

2273 Resolution regarding [16 DEC 1960] for translation in 2274
 appointment of Expert Committee Hindi and all regional languages

Named Motion about which, if necessary, I will make a separate announcement

SHRI BHUPESH GUPTA (West Bengal) Sir, since we are going to have a discussion on the Acquired Territories (Merger) Bill and since this Bill is supposed to have been referred to the West Bengal Assembly, we would like to have, under article 3 of the Constitution, the opinions of the State Legislature, that is to say, the Council as well as the Assembly. We will be greatly handicapped unless we have the opinions of the three Legislatures—Punjab, Assam and West Bengal—and the Government should make these things available during the course of the week.

MR CHAIRMAN Yes

SHRI SATYA NARAYAN SINHA I do not know it, Sir. But I would look into it and consider it.

LEAVE OF ABSENCE TO SHRI BIBUDHENDRA MISRA

MR CHAIRMAN I have to inform members that the following letter dated the 13th December, 1960 has been received from Shri Bibudhendra Misra—

"This is to inform you that for some time past I have been lying ill and undergoing medical treatment and, as such, it has not been possible for me so far, nor will it be possible for me to attend the current session of the Rajya Sabha.

Under the circumstances, I would earnestly request you to kindly secure for me the permission of the House to remain absent for the current session of the Rajya Sabha."

Is it the pleasure of the House that leave be granted to Shri Bibudhendra Misra for remaining absent from all meetings of the House during the current session?

(No hon. member dissented.)

MR CHAIRMAN Permission to remain absent is granted

RESOLUTION RE APPOINTMENT OF EXPERT COMMITTEE FOR TRANSLATION IN HINDI AND ALL REGIONAL LANGUAGES OF STANDARD TEXT BOOKS AND CONNECTED WORKS

DR RAGHUBIR SINH (Madhya Pradesh) Mr Chairman, Sir, I beg to move the Resolution that stands in my name. But before I move it, Sir, I would like to state the reasons that prompted me to bring forward this Resolution before this House. At the outset, Sir, I must say that every discussion on such academic subjects should begin from where it was left. I think, Sir, ten years ago the Commission presided over by you, I mean the University Education Commission, in Chapter IX, paragraph 55, definitely stated that the Government of India and the State Governments should immediately devise measures to develop the federal and regional languages. If that advice of yours, Sir—I feel it was a very sound advice and given with due forethought, ten years ago—had been accepted and implemented by the Central Government and at the initiation of the Central Government by the State Governments, I am sure this Resolution would never have come before the House and taken the time of the House. But, Sir, I am pained to find that your advice and your directions at that time were left unattended to. I do not know the reason why that was so, but obviously the progress of the Education Ministry in that respect proceeded at a snail's pace. Probably they did not think that your forecasts or what you foresaw would come to be true.

Now, Sir, my Resolution as it is, falls into three different parts and I would like to dilate on each of them.

[Dr. Raghubir Sinh.]

Firstly, Sir, I propose that an Expert Committee should be appointed for certain purposes, and the purposes are two. Number one, to evolve a scheme for the translation and preparation of books including text-books and works . . .

SHRI N. M. LINGAM (Madras): On a point of order, Sir, I submit that he has not formally moved his Resolution. The Resolution is not before the House. He is talking on the Resolution without moving it.

MR. CHAIRMAN: After making the speech he will formally move the Resolution. I understand the infection of Shri Bhupesh Gupta is spread- ing over the whole House.

SHRI BHUPESH GUPTA (West Bengal): Then I must say it is a good infection.

SHRI M. GOVINDA REDDY (Mysore): He must be put under quarantine, Sir.

DR. RAGHUBIR SINH: Sir, as I was going to say, the third part of my Resolution relates to the question of languages. My proposal is that the books should be not only in Hindi but in regional languages also. When I say regional languages, I do not necessarily mean only those languages which are prevalent in certain regions but also all those in which education is being imparted. For instance, there is the Sindhi language which does not necessarily relate to any particular region now in India.

Now, I will deal at some length with each one of the three parts of the Resolution. When I propose to talk of the preparation of these books in Hindi and other regional languages—text-books as well as other connected works—I do not intend to tread on that dangerous ground which I am sure sometimes will inflame some of my friends here or elsewhere, the question of medium of instruction. In

the last Report of the University Grants Commission they said that the question of medium of instruction was an academic question, not a political question. I admit that it is an academic question but I would also like to say that it is not so academic as not to be a practical question. Now I do not want to tread on that dangerous ground of the medium of instruction; there must be differences of opinion but one thing is true. The Kunzru Committee that was appointed in respect of education in English has clearly pointed out that the standards of knowledge in English are definitely falling. As I once before stated in this very House in another connection the difficulty noted with the students whether at the university stage or post-graduate stage is that the students are not very well acquainted with English in many of the Universities and the result is that these students do not find it easy to go through even the bare minimum of text-books written in English with the result that today the standard of knowledge in various classes in India has fallen. And I think it was because of this imperative need that even the University Grants Commission had to think of appointing a working group to consider as to how the standards of education can be raised by means of producing books in Hindi or regional languages. I know that the labours of that working group have been completed. The report is ready and I think within a few days the University Grants Commission will be debating on the matter. As such I think that now the University Grants Commission itself has accepted that this is a very practical question and needs to be tackled soon. When once we admit that the standard of education has to be raised by making available to the scholars and students certain literature and material to enable them to increase their knowledge and at the same time also admit that the standard of knowledge and understanding in English has gone down, we have got no other alternative but to produce books and

make available the same knowledge in either Hindi or other regional languages. For, Sir, it has been an accepted principle that any knowledge that is given through the medium of the mother-tongue or such languages is easily assimilated and more readily understood.

Now coming to the question of these text-books, as I said, in the Report of the University Education Commission you yourself had propounded that something should definitely be done to develop the federal as well as the regional languages by having more books on all sorts of subjects. It has also been said in this connection by the Kunzru Committee that it is not enough to have a few text-books translated into Indian languages but it is necessary to have original books and adequate literature in these languages. Not only that; the Report of the Language Commission has stated the problem very clearly. They say:

"The problem is not merely one of text-books alone but and to an even more important extent, of the much larger quantity of reference literature, that is needed by students reading for university courses in different faculties. There has to be a good supply of hand-books, histories of thought, biographies of thinkers and writers, histories of literature and books of literary criticism, statistical abstracts, atlases, encyclopaedias, etc. as supporting reading matter. There is at present a very acute shortage of all these in all the Indian languages."

Again they say:

"So far as 'reference literature' is concerned, we feel that the supply is unlikely to be forthcoming unless special steps are taken for promoting the publication of such litera-

ture, which is generally unremunerative. As a rule, the initial capital expenditure involved and the relative unprofitability of such undertaking would deter private enterprise unless substantial aid or sponsorship was forthcoming from other sources."

Thus the need for such sort of literature is well accepted. As I have already said, when I plead for the preparation of such books in Hindi I also plead for the preparation of such books in the regional languages. I know that in many regions, at least in the distant South, the regional languages are not used as the medium of instruction but I am sure if such books are prepared in regional languages it will not only aid the development of the literature of the language but it will be an asset which will enable the regional language to grow up in time to come. It was with that view that you also advised that such books should be prepared and the regional language enriched and properly developed. It is obvious that, if not today, tomorrow the regional language as the medium of instruction has to come and even if the medium of instruction is not to come about for some time, can we deny the gathered knowledge of centuries to the common man who may not have a chance to learn or to spend his time for the study of English or some other foreign language? Therefore, Sir, I do think that the need for preparation of these books cannot be denied. I know that the Education Ministry itself has accepted this principle that such books have to be prepared and it was because of this that when a question was put in this House in August last by my friend opposite, Shri Niranjan Singh the Government said that a scheme for translating standard works in foreign languages into Hindi was under consideration. I have got with me here a note that has been recently published by the Press Information Bureau

[Dr. Raghbir Singh.]

dated the 2nd December which gives details of the scheme. My submission in this respect is that the list of books given there is very incomplete. It includes a few of the text-books. As already pointed out, mere text-books are not sufficient but more reference material has to be taken up. Again this list that is before me contains some very gross omissions. For instance there is not one book here relating to geography. I do not think that the Education Ministry is so uneducated as to feel that knowledge of geography is not wanted. Then, again, I thought that the time had come when our Indian reading public and the students in the colleges also should know something of military science. It is a mistake that has been repeated for centuries in this country that knowledge of military science or due attention to military science has not been given. I do hope that the Education Ministry will not repeat that mistake and profit from the dictum of history. I would, therefore, suggest that some definite steps should be taken for the propagation of the knowledge of military science, its methods and ways and means, so that it could be brought to the common man through Hindi and other Indian regional languages. Again, I find there are hardly any books on Indian Economics. Books on economic theories are there, but not one book on Indian Economics. These are just a few things that I wanted to mention. I wish and hope that the Education Minister could persuade his friend, the Minister of Scientific Research and Cultural Affairs, to produce a cheap atlas. We have been told of an authentic Indian atlas being published in Hindi too by the Ministry of Scientific Research and Cultural Affairs, but that atlas costs Rs. 125. I think no college boy can possibly afford to pay Rs. 125 for such an atlas in an Indian language. So, the need for such books is very great. As I said, there is a list before me,

but it is wholly incomplete in many ways.

Then, again, I am sorry to find that the whole scheme deals with only books that are to be sponsored by the Government itself or their agencies. If I am not wrong, in one of his answers to the question I mentioned before, the Education Minister did say that they were thinking and planning to take the help and assistance of publishers also. But I find that the publishers are nowhere in the picture. I know that sometimes if things are entrusted to publishers, they do things in a slipshod manner. If some loans are given and some sort of a check is enforced, things will be better definitely.

Now, Sir, I have got a few more suggestions in this respect. As I said, the list I have got with me relates only to translations to be made in Hindi. As I said before, I want that these and other books should be made available in the regional languages also. I find that the plan of the Education Ministry and its present scope of activities are very limited. I know that they cannot themselves undertake the publication of some of these books. I know fully well what they have been doing. That is why I propose that a Committee of Experts should be appointed, which should include not only experts from the Education Ministry, but some publishers from distant places, from those places where the Education Ministry is not undertaking the publication of such books. For instance, take the distant South. Some big publishing houses in Madras publish some books of this type and they can most readily be persuaded to undertake this work. Unless and until some definite, widely based scheme is thought of, I am afraid that persons speaking the regional languages might say that the Education Ministry is only trying to

do something for one language, namely, the federal language Hindi, and not doing anything to assist the other languages. I feel that if a broad-based plan is prepared, which covers not only Hindi but the other languages also, it would definitely be better. I do not say that the Education Ministry should take upon itself the work of publication of all these. But they can with the help of others propound and prepare this and give suggestions to various languages bodies in different places to produce sufficient literature which will enrich the respective regional languages.

Now, Sir, it is from this point of view that I have brought forward this Resolution and I do hope and feel that the Education Ministry will realise that despite what they have done, they have only made a very unsatisfactory start. I say 'unsatisfactory' because much has to be done and I do hope that only if some special efforts are made, something more can be done. It is in this spirit that I move my Resolution.

Sir, I beg to move the following Resolution:

"This House is of opinion that Government should appoint an Expert Committee to evolve a scheme for the translation and preparation in Hindi and all regional languages of standard text-books and connected works for higher education and research including scientific and technical studies."

The question was proposed.

SRI T. S. AVINASHILINGAM CHETTIAR (Madras). Mr. Chairman, you would expect me to support the Resolution, as every right-thinking man in India should. The Education Ministry has taken upon itself the task of developing Hindi. According to the trends of the time, we might weep over the low standard in Eng-

lish. We are all concerned about it. But we must be forewarned. To expect that standard in English hereafter, which we had in our college days, is to expect the impossible. The standard of English in our country, in our Universities, is going down and one of the reasons why it is going down is that the medium of instruction through which things are taught is not understood. I see the shaking of hands by Dr. Kunzru. I wish he knew about his own Universities better. If he has known anything about the Lucknow University, Allahabad University and the Andhra University and if he is in touch with the present standards of English education in those Universities—which I believe he is not—then he would not have shaken his hands in the way in which he did. We would like to raise the standard of English, because that is the window that we have for higher education. But at the same time I say that to expect every boy and girl to have that knowledge of English, which we have, is something impossible.

DR. RAGHUBIR SINH: Open more windows.

SRI T. S. AVINASHILINGAM CHETTIAR. That is right. Today what is happening in our Universities is this. A few answers to questions are mugged up and they go to the examinations. That boy who is fortunate enough to get those questions in the examination gets a first class. Madras is supposed to be a little better in regard to English. Even in the case of Madras, let me tell you, if we continue English as the medium of instruction, we may deplore it. The standard will go down further. And so everybody accepts it, Dr. Kunzru accepts it, Mr. Deshmukh accepts it, that in the long run the regional language will be the medium of instruction. You, Sir, in the great Report that you have given, have said

[SHRI T S AVINASHILINGAM CHETTIAR] that But in this country, Mr Chairman we do not always think what we speak, and even when we speak, we think whether things will not happen to obstruct what we speak I question the sincerity of some people in high quarters who talk so much that in the long run the medium of instruction will be the regional language, whether they are really paving the way for that end I really ask the University Grants Commission what they have done to develop the regional languages Have they produced literature? Have they helped in the production of literature?

DR H N KUNZRU (Uttar Pradesh) Was this entrusted to the UGC?

SHRI T S AVINASHILINGAM CHETTIAR Everything pertaining to higher education was entrusted to them Was it entrusted to them to specifically improve the salaries of college teachers? I was one of the authors of the University Grants Commission Act, and what did it say? First we limited it only to universities We did not apply it to aided colleges Later on we extended it to them

MR. CHAIRMAN Speak a little mildly

SHRI T S AVINASHILINGAM CHETTIAR The University Grants Commission is concerned with the improvement of the standards of education To say that they have not been entrusted with this matter of development of the regional languages is something to beg the question, something to question the sincerity of the people who say that in the long run the regional languages should become the medium of instruction Sir, what is going to happen is that we will reduce our standards further if we do not produce all the literature that is necessary, and that

is accepted. Even the University Grants Commission in their report say that after the literature is ready you can change over, but they say "we have no responsibility for the creation of the literature" They have responsibility only for buildings and grants and salaries and not for any other instruments of education I think it is a very narrow view of things

Having accepted unanimously that in the long run at least—I am not talking about tomorrow—the medium of instruction will be regional languages, what are we doing to develop them?

I now come to the Education Ministry The Education Ministry has said that a set of 300 books should be translated into Hindi I am rather amazed at this division of duties between the Education Ministry and its erstwhile partner

THE MINISTER OF SCIENTIFIC RESEARCH AND CULTURAL AFFAIRS (SHRI HUMAYUN KABIR) Why erstwhile?

SHRI T S AVINASHILINGAM CHETTIAR Because I know what things are It was said in this House in answer to questions that the development of other languages belongs to the other Ministries and that the development of Hindi alone belongs to the Education Ministry. What is the money allotted for the development of Hindi, and what is the money allotted for the development of all the 13 other languages in the other Ministries? I am prepared to have it left over with Mr Kabir He has imagination, and I believe he can do it with imagination What is the money allotted for the development of the 13 other languages and what is the money allotted for the development of Hindi alone? Government revenue, I believe, comes

from all the fourteen States. Sir, it is a very narrow outlook which has come to that decision. Many people who speak say that all languages are national languages and should be developed as such, and that Hindi only is the official language of the Indian Union. Most of the Hindi people who speak like that have in their minds that Hindi must take the place of English in the sense that the other languages should be of a lower order and that Hindi alone should be of the higher order. Sir, Panditji, our great Prime Minister, has said many times that all languages should be developed, but like many other good sentiments that he mentions, the other Ministers who work say "good-bye" to those sentiments and go their own way. I would like to know the responsibility of the Government of India in the development of other languages. They disclaim their responsibility. They make a few grants, Rs. 40,000 or Rs 50,000 or Rs. 60,000, to a few institutions. Have they made a concerted attempt to develop the other languages? I say "no". With regard to the development of Hindi also, I would like to ask, what is the Hindi they are going to develop? Is it the Hindi of Delhi, Allahabad, Jaipur or Udaipur?

MR. CHAIRMAN: Hyderabad of Shrimati Yashoda Reddy.

SHRI T. S. AVINASHILINGAM CHETTIAR: Hyderabad will develop Telugu. Will it be the Hindi of Bihar? There is a great danger if you allow this development of Hindi to be with the Hindi people. They are fanatics. Many of them are, and some of them may be broad-minded. I want this development of Hindi to be in the hands of non-Hindi people because we want to develop a Hindi of an all-India stature. I want this translation to be made by Tamil people who have learnt Hindi very

well, and similarly there are many Telugu people, Bengalis, Maharashtrians, and so on, so that the development of Hindi will not be a purely parochial affair with quarrels between Allahabad Hindi and Bihar Hindi and Lucknow Hindi.

SHRI SHEEL BHADRA YAJEE (Bihar): Is there any Bihari Hindi—separate?

SHRI T. S. AVINASHILINGAM CHETTIAR: I say let Hindi be an all-India language. I would like them to have as their basis the international terms. This is accepted by the Government of India. The Government of India in the Education Ministry have accepted that we will have international terms, the English words which we have used. All sorts of Hindi substitutes are being sought to replace words like "motor cars", "railway engines", "railway station", and so on.

SHRI M. GOVINDA REDDY: For Cabinet it is "bich bindi kholi".

SHRI T. S. AVINASHILINGAM CHETTIAR: That thing even the Hindiwallas do not know. To leave these translations to Hindiwallas will mean using such words as nobody else will understand them. Even the Hindi people will not understand them. (*Interruption.*) So, Sir, that is number one. The international symbols must be finding a place. In many of the Tamil translations we have accepted the use of international symbols for "alpha", "beeta", "gamma" and "delta". Even in regard to the numerals the Hindi people will insist that only Hindi numerals must be used. There lies the danger, Mr. Chairman. I want these international symbols to be adopted. I want all the 26 English letters to be adopted as if they are our own words. I want all those symbols "alpha", "beeta" and so on to be adopted. If I may say another thing, Sanskrit has been

[Shri T S Avinashilingam Chettiar.]

the basis of all our languages, and I would like the basic words which are obtaining in all our Indian languages to be adopted, so that the Hindi will mean a really all-India Hindi, and not a Maithili, not a Bihari, not a Lucknow one

Sir, one other matter I would like to mention. I do not like that the people in the various parts of India should think that the Central Education Ministry is interested only in the development of Hindi. Today that is what is happening, that is what is being done. In that case it may be no more an Education Ministry of the Union of India. It will be an Education Ministry of the Hindi-speaking areas. If all the money that the Education Ministry draws comes from all parts of the country, then it must be an Education Ministry of the Union of India.

Let me say one thing more, Sir. It is not a matter of mere languages. Why do we want to develop a language? Because we want to develop the intellectual and cultural activities of the people. Today in our economic planning we say that the backward areas must be brought up. Today we know how much "jhagra" and quarrel, how much jealousy is there because some areas are not developed. If we develop only Hindi with Government of India help and if the other languages are not developed, knowledge will not be spread on the basis of equality among all the different communities in India. So it is not a mere matter of language. It is a matter of the development of those people, and there will be uneven development.

I do not like to say anything more but I would like to say only this. I do not know whether an Expert Committee is required for this purpose for it is well understood. I am not

concerned with the form of the Resolution. I am not concerned whether it is accepted in this form or not or whether an Expert Committee is necessary or not. If the subject-matter of the Resolution is accepted, if the Education Ministry accepts, even though it has not accepted it till now, that it is in the interests not only of the development of Hindi but also of the other Indian languages, that will serve the purpose. That is what I want and that will be the way of wisdom.

श्री शीलभद्र याजी सम्मानित चेयरमैन महोदय, श्री डा० रघुबीर सिंह ने जो प्रस्ताव रखा है मैं उसका तहेदिल से समर्थन करता हूँ। श्री अविनाशिलिंगम जी ने प्रस्ताव पर बोलते हुए जो अपने उद्गार प्रगट किये हैं वे उद्गार जरा क्रोध में थे लेकिन बात सही है कि चाहे हिन्दी हो या हिन्दी के अलावा जो और १४ राष्ट्रीय भाषाएँ हैं उनकी पाठ्यक्रम की जो किताबें हैं उनका ठीक ठीक उत्पाद हो, चाहे वे विज्ञान की हो या टेक्निक सम्बन्धी हो। तो आज इस काम में कुछ सुस्ती हो रही है। प्रस्ताव पर बोलते हुए, मैं समझता हूँ, अविनाशिलिंगम जी जरा बहक गये और बहकते बहकते वह प्रस्ताव पर तो बोले ही नहीं। अनुवाद होना चाहिये तामिल में, तेलगू में, कन्नड में, सब भाषाओं में, यह खाली विकास सम्बन्धी उनका भाषण हुआ और विकास पर बोलने का तो समय यह था नहीं। उनकी मारी चढ़ाई हिन्दी पर थी। हिन्दी को उन्होंने चौदहवीं भाषा बना दिया और बताया कि मैथिली हिन्दी अलग है, बिहार की हिन्दी अलग है, यू० पी० की हिन्दी अलग है। हिन्दुस्तान की जितनी भाषाएँ हैं, तामिल को छोड़ कर और जितनी भाषाएँ हैं, वे सब संस्कृत से निकली हैं, संस्कृत सब की जननी है। इसलिये हिन्दी के और जो क्षेत्रीय भाषाएँ हैं उनके जो स्टैंडर्ड कामन वर्ड्स हैं वे सब संस्कृत के होने चाहिये। मुसीबत यह है कि

कोई मस्कृत भाषा को आज पढ़ता ही नहीं है और जब मस्कृत के शब्द सामने रखे जाते हैं तो वे कहते हैं कि हम नहीं जानते, हमारे बाप नहीं जानते, हमारे दादा नहीं जानते थे और ये क्या क्या शब्द रखे गये हैं। तो मुसीबत यह है कि चूँकि मस्कृत का ज्ञान उनको नहीं है उसलिये दिक्कत होती है और दिक्कत होने पर वे तरह तरह की बातें करते हैं। आज विज्ञान सम्बन्धी, टेकनिक सम्बन्धी जितनी बड़ी बड़ी पुस्तकें हैं वे सब अंग्रेजी में हैं और हमने घोषित किया है कि हिन्दी गवर्नमेंट आफ इंडिया की आफिशियल लैंगुएज होगी और जो १४ राष्ट्रीय भाषाएँ हैं—हम उन को क्षेत्रीय भाषाएँ नहीं कहते, हमने तो अपने सविधान में उनको राष्ट्रीय भाषा कहा है—उनको सभी राज्य की सरकारें घोषित कर रही हैं कि शिक्षा का माध्यम वे होंगी। तो शिक्षा का माध्यम अपनी भाषा होगी—चाहे वह तामिल हो, तेलगू हो, कन्नड़ हो, मलयालम हो, बंगला हो—और उन राष्ट्रीय भाषाओं में यदि साइंस की, विज्ञान की, टेकनिक की जितनी किताबें हैं उनका उल्था नहीं होता है, अनुवाद नहीं होता है, तो किम तरह से उनमें शिक्षा हो सकती है यह बात मेरी समझ में नहीं आती है।

हमारे शिक्षा मंत्री कहेंगे कि शिक्षा मंत्रालय यह सब काम कर रहा है लेकिन जिस तरह से काम होना चाहिये उस तरह से काम नहीं हो रहा है, इसलिये डा० रघुबीर सिंह जी ने जो प्रस्ताव रखा है उसे स्वीकार करना चाहिये। सिर्फ हिन्दी के ही नहीं बल्कि हिन्दुस्तान में जो १४ राष्ट्रीय भाषाएँ हैं उनके विशेषज्ञ मिल कर ठीक तरह से एक योजना बना कर इस काम को कर सकते हैं, यदि सिर्फ एजुकेशन डिपार्टमेंट के विशेषज्ञ ही इसको करेंगे तो इस तरह तो काम होने का नहीं है।

यदि हम विज्ञान सम्बन्धी, टेकनिक सम्बन्धी ज्ञान को अवाम तक ले जाना चाहते हैं, जनता तक ले जाना चाहते हैं, सब लोगों को अपनी भाषा के माध्यम से पढ़ाना चाहते हैं तो जब तक कि विदेशी भाषाओं में जो किताबें हैं, पुस्तकें हैं, उनका ठीक तरह से उल्था नहीं हो, अनुवाद नहीं हो, तब तक किस तरह से हमारी राष्ट्रीय भाषाएँ शिक्षा का माध्यम हो सकती हैं यह बात मेरी समझ में नहीं आती है। इसलिये शिक्षा मंत्रालय के अलावा इस तरह के जो विशेषज्ञ हैं, जो एक्सपर्ट्स हैं उनकी एक कमेटी बने और उनकी कमेटी बना कर इस काम को किया जाय। वह सिर्फ हिन्दी के लिये नहीं बल्कि जो और राष्ट्रीय भाषाएँ हैं उनके लिये यह काम करे। हम तामिल को, तेलगू को, कन्नड़ को, बंगला को, आदि आदि को सब जगह शिक्षा का माध्यम बनाने जा रहे हैं और यदि हम पुस्तकों का उनमें अनुवाद नहीं करते हैं तो हमारी शिक्षा सब लोगों तक नहीं जा सकती है। इसलिये आज शिक्षा के बारे में जो तरह तरह की समालोचनाएँ होती हैं वे ठीक होती हैं। जब से हमारी आजादी हुई तब से हम शिक्षा को साधारण जनता तक ले जाना चाहते हैं, साधारण अवाम तक ले जाना चाहते हैं लेकिन उसके साथ ही साथ अंग्रेजी की वकालत भी करेंगे। अभी वही पुरानी मनोवृत्ति है जो कि विदेशियों के समय में थी। हमारे कुछ माननीय सदस्य ऐसे हैं जो कि बोलते कुछ हैं और उनके दिमाग में कुछ है और वह बोलते बोलते उसी बात पर चले आते हैं। यदि हिन्दी में या और जो राष्ट्रीय भाषाएँ हैं उनमें साहित्य का विकास नहीं होगा, उनमें उल्था नहीं होगा, अनुवाद नहीं होगा, तो किम तरह से जनता के सामने विज्ञान की, साइंस की, टेकनिक की पुस्तकें जायेगी। बिना ऐसा किये इन भाषाओं का विकास नहीं हो सकता है, विस्तार नहीं हो सकता है। इसलिये मेरा उन साथियों से भी कहना है जो कि हमारे सदस्य हैं और जो कि कभी कभी

[श्री शीलभद्र याजी]

बहक जाते हैं—बहकने से मेरा मतलब यह है कि अंग्रेजी का जो उनका मोह है वह इतना विशाल है . . .

श्री राम सहाय (मध्य प्रदेश) . आन ए प्वाइट आफ आर्डर, मैं अर्ज करूंगा कि यह "बहकना" शब्द जो है वह मेरे ख्याल से पार्लियामेन्टरी नहीं है। "बहकना" जिनके माइड में खराबी होती है उनके लिये कहा जाता है।

श्री शीलभद्र याजी . माइड खराब है, ऐसा मैंने नहीं कहा। हमारे अविनाशिलिंगम जी ने कहा कि बिहार की हिन्दी भिन्न है और उत्तर प्रदेश की हिन्दी भिन्न है और इसी के शिकार हमारे ये साथी भी हों गये और ये भी इसमें बहक गये। "आउट आफ माइड" को "बहकना" कहते हैं। मैं दावा करता हूँ कि जो स्टैंडर्ड हिन्दी है वह मैं उनसे अच्छी जानता हूँ। बहकने का मतलब वह नहीं है जो वह कहते हैं। "आउट आफ माइड" "आउट आफ प्वाइट" हो जाने को बहकना कहते हैं।

MR. CHAIRMAN: He says, Mr. Chettiar got a little out of mind when he said all sorts of such things.

SHRI T. S. AVINASHILINGAM CHETTIAR: I suppose that his mind

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श्री शीलभद्र याजी तो शिक्षा मंत्री महोदय से मेरी यह गुजारिश है कि वह इस प्रस्ताव को तहेदिल से स्वीकार करे और हिन्दुस्तान के सभी प्रान्तों में अविनाशिलिंगम जी ने भी जैसा कि कहा कि सभी क्षेत्रों में जितने विशेषज्ञ हैं

SHRIMATI T. NALLAMUTHU RAMAMURTI (Madras): I think he should withdraw those remarks. It is a reflection

MR. CHAIRMAN: No reflection.

DR. RAGHUBIR SINH: "बहकना" means digression also.

MR. CHAIRMAN: Mr Yajee, you have got only three minutes more. Please go on.

श्री शीलभद्र याजी माननीय चेयरमैन महोदय, मैं शिक्षा मंत्री से गुजारिश कर रहा था कि वह इस प्रस्ताव को 'इन टोटो' स्वीकार करे और जल्दी से जल्दी हिन्दुस्तान में जितने विशेषज्ञ इस सम्बन्ध में हैं उनकी एक कमेटी बनाये और जो किताबें इस की, टेकनिक की, विदेशी भाषाओं में हैं उन सब का सिर्फ हिन्दी में ही नहीं बल्कि जो १४ राष्ट्रीय भाषाये हैं उनमें अनुवाद कराये। यदि हम ठीक ठीक तरह से ऐसा करके मादरी जबान में, अपनी भाषा के माध्यम से विज्ञान पढायेगे, टेकनिक की बातों को पढायेगे तो जल्दी ही हमारी उन्नति होगी। अंग्रेजी की मोह और ममता जो हमारे लोगों को है उसका परित्याग कर के यदि जल्दी जल्दी उस चीज को करेंगे तो हमारी उन्नति नहीं होगी। बिना इस काम को किये हमारी क्षेत्रीय भाषाये, राष्ट्रीय भाषाय, शिक्षा का माध्यम पूरी तरह से नहीं हो सकेंगी। इसी वजह से आज बहुत गड़बड़ी होती है। हमारे साथी ने सकेत किया कि हमारा स्टैंडर्ड घट रहा है, तो वह इसलिये घट रहा है कि विद्यार्थी ठीक तरह से समझने नहीं है कि वे क्या पढ रहे हैं। बोलने की तरह रटने से तो कुछ होना नहीं है। तो यह जरूरी है कि जल्दी में जल्दी हिन्दी भाषा में और चौदहों भाषाओं में पुस्तकों का अनुवाद कराया जाय, उल्था कराया जाय और उसके लिये विशेषज्ञ लोगों की एक कमेटी जरूर बननी चाहिये।

इन शब्दों के साथ मैं फिर इस प्रस्ताव का तहेदिल में समर्थन करता हूँ।

DR. H. N. KUNZRU: Mr Chairman, the Resolution moved by Dr. Raghubir Singh is one that will receive support from all sides of the House. But in order to advocate the preparation of books in Hindi and other regional languages on higher education and research including scientific and technical studies, it is not necessary to run down English.

SHRI T. S. AVINASHILINGAM CHETTIAR. But who runs down English?

DR. H. N. KUNZRU: You

Sir, I shall first say a word or two about the Resolution itself. It is not easy to translate books on higher education and research including scientific and technical studies into other languages. If you take for instance a book dealing with the recent research work in physics, it is not every physicist that can translate it into readable Hindi or any other language. The man who is entrusted with this translation must be well acquainted with that subject himself. I know that my hon friend, Dr. Raghubir Singh, has asked for the appointment of an Expert Committee, but even members of an Expert Committee cannot translate books dealing with research and higher studies into other languages themselves. We have first to see that we produce a sufficient

DR. RAGHUBIR SINGH: The Resolution seeks to evolve a scheme for the translation, etc and suggests the appointment of an Expert Committee for the purpose. It does not say that they themselves will do the translation, etc

श्री शीलभद्र याजी : यह योजना बनाने के लिए है ।

DR. H. N. KUNZRU: I do not know what the evolution of a scheme means

I thought that the hon Member meant that the work of translating books in Hindi and other regional languages should be taken in hand immediately. But if the task of this Committee is merely to present a scheme to the Government of India, that of course can be done without the slightest difficulty, and I do not think that any committee will take long to present its report. What is

SHRI SHEEL BHADRA YAJEE: That is clear in the Resolution.

DR. H. N. KUNZRU: What is clear in the Resolution? I do not know. There are certain things that do not seem to be clear to anybody in this Resolution.

DR. RAGHUBIR SINGH: The text is clear, that is what I said.

DR. H. N. KUNZRU: But if it is merely for the evolution of a scheme or plan for translating books, I confess that I have no enthusiasm for it. It is a sound Resolution. This thing has to be done, but if this is all that it seeks to do, I am afraid I am not keenly interested in it.

MR. CHAIRMAN: The scheme is meant to be implemented—that is what he says.

SHRI M. M. SUR (West Bengal): But before the scheme is implemented permission of the authors to translate their books will have to be taken.

MR. CHAIRMAN: All the details will be worked out.

DR. H. N. KUNZRU: I was saying that we want translations of books, but if the scheme evolved by this Expert Committee is to be implemented, then we must have a sufficiently

[Dr. H. N. Kunzru.]

large number of experts in every subject in order to achieve the purpose of the appointment of this committee. That is the first thing that we have to look to, and it is here that the universities can give valuable help to Government and to men like my hon. friend, Dr. Raghubir Singh, who are anxious to enrich Hindi and the regional languages in every possible way, and here I would like to refer to the remarks that fell from my hon. friend, Shri Avinashilingam Chettiar. I am afraid he can hardly speak on the subject of the development of the regional languages without trying to run down English and bringing in the unfortunate state of things prevailing in his own State. Every State is not like Madras State where the Vice-Chancellor and the Education Minister are at logger-heads because, if I may speak quite frankly, the Vice-Chancellor is trying to do his best to maintain a high standard in the Madras University. He is not against Tamil, but he realises the value of English during the period of transition. This brings me to the remarks made by Shri Avinashilingam Chettiar regarding the work of the University Grants Commission and to the report of the committee over which I had the honour to preside. Now let me say that the committee did not say that instruction should not be given in the regional languages. I think that was admitted by Shri Avinashilingam Chettiar himself. But what the committee said was that as the knowledge of English among the students was declining, that was affecting the standard of education in the universities. This was not the fault of the universities; this is the fault of the secondary schools which ought to be looked after by the Education Ministries of the States and which the Central Education Ministry also had to take a keen interest in. The universities are doing their best to deal with the material that they get from the secondary or higher secondary schools, and the University Grants Commission has done whatever it

could to help the universities to raise the standard of education. Now before I proceed further, I should like to say a word about the task entrusted to the University Grants Commission. Sir, item 66 in List I in the Seventh Schedule of the Constitution makes "Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions" a Central subject. The University Grants Commission can act only within the four corners of item 66, it can deal only with co-ordination and determination of standards in institutions for higher education, it cannot take upon itself other tasks which are not included within its terms of reference. Nevertheless the University Grants Commission has not been oblivious of the need for making preparation for an orderly transition from the present system, where the medium of instruction is English, to another system where the medium of instruction may be a regional language. It is not the business of the University Grants Commission to compel the universities to adopt the regional languages as the medium of instruction. The universities are statutory bodies and are therefore autonomous in regard to this and other academic matters. All that the University

12 Grants Commission can do is to see from the academic point of view that the universities which want to change the medium of instruction should be able to do so in an orderly way. It wants that some caution should be exercised in this matter and that such steps should be taken to achieve the desired result as would not lower the standard of education. With this in mind it appointed, I believe last year, a committee consisting of representatives of all the regional languages to consider this matter and to make such recommendations as would be helpful to those universities that want to change the medium of instruction. The report of that committee has been received and it will be con-

sidered by the Commission at its next meeting on the 30th December. Sir, what I have said will show what the task entrusted to the University Grants Commission is and what steps it has taken to fulfil the responsibility that has been placed on its shoulders.

Sir, before I sit down, I should like to make one or two remarks more on the subject that we are discussing. According to the present trend it seems almost certain that higher education will sooner rather than later be given by the universities through the regional languages.

SHRI T. S. AVINASHILINGAM CHETTIAR: Thank you.

DR. H. N. KUNZRU: This is the trend. I only want, as a member of the University Grants Commission and as one deeply interested in the maintenance of high standards of education, that the change should be brought about in such a manner as to be acceptable not merely to faddists but also to educationists, and to those who are concerned with the welfare both of the students and of the country. But even when the medium of instruction has been changed, shall we be able to do without an adequate knowledge of English? Well, knowledge of some foreign languages will still be necessary for us in order that the nation might keep in touch with the new researches that are being made not merely in the domain of science but also in the domain of the social sciences and the humanities in general. But to suppose, Sir, that while scientific education cannot be given through Hindi or any other regional language adequately at the present time, education in politics or in sociology or in economics can be adequately given through the regional language, is a profound mistake. Research work in these subjects, that is, in the humanities and the social sciences, is going on in the same way as it is going on in connection with

the scientific subjects. It is necessary, therefore—if we are interested in higher studies of any kind—that our boys and girls should have an adequate knowledge of English. Let us not, in any discussion relating to education, let fall a word which implies the deprecation of English. English is not our language. We have no reason to be proud of our knowledge of English. But for the good of our country and in order to have those leaders on which the security and progress of the country will depend, it must be understood that it is necessary for us to know some foreign language, and that it is easier for us to know English than any other foreign language. I wish that in all discussions that may take place on the subject of higher education, while stress may be legitimately laid on the importance of the regional languages, the importance of knowing English properly should also be brought out. It is only in that way that we can achieve even the limited purpose that this resolution has in mind. Unless we have men who know English well and who are, therefore, thoroughly conversant with their subjects, we cannot get translations of books dealing with research and other higher branches of learning.

Sir, as there is no more time. I shall not deal with any other point. I shall only say that if I had time, I could have given other instances of the interest taken by the University Grants Commission in having books of the university standard translated into Hindi and other languages.

As regards Hindi, I need give only the example of the Delhi University. It has been given a sizeable grant by the University Grants Commission for getting books translated into Hindi.

SHRI HUMAYUN KABIR: Mr. Chairman, Sir, I think the trend of the debate till now makes it clear that while there may be minor differences in stress, the purpose behind this resolution is one on which there is no

[Shri Humayun Kabir.]

difference of opinion. We want all the Indian languages to develop, and if the hon. Member who moved this Resolution also suggests that the rate of progress should be more rapid than it has been till now, I do not think anybody will quarrel. There is always room for acceleration, but at the same time we have also to take into consideration the actual situation as it obtains today.

Sir, in his speech the honourable the mover of the Resolution spoke mainly about the Education Ministry and seemed to complain that the Education Ministry was not taking as much interest in the other languages as in Hindi. This statement is not quite correct because the Education Ministry is doing a certain amount of work in the field of children's literature, in the field of adult literature, in languages apart from Hindi. The other Indian languages are thus being supported to some extent by the Education Ministry. But one major reason why the Education Ministry has not devoted that much attention to the other languages as Hindi is that there is another Ministry which has, as its exclusive responsibility, the development of the other Indian languages.

Sir, ever since the Ministry of Scientific Research and Cultural Affairs was formed we have been trying to accelerate the progress of languages as much as possible. We began on a low scale; I do not deny that for a moment. I think in the first year of this Ministry we spent about a lakh and a half rupees. I am sure the House will agree with me that that is a very small sum when you consider the 12 languages of India. But we have stepped up considerably since then.

SHRI T. S. AVINASHILINGAM CHETTIAR: How much this year?

SHRI HUMAYUN KABIR: We will be spending over Rs. 10 lakhs in this year. If in the course of two years we have been able to increase it from Rs. 1½ lakhs to over Rs. 10 lakhs, I think hon. Members will admit that some attempts have been made to accelerate the progress as much as possible. The provision in the Second Five Year Plan was only for Rs. 20 lakhs. It is my hope that that amount will be spent. Not very much was spent in the first two years unfortunately but, nevertheless, in the last 3 years, I think we have stepped up the programme so that either the entire amount will be spent or very near that but we are providing in the Third Plan Rs. 1½ crores and I am sure my hon. friend, Shri Chettiar, will also agree that from Rs. 20 lakhs to Rs. 1½ crores marks some advance.

We could certainly go even faster but we must not forget again that Governments can only provide certain funds and my view is that Government funds should be used more or less on the tube-well principle. You put in a few buckets of water in the tube-well but draw out of it thousands of gallons, if not millions of gallons. The Governmental funds, in this way, should be used on the tube-well principle, so that if you put Rs. 1½ crores in the Third Plan, it would yield much more. My belief is that with the co-operation of the State Governments we can do it. We have made it a condition that in every case the State Government also makes a contribution. We are also subsidising private firms. Very recently, a book has been published, the "Wonder World of Sciences", in four languages through the agency of a private firm. We have subsidised the publication of the book, the "History of Philosophy, Eastern and Western", with which, Sir, you were associated, in a number of Indian languages. Wherever necessary, we have taken the assistance of private firms. In this way, through the concerted efforts of the Government of India, the State Governments

and private firms, it is my belief that in five years, a good deal of work can be done but at the same time, I would urge on my hon. friend to remember that he cannot create a language in five years.

To me, it has seemed that the over-emphasis on text-book—here I am giving my personal view—is somewhat wrong. It is much easier to translate a text-book than to provide the base on which the text-book could be written. In fact the translations of text books are never satisfactory because text books continually get out of date and in any case have to be adapted. As one who has been keenly interested in education for a number of years—I speak with humility before you, Sir, as you have given your whole life to the cause of education—I think you will agree that for the text book as such, the translation is not so important as the creation of a base on which the text book can be written. We have always made it a part of our programme that we want that books in every science, whether physical science or social science, in every branch of humanities, in every Indian language, should be available to the general reader before the end of 1967. That is the programme which we have already drawn up. That is the programme according to which we are working. By 1967 we would like to see that in every Indian language there are at least one or two general books, not books of a very high research perhaps, but adequate for the common man.

I again personally feel that at this stage of our development, it would probably be a dissipation of our resources if we try to spend the money on higher research in the Indian languages. That will come at the second stage but at this stage we should build up the base properly so that the vast masses of the people have some idea about all the sciences

through their own mother-tongue and, if that can be done, I believe, the base will have been made from where you can make progress much more rapidly. Just as in the field of economics, where we talk of a 'take-off' stage, I think in the development of language also there is a 'take-off' stage. So when we have provided the scheme and provided a base sufficiently broad and wide, the advance afterward can be much more rapid.

I do not, of course, want to decry or in any way underestimate the importance of translation. Translations are one of the best means of developing a language but the translation should not be confined to text-book alone. They should be of books of all types and I say with regret that our record in translation in India is not very good. I am speaking from memory but I think I am correct when I say that in 1959-60, only 600 books were translated into all the Indian languages from all European languages. Again, if my memory is not incorrect, I believe about five thousand books were translated into English during the same period. This gives us the order of difference. Therefore, we have to accelerate this programme very much but again, Government cannot do everything. I have often said that if every Indian who is a graduate, every Indian who has had the advantage of higher education, takes it upon himself as his personal responsibility to translate at least one book from a foreign language into his own mother-tongue, we would be able to enrich our languages at a much more rapid rate. The quality will not always be uniform. Some of the works may not be of a very high order but a base will have been laid which will enable us to progress much more rapidly than we have done in the past. I would, therefore, submit that it is not really a question of the setting up of a Committee. It is not so much a question of criticising one another, it is a question of working together.

[Shri Humayun Kabir.]

Before I conclude, I would like to add one more remark to reinforce what Dr. Kunzru said. Our love for our own language should never lead to any disregard or any hatred for any other language. In fact, no language will prosper if our attitude is negative. I am certainly proud of my language and I love it but that should not, in any way, detract or prevent me from loving Hindi, and other Indian languages or English, especially English which has been for us a very useful language. My hon. friend, Shri Yajee, said many things which were excellent and with which I would agree, but I would not agree with that part of his speech where he said that there was undue regard for English. We must have a deep regard for one of the major languages of the world and we must utilise it.

SHRI SHEEL BHADRA YAJEE:
 What I said was "उनको अंग्रेजी से ज्यादा मोह है।" He could not follow my language.

SHRI HUMAYUN KABIR: If I could not follow his Hindi, that itself is evidence that his Hindi requires further simplification. In any case, my point is that while we should certainly have the deepest love for our own language, we must, at the same time, make full use of the resources of one of the greatest languages which has come to us by chance. I am not ashamed that we know English fairly well. I would not say that this knowledge of English is such that we need be proud of it but we do know English fairly well and we should not give up this weapon which we have obtained and which we have used and which today has become the one single-most important instrument of scientific advances and research. Again I am speaking from memory, but if I am not incorrect, in a survey which was made in 1957-58, out of the total research work in the sciences, in

social sciences, in the humanities, in the whole world, about 51 per cent. of the entire work was done in the English language. This was done not only by Englishmen and Americans or Canadians or Australians whose mother-tongue is English but by many people in the European continent, by many in Japan and by many in our country and the result was that about 51 per cent. of the total research, total new knowledge in all the sciences, social and natural and the humanities came mostly through one language. If we have access to this language, I think we should take full advantage of that.

I would conclude by saying that the Government's attitude towards this Resolution will be indicated by my hon. friend and colleague, Dr. Shrimali, but I would say that so far as its general purpose, that we want the development of the Indian languages and that the process should be accelerated, is concerned, I do not think that there is any difference of opinion in any section of the House but how best it is to be done, whether this Committee is going to be of any use or what steps this Committee is going to take, etc. are matters of detail. Dr. Kunzru raised certain difficulties and doubts for our consideration and one could add to them. But we all agree with the general objective. Let us go forward and develop our own languages and, if we do so, then not only shall we serve our languages but through our languages we shall serve our people and make them citizens of India and of the one world which is fast emerging to-day.

SHRI K. M. PANIKKAR (Nominated): Mr. Chairman, I feel that from the very limited Resolution, the debate has ranged over a very wide field.

[MR. DEPUTY CHAIRMAN in the Chair.]

The Resolution merely asked for a Committee to be appointed to go into

the question of translation of text-books but the debate has included the importance of the English language, the sphere of activity of the University Grants Commission and the standards of education in this country. Well, I have only one observation to make about all this eloquence on the English language. Nobody denies the greatness, the qualities or the importance of the English language. Nobody denies either the necessity for the elite of this country to know English. But is it suggested by anybody, even by the greatest advocates of the English language, that all the 400 million people of this country should be educated in English? Surely not. The British .

DR. H. N. KUNZRU: May I ask my hon. friend a question?

SHRI K. M. PANIKKAR. I am not suggesting for one moment that such is the impression or such is the idea that my learned friend who spoke in such enthusiastic terms about English has. All that I am saying is that the British tried their level best for over a hundred years to make English the medium of education. But the total number of people with a knowledge of English which they left behind was, I believe, only 5 millions. And out of those five millions, what percentage is able to speak English fluently and write it with effect and think in it in the way the other people do whose mother tongue is English? Nobody denies that English ought to be cultivated by people who are interested in higher knowledge, who are interested in higher research and who want to convey their mind or their thoughts to the world. But the question here is about our education and our educational standards.

SHRI HUMAYUN KABIR: At the university level.

SHRI K. M. PANIKKAR: Yes, at the university level. The standard of university education, I am told,

has fallen. But why? Is it because of lack of text-books? Is it because of the quality of the teachers? No. It is because from being class education it has now become mass education. When it is class education and you have a small number of people, it is possible to maintain the standards and to make people understand what they are studying. But when you have colleges with 5,000 and 6,000 students and when the demand for education at the secondary and the college levels is increasing at such a rapid rate, to think that you can maintain the standards that you had when you were teaching in small colleges, is, I think, foolish. This is so not merely in our country but in other countries also. I am told by leading educationists in America that national education has meant a fall in educational standards, in the quality of education. What we see here is nothing different. That is a problem that is inherent in our situation and we have to meet it by putting all our resources into the task. Nobody denies that. But the question that is before us is whether we should have a committee appointed to go into the work of translations of text-books and other books of knowledge. I do not think there is any value in translating text-books. Text-books, by definition, are merely popularisation, vulgarisation, of the higher knowledge that exists. What we actually require in our schools are books of thought, books which teach people to think, basic books which open to us the knowledge and thought that exists not by translation but by original thinking, and I do not see why we should not concentrate more on the writing of new books than translating text-books which become out of date before they are translated. After all, the Government of India has a Book Trust. What is the Book Trust supposed to do? The question is not what it has done. The question is what it is supposed to do. It is supposed to encourage the writing of books on subjects of importance, in English

[Shri K. M. Panikkar.]
 and in all the languages that are used in this country. Whether this particular committee referred to in the Resolution is necessary or not is related to this. The problem comes back to this. Can we have books if we do not think, if our thought processes, if our minds, are not functioning at the level of higher work, of higher research? The books that we translate would only produce artificial materials in our language, for purposes of class study. But what is more important is that people in this country should have sufficient knowledge of these subjects and they should be encouraged to write and produce literature, and that literature would be more natural and welcome than translations from text-books which are not very easy to translate. I agree that without a quantum or corpus of translated works it is not possible to create new thought and nobody is opposed to the view that for the purpose of education, adaptations and translations and new books, all these have to be encouraged. I believe to some extent the State Governments as well as the Central Government are encouraging this. There is no doubt about that. After all, the organisation of the States today, more or less, follows the language pattern so that there is no language, except Sindhi and Urdu, which has not what you may call a home area in which to develop. Bengal, Kerala, Tamilnad and so on have their Government organisations for the purpose of translation and for original work and most of these areas have also established academies and learned societies for this purpose. Therefore, the work that is going on is beginning to show results.

The issue really is whether higher education can be based merely on translations. Translations are important and in many countries where the languages do not provide adequate text-books, the conveying of know-

ledge, the conveying of thought, is done through the personal medium and the quality of the teachers is the thing that really matters in the development of thought and in the development of books. Therefore, while I strongly support the idea that there should be a concerted policy for translations and for the production of books on every subject, I do not know whether it would be possible for me to vote for a committee at this stage for this purpose, when various organisations are already functioning, including the Book Trust and the various academies which exist and which are backed not only by the State Governments but to a certain extent by the Central Government also.

There is a further point which I would like to emphasise and it is this. There is this idea that in scientific, humanistic and other subjects, translation is merely the result of the backwardness of a language. The hon. Minister for Scientific Research and Cultural Affairs has just now pointed out the number of translations that have taken place into the English language. From every language books are translated into English, French, German, Russian and so on. It is not a hallmark of backwardness that we want to translate books. It is rather the hallmark of our advancing desire to popularise knowledge. It is not given to a single language to have the monopoly of wisdom, the monopoly of knowledge, the monopoly of research. This is being done in every language, in every important language. And what is necessary for us is to accumulate that knowledge and to bring the quantum of that knowledge from various languages into our own languages, not merely for the purpose of school text-books, but in order that the ordinary person, in order that the public at large, may have a source from which to draw upon for their own knowledge. The idea that books are meant only

for schools and only for teachers to teach and students to cram, I think, is a very primitive one. What is important is that with national education developing in this country, books should be looked upon as the main source for the raising of standards and the intellectual level of the common people. You may have popular series like the Home University Library or the Penguin Series or similar books or standard volumes written specially and at higher prices. What is required is that works on the latest topics, science, humanities, social sciences, all these must be available for the common man and not merely for the students in the colleges. Students in colleges have set courses; they study set things. If they have not got the books, the teachers are there to explain to them what the books contain. I do not want to give very much importance to this idea that teachers should teach through text-books. If teachers are well-educated, if teachers know their subjects, they would teach through classics and not through text-books. Text-books are "made-easy's" in order to get through the examinations. What is important is that the teacher should know the subject well and he should be in a position to explain the intricacies to students who learn. And when you have colleges of 6,000 students where the teachers cannot directly teach—in fact there is no contact between them—then you have to fall back upon some kind of text-books which are meant for cramming. The issue that we have to face clearly is this. When we have a developing system of education, when year by year the number of students in our schools and colleges increases by millions, it is not possible to keep the standards we had when our college-going numbers were very small. At the same time it is necessary that the standards not merely in colleges but the standard of knowledge, of information, of critical values, must continue to rise if demo-

cracy has to function and therefore it is not merely a question of producing text-books; it is a question of producing good books, and good books in ample numbers to be made available at cheap prices to people who are educated. Actually we come back to this question that it is the problem of continuing to educate the educated. It is not merely a question of educating people in colleges because science is daily progressing, research work in social sciences is daily improving; in economics, in history, in all these subjects there are daily improvements in knowledge. The fact that you took a Degree or came through a University with distinction some time ago does not make you an educated man. It is necessary that you should keep in touch with those things so that the standard of knowledge continues to permeate at all levels, even the educated people. For this purpose what is required is that the latest knowledge should be made available in books, not merely in text-books, but in the best kind of books, and not merely by translation. Translation can only enrich a language up to a point. Translations are useful as producing a quantum of work for purposes of knowledge but actually if thought has to be improved, it has to be through works written in the language itself. Therefore while I support the general idea which Dr. Raghubir Singh has brought up that we should emphasise this question of translation, that we must have a programme for translating good works from all languages into the Indian languages, I do not think there is any necessity for a Committee at this stage because there are functioning all over India, in the States, at the Centre, various organisations for the purpose of getting these things translated in the regional languages. We know there are academies which have taken up a large programme of translation from various European languages into regional languages. We know that the Book Trust exists at the Centre; we

[Shri K. M. Panikkar.]

know that in Madras there is a South Indian Languages Book Trust which is an American sponsored organisation but which at the same time translates a very large number of books into the four South Indian languages. These are activities which enrich the language and which give a background of knowledge for our common people. So while I strongly support the idea behind Dr. Raghubir Singh's proposal, I do not think there is any necessity for a special committee at this stage and I therefore leave it to him to press his point but not to press his Resolution.

PROF. M. B. LAL (Uttar Pradesh): Sir, the Resolution before the House is closely interrelated with the question of the medium of instruction. The preparation and translation of text-books have no meaning unless we are determined and prepared to have Hindi and other Indian languages as the media of instruction at the post-graduate stage. There are some educationists who feel that we should try to adopt Hindi and Indian languages as media of instruction at the university stage as early as possible. There are others, equally distinguished, perhaps more distinguished, who are opposed to that idea, who feel that English should continue to be the medium of instruction. Amongst them it seems to me that there are two groups. Some talk as if they wish English to be the medium of instruction for ever or for a very long time. Others seem to stand for English as the medium of instruction during the transition period. Much can be said for the contribution made by English to the enrichment of our knowledge; much can be said in favour of adopting English as the medium of instruction, but I do not think that a nation can think of keeping English as the medium of instruction for all times to come. Unless our Indian languages are fit to be media of instruction at

post-graduate stage, we have no option but to keep English as the medium of instruction at that stage but as one who has spent a great part of his life in education I wish to say that considerable harm is being done to the cause of education by prolonging this period of transition. I know in certain universities Hindi or other Indian language is the medium of instruction up to the stage of B.A. and then the students are required to study through English. And what a mess they make! They fail to understand the lectures delivered in English and where option is given to answer questions in Indian languages, even though they study through English they try to answer questions in the Indian language. They neither know English nor do they know their own mother-tongue properly. This question will therefore have to be seriously taken into consideration and I feel, Sir, that it is not possible for us to revert to English as the medium of instruction. We will have to go ahead in the direction we have gone ahead so far and we must try to see that the period of transition is as short as possible. And I feel, Sir, that that is the intention of the mover of the Resolution. He wishes us to expedite the preparation and translation of text-books and good works in Indian languages so that the period of transition may be shortened and our students may be able to have higher studies in their own language, may be able to express themselves properly at least in their own language. When we say so, we are not unconscious of the importance of English; we are not unconscious of the importance of other foreign languages. We know that a student in England has not only to learn English; he has also to learn French, German and other languages and there is no reason why students in India should not learn English or some other foreign language along with the Indian languages. We know very well that while there are translations in English from various languages yet the English student is not

able to do away with the need of learning other foreign languages. Therefore I have no doubt in my mind that even when there would be many translations and many standard works in our Indian languages, we will not be able to do away with the need of learning foreign languages. But, Sir, while we must learn a foreign language so that we may be in constant touch with the new knowledge, it is also necessary for us to develop our own languages and to be in a position to express ourselves in our language and to impart our knowledge to the common man in his own mother-tongue. I do agree with my friend that Hindi has to be developed on an all-India basis. When I was a young man of 25, I studied Lokamanya Tilak's "Gita Rahasya", a translation by Madhava Rao Sapre. If he had not been kind enough to translate that work in Hindi, I might have been deprived of the knowledge of such a standard work as that of Lokamanya Tilak's "Gita Rahasya". We, the Hindi-speaking people, owe a great debt of gratitude to Marathi scholars who have devoted their time to enrich the Hindi literature, and we will be obliged to our friends from other States who enrich the Hindi literature. I do agree that if Hindi is to serve as a common language for the whole of India, it must develop in co-operation with the scholars from all parts of India. Hindi literature and Hindi language, if it is to be the common literature and common language of the whole of India, cannot be the monopoly of the Hindi-speaking people alone. I also do agree with my friend that when we have accepted so many languages as the regional or I should say as the national languages of India, it is the duty of the Central Government to pay attention to the development of other regional languages and literature also.

THE MINISTER OF EDUCATION
 (DR. K. L. SHRIMALI): Also the State Governments.

PROF. M. B. LAL: Of course, the State Governments, all the States where Hindi is spoken as well as all the States where regional languages are spoken. We have got States where Hindi is spoken and we have States where other languages are spoken. Along with these State Governments, the Central Government should also try to promote not only the Hindi language but the other regional languages also. I feel this is necessary to avoid these linguistic feelings, clashes or conflicts of linguism that are continuing in India and harming Indian unity considerably.

I do feel that while we have to prepare literature in all Indian languages, and perhaps all Indian languages will have to be accepted as the medium of instruction at a higher stage, it is very necessary for us to have common technical terms, common terminology. Various languages are borrowing words from Sanskrit, but different Sanskrit words are being used in different senses in different languages and this is creating a lot of confusion. I hope the Central Government will pay attention to this question. I will request scholars of all Indian languages to pay due attention to the question and in co-operation evolve common technical terms, so that these common technical terms may be the medium of common thought all over India.

I may also point out to you, when we are talking of translations from foreign languages, we must not fail to have translations from one Indian language to the other languages. If we had translated in Hindi Max Muller's works and had not translated Lokamanya Tilak's "Gita Rahasya" in Hindi, we would have done wrong to our own country. In the same way, if we intend to translate Newton's works from English to Hindi, we must also be prepared to translate Raman's works, Krishnan's works, Bose's works

[Prof. M. B. Lal.]

from one language to the other languages. So, proper attention must be paid to this aspect also.

Now, I do not know what led Mr. Panikkar to say that text-books are a vulgarisation of knowledge. In my opinion, proper text-books are the systematisation of knowledge and, therefore, translations of good text-books cannot be ignored. Though I would like scholars of India to produce text-books for Indian students, I think we cannot altogether ignore the translation of good text-books from foreign languages to Indian languages.

Now, Sir, the Minister of Scientific Research and Cultural Affairs invited our attention to the preparation of general books in Indian languages. Nobody can deny the importance thereof. But I feel that this in itself will not be sufficient. We will have also to pay attention to the preparation of standard works on different subjects.

In the end, I wish to say a few words about the standards in the Universities. I do agree with Mr. Panikkar that our standards have gone down, partly because while in the past education was confined to students of certain parts, who had imbibed certain standards of culture in their homes, today education has become a mass education. And it must become a mass education, if we are to have democracy in India. Because of that standards of education have to an extent gone down. But I do not agree with Mr. Panikkar when he says that they will go down because of that. We are today faced with the problem of how to keep up standards in Universities, in spite of the fact that the masses have begun to take a keener interest in higher education than they were taking before. The masses must take a greater interest in education and yet it is our duty to see that education at all stages is so imparted to a son of the

common man that when he gets University education, he is in standard equal to the students of Universities of all countries of the world.

With these words, I support the Resolution.

SHRIMATI T. NALLAMUTHU RAMA-MURTI: Mr. Deputy Chairman, this Resolution in so far as it goes, "to evolve a scheme for the translation and preparation in Hindi and all regional languages of standard text-books and connected works for higher education and research including scientific and technical studies", is an excellent resolution. It is a harmless one and I am sure that the House will express its view on it. We are happy that those things are there, but it is not a very easy task to carry out this translation in Hindi and all regional languages. I would ask, where have you got the personnel, the trained personnel, for carrying out these translations? Have you collected the standard text-books and connected works for higher education and research first of all? Have you gathered the material to be handled, and secondly, have you got the trained personnel to cope with this work? Sir, this requires very careful investigation. Simply because we are dealing not with factories or industrial products but with the minds of people ranging from childhood to the university stage, with their development in regard to ideas and concepts, therefore it is a very very important point to consider whether we have got these two in readiness before we attempt such a task.

Sir, I find that as it is, the change-over from one language to another, from one medium to another, has been attempted with very injurious effects on the minds of children as well as of the teaching staff. There is a great deal of confusion from the school to the university stage over this question. We cannot perform a *coup d'etat* or a change-over over-

night on this problem that concerns the minds of the young. Therefore, Sir, with all due respect to the need for such translations, I would request any committee or any scheme that is launched to go very warily into this subject and to study all the repercussions it will have before such a thing is attempted. An over-hurried translation has resulted in tragedies in the schools as well as in the colleges. Examination papers had been set and valuations had been undertaken in the so-called regional language, one examiner differing from the other with regard to the terms that were used in those questions and answers. Therefore, we should not play with fire, as it were. Language is the life of a nation, of a people. Therefore, when we are dealing with this question of language, all languages are important in my opinion. I will not say that Hindi is not important or the regional languages. In fact we should provide opportunities for the promotion and cultivation of all languages in our country.

In this connection I would say that while there should be a common language—and our Government has said that Hindi should be the common language of India and that the regional languages might be the media of instruction in the various regions—it will take a long time before Hindi becomes a language of use in many parts of India. The argument has been given again and again that while Hindi gives an advantage to the Hindi-speaking areas, those parts of the country which have absolutely nothing in common with this language will take a long time before they accept the change. That point is very vital to the translations, to the imposition of these books of Hindi on non-Hindi-speaking people. Therefore, all that I can say is that you must go about cautiously because Hindi is going to be a common language for the country, and in translating books into Hindi and in giving

such books to the people we must be very careful that terms that are commonly accepted by all should be adopted. In this connection I would request that while this work is going on, we should not try to translate literally commonly accepted terms from one language to another. Whether they have come from the English language or from Sanskrit should be checked. Commonly accepted terms that have come into the use of not only the five million English-educated people of this country but even into the vocabulary of the masses in rural areas should not be literally translated simply because these terms are in English or in Sanskrit. I am saying this because you have got the zeal for the regional language or Hindi that they must be converted even if the translation takes a whole line instead of a small little word. That should not be done. The word so long as it has come into common parlance even among the masses, like tram, bus, court, college, parliament etc., need not be translated into a regional language or into Hindi. In the same way I would say with regard to Humanities that I have taught Political Science, Economics and other sociological subjects, and there too the terms are difficult to be translated, and where lecturers who are well qualified in regional languages have attempted this translation, the students could not follow, nor could two lecturers follow the terms that were being used by them. I am not saying that until eternity we should have the continuation of any particular language, namely English, because we have been educated in English and we have become conversant with the terminologies in English. I do not say that. But language is the outcome of development, of progress as people had felt the need as time went on to use it, and it reflects the life of a nation, the life of a people. Therefore, whatever has come in this current, in this stream, of development, why should we go back on that simply because we say this is not

[Shrimati T. Nallamuthu Ramamurti.] Tamil, that is not Telugu or that is not Hindi? After all, language is our instrument of expression, it is for use. Therefore, in so far as that instrument has been a useful instrument, the use of such terms as have come into our common vocabulary, whether in the high scientific and research subjects or in ordinary parlance in life, should be continued, and the Pandits in these various languages should not try to literally translate these terms to the confusion of the people, the mass of the people, the children in the schools, the students in the colleges and the lecturers above. Therefore, I would plead very much for this kind of normal and spontaneous movement to continue. With regard to English, we might say that because we have been educated in English and because we have been teaching in English, we are attached to the English language.

Not at all. After all, the 1 P.M. English language has come into our life for the past so many years and we have gained a great deal from it. Our very Constitution, our laws and our speeches here are in English. Our international contacts and exchange are in English. We owe a great deal to that language and therefore I agree with the Report of the University Grants Commission. Erudite scholars have sat there and have gone into this matter very deeply and have come to the conclusion that as much as possible, for as long a time as possible, English should be there in the higher stages of university education, and I hope that would be kept in mind when these things are done.

In regard to highly scientific treatises, as has been remarked already, much depends upon the way in which the language is used especially in highly technical and technological subjects where the language has to be very accurate and the change of one term this way or that way can play havoc in the realm of knowledge. We are all very anxious

that we should add to the fund of all that is made available for the use of our people in these various languages and these translations should be undertaken with a great deal of caution and care to meet these requirements.

With regard to text-books, I do not see what is the position with regard to them. Our friend over there said, "vulgarisation of knowledge". I do not know whether he would call Laski's "Grammar of Politics" as vulgarisation of knowledge. That is used as a text-book by political science students. Would he call the great works in the history of this country which are being used by students as text-books as vulgarisation of knowledge? Would he call Graham Wallace's "Art of Thought" as vulgarisation of knowledge? I do not know what he meant by 'vulgarisation of knowledge'. I see that Mr. Panikkar is not here.

DR. H. N. KUNZRU: 'Vulgarisation' in French means popularisation, and nothing else.

SHRIMATI T. NALLAMUTHU RAMAMURTI: I feel that the word 'vulgarisation' is wrongly used. Vulgar is something low and despicable and we should avoid its use especially when it relates to the masses in view of the democratic set-up in our country.

DR. RAGHUBIR SINH: That is French English.

SHRIMATI T. NALLAMUTHU RAMAMURTI: Anyway, text-books are invaluable both at the school stage as well as at the college stage. In fact it is said that the best way of imparting knowledge is for the teachers and the professors to impart it verbally in the class room and not to addict themselves to text-books. But text-books are also necessary to crystallise thoughts and present them in a simple manner to the students.

MR. DEPUTY CHAIRMAN: You have taken fifteen minutes

SHRIMATI T. NALLAMUTHU RAMAMURTI: May I speak after 2-30 p.m.?

MR. DEPUTY CHAIRMAN: No, no, you have to finish it now.

SHRIMATI T. NALLAMUTHU RAMAMURTI: I have scarcely spoken on all the things that I wanted to speak.

MR. DEPUTY CHAIRMAN: You have taken fifteen minutes. There is a time limit.

DR. H. N. KUNZRU: Time is available.

MR. DEPUTY CHAIRMAN: On Resolutions, the time allotted for every Member is fifteen minutes

SHRIMATI T. NALLAMUTHU RAMAMURTI: Am I to stop now?

MR. DEPUTY CHAIRMAN: Yes

SHRIMATI T. NALLAMUTHU RAMAMURTI: I am sorry I have to stop now. From my experience, I can tell you that this House . . .

MR. DEPUTY CHAIRMAN: The time allotted to every speaker on Resolutions is only fifteen minutes, and you have taken fifteen minutes.

The House stands adjourned till 2-30 p.m.

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

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

SHRI BHUPESH GUPTA: Mr. Deputy Chairman, Sir, this Resolution is a good one and I have no hesitation

in extending my whole-hearted support to the Resolution, and I think that after ten years of the inauguration of our Constitution we shall do well to ask ourselves as to how we are progressing in the matter of change-over from English to the regional languages in the various States and to Hindi especially in regard to the work at the Centre. Hindi is meant to be the official language in our country for all-India purposes. The progress has been unsatisfactory, and I do not think anyone would deny that much that should have been done has not been done and there is a lot that remains to be done and the deficit on this account is very great indeed

First of all let me take up the question of the regional languages. In India we have only one per cent. people who can in any manner be considered to have any knowledge of English, including not only those that can speak in English but also those that can write and understand a few words in English. We have got only one per cent. of such population. That was what we came to know in the various reports that had been published—I believe it was there specially in the linguistic report and I think the States Reorganisation Commission Report also noted it. Therefore English cannot be regarded as the language of the people in our country. I do not deny the importance of English. Due to certain historical circumstances English has come to occupy an important position in our social life. I concede that; but then it does not mean to say that English in any manner is the language of the people. English is not the language of the people and the evidence is there in the statistics of people who speak English. Neither are we a country where one does not have developed languages; we are not like certain other backward nations in the world in this respect who do not have a developed language. We have got

[Shri Bhupesh Gupta.]

developed languages, not one but many, which are rich in content, which come through the ages in history, and they have produced men of learning and literature, and I think our Kalidas, for example, can stand comparison with any poet. Similarly we have got in modern times also men of literature, poets and so on in almost all the languages, who have enriched not only the culture of India but in their humble way have also contributed towards the larger human culture in this respect. Therefore we are not just destitute in this matter that we have to be spoon-fed constantly on English language, that we have to hug the English language and wait as long as we can. This is not the position. We have very good languages to begin with, to base ourselves upon. But have we utilised them? We have got the Telugu language, the Malayalam language, the Tamil language, the Gujarati language, the Marathi language, the Bengali language, Oriya, Assamese, Punjabi and so on. All these are developed languages; some may be relatively more developed; others may not be so. But they are developed languages. Now it was quite possible for the Government to take vigorous steps to bring about a state of affairs in the existing constituent States of our Republic where we have a rapid change-over from the English language to the regional languages. This is not being done as speedily as it should have been. I am not for a moment suggesting that nothing is being done—that would be unrealistic. What I am complaining against is that what should have been done is not being done, and we are discussing it today after thirteen years of independence, after ten years of the Constitution having been in operation—and the Constitution had something to say about it. Now why is that so? Why is it that when the overwhelming majority of our people do not at all speak English, have no

acquaintance with the English language, when the Government is expanding its activities, when our educational institutions need to train people from all places and from all classes, from the peasantry, from the working class, from the middle-class and so on, and equip them with scientific and technical education and other things to meet the growing need for scientific and technical personnel, how is it that we are slow in this matter of change-over? There are some basic reasons for it, and I think the time has come for a little self-criticism in this matter because in India we have developed along with the English language an upper strata with a certain kind of snobbish mentality, because we have got a sort of linguistic aristocracy, and bureaucracy is there. We have inherited the old bureaucracy from the British, and these people are there in the key positions, in authority. They do not like easily to change over; I can understand their difficulty. But they should not set their problems before the problems of the country, and because they are not interested so much as they should have been, there is slow progress, and after all such a big change cannot be brought about without the State participating in a big way, and we cannot imagine the State participating in a big way until and unless the officials, those who are in key positions in our public life, in the State institutions, unless they begin to function a little differently, with a new outlook, with a new orientation in this matter. That unfortunately is not so. The result is slow progress. Now certain informal things are done; all kinds of difficulties are there, but they are exaggerated in order to slow down the process of change-over. Sometimes it is done consciously; sometimes it is done unconsciously. Nevertheless it is done. Now it is the task of the leadership of the country, especially of the ruling party to go into the question and to see how things could be remedied,

but that kind of step is not being taken. I do concede that in many States the change-over is taking place; there is no doubt, about it; in certain States they are doing well, comparatively speaking, and in other States they are not doing well, for instance my State of West Bengal. Bengali has rich literature and I can speak on this subject with some amount of knowledge. I am no expert in language and so on but, as you know, how can people have the encouragement when the Chief Minister of West Bengal says in the Assembly, when called upon to speak in Bengali, that he would not speak in Bengali? And he speaks in English and I can tell you that if this English was assessed from an examination point of view, he would not get even pass marks, not to speak of a second class. True, he is not supposed to know very fine English—he is a doctor of medicine—but still he insists on speaking in English. He does not often complete sentences, the grammar is not there; yet he would never give it up and speak in Bengali even when requested by the opposition parties. The Leader of the Opposition there, my colleague and friend, Shri Jyoti Basu, speaks English very well, but under a decision of the party all Communist members have been asked to speak in Bengali. Similarly all opposition parties speak in Bengali and they continue speaking in Bengali and they still expect the Chief Minister of West Bengal to speak in Bengali, and although his English is rather poor, not even third grade, he says: "No, I shall speak in English". Why is that so? It is not a question of individual; he is the Chief Minister of a State; he is the head of a State Government; therefore he has to set an example. But he does not speak in the regional language but glorifies speaking in a sort of English which is, so to say, no English at all. I have heard him speak English and I wish he had spoken in Bengali. That is the position. Therefore this kind of thing goes on. Now I understand that in

other States the Chief Ministers speak in their regional languages. It is a good thing; I like to hear this thing and as you know, perhaps now the majority of the State Chief Ministers speak in their regional languages. It is a good thing, as I said, but in our State this is reflected in the university—the change-over is taking place very slowly—and also in other spheres. And in administration how long must we continue to carry on this kind of legacy? We have got a rich language and we can easily change over from English to regional languages. So far as humanities are concerned, the translation is easy; it is not difficult at all. The only thing you need is proper arrangement for translation and financial backing in order to bring about the change. We have got personnel, we have got money, but we do not get them together in order to bring about the change. I can understand some difficulty being faced in the matter of technical and scientific education but then there is no earnest move taking place. Professor Satyendra Nath Bose, an eminent scientist of West Bengal, was a Member of this House and he is an F.R.S. and he said that it was easy for us to pass over from English to Bengali even in respect of science. But that is not being done. We are very dissatisfied with the state of progress. In very many other States also, in the South for example, I find the same mentality or perhaps a little less. Therefore, a kind of aristocratic mentality has come about which dies hard. I do not say that it is in the same position today, but they resist when they are confronted with the practical task of change-over. They resist in many many ways and Government does not take enough steps. Therefore, I say that it is very, very important.

The same thing applies—of course, in a bigger way—to Hindi. There is a vast region in India where Hindi is spoken. There the change-over

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 should take place. You know, to-day English is on the way out as far as the common people are concerned. I have seen university students today who cannot speak English at all. Their English is exceedingly poor. But even so steps are not being taken to put the regional language in its proper place, in the place of English. Some kind of vacuum is being created, and if that vacuum is not filled, then culture suffers, education suffers and everything else suffers. That is what is happening in certain parts of the country.

Now, Sir, regarding the number of books that have been translated, why should it not be possible to do it? We have many educated unemployed people. You find their names in the Employment Exchanges. Many educated people seek jobs and so on. They are very well-versed in their respective languages and also know English from which they can translate. But they are not requisitioned or employed in the services. It is possible only if the Government has a vigorous policy in this matter, both at the Centre and at the State level. In the universities, for example, it will take time, but why in the regional High Courts, like the Calcutta High Court or the Bombay High Court and in other places, we must all the time have this kind of English having the domination? I understand that in the lower courts things are changing. But why can't we introduce these things in the High Courts? There again you will find the vested interest, the aristocratic big lawyers, with all respect to the lawyers, and barristers especially. They think they have been educated in English and therefore English must be the language. Actually, some of them do not know how to speak in their own language. I would consider myself a worthless speaker if I did not know how to speak in Bengali. I do not speak English very well but I speak Bengali much better. There

you find a set of people who would, even if their English is very bad, speak in English. This is the position. Therefore, encouragement is to be given and we must see that it is quickly done.

Sir, now a vacuum is being created. English is on the way out, but the rich regional languages are not being placed in their position. This is a serious situation. Therefore, I would appeal to the Government to develop a policy in this matter, a policy which should be implemented in the States, and the Centre should take the initiative in ensuring its implementation.

Secondly, proper arrangements, organisational and otherwise, should be made in the States as well as at the Centre and financial assistance must be given ungrudgingly by the Centre to the States in order to expedite the change-over from English to the regional languages.

Then, Sir, in matters of certain languages like Nepali and Urdu, they should be given encouragement. Change-over should take place also in respect of them. That is very, very important. Therefore, the Centre should come into the picture and give every possible assistance and encouragement. The leaders of the Government and those people who occupy important positions in the Government and in the administration, should be made to realise this. That is one of the tasks today. The national leaders should play their part in bringing about this change-over from a foreign language to the languages that are ours.

SHRI K. SANTHANAM (Madras):
 Mr. Deputy Chairman, Sir, this resolution is a good one provided the assumption on which it is based is true. It assumes that the medium of instruction in the universities is to be the regional languages. Unless this assumption is true, it is a waste of effort to start translating books.

Sir, many people say that the regional languages are sure to come to their proper place. But what is happening in this country is a complete academic confusion. It is said that each university is an autonomous body and it may introduce the regional language just as and when it likes or continue with English. I think it is not a right decision to take. The question of medium of instruction in the universities and higher education is not at all an academic issue. It is a first rate political issue which should be decided on a national basis. If every university is to be given the autonomy to decide when and how it will change over to the regional language, I have no doubt that in a few years' time there will be complete educational chaos in this country.

Sir, there are some universities which have precipitated the change-over. As against them, there are others which say "not now". They may even bluntly say "We would not change-over" or "not in our time". If that is the attitude which some universities are taking, I think the position is very unsatisfactory, and I think it is the duty of the Education Department and the Centre, the University Grants Commission and every State Government to come to a firm decision in the matter and decide once and for all whether the regional languages ought to be the medium of instruction in the universities or whether we would stick to English. Unless this decision is taken once and for all, chaos cannot be avoided and those who are responsible for education now will bear the responsibility for doing a great harm to our future generations.

Now, Sir, I take it that the transition from English to regional languages is inevitable. Sir, someone referred—I think Dr. Kunzru—to the dispute in Madras between the Ministry of Education and the University of Madras. In this controversy, I think, the Minister of Education,

Madras, has been infinitely patient and infinitely considerate. In fact, I am of the view that he should have taken a much stronger line. He should tell the Universities: "this is the policy of the Government and the Universities have to carry it out. So far as the text-books, teachers and their training are concerned, you will have autonomy but this is the policy, and Tamil has to become the medium of instruction and you will have to carry it out."

Some people say that transition is inevitable but let it come sometime. Every year that passes makes the transition more difficult than ever. Therefore, transition must start now and here. Now how is the transition to start? That is a very vital question. I entirely agree that the transition must be orderly and it should not be precipitate. In some universities it is too precipitate so that the students learn nothing. Therefore, we must have a reasonable period, say, 15 or 20 years, for the transition. But the transition should be in an orderly manner in which every year some progress must be made. During the transition period, I am convinced, the regional languages should be joint languages with English. But the idea that you will first prepare text-books, train teachers and then introduce the regional languages is a great mistake. You must start. Let there be teaching both in English and in the regional language in every subject. The professors may read in English but they will have to lecture in the regional languages. There should be a continuous exchange of ideas in the minds of teachers, in the mind of students in English and the regional language so that by the time this transition period is over, all the terms in English would have been automatically and organically absorbed in the minds of both professors and students. It is the only way to complete the transition. If the problem of the medium of instruction, the problem of transition and the method of transition, all

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these, are settled, then it becomes a vital issue that all over India, proper text-books should be available. Again, another thing is equally necessary. I think we should have a national directory or dictionary of technical terms. If all the 15 languages are allowed to have 15 different technical terms, symbols, different mathematical formulae, different terms for physics, chemistry and other subjects, then again, the transition will be chaos and at the end of it no Indian can communicate with another. There will be no common ground for the intelligentsia. Therefore, by a Parliamentary legislation—just as it has been prescribed that the numerals should be international numerals—though unfortunately in a most unpatriotic manner some of the Hindi States have not accepted this change which is embodied in the Constitution—in the same way, all the technical terms should be made national, through a statute.

Then the problem of translation comes in. I do not think the Mover intended that everything should be translated right here and now. There should be a co-ordinating body. In fact, there should be a National Bureau, which should get the copyrights from other countries, for all the languages together and it should have Regional Language Board constituted by each State Government to translate the books. If we can translate 100 books in the various languages every year, in 15 years we will have a library of 1,500 books in the various languages which will be the foundation. I entirely agree that original books should be written and they will be written when the students become saturated with all these ideas in their own languages. Till then, who is to write and how can any one write? Even now, some ignorant persons like me, have been writing and trying to put ideas of economics, politics and other things in our own languages.

We are making that effort but that effort will become mature, will become effective only when the medium of instruction has become the regional language and when it has continued for 15 or 20 years and the transition is complete. To say that we must have original works before the transition, is to ask for the impossible. Therefore, I plead that the policy should be clear, that it is the duty of the Education Department and the U.G.C.—I am sorry Pandit Kunzru is not here—who have evaded this plain issue, otherwise they should not have given grants to any University which leads the country to chaos in the future. The policy should be determined regarding the ways and means and the transition period. The method of transition should be more or less similar. I do not say that it should be identical all over India. It is only then that the present intelligentsia will go over from English to the regional languages. At the same time, together with the regional language, and English, a third language is absolutely essential, that is Hindi. Unless Hindi also is introduced in every University, side by side with the regional language and the English language, the national fibre will not be knit together. Therefore, every University must have three languages, with the regional language as the medium, English as the joint medium and Hindi as the future language of the country.

SHRI BHUPESH GUPTA: Why English as the joint medium?

SHRI K. SANTHANAM: Because all knowledge is to-day concentrated in that and all the professors are teaching in that language, otherwise, there will not be intelligent teaching and there will be a breakdown of knowledge.

SHRI BHUPESH GUPTA: For the present let it continue.

SHRI K. SANTHANAM: Only for the transition period. After that Hindi will come instead of English. Subject to these conditions, namely, that the medium of instruction is settled, the transition methods are settled and there is a common national dictionary of all symbols, of all formulae and technical terms. I support this Resolution.

SHRI M. SATYANARAYANA (Nominated): Mr. Deputy Chairman, the Resolution moved by my friend, Dr. Raghubir Singh, seems to be rather a very simple one, though I consider it absolutely unnecessary because it is not for want of Expert Committee opinion that the Government are not taking adequate steps for translation. There have been many Expert Committees that have made very strong recommendations with regard to this subject. For instance, the U.G.C. have made it very clear that in future, the medium of instruction should be the regional language. The Official Language Commission have also made it very clear. The Parliamentary Committee also has made its own recommendations. The Government of India, of course, have been moving in this direction of trying to find out the necessary terminology or vocabulary for enabling the Indian universities or the Indian State Governments to use the Indian terminology for the preparation of text-books. All this has been going on but it has not given satisfaction even to those who have got very meagre sympathy for the Indian languages. Generally when it was being debated, I found that three conflicting forces were being mentioned. One is, in the present, as long as English is there, it is not possible for the regional languages to develop. Secondly, there is conflict between Hindi and the regional languages. Thirdly, the present *status quo* should be maintained for fear of getting into an anarchy as far as our efforts are concerned, as we are not sure of coming out successfully from

our efforts. I would have very much liked my friend, Dr. Singh that he had not mentioned in his Resolution 'for the translation and preparation in Hindi and all regional languages'. He should have mentioned: 'translation and preparation in the national languages of this country'. When he mentions Hindi and the regional languages, a differentiation is made as if Hindi is different from the regional languages. It is a regional language. For certain purposes we have accepted that as the official language of India but it has got the same status as the other regional languages. As far as academic work is concerned, Hindi and the regional languages stand on the same footing. There is absolutely no difference between text-books in Hindi and those in the regional languages. Therefore, it should have been stated: 'the preparation of text-books in the national languages of this country'. That would have been better. I hope he would agree with me when I say that when you draw a line of distinction between Hindi and the regional languages, naturally the apprehension that Hindi is put as different from the regional languages, is created and that will lead to some prejudice against this. Why do we discuss this Hindi and the regional language question in the Parliament? We had decided during the Constituent Assembly days that all the Indian languages should be treated alike. There ought not to be any kind of difference as far as the policy or the outlook of the Government of India is concerned. Article 351 makes it clear as follows:

"It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genuine, the forms, style and expressions used in Hindustani and in

[Shri M. Satyanarayana.]

the other languages of India specified in the Eighth Schedule."

This is quite clear, that it is the duty of the Central Government to develop the regional languages too, for it cannot simply set aside the question of the development of the regional language by saying that it is the subject-matter of the States. Even for the development of Hindi it is absolutely necessary that the Central Government should take interest in the development of the regional languages so that what is considered to be a Central aid for getting a vocabulary may be obtained by taking interest in the development of

3 P.M. the regional languages. It is not possible to prepare a list of words—what is called scientific terminology—and say this is the all-India vocabulary and it should be adopted by all the regional languages. The regional languages would either take a different line or the State Governments may refuse it because they have their own terminology boards and they have their own vocabulary boards. And these vocabulary boards might prepare certain different types of vocabulary which they may consider absolutely necessary and useful for themselves. Therefore, the development of the languages should not at all be confined to the preparation of the terminology and vocabulary. The development of the languages should be on all fronts. It should be the development of the whole language. Unless and until that development of the languages is there by way of translation, by way of original works, by way of medium of instruction and by other means which are used generally in communications at different levels and institutions, it is not possible for the languages to develop in the way in which they ought to develop. That development must be a national development. And help must be available for the uniform development of

all the languages. It was for that purpose that the Constituent Assembly adopted this decision and this conclusion was arrived at. So it is mandatory on the part of the Government of India that they should take interest in the development of all the regional languages so that they may be able to get a full and complete national development of the Hindi language. If they want to exclusively devote themselves to the development of Hindi alone, without minding and without taking interest in the regional languages' development, then what will happen is each regional language will go its own way, because the resources of the States are not enough either to have a common development or a full development of the languages. Each State has got its own resources. They are not comparable to each other. The richer States with more resources, the more resourceful States, the State which can command a larger number of scholars and other people, may develop its language much better and may go its own way. Therefore, my suggestion in this respect is that the Union Government should take interest and see that all the State Governments adopt this policy and establish boards for the purpose of translation of key text-books so that these translation boards or the boards set up may coordinate their work. That co-ordinating agency may be the Central Government. If you have exclusively a Central board for the purpose of coordination only and without any kind of reference to the regional language development, then ultimately it will not yield the result that we require. This is absolutely useful and necessary for the uniform development of the Indian languages.

Sir, before I close my observations I would like to make a pointed reference to the recommendation of the Official Language Commission in respect of a National Academy of Indian Languages. They have made a very strong recommendation and it has been

argued out in detail and in fullness. And that recommendation has been accepted by the Government and it has also been very strongly endorsed by the Parliamentary Committee, as far as I can remember. The object of that recommendation is to establish an Academy of Indian Languages, not in the Hindi-speaking areas, but in the non-Hindi-speaking areas. They have also made a pointed reference that it should be established at Hyderabad. The main reason for recommending its establishment at Hyderabad is because Hyderabad for a long time was a cosmopolitan centre, receiving with warmth various Indian languages and absorbing them and producing a cosmopolitan culture and adopting a vocabulary without considering whether it is foreign or indigenous, as far as absorption was concerned. But this recommendation of the Official Language Commission has not been given sufficient attention by the Union Government, especially by the Education Ministry. They have to take immediate steps to see that this recommendation is adopted and given shape so that this Academy of Indian Languages comes to be established. Otherwise, if we do not take such steps for the purpose of removing prejudices, apprehensions or doubts, these present difficulties remain. There are all kinds of fears. If mention is made of the University Grants Commission, the University Grants Commission or its members become allergic, for they think they have their own rights and these are being questioned. If we make a reference to the Universities, they become allergic and feel that their own rights are being questioned. They have got their autonomy, but as Shri Santhanam pointed out, the universities cannot be considered autonomous as far as the linguistic policy is concerned. This linguistic policy is exclusively a national policy and it is not the policy of an exclusive body constituted by statute, no doubt. They completely ignore the authority that gave them statutory authority

and to become autonomous. This is a very ambiguous and anomalous position and it should be made very clear. If necessary, a statute may be passed by this Parliament saying that as far as the case of the development of the languages and the medium of instruction is concerned, it is a Central subject, a national subject and therefore, there ought to be a uniform policy throughout India. There ought not to be any kind of difference in this matter. There are, I know, reasons for apprehension. We feel that the Indian languages are not sufficiently developed and that if undeveloped languages are used as the media of instruction, there will be chaos in the country. This fear has got its own justification. But how long are we to wait? We cannot wait indefinitely. We cannot wait eternally. We have waited for nearly eleven years after having passed this Constitution where the language policy has been made very clear. But there does seem to be some ambiguity in thinking. We want energetic and dynamic steps to be taken, an energetic attitude adopted with regard to this matter. Why this is absent, I do not know. Probably there are interested people, people interested in promoting this confused thinking and in the present state of things continuing.

SHRI BHUPESH GUPTA: Vested interests.

SHRI M. SATYANARAYANA: I don't know. Vested interests may be there in money matters but not, I suppose, in language matters. But if there are vested interests, these vested interests should be challenged and a national policy has to be adopted in this regard.

Sir, as far as the medium of instruction is concerned, this has been a question debated in the universities and State Assemblies and other places. In certain States and in certain universities they have already adopted the

[Shri M. Satyanarayana.] regional language as the medium of instruction, mostly in the Hindi-speaking areas. Now, what will happen if they adopt the regional language—Hindi—as the medium of instruction and offer their candidates for the Union Public Service Commission for the purpose of recruitment, while others who have adopted Tamil or English offer their candidates to the Union Public Service Commission? There will be confusion. But that confusion will arise not because of the medium of instruction, but because of the terminology used. Therefore, it is absolutely necessary that there ought to be a vocabulary adopted and as far as text-books are concerned, that vocabulary should be uniform and should be on an all-India basis. And this should not at all be done at Delhi but it should be done at different centres by the different State Governments, and the Central Government should coordinate and see that this uniform vocabulary is accepted.

Another point that I would like to urge when on this subject is the way in which the development of Hindi is taking place. The development of Hindi that is taking place today is not strictly in terms of article 351 of our Constitution, because there is still a kind of emotional association with certain languages. As far as Hindi is concerned, the non-Hindi speaking people respond in one emotional way. The Hindi-speaking people respond in a different emotional way. There must be proper coordination between these two. One is national and the other is regional, although they say that it is also national, because that word "national" gives a certain emphasis. These national and regional responses have to be coordinated. I am of the opinion that the development of the Hindi language, the propagation of the Hindi language, should exclusively be left in the hands of those people who have adopted it as the national language, not in the hands

of those people who have adopted it as the regional language. Unless and until they feel this responsibility as theirs, they will not be able to discharge it properly, for they will, all along, be thinking that they are discharging the responsibility of somebody else and that emotional integration that we desire and look forward for, will not be coming forth. Therefore, I would like even this matter of translations to be an exclusively State affair, to be coordinated, of course, by the Centre and not to be left to the Centre alone.

SHRI N. VENKATESWARA RAO (Andhra Pradesh): Mr. Deputy Chairman, Sir, I am for the translation and preparation in Hindi and all regional languages of standard text-books but I wonder whether the appointment of a Committee would be of any help in this matter. I am rather allergic to experts. An expert is defined as one who knows more and more about less and less. And experts have a knack, almost a genius, for multiplying themselves. It is said that if you go to consult a Harley Street specialist, more often than not he puts you on to another specialist and the second specialist puts you on to the third and the process goes on and on. A like thing is happening in our country. The appointment of one expert committee is producing automatically the need for another. So I believe that no useful purpose would be served by appointing these expert committees endlessly.

While agreeing that there is great need, urgent need, for translating standard text-books into our Indian languages, I feel that there should be a new approach for tackling this problem. Translation is not a mechanical process; it is a creative process, rather a recreative process. He who wants to translate must first understand the original and understand it thoroughly. He should make it part of his mind, part of his thought process, almost a part of his very being.

Then he should be able to express what is contained in the original in a different language, in a different medium, through a different idiom. Only a creative writer would be able to meet the challenges that are constantly thrown up, by the work of translation. All my working life I have been a Telugu journalist. A Telugu journalist is called upon to translate every day, almost every hour, from English into Telugu and after nearly a quarter of a century in Telugu journalism I feel that it is easier to do one page or original writing rather than attempt one column of translation. So we would do well to entrust this work of translation of textbooks not to the so-called experts but to encourage as many of our creative writers as possible to take it up as a national duty, as a patriotic duty, as a duty to our younger generation, to the future citizens of India.

In the matter of translating textbooks of modern science the main hurdle is the nomenclature. Some suggestions were made here during this debate by my hon. friends that an attempt should be made to evolve an all-India scientific terminology but I, for one, believe that we would do well to adopt fully the international scientific terminology. In the West, in spite of their different languages, they have a common scientific terminology and I fail to see any reason why we should not adopt it. Sir, I may be permitted to refer to a very recent event to illustrate how a common scientific nomenclature evolves. As we all know it was the Soviet Union that first put a sputnik into orbit. Now that word 'sputnik' is adopted by practically every country. In the Russian language the word 'sputnik' means 'a traveller'. The English people did not translate that word as traveller, nor did the French translate it into their own language. Every country has readily adopted

that word 'sputnik'. They have made it their own. So I feel that as far as scientific terminology is concerned, we should adopt, without the least hesitation, the international terminology. It is said that Japan, when it wanted to come abreast with the western nations in the field of science had little hesitation to adopt the international terminology. I feel that the policy followed by Japan is the best not only for India but for all other nations of Asia and Africa which are trying to catch up with the West in the realm of the modern, higher sciences.

I had, Sir, a revealing experience when I was in Cairo in the year 1954. Then I paid a visit to the Cairo University. There while speaking to the Rector of the University, I said: "We in India are finding great difficulty in the teaching of modern, higher sciences in our national languages for we do not have as yet a scientific terminology of our own. How are you able to meet this problem?" In answer to my question he said: "Well, the so-called modern sciences had their birth in the Arab world; in fact, the western nations have originally borrowed all their sciences from us and as such we have the least difficulty in the matter of scientific terminology." That made me request him to show me some of their text-books. Of course, I know nothing of the Arabic language but when I looked into the text-books I invariably found that immediately after each Arabic term the international scientific term too was printed within brackets. Then I asked the Rector whether their students would find it difficult to understand the Arabic coinages if the international terms were not printed alongside. He said: "There would be no difficulty but still we thought that it might be of some use. So we have adopted this system." I had to accept his explanation with certain mental reservations. Anyway, Sir, my own

[Shri N. Venkateswara Rao.]
 feeling is that unless we adopt the international terminology the growth of sciences in India would be greatly arrested. Further, we see today when we go to any workshop, be it big or small, our workmen, most of them illiterate, most of them who do not know even the three Rs. are using the common international technical terms. They do not translate 'axle'; they do not translate 'bearing'; they use them as they are, without any translation. So I wonder why we should coin some artificial, stilted, jaw-breaking words in our own languages as substitutes for international scientific terms. Of course, it is quite possible that when the people feel the urgent, imperative need for a new term it automatically springs up from somewhere naturally, effortlessly. I know instances of this type in Andhra. When they were building the harbour in Visakhapatnam, they were using a dredger. The common labourers there had never seen a dredger before and after some time they coined a simple, beautiful word to name it. That word is "THAVVODA". "THAVUU" means "to dig" and "ODA" means "a ship". The ship that digs. That is not only very simple, but also very elegant, very expressive. So, I feel that new technical and scientific terms, if found necessary, would spring up from the mass mind itself, unconsciously and without any effort. Certainly, as science spreads, and technology progresses, new words like the one I cited would arise from the mass mind and those words would enrich our languages. If, on the other hand, some experts sit in their study and try to coin substitutes for the scientific terms, they are likely to be artificial and stilted. I know of an attempt made to translate a simple word like 'radio' and it was called "Nistantree-sabdagrahakyantram". It is almost a mouthful and I am sure that even legislation by the Government would fail to make a term like that popular. So, I feel that our task would be easy

if, for translating the text-books of higher knowledge into our regional languages, we follow the policy of Japan and adopt wholesale the international nomenclature. There was a time in our history—I do not know about the other parts of India, I am referring only to Andhra—when most of our administrative terms were adopted from a different language. If you look into the revenue terms that are now in use in Andhra, you will find that ninety per cent. of them are adopted from Urdu. These came into general use when my part of the country was under Muslim rule and they are used even today just, as any other Telugu words. Indeed, they are today part and parcel of the Telugu language. So, Sir, why not we adopt the international scientific nomenclature and make it our own? That, I think, would be the best policy in the best interests of our nation.

SHRI RAJENDRA PRATAP SINHA (Bihar): Sir, we have had enough discussion on this Resolution. I move:

"That the question be now put."

The question was put and the motion was adopted.

DR. K. L. SHRIMALI: Mr. Deputy Chairman, the Resolution, which has been moved by my friend, Dr. Raghubir Singh, is very limited in scope, but the debate which took place on this subject has covered the whole field of education. This is natural, because to some extent the question of translation, which is the subject of this Resolution, is vitally linked with the medium of instruction and other related questions. Before I come to the main Resolution, I should like to say a few words with regard to the various points that have been raised during the course of the debate. Firstly, with regard to the medium of

instruction, I have made it clear on the floor of this House several times, and I would like to reiterate it with all the force at my command that Hindi and the regional languages should become the media of instruction. I do not think there is anybody in the country today who thinks that English should continue as a medium of instruction for an indefinite period. It may be that there were some people who might have thought on these lines at some stage, but I think the general opinion in Parliament and in the country has now crystallised and there are no two opinions on the subject that Hindi and the regional languages should become the media of instruction. So, about that point, I think, we should be quite clear. It is the accepted and declared policy of the Government that the regional languages and Hindi should become the media of instruction. The difference arises only with regard to the stages through which this transition should take place. Before I go to that point, a question was raised whether it is an academic question. The University people have often said that it is purely an academic question. It is an academic question, but academic questions have also to be examined in a certain social context, in a certain political framework. Therefore, if the Universities feel that it is entirely their sphere, that there will be an encroachment on their autonomy if a suggestion is made with regard to the medium of instruction, I am afraid they are taking this autonomy too far. The autonomy of the Universities has to be considered in a certain social and political framework. I do not think it is open to any institution in the country to go against the general national policies and national aspirations. Now, there is no doubt in my mind that millions of our people in the country, who have been denied the privilege of education, today aspire that their languages should develop, that they should get their instruction in their own languages and

that the medium of instruction should be their own languages. Now, Sir, Universities certainly should have their autonomy. I would like to respect the autonomy of Universities. But at the same time Universities are also social institutions, which should reflect the general trends and national aspirations of the people. I do not think Universities can completely cut themselves off from the national trends, national policies and national programmes. This, I think, should be clear. It may be an academic question. It is an academic question with regard to the medium of instruction, because the Universities must decide at what stage they should change over and how they should change over. But I think it is not open to the Universities to say that they will go against the national policies and national programmes and I would like to reiterate on the floor of the House again that it is our accepted policy that Hindi and the regional languages should become the media of instruction in course of time.

Now, Sir, having said that, I would reply to one more point before I proceed further. I think the question was raised why the Ministry of Education should take upon itself the responsibility of propagating Hindi and promoting Hindi. This is a responsibility which is enjoined upon the Ministry by article 351 of the Constitution. It gives a very special directive to the Government of India that they should take the responsibility of promoting Hindi. Therefore, the Ministry has done this work. I do not feel apologetic at all. In fact in my opinion we should have done more in order to promote Hindi. As far as the regional languages are concerned, it is also our policy that we should develop the regional languages. If my friend, Mr. Chettiar, had known what was being done by the Government in this matter, he would not have said what he said this morning. Take, for example,

[Dr. K. L. Shrimali.]
the National Book Trust. It is trying to translate books in various regional languages. Take the work that has been undertaken by the Sahitya Akademi. They are all Government of India institutions and they are all trying to promote the regional languages. Our Government are also giving assistance to the State Governments for the development of the regional languages. In my opinion it would not be fair to throw this whole burden on the Central Government. This is a scheme in which both the State Governments and the Central Government should be equal partners. They should both participate in this programme. Otherwise we cannot make much headway.

Another question has been raised with regard to the so-called conflict of regional languages with English. I have said that it is our policy that in course of time regional languages should become the media of instruction. Sometimes when hon. Members spoke on the subject, they gave the impression as if there was a conflict between the regional languages and English. I think that just as we think that regional languages should become the media of instruction, it is also my view that we cannot do without English in this country. In fact we should do everything possible to preserve English in our universities. We should certainly develop the regional languages, but we should not do anything which would undermine English. I think that was the point which Pandit Kunzru stressed. Nobody in this country says that English should continue for ever as the medium of instruction. All that people are desiring is that while we develop our regional languages, while regional languages should take their due place as the media of instruction, it would be a suicidal policy if we drive out English from this country.

SHRI BHUPESH GUPTA: Nobody has said that English should be driven out.

DR. K. L. SHRIMALI: That is what I am saying. Let us be clear on this issue. There is no conflict between English and the regional languages. We must develop the regional languages.

SHRI K. SANTHANAM: I think the hon. Minister knows that there is a conflict regarding the medium of instruction in many universities today.

DR. K. L. SHRIMALI: As far as the medium of instruction is concerned...

SHRI BHUPESH GUPTA: If we have to make a change over in the States from English to the regional language, in the case of medium of instruction obviously the situation changes and English cannot occupy the same position as the regional language is expected to attain. This is the position. How will he put them in the same category?

DR. K. L. SHRIMALI: I would like to join issue on this very point with my hon. friend. I am not less patriotic than my hon. friend. I am as keen as anybody in this House to ensure that our languages take their due place in our national life, in our cultural life and in our educational system, and we should do everything that is possible to promote the regional languages and to ensure that the regional languages take their due place in the universities and become the media of instruction as quickly as possible.

SHRI T. S. AVINASHILINGAM CHETTIAR: What has been done? That is the point.

DR. K. L. SHRIMALI: I am coming to that, if the hon. Member will have patience. The question is that if we develop the regional languages, we should also be clear that we should not do anything to drive out English or to lower the standards of English, because English is not to-day a language of one country; it is an international language. It is the language of science and technology and at the present moment when we are developing our country, when we are developing science and technology in this country, it would be suicidal for us to do anything which would lower the standard of English; there is no conflict in this matter. We must improve English as an important language in the universities. These are the issues which are very clear in this matter, and I am afraid that my friend, Mr. Chettiar, was not quite fair when he accused the Government of not doing anything for the promotion of regional languages. Government have done everything that is possible.

I am now coming to the main Resolution. The foregoing were the general points which were raised in the course of the discussion and I thought that I would dispose them of before coming to the main Resolution. If only my friend, Dr. Raghubir Singh, had known what the Government had already done and what they are doing in this matter, probably this Resolution would not have been necessary. I am, however, very glad that he moved this Resolution and focussed the attention of the Government and the people on this important problem. Government have recently undertaken a number of measures for the translation of books and for the promotion of the regional languages and Hindi. We have worked out a scheme which would be put into operation very shortly. It is a scheme for the preparation and translation of books in

Hindi on different subjects of general interest. These are books which will be scientific works of public interest, world classics and general knowledge books, the publication of revised and cheap editions of popular books and the production of original works of general interest. The idea is to produce cheap literature either in original or through translations, so that some of these may be available to the common man. Books will be published in pocket size editions, and we propose to work out this scheme in collaboration with the commercial publishing houses by calling for tenders and allotting the work to them at competitive rates. The publishers are not publishing books—because they find that there is not a market sometimes and they incur losses on producing these books—Government of India are going to propose to purchase one-third of the copies printed in the first edition, and they will of course be entitled to the usual commission given to the buyers. Publishers will be given all assistance and encouragement to produce these special editions so that the literature may be available to the common man. Sir, we have worked out another scheme in collaboration with the universities and the State Governments, and at present for this scheme the Government of India are bearing all the expenditure. They are giving cent per cent assistance for the translation of standard works in Hindi.

SHRI T. S. AVINASHILINGAM CHETTIAR: The previous thing also in Hindi?

DR. K. L. SHRIMALI: That is Hindi. In 1959 we called a conference of representatives of the various universities and the State Governments, and in consultation with them we have worked out a scheme of preparation of translation of books, which is being worked out in different phases. A

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Standing Advisory Committee has already been appointed on which there are representatives of the State Governments and the universities, and in consultation with them a list of books has been prepared. Dr. Raghubir Singh in his remarks said that there were great omissions as far as this list was concerned. He probably thought that this was the final list. This is the first list which has been prepared, and this is a continuous process. In fact our plan is that this translation work should continue for ever. The scheme has various objectives. One is that they are going to have translation of all standard books into Hindi, and then perhaps adaptation and reorientation from the Indian standpoint, and eventually publication of standard works in Hindi will also be undertaken. Then under this scheme we will also have original books prepared. As Mr. Panikkar and several other Members pointed out, it is not enough to have translations, we must also have original works and these books should be written by people who are working in the field actually, people who are in touch with the sciences.

The important part of the scheme is, as I said, we are giving cent per cent. assistance to the agencies which take up this work. We are also asking these agencies to keep the profit with them. They need not return the sale profit to the Government. They can build up a fund of their own which, of course, would be held in the name of the Government of India. But this fund can be utilised for having more translations and for more production of books. The scheme is already in operation and we have set up Co-ordination Committees already in some parts of the country. In Rajasthan, in Uttar Pradesh and at one or two other places, Co-ordination Committees have already been set up and these Committees generally supervise the work that is being undertaken. The whole work is being done

in consultation with the Universities and with the cent per cent. assistance of the Central Government. This is the beginning of the scheme. It is not the end of it. My friend, Dr. Raghubir Singh, said there were several omissions and there were no books on geography, etc. This is not the final scheme, it is only a beginning. He also thought that there was no provision for regional languages in the scheme. As I have already explained, under this scheme there will not only be translations of standard works but the authors will also be encouraged to contribute by writing original books. In this connection, I would also like to point out to the House that we are going to increase the provision considerably in the Third Five Year Plan. It was only Rs. 40 lakhs in the Second Five Year Plan, and we hope that in the Third Plan there will be Rs. 3 crores for this work.

SHRI T. S. AVINASHILINGAM
 CHETTIAR: Three crores of rupees?

DR. K. L. SHRIMALI: Yes.

I have answered most of the points that were raised during the course of the debate. A point was raised with regard to international terminology. I think the last speaker said that it would be desirable and necessary to adopt the international terminology as far as scientific terms were concerned. That is exactly the policy we are adopting in this matter. On this Commission which is being set up there are scientists from the different parts of the country. They are trying to review all that work that has been done in the past. In fact already a good deal of spade work has been done in regard to the evolution of a scientific terminology. This Commission has been assigned the task of reviewing the work already done and the general directive of the Government is that as far as possible, they should adopt international terminology. That is the general directive which has been

given by the President. When this Commission which has already been set up by the Government of India starts working, I think it will be the beginning of the great task which we want to undertake with regard to translation and promotion of literature in Hindi. As far as the regional languages are concerned, I have already said that we have a special responsibility as far as the promotion of Hindi is concerned, and the Constitution has given us a special directive on this matter. I should also like to make it clear that it is also our policy to promote the regional languages and the Government will give assistance to the State Governments. But I think in this field there should be partnership, they should not throw the whole burden on the Central Government. The State Governments are as keen for the development of regional languages as the Central Government is. They are all national languages in the true sense of the term.

SHRI N. SRI RAMA REDDY (Mysore): Sir, here I want to ask a question. It is often said that the Indian languages other than Hindi are regional languages. But the Prime Minister has given a definition saying that all of them are national languages, that all of them shall have to be referred to as national languages, not as regional languages.

DR. K. L. SHRIMALI: All our languages are national languages. They all belong to our country. They are spoken by our people and therefore all are national languages.

SHRI SATYANARAYANA: May I enquire whether there is any proposal to implement the recommendation of the Official Language Commission with regard to the establishment of a National Academy of Indian Languages?

DR. K. L. SHRIMALI: This proposal also is under the consideration of the Government. In fact, Government are proposing to set up the Academy. The details are being worked out.

In view of what I have said already, I do not think Dr. Raghurib Singh should really press for the acceptance of this Resolution. In the first place, it is not the work of one body. In fact, the Commission which has been appointed will have to appoint several Expert Committees. You cannot do this work with one Expert Committee, you will have to appoint several Expert Committees. And it is not merely a question of translation but for producing original works, and it is not, as Pandit Kunzru pointed out, merely a question of the evolution of the scheme, but its actual implementation. At this stage, we have passed beyond the stage of evolution of the scheme. The Government of India are already working out schemes in collaboration with the State Governments and the Universities.

MR. DEPUTY CHAIRMAN: Does this Rs. 3-crore scheme apply to regional languages?

DR. K. L. SHRIMALI: This is only for the development of Hindi but we are making a separate provision for the development of regional languages also.

SHRI T. S. AVINASHILINGAM CHETTIAR: What is the figure?

MR. DEPUTY CHAIRMAN: What is the scheme?

DR. K. L. SHRIMALI: I do not have the figures with me at the present moment but I presume a separate provision is being made for the development of regional languages but it will be on a matching basis, and the University Grants Commission, as I have indicated, have already set up a Working Group. It has submitted its report and it is to be considered by the University Grants Commission by the end of this month. As soon as the Government of India get the recommendations of the University Grants Commission on this subject, they will also assist in the development of the regional languages. In

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fact we are making that provision in the Third Plan also.

In view of what I have said, I hope Dr. Raghubir Singh would not press his Resolution. We agree with the general spirit of the Resolution. He probably did not know what the Government of India had already done in this field; otherwise this Resolution would not have been moved.

SHRI T. S. AVINASHILINGAM CHETTIAR: May I know whether the Government of India in the Ministry of Education have any scheme for the development of the regional languages similar to that which has been formulated for Hindi? Secondly, is it also not true that while for the development of Hindi alone, it is Rs. 3 crores, for the development of the other regional languages—I hope I am right—it is only Rs. 1½ crores?

DR. K. L. SHRIMALI: I do not have the figure. Moreover, as my colleague pointed out to this House when he intervened in the course of the debate, it is the Ministry of Scientific Research and Cultural Affairs which takes care of the development of the regional languages, and Hindi is the responsibility of the Ministry of Education. But as far as the Government of India are concerned, they are interested both in the development of the regional languages as well as Hindi. For Hindi, there is a special responsibility; article 351 enjoins a special responsibility on the Government for the promotion of Hindi. And therefore this scheme has been worked out, but at the same time we will assist the State Governments and the universities for the development of regional languages also.

MR. DEPUTY CHAIRMAN: To what extent, he wants to know?

DR. K. L. SHRIMALI: There I am afraid I do not have the figures with me.

SHRI BHUPESH GUPTA: In that case I suggest that he should supply us the material; his Ministry can supply the material to the Members—even during the recess—containing the necessary information and the policy statement in regard to this matter so far as the regional languages are concerned. We are not satisfied with the reply he has given.

DR. RAGHUBIR SINH: Mr. Deputy Chairman, Sir, I must thank the House for the real interest the House took in my Resolution. As you know, these Resolutions have got to face a severe ordeal, and this is the ordeal of the ballot, and any Resolution that faces this ordeal has necessarily to await its turn. This Resolution was drafted—if I am not wrong—sometime in April, and there have been many developments since then. I knew a bit as to what the Education Ministry was doing, and therefore to be frank I did not want to be at all severe in my criticism when I wanted to say something in the matter. Hence I did my best to get all the available matter I could from the Education Ministry itself. Now the details of the scheme in respect of the publication of the cheaper editions, etc. about which Dr. Shrimali just spoke, I could not unfortunately get them.

DR. K. L. SHRIMALI: This is not yet finalised; it is in the process of finalisation; otherwise we would have given you the scheme.

DR. RAGHUBIR SINH: And that is why I even then pressed as to why the co-operation of the publishers was not being asked for. Now when I know that the scheme is being finalised, I have not much to say on that point. The suggestion to appoint an Expert Committee was made not so much to get the translation made or something like that, but more to bring about co-ordination of the activities of different bodies on

the subject. As you yourself know, text-books on science are being prepared and produced, or are going to be produced by, I think, the Education Ministry since the other Ministry has parted company from this Ministry lately. I think Mr. Panikkar also pointed out that so many other agencies are doing work. So what I felt was that if something could be done to co-ordinate the activities of them all something could really be done, for what generally happens is that one thinks that it is the responsibility of another, that somebody else is doing, and things do not get done properly. So I felt that if a committee were appointed, this sort of co-ordination could be achieved forthwith. Now if the Education Ministry is satisfied that this co-ordination can be effected and achieved without appointment of any committee, I would have no hesitation to withdraw my proposal, but before I do so, I have got some suggestions to make. Dr. Shrimali mentioned that the list of 300 books is not final. But I saw that there were many headings with only one or two names. Similarly I expected that geography, which is one of the essential subjects, should have had at least one or two headings mentioned there. So also military science, and therefore I thought that they had probably forgotten geography completely. We are always apt to forget where we live as the saying goes there is always some shade below the lamp. Therefore I thought that the land below was probably forgotten. I have two more suggestions in respect of translations. I would suggest to Dr. Shrimali that in the list of the books that he has prepared there are many books that were printed for the first time some forty years ago. Now before getting them translated into Hindi after this lapse of time, they will need some editing, for the bounds of knowledge have advanced much farther. I shall just quote one instance—Dr. Ramesh Majumdar's book on 'Corporate Life in Ancient

India'. It was first published some-time in 1918 or so. Since then our bounds of knowledge have advanced. So any publication of translation of such books needs to be reviewed very carefully. Secondly, Sir, I want to warn not only Dr. Shrimali but the persons who are in charge of these translations—as my friend, Shri Rao, from Andhra State said—that translation is not a very simple business. I had a good deal of experience in that regard. About ten years ago my guru Sir Jadunath Sarkar entrusted to my care the task of getting his 'Short History of Aurangzeb' translated into Hindi, and his direction to me was that it should be written in a form easily understandable by a school-going boy of the age of 12 to 14 years. And I entrusted it to quite a good professor of history whose mother tongue was Hindi in some university. I tell you, Sir, when the translation was received, Sir Jadunath just rejected it, and I had to put in special efforts to see that proper translation was got ready. What I mean to say is that translation is not a very simple business.

Now finally I want to assure Dr. Kunzru and all those who have been keen that the windows of our knowledge should not be closed that not only I am for it but am anxious that more windows of knowledge should be opened. When the Education Ministry wanted to translate the book on economics by the French economist Gide, I had expected that they would translate it directly from French, and not from its English translation, as I am confident that they could find out some men who knew these other foreign languages in this vast country. I can confidently assert that India can still expect great talent from unknown quarters.

Thank you, Sir. With these words I beg leave to withdraw my Resolution.

SHRI BHUPESH GUPTA: He has made a very excellent speech and

[Shri Bhupesh Gupta.]
 he should not withdraw his Resolution. We would like it to go on record. He has made a very good case; we are convinced by him. We will not allow him to withdraw the Resolution.

MR. DEPUTY CHAIRMAN: What do you want to do with your Resolution?

DR. RAGHUBIR SINH: I have already sought leave of the House to withdraw my Resolution.

**The Resolution was, by leave, withdrawn.*

MR. DEPUTY CHAIRMAN: Resolutions Nos 2 to 5—Hon. Members are absent.

Now Resolution No. 6. Shri Harihar Patel.

RESOLUTION RE APPOINTMENT OF A PARLIAMENTARY COMMITTEE TO ENQUIRE INTO OIL EXPLORATION IN GUJARAT.

SHRI DAHYABHAI V. PATEL (Gujarat): I am authorised to move this, Sir. I move the following Resolution:

"This House is of opinion that Government should appoint a Committee consisting of 30 Members of Parliament representing both Houses to enquire into the working of oil exploration in the State of Gujarat and to make recommendations for accelerating the progress thereof."

Sir, I consider it fortunate that this Resolution comes up for discussion at this time since the President must be speaking practically at this moment in Ahmedabad, and I am sure one of the subjects that he will refer to is the exploration of oil and how it is progressing.

*For text of the Resolution, vide col. 2281 *supra*.

Sir, Gujarat, though industry-minded, has suffered considerably because of certain lack of power, the means of power, or perhaps because the power is expensive—Gujarat has no coal at all, and all the coal that is required for the industry of Ahmedabad has to be hauled from nearly a thousand miles away—that makes it expensive. Besides, there is the difficulty of getting more railway lines and railway wagons. According to a recent answer given to me in this House, Sir, over 1,600 wagons a month are required to be used to haul coal from the coal-fields of North India to Gujarat, to the Ahmedabad industry and other industries and to the railways. On the other 4 P.M. hand, with the coming up of steel mills, the country is experiencing a shortage of coal. That is an additional reason why exploration of oil and refining of oil should be intensive and accelerated.

Sir, yesterday perhaps I was a little impatient with the hon. Minister. My impatience is only to express what Gujarat feels. I have nothing personal against the Minister or against the Ministry. I am only trying to express what I notice everywhere, what I notice in the Gujarat newspapers. In the last few days I have received heaps of newspaper cuttings expressing the impatience of Gujarat at the slow pace at which the exploration of oil and the setting up of a refinery is going on. Sir, I have been trying in my own humble way to goad the Government into the matter on which, perhaps, they have many other things to consider, of which I may not be aware. But I am trying to voice the feelings of the people, particularly the people of Gujarat.

Sir, during the last two years I have asked numerous questions. Sometimes I have got answers which I felt were all right and sometimes I felt that the answers were evasive and non-committal. Perhaps the hon.