পাবৰ কাৰণে গবৰ্ণমেণ্টে
 যি এটা আদৰ্শ আগত লয়, আৰু সেই আদৰ্শ কাৰ্য্যত পৰিণত কৰিবৰ কাৰণে যি বিলাক
 নীতি অবলম্বন কৰিব লাগিয়া হয় সেই নীতি বিলাক এনে ভাবে দিগা কৰা উচিত যাতে সেই
 নীতি বিলাকে সেই দেশৰ শিশু সমাজক এনে ভাবে গঢ়ি তুলিব পাৰে যে সেই দেশৰ সামাজিক
 অবস্থাৰ ভিতৰেদি নিবিলাকক উন্নতিৰ পথলৈ আণ্ডুয়াই নিবলৈ সহায়তা কৰিব পাৰে। এক
 কথাৰে কবলৈ হলে মানুহৰ মনুষ্যত্ব বিকাশৰ চেষ্টা আৰু ব্যৱস্থা হৈছে শিক্ষাৰ বাবে উদ্দেশ্য।

এই মনুষ্যত্ব বিকাশৰ যি চেষ্টা বা মনুষ্যত্ব বিকাশৰ যি ব্যবস্থা সময়ে সময়ে দেশত প্রবর্তন কৰা হয় তাৰ গুৰিত চৰকাৰৰ সাগাৰ্য্য নিতান্ত প্ৰয়োজন। আৰু যি বিলাক ব্যবস্থাই মানুহক বৰং মনুষ্যত্ব দিয়াত বাধা জন্মায় সেই বিলাক ব্যবস্থা অবলম্বন কৰি থাকিলে কেতিয়াও কোনো জাতিয়ে উন্নতি কৰিব নোৱাৰে। আমি অনুভব কৰিছোঁ যে এতিয়ালৈকে যি পদ্ধতি বা ব্যবস্থাৰ দ্বাৰা আমাৰ গভৰ্ণমেণ্টে শিক্ষাবিভাগৰ জৰিয়তে আমাৰ শিশুসমাজৰ শিক্ষা প্ৰবৰ্ত্তন কৰা হৈছে সি প্ৰকৃত পক্ষে আমাৰ আশা আকাঙ্ক্ষাৰ পৰ্ব সম্পূৰ্ণ বিপৰীতে গৈছে। তাৰ দ্বাৰা জাতি হিচাবে কল্যাণতকৈ অকল্যাণ বেছি হৈছে। তাৰ ফল স্বৰূপে আমি তিনিটা বস্তু পাইছোঁ। প্ৰথম বৰ্ত্তমান সময়ৰ শিক্ষা পদ্ধতিয়ে আমাৰ দেশৰ লৰা ছোৱালী বিলাকক সন্মান কৰে কি? ই চেষ্টা কৰে যে সি কিমানখিনি লৈকে সিহঁতক বাবহাৰিক জগতৰ অনুপযুক্ত কৰিব পাৰে—অৰ্থাৎ ইংৰাজীত কবলৈ হলে unfit for the world কৰে। দ্বিতীয়তঃ চেষ্টা কৰে সিহঁতক কিমানখিনি লৈকে শক্তিহীন (Emasculated) কৰিব পাৰে, তৃতীয়তঃ তেওঁ বিলাকক কিমানখিনি লৈকে denationalised অৰ্থাৎ বিজ্ঞতবীয়া ভাষাপন্ন কৰিব পাৰে তাকে এই শিক্ষা পদ্ধতিৰ জৰিয়তে কৰা হৈছে। ই অকল আমাৰ গভৰ্ণমেণ্টেই নীতি নহয়—ই Imperial গভৰ্ণমেণ্টেই নীতি আছিল। মই বিবেচনা কৰোঁ এই নীতি যি দেশৰ মানুহক শক্তিশালী মানুহ ৰূপে গঢ়াত কৃতকাৰ্য্য হোৱা নাই দেশৰ মানুহক অকাহিলা কৰাতহে ই দেখা য'য় বেছি কৃতকাৰ্য্য হৈছে। আমাৰ মানুহকে বিজ্ঞাতীয় ভাৰত অনুপ্ৰাণিত কৰিবৰ নিমিত্তে তেওঁ বিলাকে Imperial Government ৰ শিক্ষা পদ্ধতিৰ যি ব্যবস্থা কৰিছিল, আৰু যেনে ধৰনৰ পাঠ্য নিৰ্বাচন আৰু সময়ত বচনা কৰিছিল সেই বিলাক আজি আমি চিনি পাইছোঁ। আমি গম পাইছোঁ যে সেই পদ্ধতি ধৰি থাকিলে আমাৰ জাতীয় পুষ্টি নধন কৰিব নোৱাৰিম। সেই কাৰণে সমগ্ৰ দেশত অকল আমাৰ দেশত নহয়, সমগ্ৰ ভাৰতবৰ্ষতটো উঠিছে যে এই শিক্ষা পদ্ধতিৰ পৰিবৰ্ত্তন কৰিব লাগিব আৰু এনে শিক্ষা পদ্ধতি দিব লাগিব যি শিক্ষা পদ্ধতিৰ ভিতৰেদি গলে আমাৰ উঠি অহা ডেকা সকলৰ—যি সকলৰ ওপৰত দেশৰ ভবিষ্যত নিৰ্ভৰ কৰে—সেই সকল প্ৰকৃত মানুহ হ'ব পাৰে আৰু প্ৰকৃত জাতীয় ভাষাপন্ন হ'ব পাৰে। মহাত্মা গান্ধীয়েও এতিয়া এই বিষয়ত মন দিছে আৰু ওয়াৰ্দ্ধা Education Conference ত তেখেত শিক্ষা পদ্ধতিৰ এটা আৰ্চনি দিছে। সেই আৰ্চনি লৈ দেশত এটা আন্দোলন চলিছে। আমি সেই ফালেও চাবৰ দিন আহিছে। X আগৰ গভৰ্ণমেণ্টে কি কৰিছিল? তেওঁ বিলাকে এনেকুৱা এটা ভাব আমাৰ মাজত সুমুৱাবলৈ চেষ্টা কৰিছিল আৰু বহুত পৰিয়ালে কৃতকাৰ্য্য হৈছিল যে আমাৰ দেশীয়া সকলো বেয়া আৰু আমাৰ সভ্যতা, আমাৰ ইতিহাস, আমাৰ কৃষ্টি, আমাৰ সামাজিক বিধান সকলোবোৰ বৰ বেয়া। যি বিলাকক নিতান্ত বেয়া বুলিব নোৱাৰিছিল সেই বিলাকক আধুনিক বিজ্ঞানৰ দোহাই দি আজ্ঞগুৰি গল্প বুলি উৰাই দিবৰ চেষ্টা কৰিছিল। যদি এটা সৰু লৰাক গুৰিৰে পৰা এনে ভাবেই শিক্ষা দিয়া হয়,—যে তোমালোকৰ দেশত যি বিলাক বস্তু আছিল সেইবিলাক বেয়া আৰু অইন ঠাইৰ পৰা যি বিলাক বস্তু আহিছে সেইবিলাক

ভাল, তেনেহলে কেতিয়াও তাৰ নিজৰ প্ৰতি বিধান থাকিব নোৱাৰে। এই আন্দোলন
লোপ হোৱাৰ বাবেই আমি আমাৰ জাতীয়তা হেৰুৱাইছোঁ। বন্ধু সকল, এইটো কথা
নকলেও হ'ব যে আমি জাতি হিচাবে কেনেটো দুৰ্বল হ'লোঁ আৰু আমি মাহুহ নামৰ
যোগ্যতা হেৰুৱালোঁ। প্ৰথম Indian Arms Act ৰ দ্বাৰা আমাৰ সমুদায় অস্ত্ৰ খৰু কঢ়ি
নিলে। আমাক নিৰস্ত কৰাৰ বাবে আমি ক্ৰমে ক্ৰমে দুৰ্বল হ'লোঁ। তাৰ পিচত এনেকুৱা
অস্বাভাবিক শিক্ষা পদ্ধতি প্ৰচলন কৰিলে যত মাহুহৰ স্বাভাবিক পৰিপুষ্টি সাধন কাৰণৰ
বাবে শাৰীৰিক অক্ষমতা প্ৰকৃতি একোৰে বিধান কৰিবৰ ব্যৱস্থা নাই। এই পদ্ধতিত
কিছুমান সাহিত্য অৰ্থাৎ পুথিগত বিষয় আলোচনা কৰা হয় মাত্ৰ। পুথিগত বিষয়
অহমস্বৰণ কৰাৰ বাবে আৰু তাকে অতিপাত ৰূপে আমাৰ মস্তিষ্ক ওপৰত
বোজা দিয়া বাবে আমাৰ শাৰীৰিক শক্তি দুৰ্বল হ'বলৈ ধৰিলে। সংগ্ৰ জাতিৰ
মানসিক বৃত্তিৰ ওপৰত অত্যাধিক পৰিমাণে কিতাপৰ চোচা দি আমাক দুৰ্বল আৰু
নিশ্চকতীয়া কৰিলে। আন পক্ষে আমাৰ নিজৰ, বস্তুলৈ ঘূৰাতাৰ সুমুৱাই দিলে
আৰু এই পদ্ধতিয়ে আমাক জগতত মাহুহ নামৰ যোগ্যতা হেৰুৱাবলৈ বাট
মুকলি কৰিলে। অৱশ্যে এতিয়া আমাৰ ভিতৰত এটা আন্দোলনৰ সৃষ্টি হৈছে
যি আন্দোলনৰ ভিতৰেই আমি আমাৰ জাতীয়তা তাৰ লাভ কৰিবলৈ চেষ্টা কৰিছোঁ।
এই চেষ্টা কৰাৰ লগে লগে যদি আমি দেশৰ শিক্ষা পদ্ধতি পৰিবৰ্তন কৰি নলও তেনেহলে
দেশৰ ডেকা সমাজৰ ভবিষ্যত উন্নতিৰ আশা কোন মতেই থাকিব নোৱাৰে। সেই কাৰণে
এই প্ৰস্তাবত যে উল্লেখ কৰা হৈছে *growing changes and needs of the society*,
সেইটো অতীব শোভন হৈছে। বৰ্তমান যি অৱস্থাত আমি পৰিছোঁহি, শিক্ষাৰ ব্যৱস্থা বা
curriculum এই অস্বাভাবিক অৱস্থাত থাকিলে আমাৰ প্ৰকৃত অঙ্গপুষ্টি হ'ব কোনো
সম্ভাৱনা নাথাকিব। সেই গতিকে আমি বিশেষভাবে এই অস্বাভাবিক অৱস্থাৰ পৰিবৰ্তন
কৰিবৰ নিমিত্তে চেষ্টা কৰা উচিত এই কথা আপোনালোকে নজনা নহয় আৰু কেইবা জন
বন্ধুৱেও ইঙ্গিত কৰিছে যে বৰ্তমান শিক্ষাই আমাক শিক্ষাৰ জোৰোঙা লোৱাই বিভিন্ন
ভাবে অক্ষিচাৰিত চেষ্টা কৰাইছে আৰু জোৰোঙা যাৰ উদ্দি হৈছে তেওঁ unemployed
দোকালৈছে—বেকাৰ হৈছে। যদি প্ৰকৃত ভাবে জাতীয়তা তাৰণ শিক্ষা পৰিবৰ্তন কৰা হয়
যি শিক্ষাৰ দ্বাৰা ব্যৱহাৰিক জগতত যেই সেই কামত তেওঁ লাগিব পাৰে, তেনেহলে
unemployment বুলি যি কথা কোৱা হৈছে বা যাক এটা সমস্যা বুলি ভাবিছে সেই সমস্যা
নাথাকিব। অতীত কালত ভাবতবশত যি ভাবে শিক্ষা পদ্ধতি প্ৰচলন কৰিছিল তাত
আপোনালোকে এটা কথা লক্ষ্য কৰিছে যে তাত প্ৰকৃত ভাবে মাহুহৰ মনুষ্যত্ব বিকাশ কৰিবৰ
কাৰণে এটা উপায় কৰিছিল। তেতিয়া concentration of mind ৰ ওপৰত বৰ জোৰদি
অতীত কালত ভাবত মনীষী সকলে শিক্ষাৰ ব্যৱস্থা কৰিছিল। Concentration of
mind কথাটো শুনিবলৈ সহজ, কিন্তু কাৰ্য্যত পৰিণত কৰিবলৈ যি বিলাক উপায় লাগিছিল
তাৰ মূলত হৈছে ব্ৰহ্মচৰ্য্য। ব্ৰহ্মচৰ্য্যৰ দ্বাৰা একান্ত ভাবে কোন কামত লাগিবৰ ক্ষমতা
পালে সেই ক্ষমতাৰ দ্বাৰা যেই সেই কামতে লাগিব পাৰে। বৰ্তমান আমাৰ যি শিক্ষা

পদ্ধতি আছে সেই শিক্ষা পদ্ধতিয়ে আমাক তেনে কমতা দিছেনে? যি
 বিনাক অৱস্থাৰ ভিতৰত আমি পৰি আছেঁ। সেই অৱস্থাৰ উপযোগী শিক্ষা
 প্ৰবৰ্ত্তন কৰা দৰকাৰ। বৰ্ত্তমান পদ্ধতি আৰু আগৰ পদ্ধতি কেনেকুৱা
 তাক এটা সহজ কথাৰে কওঁ। Medical scienceৰ কথাৰে উদাহৰণ স্বৰূপে কওঁ।
 কাৰিকৰী শিক্ষাবলৈ গলে প্ৰথমতে বস্তৱ গুণ শিকোৱা হয়। তাৰ পিচত জ্ঞান বোৰ বেলেগ
 বেলেগ বস্তৱ সংযোগত কি গুণ হয় তাৰ শিকোৱা হয়। তাৰ পিচত হে বোণ আৰু তাৰ
 প্ৰতীকাৰ সম্বন্ধে শিক্ষা দিয়া হয়। অৰ্থাৎ কৰিবাজীৰ্মতে ঔষধ প্ৰস্তুত প্ৰণালী, গুণ আৰু
 তাৰ পিচত তাৰ ব্যৱহাৰ বা ব্যৱস্থাৰ শিক্ষা দিয়া হয়। কিন্তু আজি কালি
 medical science পঢ়িলে কি হয়? জ্বৰ হৈছে, quinine খুৱাই দিয়া। কিন্তু
 quinine কিভাবে তৈয়াৰ কৰা হয় তাক বিশ্লেষণ কৰি দেখুওৱা নহয়।
 কোন ৰোগ হলে নিৰ্দ্ধাৰিত Prescription দিবলৈ শিকায়। জ্বৰ হলে এই
 prescription দিয়া আৰু ঔষধ খুৱাবা—ইয়াৰ বাহিৰে medical scienceৰ ঔষধৰ
 প্ৰস্তুত প্ৰণালী সম্বন্ধে শিক্ষা নিদিয়। কোনো ৰক্ত স্ৰাৱ কৰি তাৰ ওপৰত
 বাৱস্থা দিয়াটো ভাল নে মুঠ কিতাপ মুখস্থৰ ভিতৰেদি যি পদ্ধতি শিক্ষা দিয়া হয় সেইটো
 ভাল? মই কব খোজোঁ যে বাৱস্থা দিবলৈ হলে ঔষধ প্ৰস্তুত প্ৰণালীও জানিবলৈ দিয়া
 দৰকাৰ। অৱশ্যে business policy ধূলি যি এটা এটা আছে সি বেলেগ কথা।
 আঙ্গুলি কাটিলে iodine সানি দিয়া—কিন্তু iodine কি ভাবে, কি উপাদানেৰে প্ৰস্তুত
 হয় তাক জানিবৰ উপায় নাই। কাৰেই ই এটা স্বাভাৱিক পদ্ধতি—যি পদ্ধতিৰ
 ভিতৰেদি আমাৰ শিক্ষা চলিব লাগিছে। আৰু এই পদ্ধতি ইমান বৰ বেচি দামত চলিব
 লাগিছে যাতে আমাৰ সাধাৰণ ভাৱনীয় প্ৰজাসকলে নিৰক্ষৰ হৈ থাকিবলৈ বাধ্য হৈছে।
 ভাৰতীয় প্ৰজা নিৰক্ষৰ হোৱাৰ প্ৰধান কাৰণ এই অস্বাভাৱিক ৰূপে খৰচি শিক্ষা আৰু তাৰ
 ওচৰলৈ যাবৰ কাৰণে শতকৰা ৭০।৮০ জনেই অক্ষয়; কাৰণ তাত বৰ বেচি ৰকম খৰচ।
 আপোনালোকো শুনি আচৰিত নহব যে সাধাৰণ lower primary স্কুলত যে পঢ়িবলৈ
 দিয়া হয় তাতো কিতাপৰ দামত টেক ব'হৰ দাম বেচি। অৰ্থাৎ ম'হত টেক শিং চৰা।
 সেই বিনাক বাহুল্য ভাবে আলোচনা কৰিবৰ সময় নাই।.....

THE HON'BLE THE SPEAKER: The hon. member has got only two
 minutes more.

SRIJUT MAHADEB SARMA : (contd.) কাৰেই এই যে অস্বাভাৱিক বিধান
 এই বিধানক স্বাভাৱিকতালৈ আনিবৰ কাৰণে আমি গৱৰ্ণমেণ্টক নিৰ্দ্ধিষ্ট পছা এটা উলিয়াই
 লবলৈ এই প্ৰস্তাবেৰে ইচ্ছিত দিছোঁ। অৱশ্যে আমি আমাৰ কৰ্ত্তব্যৰ ফালৰ পৰা যি ব্যৱস্থা
 অনুমোদন কৰোঁ, সেইবিনাক কেনেকৈ কাৰ্য্যত পৰিণত কৰিব সেইটো গৱৰ্ণমেণ্টৰ
 ফালৰ পৰা চাবলগীয়া কথা। আমি অনন্দিত হৈছোঁ যে আমাৰ শিক্ষা বিভাগৰ মন্ত্ৰী
 ডাঙৰীয়াই আমাৰ দেশৰ বৰ্ত্তমান শিক্ষা পদ্ধতি দোষযুক্ত বুলি স্বীকাৰ কৰিছে। কিন্তু
 তেখেতে অল্প technical grounds ৰ নিমিত্তে যেনে আমাৰ প্ৰদেশত university

শাই, সেই কাৰণে তেখেতে এই কথা কাৰ্য্যত পৰিণত কৰিবলৈ টান পাইছে। এই আশা কৰে তেখেতে যদি প্ৰকৃত পক্ষে অনুভব কৰে যে বৰ্ত্তমান শিক্ষা পদ্ধতিৰ দ্বাৰা আমাৰ দেশৰ ভবিষ্যত আশংকা স্থল আমাৰ শিশু সমাজৰ অনিষ্ট সাধন হৈছে, বা আশাভঙ্গক প্ৰতি সাধন হোৱা নাই তেন্তে তাৰ নিমিত্তে নিশ্চয় এটা বিধান উলিয়াব পাৰিব। তেখেতে আমাৰ সহযোগিতা আৰু গবৰ্ণমেণ্টৰ শক্তি পাইছে ইমানবোৰ শক্তিৰ মাজত থাকি তেখেতে নিশ্চয় এনে এটা উপায় উলিয়াব পাৰিব যাৰ দ্বাৰা এই দোষযুক্ত শিক্ষা আমাৰ দেশৰ পৰা আঁতৰ কৰিবলৈ সমৰ্থ হব। মই আশা কৰোঁ আমাৰ নিৰ্দ্ধাৰিত কমিটীয়ে যি পদ্ধতি বা ব্যৱস্থা কৰিব সেই ব্যৱস্থা তেখেতে আনন্দ ননেবে লব আৰু তাৰ দ্বাৰা দেশৰ ভবিষ্যৎ কল্যাণ সাধন কৰিবলৈ সমৰ্থ হব।

KHAN SAHIB MAULAVI SAYIDUR RAHMAN: Mr. Speaker, Sir, I rise to lend my support to the resolution. The present system of education has been condemned by all, because it fails to develop the personality of the individual and the latent faculty of men. I have before me an article published yesterday in the *Amritabazar Patrika*. This was an address by Mr. J. C. Kumarappa. I believe, my friends have read it. He traced the history of the present system to the days of famous Macaulay when the administration required clerks. The present system of education has succeeded and turned out clerks who are always ready and willing to obey and oblige their bosses. The next stage in the system of education was when Messrs. Abbot and Wood evolved a system of vocational training. The real objectives of education have not yet been attained and the present system for this very reason requires thorough overhauling. In view of this fact, I think, the resolution has been brought by the hon. mover quite in the fitness of things. The Hon'ble Education Minister has said that the formation of a Secondary Board of Education might be useful and we should wait for that, but I do not see any reason why we should await the formation of the Board because it may so happen that the Board may not be formed during the life-time of this Assembly (*hear! hear!*). As regards the suggestion made by my hon. friend Maulavi Munawwar Ali about the personnel of the Committee, I think, there should be some modification. As for myself, I do not feel competent to serve on such a Committee. I would rather like the replacement of my name by another veteran Educationist Khan Bahadur Maulavi Abdulla Abu Saiyid, Principal of the Murarichand College who was also my Professor. I think the insertion of his name in the committee would help to give some valuable suggestions for the curriculum so far as it will suit the needs of the committee and I would also request some of my hon. colleagues to retire in favour of some other well known educationists so that the committee might be able to do the work that has been assigned to it properly. Without meaning any reflection to anyone I may assert that there ought to be some more educationists on the committee. And I would also suggest that the system of education that has been evolved, or that is going to be evolved by the committee to which reference has been made by Mr. Kumarappa may receive our due consideration. The committee that was formed by the Wardha Educational Conference submitted their report giving an outline of the work done by that committee. Another meeting of that committee is going to be held on the 19th and 20th to discuss the syllabus and other details. I would suggest that a copy of the findings of that committee may be made available to the committee that we propose to appoint.

With these few words I support the resolution.

BABU BALARAM SIRCAR: আমি সর্বাঙ্গতঃকরণে এই resolution support করিতেছি। কেননা, Primary Education বর্তমানে যে ভাবে দেওয়া হয় তাহাতে দেখা যায় যে প্রাইমেরী পাশ করার পর ছেলেরা শুধু তাহাদের নামই লিখিতে পারে আর অল্প কিছুই জানে না। বর্তমান জমিদারী পরিমিত শিক্ষা ছাত্রদের পক্ষে নিতান্ত দরকার কারণ আমাদের দরিদ্র দেশ—এই দরিদ্র দেশের ছাত্রদের উচ্চ শিক্ষা পাইবার সুযোগ বড় ঘটে না। যদি প্রাইমেরীতে জমিদারী পরিমিত শিক্ষা দেওয়া হয় তাহা হইলে ছাত্রদের উপকার হইবে। আজ কাল ছাত্ররা প্রাইমারী পাশ করে জমিদারী বিষয়ক দলিলাদি লিখিতে বা বৃত্তিতে পারে না সে জন্ত জমিদারী পরিমিত শিক্ষা নিতান্ত দরকার। ইহা ছাড়া এই শিক্ষার সঙ্গে সঙ্গে তাহাদের স্বাস্থ্যের উন্নতির জন্ত এবং পারিবারিক অর্থোপার্জননের জন্ত সাহায্যে তাহারা কৃষি বিষয়ক এবং হাল চাষ সম্বন্ধে শিক্ষা করিতে পারে তাহার ব্যবস্থা করা দরকার। প্রত্যেক স্কুলের সঙ্গে সঙ্গে কিছু কিছু জমি রাখিয়া যাহাতে ছাত্রেরা ফুলের বাগান করা, শাক শজির বাগান করা ইত্যাদি শিখিতে পারে তাহার ব্যবস্থা করা দরকার। আজ কাল ছাত্রেরা স্কুল থেকে বাহির হইলেই জমির কাজ করা লজ্জা মনে করে এবং সে জন্ত তাহারা তাহাদের আর্থিক উন্নতির জন্ত কোন কাজ করিতে পারে না। আর Secondary Education এ 'শুধু' slave mentality জন্মায়। বি, এ, এম, এ পাশ করে সকলেই কেবল চাকরীর অনুসন্ধান করে; যদি চাকরী না পোটে তাহা হইলে তাহারা নিরুপায় হইয়া পড়ে। Secondary Education এর সঙ্গে সঙ্গে একরূপ ব্যবস্থা করা দরকার যাহাতে যদি চাকরী না মিলে, তবুও কোন business খুলে স্বাধীন ভাবে জীবিকা নির্বাহ করিতে পারে। এজন্য আমি এই প্রস্তাবের সমর্থন করিলাম।

MR. C. GOLDSMITH: Mr. Speaker, Sir, we have to thank the hon. mover of this resolution for bringing this resolution and I was greatly interested in hearing his interesting speech. He has dealt with it at great length; he has dealt with it theoretically and on certain practical aspects. I would only have liked him to be more practical because as the resolution stands he has not taken account of the practical facts. It says that the curriculum does not take note of the growing needs of the society and, therefore, a committee should be formed to readjust the curriculum forthwith. There are two divisions in this resolution. One is Secondary Education, and the other is Primary Education. The resolution does not divide the issues, it takes the whole of education into its scope, but as the Hon'ble Minister for Education has said that if we touch Secondary Education we are concerned with the Calcutta University. Some will say, and some have already said, that the University will take care of itself, but that is not practicable. The University can take care of itself, but our students must also take care of themselves and our students so long as they appear in the Calcutta University examinations cannot follow the procedure which this legislation will dictate and they cannot go against the curriculum of the Calcutta University. Some have said that up to Class VIII from Class III onwards they are under the Calcutta University and the curriculum must be adjusted from Class III onwards because the preparation for the final examination begins from Class III, and we shall be putting our students to great difficulty if we make a

change up to Class VIII. Therefore, I say that we are unable to change the curriculum so far as Secondary Education is concerned. We agree that the present system of education is defective; everyone has admitted that and I do not intend to dilate on that. But Primary Education is the thing that we have to tackle and tackle very carefully. If this resolution was meant for Primary Education I would have no objection at all because it would enable us to start at the bottom, and it is time to make a start at the bottom. Some hon. members may say that it is a very small matter, but I do not agree that Primary Education in Assam is a small matter. It is a great problem and very wide in its scope and we can build up our country on the foundation of Primary Education. Therefore we cannot ignore what prominent part Primary Education will play in the deliberations of this committee. The resolution says to take note of the growing needs and changes of society but may I ask if we all understand what the growing changes are? When thinking of the changes are we thinking of the past, or of the present and future also? The world is undergoing great changes. The world is changing faster than we think, and now that there is a fear that Japanese planes may be sweeping over us some will say that military training is required for our students. Our history should be built not on the past achievements of the country but on the present and future requirements. If we think mainly of the past and not of the present and the future we are not moving with the times. We have to grapple with all the different needs of the world, and we have to adjust our curriculum accordingly. Assam is not like Bengal or any other province. We have to take note of the different societies in Assam, the Hills and Valleys and the different tribes and the different communities. We have also to think of the social needs of the people. But this resolution and the list of members that will be working in the Board does not show that this has been taken note of. I may mention that in the past the Christian Missions have done much towards education in Assam. Primary Education mainly dealt by them. Therefore, in this Committee expert opinion will have to be gathered from that body as well. And as my friend Maulavi Munawwar Ali has said that this Committee cannot be said to be an expert on educational problems. Therefore, Maulavi Munawwar Ali has made some changes and I agree with them. If the resolution is changed by the addition of the words "after eliciting all shades of public opinion" it will be better. This change is required to know from people who are dealing with Primary Education in different parts of Assam regarding the practical defects. Defects there are but we should know what sort of defects they are. So, expert and experienced opinion should be gathered about these matters from them as well. I like this resolution but these changes ought to be made and proper emphasis should be laid on Primary Education and start from the bottom.

MAULAVI ASHRAFUDDIN MD. CHAUDHURY: While I take my stand on the resolution that has been tabled, I want to place one fact before the House about what we are missing in the present education. For the true ideal the oriental ideal both of the Hindu and the Muhammadan community which is to have plain living and high thinking is to-day sadly missing without education. The present curriculum of education has not only denationalised us in our outlook but is going to make us physically shattered, morally unfit and intellectually weak. The present education, as everybody admits, aims at a mercenary outlook. The students think of it only in terms of securing jobs and petty service. The teachers look at it from the business point of view of having more and more salaries and the text-books writers want that every year there should be a change of the curriculum so that they might get more money by getting out new text-books. That is the way in

which curriculum development is now running. Nobody is taking any pains either for the progress of the nation or for the progress of the community to have the education system changed and regulate it in the proper way so that it may turn out good men, useful citizens and straight-forward men.

Now, Sir, without speaking more on the subject—it has been so ably and creditably dealt with by the hon. mover and those who supported the resolution—I want to make it clear that so far as representation in the Committee is concerned, I do not know whether any suggestion has come from any other member of the House about the fact that not a single member from the fair sex has been added to the list. This is a matter that cannot be lost sight of. Because their curriculum cannot be identical with that of the male students. So far as our colleague Miss Mavis Dunn is concerned she has been connected with a school, she is a B.T. In that view of the matter I think that her name should be added. So far as students are concerned the curriculum must be prepared having regard to the psychology of the students too. Having that matter before us, I do not know whether other friends here can give better opinion. But so far as I know, at Sylhet we have got one lady teacher who has received her foreign education in Kindergarten system in London, I mean Miss Asha Lata Khastagir. I do not know if anybody else is there. I may also mention another name of a gentleman who has had ripe experience in the Education Department and who was once a member of this House, Khan Bahadur Muhammad Wasil, retired Deputy Inspector.

KHAN SAHIB MAULAVI SAYIDUR RAHMAN: May I point out, Sir, whether the hon. member will not be making the Committee very unwieldy?

MAULAVI ASHRAFUDDIN MD. CHAUDHURY: The hon. member the Khan Sahib himself suggested some new names in place of original names?

KHAN SAHIB MAULAVI SAYIDUR RAHMAN: I suggested in case some one else retired in favour.

MAULAVI ASHRAFUDDIN MD. CHAUDHURY: From the list I find that only one gentleman who heads the original list is connected with a College and the others I do not know how far they are connected with education.

MR. ARUN KUMAR CHANDA: Why should we go outside the House, Sir, when Miss Dunn is here?

MAULAVI ASHRAFUDDIN MD. CHAUDHURY: Yes, Sir, I have suggested her name.

Another matter which I would leave also to the hon. mover is whether having regard to the fact that the Hon'ble the Chief Minister has previous experience of several years as an Education Minister, his name should not be included. I have made these suggestions and it is left to the mover to take them in or to leave them.

SRIJUT RUPNATH BRAHMA: I also hope that hon. mover will concede to the inclusion of a plain tribal member.

SRIJUT GOPINATH BARDOLOI: I will only say that I desire to be excluded from the Committee and would like the name of Srijut Purna Chandra Sarma being included in place of mine as he is dealing with the subject of education on behalf of the party.

RAI BAHADUR PROMODE CHANDRA DUTT: All these suggestions are in the nature of amendments. So, Sir, let us deal with them as amendments.

KHAN BAHADUR MAULAVI KERAMAT ALI: I will take only two minutes, Sir.

RAI BAHADUR PROMODE CHANDRA DUTT: Why two minutes, take 20 minutes.

KHAN BAHADUR MAULAVI KERAMAT ALI: The resolution is "This Assembly recommends to the Government of Assam, that 'as the present curriculum of education of this province utterly fails to take note of the growing changes and needs of the society.....'" I am afraid that the hon. mover of the resolution has not himself taken note of the condition of all the societies in the province in recommending these names for the Committee. Because, he has totally ignored the Christian society and the society of the tribal people. I, therefore, beg to suggest that the mover may kindly take in Mr. Goldsmith and Srijut Rupnath Brahma in the Committee.

THE HON'BLE THE SPEAKER: I think the resolution has been sufficiently debated. I have listened to the speeches which have been made and I have noticed that there have been repetitions of the same arguments. I find there are so many suggestions and I think that the hon. mover should be allowed to consider the suggestion and say his say.

MAULAVI DEWAN MD. AHBAB CHAUDHURY: Sir, I should like to speak a few words.

THE HON'BLE THE SPEAKER: If the hon. member has got any new points, he may speak.

MAULAVI DEWAN MD. AHBAB CHAUDHURY: Sir, there are new points. The present system of education could not satisfy the needs of our community and country. India has raised the standard of revolt against that system. This foreign and alien system was thrust upon us against our will. During the first part of the 19th century there was a great controversy whether the European system of education should be introduced or not. There were two schools of thought which were known as Anglicist and Orientalist. It was our Muslim leaders, especially our Ulemas, who vehemently opposed this move. But at last Lord Macaulay made a treaty—I would say an intellectual and cultural treaty—with Raja Ram Mohan Roy in 1835 and introduced English education. This was a turning point in the history of our intellectual and cultural India. Lord Macaulay had a political motive behind his move. He wanted to create a class of persons who would be Indians by birth but Europeans in taste and culture. Whether his mission was successful can be judged from the outlook of the present generation. Mr. J. C. Kumarappa speaking at Cuttack characterised truly the present system as a slave-making system.

THE HON'BLE THE SPEAKER: Where is the new point, will the hon. member say?

MAULAVI DEWAN MD. AHBAB CHAUDHURY: I have got an amendment, Sir, which runs:—"that the following words be added in the sixth line of the resolution after the word members—'to formulate the religious and cultural principles and outlines for adjustment of the curriculum accordingly'". This is the new point, Sir, referred to by me. If the hon. mover be kind enough to accept my amendment, I shall be glad to accept his resolution.

THE HON'BLE THE SPEAKER: There have been so many suggestions that it is necessary for the hon. mover to consider them. There have not been any formal amendments, and at this stage I am afraid I would feel some difficulty in allowing these amendments. So I leave it to the hon. mover to consider them, if he accepts one or more of them, they may be incorporated in the resolution.

MAULAVI DEWAN MD. AHBAB CHAUDHURY: I would request the hon. mover, Sir, to accept my suggestion.

SRIJUT BHUBAN CHANDRA GOGOI: Sir, before I reply to the Hon'ble Minister for Education, I should like to say that I accept the amendment suggested by Maulavi Munawwar Ali.

In regard to the reply of the Hon'ble Minister, I am sorry, Sir, I cannot agree to the reasons that he put forward in opposing the resolution and requesting me to withdraw it.

KHAN BAHADUR MAULAVI KERAMAT ALI: Does the hon. member accept the suggestion made by Maulavi Munawwar Ali?

(Several members replied 'yes'.)

SRIJUT BHUBAN CHANDRA GOGOI: His reasons, Sir, have failed to convince me. He said that, until the formation of a Secondary Education Board, this resolution should be kept in abeyance. But I fail to understand what the curriculum of the Secondary Education Board has got to do with this curriculum. I think, Sir, generally the curriculum comes from the bottom to the top, but the Hon'ble Minister has said that it should come from the top to the bottom. In the education system we generally begin from the elementary class and then go to the M.A., class but according to his argument it is the reverse. Also regarding the Government of Bengal and the University of Calcutta I am afraid I am not convinced by his arguments, because the curriculum for Primary education as well as for Secondary education up to class VIII is entirely framed by this Government, I am sure that it does not require the approval of the Bengal Government or of the University. So, Sir, I am sorry that I cannot see my way to withdraw my resolution.

As some of the hon. members desire that the committee should have some educational experts, I propose, Sir, the addition of the following names:—

Khan Bahadur Maulavi Abdulla Abu Saiyid,

Miss Mavis Dunn,

Srijut Purna Chandra Sarma in place of Srijut Gopinath Bardoloi,

Srijut Rupnath Brahma, and

Srijut Santosh Kumar Barua,

KHAN BAHADUR MAULAVI KERAMAT ALI: May I ask the hon. mover whether he has any objection to take in the Inspectress of Schools?

THE HON'BLE THE SPEAKER: Now, there have been some suggestions about the terms of the resolution. The first suggestion comes from Maulvi Munawwar Ali. If the hon. mover accepts the suggestion, will he say how his resolution would stand?

MAULAVI MUNAWWAR ALI: Sir, the resolution with the amendment proposed by me will stand as follows:—

"This Assembly recommends to the Government of Assam that, as the present curriculum of education of this province fails to take note of the growing changes and needs of the society, a committee be formed with the following members to formulate the principles and outlines, and to readjust the curriculum accordingly."

THE HON'BLE THE SPEAKER: There is also another suggestion from Mr. Goldsmith. Does the hon. mover accept that?

SRIJUT BHUBAN CHANDRA GOGOI: No, Sir.

THE HON'BLE THE SPEAKER: There is one more suggestion from Maulavi Dewan Md. Ahab Chaudhury. Does the hon. member accept that?

SRIJUT BHUBAN CHANDRA GOGOI:—I am sorry, Sir, I cannot accept it.

THE HON'BLE THE SPEAKER: Then only Maulavi Munawwar Ali's suggestion stands accepted. Then with regard to the personnel, the hon. mover has suggested some names. Am I to take it that Khan Bahadur Abdulla Abu Saiyid is to be substituted in place of Khan Sahib Saiyidur Rahman and Srijut Purna Chandra Sarma in place of Srijut Gopinath Bardoloi?

MAULAVI MUNAWWAR ALI: Will the hon. mover agree to

replacing me by my friend Maulvi Abdul Bari Chaudhury ?

SRIJUT BHUBAN CHANDRA GOGOI: I think, Sir, it would be better if Maulavi Munawwar Ali would accept.

THE HON'BLE THE SPEAKER: He does not accept. Then there is another suggestion by Mr. Fleming about the quorum. He says 7 should form a quorum. Does the hon. member accept it ?

MAULAVI DEWAN MD. AHBAB CHAUDHURY: On a point of information, Sir. May I know whether the hon. member would accept my amendment ?

THE HON'BLE THE SPEAKER: There is no need of asking such questions. He has already said that he does not accept.

THE HON'BLE THE SPEAKER: There is a further suggestion from Mr. Fleming about the quorum. He says that 7 should form the quorum. Does the hon. member accept this ?

SRIJUT BHUBAN CHANDRA GOGOI: Yes.

THE HON'BLE THE SPEAKER: There is also a suggestion to include the name of the Hon'ble the Chief Minister. Does the hon. member accept this also ?

SRIJUT BHUBAN CHANDRA GOGOI: Yes, Sir, this also I accept.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Mr. Speaker, Sir, I have been admiring the selfless work of the hon. member on the cause of education, and full 12 years ago when I went to Sibsagar, I visited his Polytechnic Institute at a place known as Sonpora 9 miles outside the town of Sibsagar, where he was trying to imbibe the reform in our Secondary education advocated by that great Negro reformer, Booker Washington. I was so charmed with his sincerity and selfless work that I advised him to apply for a Government aid; and while I was Minister of Education I gave that institution a monthly aid of Rs.100. Since then he has transferred his activities from the interior to the town of Sibsagar and at a later stage I had visited that institution also. Any resolution or any recommendation coming from such quarter deserves the greatest consideration and I have listened with great patience to the recommendations which he made by this resolution in his speech.

Government finds or at least found two insurmountable difficulties in accepting the resolution as it stands and that is why my Hon'ble Colleague the Minister of Education at the end of his speech said that he was compelled to oppose the resolution. It would have been better if my Hon'ble Colleague had detailed all those points which I will just place for consideration of the House.

The resolution as it is worded is extremely wide and comprehensive, for it recommends to the Government that as the present curriculum of education of this province utterly fails to take note of the growing changes and needs of the society, a committee be formed to re-adjust the curriculum. It refers to education generally and does not limit to any particular branch of education. Sir, we have got general education consisting of the primary stage and the secondary stage. Of that there are two branches—education for boys and education for girls.

THE HON'BLE THE SPEAKER: If really these difficulties are pointed out against the acceptance of the motion, the speech should have come earlier and not as reply.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I am touching these points because we are suggesting an amendment. Then Sir, there are other branches of education. For Assam we have got a medical school for medical education, then we have got technical school

to teach mechanics, to teach weaving and to teach a little bit of carpentry. We have another branch of education, *i.e.*, religious education which includes Sanskrit education as well as Muslim education, that is, Madrasa education. There is again subdivision in Muslim education. There we have got Senior Madrasa and Junior Madrasa—the latter imparting sectarian teachings and a little bit of Arabic, and there is also the High Madrasa education. These are the branches of education which come within the scope of this resolution. My hon. friend in his speech simply confines himself to primary and secondary education. If he will amend his resolution in the light of the remarks I have given, I think, there will not be much difficulty in accepting his resolution.

Sir, I would ask the indulgence of this House through you and with your permission to take little longer than the time that is generally available in our reply, because the subject is very very important. Education is the very foundation of the whole society. In the first place, if this is not limited in the way that I have suggested, we are confronted with these difficulties. We cannot touch University education because it is under the University itself. It is admitted by the hon. member that we cannot quarrel over this curriculum in the top two classes, because there we are bound by the curriculum that is set apart by the University for the Matriculation examination. He says and rightly says that we have got a free hand as regards the curriculum in the bottom six classes. Sir, what I have got to point out is this: that our school hours are from 11 to 4 with an interval. That is on an average we have got 4½ hours for study on the general line. If we are to introduce new subjects as adumbrated in the speech of my hon. friend, revision of the time-table of a school will be necessary. I am advancing the reason why I am not agreeable to accept the resolution if it is not amended.....

SRIJUT BHUBAN CHANDRA GOGOI: On a point of explanation, Sir, I shall be able to accept the amendment suggested by the Hon'ble the Chief Minister that the curriculum of primary and secondary education will be re-adjusted.....

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: Secondary education up to class VIII.

THE HON'BLE THE SPEAKER: Then the resolution as amended will read thus "That this Assembly recommends to the Government of Assam that as the present curriculum of education of this province utterly fails to take note of the growing changes and needs of the society, a committee be formed with the following members to formulate the principles and outlines for re-adjustment of the curriculum accordingly for primary and secondary education up to class VIII".

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I was only feeling one difficulty whether, as circumstances now prevail, we can make any sweeping change in the bottom classes of our High Schools, for, as we have got to build up from the bottom classes for the University Matriculation examination, we would be seriously handicapped if our boys have to devote one hour on an average for subjects which are foreign to general education in the bottom classes. And that is why my Hon'ble Colleague, the Education Minister, was saying that it would be better and it would be more opportune to bring this change in the curriculum at the time when we will have a Board for Secondary Education. But I agree with the unanimous opinion of the House that we need not wait till that time and we may have our course of curriculum prepared beforehand.

Many points have been raised by the hon. mover in his well thought out speech, and I may assure the House that almost all what he said are now being followed. I do not know if hon. members remember that as

early as 1924 a resolution was passed at the instance of the then leader of the Congress Party, Babu Brajendra Narayan Chaudhuri, to have an enquiry committee into our secondary education. It was my privilege to preside over that enquiry committee in 1925, and it is on account of that intimate knowledge of secondary education that I have undertaken the duty of replying to this debate in place of my venerable colleague and professor, the Education Minister. It will not be out of place, Sir, if I lay before the House, so far as secondary education is concerned, certain conclusions of that Committee which examined as many as 40 witnesses. Unfortunately, Sir, although the Committee originated from that party, because of the inclusion of a few educationists by Government, those gentlemen did not co-operate at the time of the actual session of the Committee; even then I take the liberty of placing a few of the recommendations of that Committee which are quite in accord with the recommendations now made by the hon. sponsor of the resolution, which, to a certain extent, have been accepted in the curriculum of our schools.

The Committee, which set in 1924, recommended, Sir, physical and moral culture, to have regular exercise in schools, and *lathi* play, sword play and archery. Sir, I won't go so far as to say that we want to introduce sword play or archery. But hon. members may know that we accepted this recommendation of that Committee and sent our students to be trained in the Madras Institute of Physical Culture, and thereafter we have appointed those instructors to teach, on the present scientific methods, physical exercises in our schools. Physical training now forms a part of the curriculum for boys.

My hon. friend recommends manual training, and in all vernacular schools we have manual training.

Sir, my friend has complained that the present system of education is forming a separate class. Is it the fault of education or is it the outlook of the educated few? It is a problem for this Government and it should be as well as a problem of each hon. member of this House to raise on to the higher stage the general mass rather lower the stage to which the few educated have arrived.

My hon. friend has recommended that we should have play into our schools, so that the boys may become happier. I say, Sir, there is enough of play. Rather the opposite criticism generally we hear is that there is more play in our present day schools than there is need for.

Sir, so far as the secondary education is concerned, in view of the fact that the sponsors of the resolution in 1924 refused to join on the labour at the time of the session and in view of the fact there has been a unanimity of opinion that the curriculum should be looked into, and in view of the fact that sooner or later we have to institute our own school leaving certificate examination for the matriculation examination, I am prepared to accept a Committee as recommended by the hon. mover.

Next, I come to the question of primary education. Here, Sir, I find that he wants to introduce the three H.s as well as the three R.s in our primary schools. The three 'H.'s represent head, heart and hand. We all know that head includes the three 'R.'s which are already taught. There is however some difficulty. Of course the difficulty lies in the question of finance. Most probably hon. members know that our primary schools contain generally 30 or 40 students with only one teacher to manage five classes and that teacher is paid Rs. 12 only. Therefore, even in the teaching of the three 'R.'s there is considerable difficulty. As I said, I wanted to have some light from the hon. mover what he means by heart.

I think by heart he means the sentiments of patriotism, moral and religious culture. Of course there are educationists who take the view that small boys who attend primary schools are really too tender-aged to be burdened with all these. But the previous Enquiry Committee presided over by me recommended what my hon. friend Maulavi Dewan Ahbab Chaudhury wanted to introduce, *viz.*, that our education must have a link with moral and religious education. I doubt very much, Sir, if there is anybody in this House who will say that moral education is not necessary, for moral education is the very basis of character of our students who later form the society.

Lastly, Sir, I come to the question of "hand". By "hand" I mean manual training and we have already introduced in our Primary Schools gardening, hand-work such as basket making, modelling, etc. Sir, there is a very difficult and knotty problem over this question of vocational training in our schools—be it primary or secondary. In the primary stage I myself believe that the boys are too tender really to read under the standard of earning by learning.

SRIJUT BHUBAN CHANDRA GOGOI: There is no question of earning by learning here.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I had to introduce this question of earning while learning because the system which has been advocated by no less a person than Mahatma Gandhi, and has been referred to by my hon. friend Colonel Beddow and another speaker, if I remember aright, wanted to make primary education self-supporting. This is what I mean earning while learning. Sir, the question of vocational training has another snag in it. As has been very well said and I appreciate the note of warning which has been given to the House by my hon. friend Mr. Fleming, there can be no question of thinking that the vocational training that would be imparted in our Secondary Schools can compete with the training that can be given in specialised schools. Our aim ought to be to give a vocational bent or bias amongst our student, and it behoves the Committee to think on the lines I have advocated. It is but commonsense that a student learning carpentry, introduced in the general system of secondary education, for (say) an hour weekly, or even daily can be hardly expected to compete with a student in a carpentry school, who does with his own hand the actual work throughout the day and every open day of the week. The result will be that if we want to compete with the specialised schools our students on the general side will suffer.

The main point as regards primary education, Sir, which has been emphasised in all the reports of Education, from the Provincial right up to the Central, is the great wastage in the Primary education. About 30 per cent. of the boys alone complete five years' course in the Primary Schools and there is a big wastage of 70 per cent. of the total Primary School-students. I would emphasise upon the Committee to devise means to see that such wastage is arrested.

Sir, my hon. friend the mover has suggested that aesthetic music and dancing should be introduced. Whether he wanted dancing to be introduced in boys' schools or girls' schools only, I did not hear. I want to know whether the hon. mover advocated dancing for both.

SRIJUT BHUBAN CHANDRA GOGOI: Sir, these are matters of details for the Committee to go into. He need not take the time of the House by dilating on these details.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: No body, Sir, will be more glad to see our school children happier than myself. But if we are to follow the lines which Colonel Beddow wants us to follow, it will result in turning our schools into slave factories.

Sir, I have very nearly finished. We are very severely taxing our poor village school Pundits because we give him Rs. 12 only and ask him to teach all these improved methods of education, to have knowledge of the Kindergarten system and also to be able to teach handicrafts.

SRIJUT PURNA CHANDRA SARMA: We shall devise ways and means for that.

THE HON'BLE MAULAVI SAIYID SIR, MUHAMMAD SAADULLA: Sir, I will request hon. members, who will be in the Committee, to see that they suggest not merely a change in the curriculum, which will surely mean additional expenditure in our schools.....

SRIJUT BHUBAN CHANDRA GOGOI: Sir, as the Hon'ble the Chief Minister has been included in the Committee, these details need not be considered here, and time may be economised.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: I have very nearly finished, Sir. Then the Committee will also suggest the funds by which we can carry out the recommendations. Now the last word about myself, Sir. I have been a student throughout and I do not think I am in a position to be an expert in this Committee. One from the Government Bench will do. My hon. colleague the Education Minister will be there and, therefore, if the House permits, I will decline with thanks the honour which they are proposing by including my name in this Committee. Sir, I started by saying that Government had two difficulties in accepting the resolution originally and one was as regards the personnel of the Committee. But that has been greatly removed now. But even then, Sir, I will again ask all parties concerned to see, as directed by the Chair, and approved by the House a few days ago, that such committees are made representative of the different parties here.

SRIJUT GOPI NATH BARDOLOI: All the suggestions have been accepted.

THE HON'BLE MAULAVI SAIYID SIR MUHAMMAD SAADULLA: That was one our original objection to the Committee. There was no representative from the party which is led by my hon. friend the Revenue Minister; also there was no representative from the party which is led by the Hon'ble Minister for the Local Self-Government. Now that certain suggestions have been accepted, all these have been remedied and therefore that objection is gone.

THE HON'BLE THE SPEAKER: Now does the hon. mover wants that the name of the Hon'ble the Chief Minister should be eliminated? His name was included at the suggestion of some hon. members of this House. No doubt most informative speech has come from the Hon'ble the Chief Minister.

SRIJUT BHUBAN CHANDRA GOGOI: The name of the Hon'ble the Chief Minister should not be eliminated.

THE HON'BLE THE SPEAKER: The question is that this Assembly recommends to the Government of Assam that as the present curriculum of education of this province utterly fails to take note of the growing changes and needs of the society a Committee be formed with the following members to formulate the principle and outlines for re-adjustment of the curriculum accordingly for Primary and Secondary education up to class VIII:—The Hon'ble the Chief Minister, The Hon'ble Minister in charge of Education, Srijut Purna Chandra Sarma, Mr. Arun Kumar Chanda, Babu Akshay Kumar Das, Maulavi Munawwar Ali, Khan Bahadur Abdulla Abu Saiyid, Maulavi Abdul Matin Chaudhury, Babu Kamini Kumar Sen, Mr. F. W. Hockenhull, The Director of Public Instruction, The Director of Industries, Mr. Fakhruddin Ali Ahmed, Mr. S. C. Roy, Miss Mavis Dunn and the Mover. Seven members to form the quorum.

SRIJUT DEBESWAR SARMAH: The names of Mr. Baidyanath Mookerjee and Srijut Santosh Kumar Barua who is a Fellow of the Calcutta University may also be included.

THE HON'BLE REV. J. J. M. NICHOLS-ROY: Sir, the name of Srijut Rupnath Brahma should be included. We should also include the name of Mr. C. Goldsmith who represents the Christian Missions.

BABU LALIT MOHAN KAR: The name of the Director of Agriculture should also be included.

THE HON'BLE THE SPEAKER: No, that name was not accepted.

The amendment was then put and carried without division.

SRIJUT DEBESWAR SARMAH: If Government accepts the next resolution, I think we can finish it also.

KHAN BAHADUR MAULAVI KERAMAT ALI: There should be discussion, on this.

THE HON'BLE MAULAVI SAYID SIR MUHAMMAD SAADULLA: Sir, I would like to mention just a word before the House. The other day in connection with inquiry into the alleged episode in the Nowgong Jail, I proposed that the Committee will consist of five members—three being from this House. I suggested the name of our hon. Deputy Speaker Maulavi Md. Amiruddin but he has informed me that as he will be away from the station during the Christmas vacation, will not be in a position to serve on that Committee. I, therefore, Sir, substitute him by another member from this House Dr. Mahendra Nath Saikia who also comes from Nowgong.

The House was then adjourned till 11 a.m., on Monday the 13th December, 1937.

SHILLONG,
13th January, 1938.

A. K. BARUA,
Secretary, Assam Legislative Assembly.