

RAJYA SABHA

*Thursday, the 29th November, 1962/ the 8th
Agrahayana, 1884 (Saka)*

The House met at twelve of the clock, MR.
CHAIRMAN in the Chair.

PAPER LAID ON THE TABLE

**SIXTH ANNUAL REPORT AND ACCOUNTS <
1961-62> OF STATE TRADING CORPORATION
OF INDIA LTD.**

THE MINISTER OF INTERNATIONAL
TRADE IN THE MINISTRY OF COMMERCE
AND INDUSTRY (SHRI MANUBHAI SHAH) :
Sir, I beg to lay on the Table, under sub-
section (1) of section 619-A of the Companies
Act, 1956, a copy of the Sixth Annual Report
and Accounts of the State Trading Corporation
of India Limited, New Delhi, for the year
1961-62, together with the Auditors' Report on
the Accounts. [Placed in Library. See No. LT-
624/62.]

MESSAGE FROM THE LOK SABHA

**THE STATE-ASSOCIATED BANKS (MIS-
CELLANEOUS PROVISIONS) BILL. 1962**

SECRETARY: Sir, I have to report to the
House the following message received from
the Lok Sabha, signed by the Secretary of the
Lok Sabha: —

"In accordance with the provisions of
Rule 96 of the Rules of Procedure and
Conduct of Business in Lok Sabha, I am
directed to enclose herewith a copy of the
State-Associated Banks (Miscellaneous
Provisions) Bill, 1962, as passed by Lok
Sabha at its sitting held on the 28th
November, 1962."

Sir, I lay the Bill on the Table.

940RS— 1.

**ALLOTMENT OF TIME FOR CON-
SIDERATION OF MOTION RE RE-
PORT OF THE STATE TRADING
CORPORATION**

MR. CHAIRMAN: I have to inform
Members that under rule 153 of the Rules of
Procedure and Conduct of Business in the
Rajya Sabha I have allotted two hours for the
consideration of the motion regarding the
Fifth Annual Report of the State Trading
Corporation.

**GOVERNMENT MOTION RE RE-
PORT OF THE COMMISSIONER
FOR LINGUISTIC MINORITIES—
continued**

SHRI FARIDUL HAQ ANSARI (Uttar
Pradesh): Sir, before the hon. Minister replies
to the debate, should like to have some
clarification with regard to the point that has
been mentioned in the Report of the Commis-
sioner for Linguistic Minorities. I find that in
Uttar Pradesh a Committee was appoin'ed
under the chairmanship of Aeharya J. B
Kripalani. I understand that that Committee
has subn'r'tted its report to the State Gov-
ernment. I should, therefore, like the Home
Minister to throw some light as to wha* the
recommendations of that Committee are.

THE MINISTER OF HOME AFFAIRS (SHRI
LAL BAHIDUR): Well, Sir, I must admit that I
have not seen that report and,, subject to
correction, we have not received any official
comment from the U.P. Government It will,
therefore, not be possible for me to say
anything on that report just at present.

Sir. I know that the discussion on this
motion at the present moment seems to be
somewhat unreal, as luckily or unluckily the
aggression of China has revrlutionised the
whole atmosphere in the country. Our
countrymen are not at the pres^ont moment
thinking in terms of States

[Shri Lai Bahadur.] or Provinces or of minority or majority. The attention of the country is mainly concentrated on one and only one thing. However, we cannot stop our day-to-day work and other essential activities. The Administration has to continue fulfilling its obligations towards the people in other directions also. I know the House is aware of the fact that the Government of India has paid a good deal of attention to the problem of linguistic minorities and languages, etc. during the last one year or so. I do not know if this problem was ever considered in this comprehensive manner before. The House is aware that we held two Chief Ministers' Conferences and they specially went into the problem of linguistic minorities as well as the general question of medium of instruction in schools, colleges and universities. In the last meeting of the Chief Ministers it was decided to have a much bigger conference, the National Integration Conference. And the House is aware that that Conference also discussed a good deal the questions pertaining to linguistic minorities, besides the other problem of language. After this Conference was held, a National Integration Council, executive of that body, was formed, which also met very recently. This Council took certain decisions in order to implement the various recommendations of the National Integration Conference. We are processing those recommendations and every State Government is giving special attention to this matter. I am not prepared to say that all the necessary steps have been taken and the progress is satisfactory with regard to the implementation of the various proposals. Yet I can say with some assurance that the very outlook of different States has changed in so far as linguistic minorities are concerned. The number of primary schools is consistently on the increase. I know of Assam, I know of West Bengal and I know of other areas where the primary schools were teaching through the media of minority languages. They had either closed down or their number had consider-

ably gone down. In Assam the number of such primary schools is now on the increase. So is the case in regard to other States. One of our hon. Members from the Opposition referred to certain difficulties in the Kannada-speaking areas. Well, I cannot say anything just at present about that problem, but I can assure him that this matter will surely be looked into.

In regard to secondary education also facilities are being provided. There are certain difficulties, which the Chief Ministers have pointed out to me, in making arrangements for linguistic minorities for teaching to be given in the languages of linguistic minorities in all the higher secondary schools. It means a good deal of expense. And the point also arises as to what number should be prescribed for which special arrangements are to be made. If there are two boys and arrangements have to be made for teachers, for books and other things, it would, in a way, mean unnecessary additional expenditure and arrangements for a very small number of pupils indeed.

Recently, the five Vice-Chairmen in the Zonal Councils whom I met have decided that where there are private schools, Government-aided schools and where the medium of instruction is a minority language, they will be fully helped and assisted. For example, in Aimer there is a school which teaches through Sindhi language. Of course, Sindhi is not one of the fourteen languages mentioned in the Schedule of the Constitution. Yet we have said that Sindhi will be given all encouragement. And in Ajmer there are a large number of Sindhi people who came away from Pakistan and are living there. So, we suggested to the Chief Minister of Rajasthan that those schools which are already teaching Sindhi or teaching through the medium of Sindhi should be sufficiently and adequately helped and that principle has been agreed to by all the State Governments.

As regards text-books and trained teachers, there is undoubtedly considerable shortage at the present moment but again in the same meeting of the Chief Ministers it was decided that they should take help from the neighbouring States. Each State should take help from its neighbouring State both in regard to text-books as well as teachers. For example, in the Tamil areas, if Telugu is to be taught, Telugu teachers could be brought there and Telugu text-books could be used.

I do not want to go into the details. The petitions, etc. have to be accepted in every language. There is no bar to that. And wherever there is a population of 60 per cent, or over of those speaking a particular language in that area, the administration of the district will have to be run in the language of the—if I might use that phrase—linguistic minority. It is not a linguistic minority in that district. For example, in Cachar, in Assam, there are over 60 per cent, of people who speak Bengali and it has been decided that in Cachar both languages—the regional language as well as Bengali language—will be used. The Assamese language in Assam is practically not in use in Cachar district. The whole administration is run in the Bengali language. The same principle has been adopted in Darjeeling where the population speaking Nepali is considerably large. In fact it is about 60 per cent, or a little more. So, the Bengal Government recently, about a year or 8 or 9 months ago, passed a Bill in the Legislature and have provided for the Nepali language being used in Darjeeling.

This Report, as I said, has made certain new suggestions about the Sindhi language. I have already said about it. We want that we should give all facilities to the Sindhis or Sindhi boys and girls to have their education in Sindhi at the primary stage. At the secondary stage also, certain facilities would be provided. Similarly, I feel that Urdu has also to be given its due place. There

are areas where Urdu is spoken by large numbers of people. In fact I do not want to put it in that way. Urdu is spoken in most of, what I may call, the Hindi-speaking States. It is unfortunate that Hindi and Urdu are drifting apart. I do not claim much but I know a little of Urdu but I find it very difficult now to understand the new publications in Urdu, and of course those who speak or know Urdu, their position is still more difficult vis-a-vis the Hindi books. However I do not know how we can check or prevent it. In fact I remember that in the old days it was even easier to understand Persian. Sometimes I find that Urdu has become more difficult than Persian. I remember one couplet and if you will permit me, I will mention it:

“गिले खुशबूए दर हम्माम रोजे
रसीद अज दस्ते महबूबे बदस्तम
बदो गुफ्तम कि मुश्की या अब्बीरी
कि अजबूए दिलावेजे तु मस्तम।”

It is so easy and one can very easily follow it but unfortunately now Hindi and Urdu, both, are progressing and developing in a way which is making it difficult for the people to learn either of the languages.

As regards English, our general policy is well known. Some observations were made in regard to the use of English in the universities and colleges. There were two views expressed. Shri Santhanam and perhaps Shri Bhupesh Gupta advocated very strongly that the universities should also switch over to the regional languages and Shri Sapru and few other Members felt otherwise. I agree that the regional languages are growing and developing, as was said in the Sampurnanand Committee Report, which was later on adopted by a resolution of the National Integration Council. In that context, I might say that the substance of the recommendation, of the Council on the Sampurnanand Committee Report is

[Shri Lai Bahadur.]

that the change from English to the regional language is justified, not so much by cultural or political sentiments as by the very important academic consideration of facilitating grasp and understanding of the subject-matter. The development of the talent latent in the country will also, in the view of the Council, be retarded unless the regional languages are employed as media of university education. While this seems natural the Council, at the same time, cautioned against any bar to the use of English or Hindi as the medium of instruction in a university or some of its colleges in some special circumstances. This is what the Sampurnanand Committee said and on the basis of that Report, the Council adopted a special resolution. They have naturally attached great importance to the use of the regional languages. I have nothing to say against it but of one thing we should be very clear. I hope I am not saying anything against the general policy of the Government but I only want to caution the universities and the Education Departments that the switch over has to be processed very carefully and cautiously. If there is a sudden change-over, I do not know what adverse result it would produce. We cannot afford to compartmentalise the country and it would become so in case we move in the matter hurriedly. If our boys and girls have not learnt one of the official languages, it would result in compartmentalisation. Either the boys and girls throughout the country know Hindi or English, or if they do not know, they will not be able to move freely. In the different parts of the country they may not be able to speak to each other and understand each other and this will be a bad situation indeed. It is essential that sufficient and adequate time is given for the boys and girls of our country to learn one of the official languages at least. Hindi, of course, is the official language, but English has also to be there and English has to remain as a compulsory language for some time to

come. There is no bar to the Hindi-speaking States adopting Hindi for administrative purposes as well as for the medium of instruction. But English should be made a compulsory subject. I am specially particular about the universities and I feel that the change-over in so far as the universities are concerned, should be as slow as possible.

In this connection, Sir, I might also mention one more matter. English continues to be the official language of the country till January, 1965. As the House is aware, I had said some time back that much before January 1965 I would like to come up to the House with a Bill for the continuance of English as an official language even beyond January, 1965. I had made up my mind to do so in this session; but conditions changed abnormally. I had talks with many Members of Parliament as well as with others holding opposite views, and they all agreed that at the present moment this Bill should not be brought forward and we might wait for the time being. Hence I have not come up with this Bill in this session.

As regards admissions to medical institutions or engineering institutions or other technical or professional institutions, there is some restriction imposed on students going from one State to another. The difficulty of the States is that they do not have enough accommodation to absorb all the students of their own States. The pressure on the technical colleges is great and the facilities that the States provide are inadequate to cope with it. So the States generally say that there is no point in their taking in boys and girls from other States when they cannot absorb or accommodate their own boys and girls who come to their institutions for admission. This is the real difficulty. Recently at the meeting of the Vice-Chairmen of the Zonal Council of which I happened to be the Chairman, we gave full thought to this matter and the general principle

was agreed to that there should be no bar to students moving from one State to the other and they should be given all facilities for admission in technical institutions. However, it was felt that this matter needed further examination, that more details should be examined and gone into and then the final decision taken. They have constituted a small committee to go into this matter and when this committee's report is received, the State Governments and the Government of India will be able to take the final decision.

I entirely agree with those Members who say that there should be no barriers between one State and the other. As I was mentioning just now about technical institutions, there should be no restrictions on admissions of boys and girls from other States, and there should also be no restriction on trade and commerce or on industries being put up. No person or no concern should be stopped or prevented from setting up an industry in a State to which he does not belong. Similarly, there should be complete freedom and free mobility of labour from one State to another. This country is one. There is only one country, one India and there can be no restrictions of domicile, etc. So we do not accept that there should be any kind of barriers between one State and another. However, I might also add that there are certain obligations on the linguistic minorities also. It is not proper that boys of Andhra, for instance, living in Madras, should not learn the Tamil language. Similarly, it is not proper that Tamil boys living in Andhra should not learn the Telugu language. They should be encouraged to learn the language. The regional language, from my point of view, must be learnt by those whose mother-tongue is different. It is wrong, Sir, to think in terms of what might be called "Teluguisation" or "Tamilisation". I mean it is really understandable to me. I do not know what this "Teluguisation" or

"Tamilisation" means. I was shocked

to hear people talking like this. Some time ago, when I had been to Assam, they said, "We are afraid that if we learn Assamese we will be Assamised." I do not know how many "isations" will appear on the scene in this country if we start thinking in those terms.

SHRI NAFISUL HASAN (Uttar Pradesh): It should all be Indianisation.

SHRI LAL BAHADUR: Quite true, it has to be only Indianisation and nothing else. And what has happened, Sir? There is aggression on our country and Assam is very near the fighting range and the people there are in the utmost proximity. But do we ever think for even a moment that Assam is somewhat different from other parts of the country? We all realise that all our interests and the security of India are closely connected with the security of Assam. We are all, in fact Indians first and Indians last.

Some members raised the problem of Belgaum, the border trouble between Mysore and Maharashtra. I have only to say that that problem is no doubt real but during this emergency, I am glad to say that that problem has almost vanished into thin air and this is just the spirit which is required at the present time. Of course, when there is peace time, we can take up this matter again, if found necessary.

Shri Jairamdas Daulatram mentioned about the Committees on Communalism and Regionalism and he said that it was not good to have stopped the working of these two Committees. We did not do it. The Chairmen of both the Committees, Shri Asoka Mehta and Shri C.P. Ramaswami Aiyar, came to me and said that they did not find it possible to continue their work. They said that there was no interest in the members *left and* that they could not apply their mind. I could not naturally say "No" to them and I had to agree. I do agree

[Shri Lai Bahadur.] that the matters are important but they should be tackled again at the appropriate time

SHRI AKBAR ALI KHAN (Andhra Pradesh): It is only postponement.

SHRI LAL BAHADUR: Yes, it is only postponement but I might say that this aggression might help in the elimination of many of our difficulties.

SHRI AKBAR ALI KHAN: It has already helped.

SHRI LAL BAHADUR: It has given us a fresh approach and outlook altogether.

Shri Mani referred to the All India Educational Service. We have been pursuing it with the State Governments and some have agreed and some have not. As far as I know, Bihar, Gujarat, Jammu and Kashmir, Kerala, Orissa and Uttar Pradesh have agreed in principle to the creation of the Service. Assam has agreed provisionally and Mysore has agreed subject to certain conditions. Punjab has desired certain clarifications. Madras and Maharashtra are not in favour of this scheme. Madhya Pradesh, Rajasthan, Andhra Pradesh and West Bengal have been reminded. Four States have yet to reply and Madras and Maharashtra have not agreed. Shri Mani has a very persuasive approach and I would very much like him to build up public opinion amongst the Members of the Legislature and the Ministers also.

Shri Sapru referred to the Public Service Commission. His suggestion is that the Public Service Commissions or the Chairmen should be nominated or selected by the Centre. Shri Mani made certain modifications. He suggested that at least one of the members should be nominated by the President. Well, these suggestions are good from my point of view but he has also to understand the difficulties of the State Governments and nothing should be done in this regard

without full consultation and without getting the approval of the State Governments. I might inform the House that I made one attempt in regard to one State recently. I only suggested that the Chairman of the Public Service Commission of that State should be taken from outside the State. I am sorry I have not succeeded so far and I do not think I shall succeed even in the future. However, it must be said that generally the standards of the Public Service Commissions are high. There may be complaints no doubt here and there; yet, as statutory bodies and bodies which are kept outside the purview of the executive, their obligations are no doubt immense and they must not function only in a just and fair manner but they have to be extra just and extra fair.

I am sorry, Sir, I do not fully agree with what Shri Santhanam said about the Centre taking over the full responsibility for the cost of all schemes and proposals concerning the linguistic minorities especially in regard to education. It would be unfortunate if the State Governments themselves did not realise their responsibility and obligation to the linguistic minorities living in their States. If the Centre will start giving help to them well that spirit of separatism will continue. Expenses would not be much indeed and the State Governments must realise their full responsibilities and must meet the cost.

SHRI K. SANTHANAM (Madras): I made the suggestion only in regard to the special-media schools, high schools and colleges, not for the primary school*.

SHRI LAL BAHADUR: That, of course, can be considered but as far as possible the State Governments should try to meet the cost. They can be helped in other ways instead of our giving directly for that purpose.

I shall only refer to two or three more points and then finish. I do not want to take much time "VI

Manj said that the Commissioner for Linguistic Minorities should be given executive powers. I agree that this is an important suggestion but this is not wholly practicable because the safeguards in regard to linguistic minorities impinge on the day-to-day administration and naturally they are dealt with by various State departments and the Central Government is not authorised to issue directives except in regard to two matters namely, (i) provision of facilities for instruction in the mother-tongue at the primary stage of education—article 350A of the Constitution—and (ii) recognition of a language spoken by a section of the population of a State for various official purposes throughout the State or in any part thereof. These are the two matters in which the President can intervene and issue directives. In other matters, it would not be easy to take action from the Centre. Then, it has also to be realised that our duty or the obligation of the Centre is limited because most of the things have to be done in the State and through the State machinery. We have to advise them and we have to assist them but we have gone much farther than that during, as I said, the last one year or so. I might inform the House that although the Zonal Councils have no statutory power, they have been helpful extremely helpful and very co-operative. It speaks well of us that without any sanction behind the Zonal Councils, the Chief Ministers meet—I also happen to be there—and discuss the various ticklish problems concerning different States and they are able to settle many difficult problems. Similarly, in regard to the problem of language or of the linguistic minorities, the discussions have been very fruitful. It did not happen before but I now ask the Commissioner for Linguistic Minorities to be present both in the meetings of the Zonal Councils as well as in the meetings of the Vice-Chairmen, of the Zonal Councils. His presence is useful and he is able to point out the grievances

*w/ the difficulties in the areas which

he has visited and on which he has mentioned something in his Report

The last point is about learning other regional languages. Here also opinion seems to be divided. Shri Khobaragade and Shri Santhanam do not consider it advisable to impose the other regional languages on boys living in, say, Uttar Pradesh or Bihar. But there is a difference of opinion. Shri Sapru held that it should be welcome. I shall take the middle course. Of course, no one is making Tamil obligatory on the students reading in the Allahabad University. What is being done in the Allahabad University is to have evening classes and special encouragement is given to the boys of the University to read either Tamil or Telugu or one of the South Indian languages. They are given a small scholarship; nothing more than that is done. Of course, under the three-language formula every student is free to take any language he likes. And some of the boys are taking Sanskrit with which Mr. Santhanam, I am sure, will entirely agree. But if the same boy wants to learn one of the South Indian languages there is no harm in the university providing facilities for the same. The Central Government have also said that they will try to help and the State Government is also giving them financial assistance. It is good in the sense that even if some boys, for example, of Allahabad learn Tamil and Telugu, they will be able to translate a number of Tamil and Telugu books into Hindi. Tamil has got very rich literature and it is a good thing. I am one of those who want that almost all the important and useful books in the different languages should be translated in Hindi. I have been in favour of establishing a National Bureau of Translation and we should see that the Bureau takes up all the useful and important books in the different languages and gets them translated. It should be done on a big and extensive scale and as speedily as possible.

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[Shri Lai Bahadur.] member when Dr. Rajendra Prasad returned from Moscow some time 'back, he was very much impressed with the translation work that was being done there on a very big scale and with lightning speed. They had produced hundreds and thousands of books through translation from regional languages. This kind of effort in our country is much more essential. We have perhaps more languages and it will be useful f'r the country a_s a whole to have that kin<j of arrangement for translation being done with the help of the Central and the State Governments.

SHRI A. B. VAJPAYEE (Uttar Pradesh) : May I seek a clarification? Are we to understand that the study of any South Indian language in Hindi regions will not be made compulsory at any time?

SHRI LAL BAHADUR: Well, there is the three-language formula and under that formula one of the fourteen languages provided in the Constitution is compulsory besides English and Hindi.

SHRI A. B. VAJPAYEE: Will the study of that language be compulsory or will it depend upon the option of the student?

SHRI LAL BAHADUR: There will be a compulsory language because wider the three-language formula . . .

SHRI A. B. VAJPAYEE: Ho_w will the three-language formula be applied in the Hindi area? Will the study of the fourth language b_e compulsory or optional?

SHRI LAL BAHADUR: For boys in the Hindi area their regional language would be Hindi. They have to learn one of the foreign languages, that is, English and then one of the other 14 languages provided in the Constitution.

SHRI A. D. MANI (Madhya Pra-icah): Will Urdu be accepted as

optional language in the Hindi-speaking areas?

SHRI LAL BAHADUR: Why not? In fact I had suggested—although perhaps it has not been agreed to—that in Punjab every boy should learn* Gurmukhi and Hindi. It should be made compulsory at least in Punjab. Why should there be a division? When most of them speak Punjabi—now the script is different—let both of them learn both the scripts.

SHRI M. H. SAMUEL (Andhra Pradesh) : Under the three-language formula, which is being put into practice in the South, Hindi is being learnt there but under the same formula the Hindi States are not learning any South Indian language, for example in U.P. and, as the Home Minister pointed out, in Punjab also. They take Hindi, Urdu and English; there i_s no South Indian language at all. In Punjab they take Hindi, Urdu or Gurmukhi and English; no South Indian language. So, this formula is not working in the Hindi areas whereaR it is working very well in non-Hindi areas.

श्री अब्दुल गनी (पंजाब) : मैं कुछ अर्ज करना चाहता हूँ। मेरी अर्ज यह है कि आप जानते ही हैं कि इस वक्त गर्चे पंजाब में उर्दू ज्यादा नहीं पढ़ाई जाती, लेकिन तमाम रिकार्ड्स, रेवन्यू के हों, जलों के हों, पुलिस के हों, वह उर्दू रस्मुलखत में हैं। तो उर्दू रस्मुलखत यकसर स्टेट से खत्म हो जाये इससे क्या एडमिनिस्ट्रेशन के ऊपर नुकसान नहीं होगा ?

श्री सभापति : आपने तो इस पर गुप्तगू कल की है। अपनी तकरीर में कल इस प्वाइंट को आप कह चुके हैं। इस वक्त इसको रेज करने से क्या फायदा है? काफी लम्बा डिस्कशन हो चुका है। सब तरह की चीज आपके सामने है। अगर कोई जहरी चीज हो तो वह पूछी जा सकती है।

SHRI ARJUN ARORA (Uttar Pradesh): Sir, the hon. Mr. Samuel doe*

not seem to have full information about the Hindi-speaking areas. The Government of U.P. has firmly declared . . .

MR. CHAIRMAN: It is not for you to meet the point The Minister is here.

SHRI DEOKINANDAN NARAYAN (Maharashtra): If the mother-tongue differs from the regional language, is the student to learn both the languages?

SHRI LAL BAHADUR: Yes.

SHRI DEOKINANDAN NARAYAN: Then it will be four languages; not three.

SHRI LAL BAHADUR: There is no harm. In so far as the leaning of the regional language is concerned, there should be no difficulty. After all where is the special problem about the mother-tongue? Let him learn one more language.

SHRI DEOKINANDAN NARAYAN: Then there will be four languages.

SHRI LAL BAHADUR: It does not matter. In fact he learns only three languages. The mother-tongue he knows already. He has only just to work a little harder; nothing more than that.

As regards the point raised by my hon. friend there, I do not want him to see that thing from that angle. From my point of view it is much better if in U.P. the boys knowing Urdu learn Hindi and the Hindi-knowing boys learn Urdu because in the States we have to bring the different people closer and nearer to each other. That should be our objective. Therefore, I said that in Punjab it is much more important that Gurmukhi and Nagari should be learnt by all the boys. Let Punjab work and stand knit together as one State. The same should be the position in U.P. That is very important. In spite of that I explained only just a few minutes

before that it is open to the students to take any South Indian language under the three language formula. There are facilities being provided by the State Government and the universities to impart education in Tamil or in any South Indian language. Scholarships are being offered so that the boys are attracted to it.

Now, at a meeting of the Eastern Zonal Council, in which Assam, Bengal, Orissa and Bihar are represented, a unanimous resolution was passed at the initiative of the Chief Minister* that in every State they must open schools in the districts also as far as possible for teaching South Indian languages. In the States of Assam, Bengal, Bihar and Orissa there are different languages and they could as well have advised that any one language of the Eastern Zone might be taught. But they passed a unanimous resolution suggesting that in these States also they should give encouragement and facilities for the boys to learn South Indian languages. It is true that we want to create a good psychological impression on our countrymen.

SHRI M. H. SAMUEL: I merely pointed out the anomaly in the three-language formula because when your mother-tongue is compulsory. Hindi is compulsory and English is compulsory, there is no scope for South Indian language to come into the northern region. That is the lacuna I pointed out.

SHRI LAL BAHADUR: I hope he will not misunderstand me. Hindi has to be the official language of the country, maybe after fifty years. It is not the point.

SHRI ARJUN ARORA: Not so late.

SHRI LAL BAHADUR: I do not say that. Therefore, if the hon. Member wants to suggest that Hindi should be kept aside and that the boys must learn the regional language and one of the fourteen languages provided in the Constitution, it could not be

LShri Lai Bahadur.] done. Both English and Hindi have to be compulsory. It may be done by stages. Both the languages have to be compulsory. Then, having accepted that we must give opportunity to the students to take any other languages and make special arrangements for the teaching of those languages outside their classrooms or schools.

PANDIT S. S. N. TANKHA (Uttar Pradesh); I think that the idea behind the introduction of the three-language formula is that each student of every State will learn the language of another State also. If my impression is correct and if the students of U.P. are allowed, within that three-language formula, to take up English, Hindi and Urdu, then they do not come to know compulsorily any other language of any other State. As I understood, the idea was to make every student of each State to know at least one other language which is not prevalent in his own State.

SHRI LAL BAHADUR: What Pandit Thanka has said is right and that seems to be the official view, the State Government's view. But then an individual's view does not count for much. I hold a different view altogether and I expressed this view. As I said, many members and even my own colleagues did not agree with me. I expressed this view in the Chief Ministers' Conference. Especially in regard to Punjab the question was raised in the Conference of Chief Ministers and it is noted also in the proceedings that in Punjab both Gur-mukhi and Nagari and one of the languages could be made compulsory. It is not so about U.P. But as I said, U.P. did not come up for discussion. It was not raised. Anyway, I do not want to take more time of the House. The State Government is free to do what it thinks best. Whatever is decided, we really want to bring the people closer together in one State, in States like U.P. and Punjab.

I have full sympathy for Mr. Abdul Ghani. For example, all the Govern-

ment work was being done in Urdu so far in Punjab and all of a sudden a different decision has been taken. I know that it will cause enormous difficulties. In fact, I spoke to the Chief Minister of Punjab and suggested to him that it should not be done in such a precipitous manner. These things have to be taken into consideration. I cannot go into details.

SHRI A. B. VAJPAYEE: I fail to understand how the State Governments can be given freedom in such a vital matter. It was the National Integration Council which decided that students in the Hindi area should compulsorily learn a South Indian language and the Chief Ministers are not empowered to set aside the recommendations of the National Integration Council.

SHRI LAL BAHADUR: That is not so. It was not said one of the South Indian languages.

SHRI A. B. VAJPAYEE: It was a specific recommendation.

SHRI BHUPESH GUPTA (West Bengal): What about Bengali? If you learn Bengali also, it is a good thing.

SHRI LAL BAHADUR: Bengali should be learnt in Assam and Assamese should be learnt in Bengal.

SHRI BHUPESH GUPTA: I appreciate what you say. What he was saying was about compulsorily learning a South Indian language as an additional language. I am all in favour of it, but then he might choose, as you said, Bengali instead of Tamil or Tamil instead of Bengali.

SHRI LAL BAHADUR: Well, as soon as Mr. Bhupesh Gupta gets me out of this office my first objective would be to learn Bengali.

SHRI BHUPESH GUPTA: I would like you to continue in this office with a better knowledge of Bengali than you have today.

SHRI LAL BAHADUR: Well, Sir, I have finished. I entirely agree that our proposals are good and our schemes are sound. But the most important thing is the implementation of the schemes and proposals, and the steps taken by the Government of India recently go very far towards the successful implementation of those proposals and schemes. I need not repeat it. My colleague has already said what we have done at the Central level and what steps have been taken at the State level. In almost all the States, the questions of linguistic minorities' language, etc. will be the sole charge of the Chief Minister and the Chief Secretary will be the coordinating authority. At the district level the District Magistrate or the Deputy Commissioner is the co-ordinating authority. At the Central level the most important Committee is the Committee of Vice-Chairmen of the Zonal Councils, of which the Home Minister is the Chairman. In fact, this Committee was suggested by the Chief Ministers' Conference. The Chief Ministers' Conference said that there should be a central body which should watch the implementation of those proposals and schemes. This Committee has met twice and we have had, as I said, very fruitful discussions. I am quite sure the State Governments are keen to implement those recommendations and proposals. I have every hope that the grievances and difficulties of the linguistic minorities and other people concerning national integration will no longer be there. Our objective has to be to assimilate each and everyone in the different States. The different States should try to assimilate all and we should all stand as one, Indian and Indian alone.

SHRI DEOKINANDAN NARAYAN: You referred just now to Mysore and Maharashtra, I do not want to raise the question of their border, but you know the difficulties that are faced by students of Marathi origin. What are you going to do to help those students, because they are not allowed

MR. CHAIRMAN: I hope Members know that the Question Hour has been eliminated.

ed even to appear for any examination outside the State and if they are to appear for any examination, they must appear in that very State where Marathi is no more taught?

SHRI LAL BAHADUR: As I said in the beginning—perhaps Deokinandan Narayanji was not here—there are certain difficulties, as pointed out by one of the Members of the Opposition I said they would be looked into. We will send the Assistant Commissioner for Linguistic Minorities to that area, who will look into it and do the needful

شرو اے - ایم - طارق (جموں اور
کشمیر): میں گریہ مذکورہ جی سے یہ
جانکاری حاصل کرنا چاہتا ہوں کہ کیا
وہ اس سب سے کہ یہ وشواس دلائل کے
جیسا انہوں نے پروفیسر کریانی کی
دہرے کے بارے میں کہا کہ وہ یہ یو یو
سرکار کو یہ صلاح دینگے کہ جب تک
موجودہ ایمرجنسی کے حالات ہیں اور
جب تک خود منسٹر صاحب اس
رپورٹ کو نہ دیکھیں اس پر عمل نہ
کیا جائے -

†[श्री ए० एस० तारिक : (जम्मू और
काश्मीर): मैं गृहमंत्रि जी से यह जानकारी
हासिल करना चाहता हूँ कि क्या वह इस
सभा को यह विश्वास दिलाएंगे जैसा उन्होंने
प्रोफेसर टपलानी की रिपोर्ट के बारे में
कहा कि वह यू० पी० सरकार को यह
सलाह देंगे कि जब तक मौजूदा एमरजेंसी
के हालात हैं और जब तक खुद मिनिस्टर
साहब उस रिपोर्ट को न देखें उस पर अमल
न किया जाये ।]

SHRI A. M. TARIQ: It is only , clarification.

SHRI BHUPESH GUPTA: It is a clarification for information. I think the hon. Minister was here. Some of us pointed out that there is strong resistance on the part of the local authorities in the States, including university authorities, to make the regional language the medium of instruction in the higher stages of education. For example, in Bengal 1 P.M. we have it, opposition coming from very influential quarters. Now they are making use of the three-language formula to retain English more or less as the medium of instruction at the higher stages of education. May I know what steps the Government are taking with a view to bringing about the changeover at the State level in the higher stages of education from English to the regional languages? This is very very important in the context of the formula. The formula is being sought to be distorted. Secondly, what has happened to the Nepali language in West Bengal? I want to know whether it is being given its due place and treated as the language for official purposes in the Nepali-speaking districts or sub-divisions and so on.

MR. CHAIRMAN: I am afraid you have not left any time for the Minister to reply.

SHRI LAL BAHADUR: I shall only say. Sir, that Bhupesh Guptaji has to suffer for his absence. I have already covered that.

MR. CHAIRMAN: The House stands adjourned till 2.30 in the afternoon.

The House then adjourned for lunch at two minutes past one of the clock.

The House reassembled after lunch at half past two of the clock. THE DEPUTY CHAIRMAN in the Chair.

MESSAGE FROM THE LOK SABHA

THE EMPLOYEES' PROVIDENT FUND* (AMENDMENT) BILL, 1962

SECRETARY: Sir, I have to report to the House the following message received from the Lok Sabha, signed by the Secretary of the Lok Sabha: —

"In accordance with the provision* of Rule 120 of the Rules of Procedure and Conduct of Business in Lok Sabha, I am directed to inform you—that Lok Sabha, at its sitting held on the 28th November, 1962, agreed¹ without any amendment to the Employees' Provident Funds (Amendment) Bill, 1962 which was passed by Rajya Sabha at its sitting held on the 15th November, 1962."

MOTION RE REPORT OF THE STATE TRADING CORPORATION

SHRI M. S. GURUPADA SWAMY (Mysore): Madam Deputy Chairman. I beg to move the following motion:

"That the Fifth Annual Report of the State Trading Corporation of India Limited, for the year 1960-61 laid on the Table of the Rajya Sabha on the 8th August, 1962, be taken into consideration."

Madam, before I directly deal with the Report under discussion, may I say a few words about the situation in the international trade and commerce that obtains today? Perhaps, the House is aware that some time ago we discussed the report of Sir Ramaswamy Mudaliar Committee on international trade, and we brought to the notice of the Minister concerned how grave the situation was, especially the situation so far as our export trade was concerned. Since we considered that report quite a few weeks have elapsed, and what is the picture today? Recently, the Board of Trade has fixed a target of Rs. 720 crores as the limit for export during this financial year—