

THE DELHI PRIMARY EDUCATION BILL, 1960—continued

SHRI BISWANATH DAS (Orissa):

Mr. Chairman, I was yesterday speaking how the great ideal of free primary education, which was essentially an Indian conception, was imported into England. Thereafter it travelled all over Europe and America and today it is the accepted ideal of all the States in the world. I also explained how this great ideal was incorporated in our Constitution in the shape of article 45 in the Directive Principles of State Policy. The contents of article 45, therefore, need an analysis. It lays down that primary education shall be free and compulsory for all children until they complete the age of fourteen years. They should be given the benefits of primary education, which is bound to be the sole responsibility of the State. It also lays down that this work should be completed within ten years from the commencement of the Constitution. The Constitution came into operation in January 1950. We, in this House, expected that the hon. Minister would come forward with an explanation as to why, instead of completing the whole process within the space of ten years, he took just ten years and three months to bring forward this Bill before this House, a Bill which seeks not to implement this great ideal at once, but seeks to take powers by way of a legislative enactment, to make a beginning of the same probably in the Third Five Year Plan. An explanation in this regard is necessary and I believe that the hon. Minister will be good enough at least to place all the cards on the table, so that the House will be in a position to know what it is really that we are in for.

The Bill indicates that action will be taken in the Third Plan, because it is stated that a non-recurring grant of Rs. 188 lakhs will be required during the Third Plan and thereafter a recurring grant of Rs. 50 lakhs annually. Is it the intention of Government that they would begin this along

with the Third Plan or from next year? This has to be stated clearly and definitely.

Then, as my hon. friend, Shri Sapru, stated, we also want to know why it is that the Government of India, instead of having one Act for all the Territories under the Union Government, particularly chose the State of Delhi, a small area, where the percentage of pupils who are receiving instruction today is over 70 per cent. All these are, I believe, facts to be explained and along with this I would beg of the hon. Minister also to give us an indication as to what his programme is and will be with regard to this very important and essential question, namely, free and compulsory primary education in all the States of India.

SHRI J. S. BISHT (Uttar Pradesh):
It is a State subject.

SHRI BISWANATH DAS: I know it. Under the Constitution it is mainly and essentially a State subject and the State finances are liable. But my friend will have to concede and the Government will have to accept that under the Directive Principles of State Policy, as embodied in article 45, it becomes directly a concern of the Union Government. Let me in this connection state that the Directive Principles of State Policy, though not legally binding and operative through the help of courts of law, none the less are morally binding on the Union Government. The Union Government as the trustee and operator has full responsibility to put into operation all the articles under the Directive Principles of State Policy. Therefore, though technically it is a subject-matter concerning the State Governments, it is really and essentially a Union matter. Having stated this, I come to the other question, and it is that I am not certain, on a casual reading of the Bill, whether the Bill is really a measure enunciating and accepting the principles of free and compulsory primary education, be-

[Shri Biswanath Das.]

cause now here in the Bill do I find the words "free and compulsory primary education". It has been stated that education will be compulsory, but never and nowhere has it been stated that it shall be free except in clause 10 of the Bill. Therefore, Sir, it creates a certain amount of suspicion to think of clause 3, clause 4, clause 21(2)(a) and (b), and so on. All these merely state compulsory primary education. Why compulsory education? You cannot compel people unless you are prepared to pay for it.

Then I come to clause 19. Clause 19, I consider, is a dangerous clause. I for myself, as a representative of a State, cannot accept the principles laid down in clause 19 of the Bill. What is clause 19? Clause 19 relates to finance. It states that the State Governments should be prepared to finance, to foot the bill. Sir, the Directive Principles of State Policy call upon the Government to undertake the responsibility of educating all the people below 14 years of age within the specified period of ten years. Now, we have not been able to do it, I take it, for financial considerations. If you want to throw this responsibility again on the States, I make it clear in this House that no State within the long range of ten or fifteen or twenty years will be able, under the financial arrangements as laid down in the financial clauses of the Constitution, to undertake this responsibility. What is it going to be then? Are you going to throw the responsibility on the States? "Well, it is not the Union's responsibility and, therefore, we shall have nothing to do with it". Is that the position that the Government of the Union is going to take? We want to have a clear reply in this regard. If, on the other hand, they want to take the responsibility, are they even after the passage of ten long years ready to introduce this system along with the Third Five Year Plan in all the States? Sir, I must frankly confess that the plan-

ning that has been undertaken by the Planning Commission has been awfully defective as stated in this House. It has made the advanced States to take advanced steps taking advantage of the financial arrangements, and it has made the backward States to recede or to stand where they are. If that position continues, you cannot make India into an all-round progressive State, which is what ought to be done by a Planning Commission with such a huge paraphernalia. Under these circumstances, I expect the Government to give us a clear reply in this regard.

Sir, the other complaint which I have to make against this Bill is that it proposes to make primary education expensive and beyond the reach of even the more fortunate States in this country. Sir, when I say the more fortunate States in this country, I specially refer to the results of the first Five Year Plan. Hon. Members may kindly recollect the Evaluation Report on the First Five Year Plan, where it has been shown how two or three States have fully benefited by the allotments that were made for primary education at the cost of the other States. Let me cite the case of a State like Bombay. The State of Bombay consumed practically a third of the total allotment, I am afraid about 40 per cent of the total allotment for Part A States in the First Five Year Plan! The same financial arrangement continues today even in the Second Five Year Plan, and I have no hesitation in believing that this very thing will repeat itself also in the Third Five Year Plan. If that is going to be the position, there is an end to progress, and there is very little hope for the unfortunate States to keep pace at any time with the advanced States. Under these circumstances I have a right to demand a direct reply from the hon. Education Minister to state clearly and fully as to what is going to be his programme regarding the most important question of free and compulsory primary education in India.

Now, Sir, my hon. friend has estimated the expenditure to be about Rs. 188 lakhs during the Third Five Year Plan and Rs. 50 lakhs recurring thereafter, and this is for a small area which is called the State of Delhi covering an area of 560 odd square miles. As I have already stated, 71·3 is the percentage of pupils of school-going age attending the schools in Delhi as per report for 1955-56. Let me hope that by now it must have been 80 per cent. Therefore, for the rest of the 20 per cent of the school-going population my hon. friend wants Rs. 50 lakhs recurring grant. Now take this proportion and apply it to the States. He is himself a Doctor, more enlightened and more educated than myself. I implore him to think of the resources of the States. May I ask which States of India would be able to find the resources if this is going to be the pattern of finances necessary for our primary education?

I may also state in this connection that the *per capita* expenditure for Delhi is Rs. 25·5 while for Orissa it is Rs. 2·7—it is Rs. 2-10-0 or Rs. 2-12-0 and for Bihar, it is Rs. 3. For U.P., it is about Rs. 3-8-0 and for Assam, it is Rs. 4·3. Therefore, with such a difference, it is staggering to see what the expenditure on this small item of national reconstruction is going to be for Delhi.

So, I demand that the contents of the primary education that the Government wants to impart should also, to a certain extent, be disclosed. What are the contents of the education that you are going to give? I recall the days—I believe it was 1938—when Mahatma Gandhi invited a conference at Sewagram. He was in high blood pressure, and the old man, despite his sufferings, was taking active part in the discussions—he was so much wedded to basic education. Looking into the Report, well, it seems that is given the go-by practically. Very little is given for it. Is my hon. friend going to give up or accept basic education

118 R.S.D.—3.

as the accepted system of this country? Sir, speaking of the contents of education, I for myself would not like anything else than primary education, unless it is productive, unless it is artistic, unless it is cultural. Think of the primary education that was current in this country, even in the beginning of the nineteenth century. Kindly refer to the East India Company's accounts and you will find therefrom that they were recruiting *gumasthas* in the eighteenth and nineteenth centuries from among the people from the *pathshalas* and the education system in the *pathashalas* was so very useful and cultural that they were appointed subsequently as Deputy Collectors in charge of the administration. That was the system of education that you had before even as late as the nineteenth century. What have you given in substitution of that system? Britain has gone. They have smashed your system of education; they have smashed your system of land revenue; they have smashed your system of land organisation and have disorganised the whole thing. Now what is it that you are going to do? How are you going to reconstruct your country, its cultural systems and its organisations? Therefore, I have a right to expect my hon. friend to disclose the contents of the education that he is going to impart and also whether he is going to accept or reject once for all the basic system of education to which Mahatmaji himself devoted all his attention.

[MR. DEPUTY CHAIRMAN in the Chair]

Sir, today the conception of a school—even a primary school—is that it cannot be had without benches, chairs, school buildings and so on and so forth. Is that ideal going to be permanent? The system of village *pathashalas* and the basic system by which they learnt and also learnt to earn a livelihood after their education—is that system going to be accepted or given up?

Sir, one point more and I shall have done. In this Bill I find there is very little scope for any new experiment to

[Shri Biswanath Das.]

be undertaken by an experienced teacher or any philanthropic organisation with regard to education. The local authority is given all the powers and it is guided by certain rules and regulations. That means, your system of education and the so-called reform are going to be, well, thus far and no further, that is to say, "If you come within the four corners of my rule, I will give you grants and the students will get instruction." Then where is the scope for further reform and research in the field of education? A cultural and research scholar he is, is he going to accept this position? Therefore, I want that the Government should give specific replies to the specific questions that have been raised in the course of the debate. As for details, I am not going into them, hoping that the Select Committee will go into all questions deeply and do something in this regard, so as to commit the Government financially to the principle of free primary education throughout India for all the children up to the age of fourteen.

SHRI N. SRI RAMA REDDY (Mysore): Mr. Deputy Chairman, Sir, I rise to give my hearty welcome to this Bill called the Delhi Primary Education Bill, 1960. Several speakers have heartily welcomed this Bill. I also join them in extending my hearty welcome to this. In doing so, it is expected that this primary education will be compulsory and free and in effect, universal. Therefore, it is very necessary to determine how compulsory it should be, how free it should be and what the scope of primary education should be. These things have got to be determined, and I hope the Joint Select Committee will look into the matter more thoroughly. It is also necessary to know whether this compulsory primary education is necessary only for that class of people called the lower middle class or the poor class of people or people working in factories and fields. Of course, the sons of the Ministers, the sons of the Members of Parliament and the sons of the officers do not need this measure but if we have to afford equal

opportunities to all the children of this land, it is absolutely necessary that the State should take to responsibility for giving primary education to everyone of them. Therefore, we have to see that this measure proves a success. Of course, it has already been stated that this measure is intended only for the Union Territory of Delhi, a small area, and it has also been stated that this is intended to serve as a model for the rest of the States to follow. Therefore, the responsibility of the Government and Parliament is very great and we have to produce an all-embracing type of Bill which will be acceptable to every one of the States and it has got to be given effect to sooner than later, since already we have been late in the field. So, Sir, if this primary education has to be afforded to the poorer classes of people, to children of people who are struggling for two square meals a day, what chance has this Bill to achieve this objective if their poverty is not taken into consideration? I mean to say, Sir, if the parent is struggling for two square meals a day, will this be a success if along with the introduction of this primary education we do not also take the responsibility of feeding the child and clothing the child? And I for one believe, Sir, that it is absolutely necessary that along with plans to spread this education we should also make plans to feed the children of the absolutely poor people. It was suggested in this House that mid-day meals should be provided for them. I venture to submit that mid-day meals will not serve the purpose because most of the children go to the school in the morning with empty stomach. I am talking of the villages, Sir, but of course in towns also it is the same sorry spectacle we see.

One of the great poets has said that the best thing that you can give to a child is the best example. And what are the examples that these children, especially the urchins, school-going children of the poor workers in the factory or in the field, are having? They cluster in any corner of the

village or in any corner of the street and probably help themselves to thrown-out cigarettes and bidis. It is a horrible spectacle to see them do so. Certainly, that is not the India that we have in view. Therefore, I am of the opinion, Sir, that in order to give the best example to the children the primary school should be made the place where we have to give them the best examples. We cannot give it to a child that is hungry and goes with an empty stomach to the school and certainly there is necessity for a mess in the school. And if a mess is attached to every school, it is definitely not meant for the rich man's child and certainly the rich man's child will not make use of that mess. It is not even the middle-class man's child that goes to such a mess. The mess must be run for the sake of the poor children who go with hungry stomach to the school. Therefore, I propose that, along with this measure, we also run messes for the children of the poor and the needy. Then only the primary education that we compulsorily impart to them will be received well by the children; not otherwise.

Not only this, Sir; I also propose that in order to remove the inferiority complex, in order to remove the feeling in the poor child that he is being brought up as a sub-normal citizen, we should also give them free uniforms. We should prescribe uniforms in every school so that every child feels just as the other child feels, appears just as the rich man's child does. So, Sir, uniforms, wherever necessary, should be provided by the State. Then only, Sir, we can be sure to nurse an India which will grow to mighty proportions; that is really our ambition too.

Then, Sir, of course the education is absolutely free and I want, in addition, that the child should be fed and clothed where the child is very poor. Here again, Sir, I want to give a small example of my own struggle to bring a school into existence. In the Harijan quarters in my village with the help of the people there we managed to construct a school, and

we requested the authorities to give us a teacher, and it took us nearly six months to get a teacher. The teacher came and gradually the strength of the school rose to 80 pupils, both boys and girls, and we felt the necessity to get an additional teacher for that school and tried for it. But till today we have not been able to get the teacher. And what does it show? It shows the deplorable lack of trained teachers in the country. We talk of primary education. And what steps have been taken either by the States or by the Centre or the local authorities, whatever it is, to have a sufficient number of trained teachers to be readily available to those that need them? Nobody seems to be serious about this affair. With the experience that I have in these four years I do not think we have had enough schemes for training teachers. In this connection, Sir, I would like to quote a famous economist, Gunnar Myrdal, who had been invited to this country:

"And I would not permit the continuation of a situation of half a million educated unemployed assembling in city's slums—a serious demonstration of misdirected higher education in a country which has not too much but too little education."

What are you going to do about these things? Then, again, Sir, about a quarter of a century ago I happened to be in a committee of the local board called the primary education committee, and I visited a number of schools—may be about 300 or so. And what struck me in the schools? I found there children whose faces were covered with undone hair; I found children whose noses were running; I found children with rags or torn clothes on them. It moved me deeply when I saw that sight, and I asked the teacher, "Is it very difficult for you to keep a comb in the school—a comb cost only a quarter of an anna those days—and a small mirror—it cost two annas or three annas—and ask the child to see his face in the mirror to find how

[Shri N. Sri Rama Reddy.]

dirty he was, and then guide him to dress his hair with the help of water? He need not provide oil—oil may be costly—but he may help him with a little water and a comb and a mirror so that the hair could be done up and the child could look neat. To that question the teacher replied, "Well, Sir, it is not the teacher's job; it does not form part and parcel of the duties to be performed by a teacher." Well, Sir, that was my first disappointment. Also a lot of boys—the poor boys—do not know these things; of course their homes do not provide these facilities for getting that amount of training; the home is a poor home; neither the father nor the mother is educated enough to give the necessary training to the children. Then, again, Sir, at another school I saw a lot of boys who had come to the school without cleaning their teeth in the morning, and I asked the teacher, "Is it very difficult for you to provide a little charcoal and salt and water and ask the children to first clear their teeth and then enter the class?" And the same reply came, "It is not part and parcel of the teacher's duties to do all this. Then I saw some children putting on torn clothes. It may be that the boy or girl came to school with a portion of their clothes torn. And when in school, because they play, the shirt or the frock gets more torn and it looks like a rag. I asked the teacher, "Can you not help such children? There is, as you know, the famous proverb that a stitch in time saves nine. Can you not provide them with a little thread and a needle and teach them how to stitch it before it became more torn?" And the reply came that this was not possible for a teacher to do. And out of the 300 teachers that I visited only a very few followed the advice that was given to them in this respect. And at a teachers' conference when I suggested these things, all the teachers came flying against me and said that this was not the job of a teacher, this was the job of the father or the mother of the child. And if the

mother or the father would have been in a position to give that training and to provide the facilities in the house the children would not have grown in that atmosphere. I want the teacher in the school to be a friend, philosopher and guide and the school to be the real home of the urchin, poor boys since they are neglected in the house due to financial stringency and due to lack of proper training. Unless we do this, we are sure to fail. Whatever may be the laudable objectives with which the hon. Minister, Dr. Shrimali has brought this Bill before the House, it is doomed to failure unless we have a set of teachers who are fired with zeal, and with a missionary spirit to achieve the objective. We are told that there are about half a million educated unemployed people going about the streets. What do we do about it?

Sir, these are some of my reactions to this Bill and I hope that all these things will be thrashed out by the Joint Select Committee in all their bearings. I hope also that the scope of primary education will not be confined merely to the teaching of the three R's but will be extended far beyond that. Very recently our revered Pujya Vinobaji said something about what type of education he envisaged. He says that the man at the plough even while ploughing should be capable of understanding the Upanishads, that he will be capable of reading the Upanishads, and understanding them and of repeating them. That is the type of society that he envisages. Certainly, we are out to change the present state of things and to bring about a change in our society and bring about a society of enlightened people and to make this country great and for that the starting of such schools will provide the forum for that purpose.

Just now my hon. friend, Mr. Das, referred to the conditions in the East India Company days when persons from the elementary schools were being requisitioned to perform big administrative tasks. I have my own experience, Sir. I come from a remote

corner of the country, from a village which has not the benefit of an elementary school even. I was going to a neighbouring school and there I knew that everybody who got trained there was able to read and was capable of reading the Mahabharata, the Bhagavata and the Ramayana. That was how our culture was preserved. And even now I expect that our primary education curriculum will include that much of education by which the pupil will be able to understand the Mahabharata, the Bhagavata and the Ramayana fully and well. That will be the surest safeguard for all our ills and we need not be afraid of Communism or any otherism and we will still be Indians and we shall carry out our tasks well. Sir, these are my reactions to this Bill.

SHRI K. K. SHAH (Bombay): Sir, the question of free and compulsory primary education can only be neglected at our peril. Reference was made to article 45 of the Constitution wherein ten years' period was provided within which free and compulsory primary education was to be introduced. I am very sorry the importance of this was not recognised. Sir, in this country when universal franchise was granted, the peril of granting that universal franchise was understood and in spite of understanding that risk, that risk was taken. So, the verdict of the people today is not the considered opinion of the people, but it is an expression of faith. If anybody is prepared to say today that when elections are held we see the considered opinion of the people, I would say he is sadly mistaken. What we find today when elections are held is an expression of faith and because a great personality like Panditji is there, the people have this faith and they give expression to this faith when they go to the polls. That is because in this country 85 per cent. of the population are unable to read and write. Therefore, it is not possible for them to come to a decision after taking all the pros and cons of a situation. In spite of the realisa-

tion of this fact, it has not been possible—maybe for good reasons—to introduce free and compulsory primary education in this country, and the period stipulated has been extended.

In this country there have been violent demonstrations. We have introduced democracy in this country. But every man and woman in this country must realise the implications of democracy. It must be realised that democracy is not only a mode of government but it is a way of life and every member of this country has to be shaped in such a way as to make him realise that unless we make democracy a mode of living, it will not be possible to retain democracy in this country. In recent years we have found violent demonstrations on a number of questions and that is only on account of the fact that there is 85 per cent. of illiteracy and there have been parties—I do not refer to any one party—who have been exploiting these illiterate people, who have been misguiding them. Therefore, the question of free and compulsory primary education in the light of this background in this country deserves greater attention than what it has got so far. If free and compulsory education had been introduced in this country in ten years' time as was conceived of in article 45, then at least the newcomers would have had some four years of education. They would have learned to read and write. In this country during the last ten or eleven years more than seven crores of people have come of this age and the majority of them have not been able to read and write and to that extent it is for consideration whether the foundations of democracy have been well laid or whether we have done something which is likely to cause a lot of damage to the foundations of democracy in this country. During the last ten years things have gone from bad to worse, not because of the fault of anybody, but on account of circumstances which have to be taken into consideration. It is not possible for a middle class man today to send his children to school,

[Shri K. K. Shah.]

especially in urban areas and even in rural areas. Today we talk of equality of opportunities. Where is equality of opportunity today? A man has to pay Rs. 30/- to send his child to school. A middle-class man cannot pay even Rs. 3/- for sending his child to school. Also if he wants to get his child admitted to a school, he has to find a premium for that and the poor man can never think of sending his child to school. Under these circumstances, the sooner we realise the importance of compulsory and free primary education the better for us. Today even where compulsory and free education has been introduced, it is not possible for the parents of these children to take advantage of this free and compulsory primary education. I know of numerous cases where it is not possible for parents even to spend for the books of their children. It is not possible for them to send their children to the school which is a long way off. Provision has been made in this Bill to the effect that an area will be specified within which there will be a school and it will be the duty of the local authority to see that there is a school there. I do not know what will be the area. But I hope that the authorities concerned will bear it in mind that in the case of the people who are to be called upon to send their children to the school, it would be possible for the children to walk to the school.

Sir, it is not enough if we make primary education free and compulsory. So far as this country is concerned, it is necessary that the wherewithal for educating the children is also provided by the Government. In this country there have been the First and the Second Plans and there will be the Third Five Year Plan. We have been providing for a number of welfare schemes. I do not know whether these welfare schemes must get precedence over free and compulsory education. I can understand efforts being made for finding employment for the unemployed people. I can

understand efforts being made for finding shelter for people who have no shelter. But I cannot understand, Sir, provision being made for welfare schemes when there is no education given to the children, when it is not possible for the parent to look after his children. He is prepared to wait for food. He is prepared to wait for shelter.

But surely we do not expect him to do that when he has not enough means to educate his child. Even though belated, it is time the Government of India thought of introducing compulsory and free education throughout the whole of India.

My hon. friend referred to education being a State subject. Sir, there are a number of items included in the State List but the Government of India have been giving finances to the States to look after some of those items, and surely free and compulsory education is not a subject which can be neglected either by the States or by the Centre. The primary duty of the Government of India must be to see that free and compulsory education is introduced in the whole of India.

Sir, there is a simple provision in clause 5 of the Bill and I had not so far realised the implications of that provision. It is provided herein that a census will be taken to find out as to how many languages are spoken—this is indirectly indicated in the Bill—and provision will be made to see, if it is going to be free and compulsory education, that a child speaking a different language is given an opportunity to go to a school. If this had been done five or ten years earlier, the re-organisation of the States on a linguistic basis could have been avoided. If we could have done this within ten years as stipulated in the Constitution, probably all the languages could have been spoken or would have been known throughout India and nobody would have thought of having a division of India on a linguistic basis. Therefore, it is not enough

that you are providing free and compulsory education so far as Delhi is concerned. Delhi is the capital of India and a beginning must be made by Delhi but Delhi must also pave the way so that every State in this country is able to copy the scheme of free and compulsory education that would be provided by Dr. Shrimali here under his guidance. He should see that it is in fact free and compulsory education. It is not that for the sake of providing free and compulsory education a parent should be served with a notice that unless he sends his child to school he will be liable to be prosecuted. The difficulties of the parents must also be taken into consideration and the difficulty in the urban areas is felt not by the rich men who are able to look after their children but by the middle classes and the lower middle classes, the poor men. It is, therefore, necessary that all distinctions which appear today so far as primary education is concerned should be done away with. It is wrong to permit a school to continue where the level of education is quite different from the level of education provided or given by the Government. It is also wrong to allow any difference to exist between the level of teaching of children belonging to well-to-do parents and the level of teaching of children belonging to the poor parents. Sir, grants are given and schools are recognised where only a man earning more than Rs. 2,000 or Rs. 3,000 can send his children, and still we are talking of equality of opportunity. When my child and the child of my neighbour are not able to have primary education on terms of equality, it is an irony of fate for us to be talking about equality of opportunity. Therefore, Sir, it is of imperative necessity, even at the cost of a number of welfare schemes as I stated earlier, that the child is looked after, that his needs are catered for, that he is provided not only with shelter but that he is provided with food, clothing and such other amenities. I was very happy to hear my hon. friend on this side. He dealt with this point at considerable length. **Tears**

will roll down your eyes when you find a parent earning Rs. 200 per month and having two children finding himself unable to find the means of educating his children. (*Interruption*). I am talking about the poor people; I am not talking about the rich.

We have a number of schemes about the backward classes, about the *Harijans*. They are very good schemes and these schemes must remain operative but the most important scheme must be the scheme to look after the children and to give them education. I hope, Sir, that it will be possible in the Third Five Year Plan to find ways and means, even at the cost, as I stated earlier, of some welfare schemes, for having free and compulsory education throughout the whole of India.

RAJKUMARI AMRIT KAUR (Punjab): I only want to ask one question of the hon. Minister, if I may.

Under clause 2(b)(ii) of the Bill, private schools are brought within the purview of the Bill. On page 6, clause 10 (2) says.

"Where, in respect of any child an attendance order has been passed...is an approved school under private management falling within sub-clause (ii) of clause (b) of section 2, the local authority may take such steps as it may think fit for the purpose of ensuring that the primary education which the child is to receive is free."

Now, I know of schools run by one or two widows, for example, to give extremely good education. They, of course, cannot give it unless they are able to get some remuneration, not for the teaching so much as for the other things that they have to provide for the children. Will the Government subsidise private schools for such free education as they give?

THE MINISTER OF EDUCATION (DR. K. L. SHRIMALI): That is intention. If there is any private school already functioning in the area and it can serve the needs of the local population, Government will certainly subsidise and compensate for the service that is rendered.

RAJKUMARI AMRIT KAUR: Thank you very much. I welcome the Bill otherwise.

SHRI JOSEPH MATHEN (Kerala): Mr. Deputy Chairman. Sir, while supporting this Bill, I have to place before this House certain suggestions which I think will help in the successful implementation of this scheme. Sir, the introduction of compulsory education in any place is not an easy job when we consider the financial implications, and anybody is bound to believe that this scheme cannot be brought about all on a sudden. It is good that this Bill has been brought before us for the introduction of free and compulsory primary education in the Territory of Delhi which is directly under the nose of the Central Government and which is Centrally administered. Sir, we will have to make great preparations before we introduce such a scheme in Delhi. We can understand the great necessity that may arise after the introduction of this scheme. We will have to find the necessary institutions which can run schools, and Government may have to open more schools to accommodate all the students within this age limit fixed by this Bill. We will have to find enough trained teachers for all the schools, and above all, we will have to find the financial resources to maintain all these schools in the standard that we expect them to maintain. Sir, primary education has successfully developed in the State from where I come, Kerala, where the private agencies had done a lot for the high percentage of literacy in that State. The private agencies were really encouraged by the then Rulers and the State Governments when they were formed and it was only because of that that the State

could claim at present a high percentage of literacy.

The redeeming feature that I see in this Bill is that the private agencies are also going to be encouraged so that we may pool all resources to see that this scheme is worked out successfully throughout India. Before introducing this scheme, we will have to conduct a survey to collect statistics of the children in the area in which we intend introducing this scheme. The children may be categorised, according to me, into four categories. The first category will consist of children who may not require any help from outside to go to school. The second category will consist of children who may require some books or some accessories to go to school. The third category will consist of children who may require food, books and other accessories and the fourth category will consist of children who may require everything to attend schools. I may be permitted to point out that in most of the cases where the students hesitate to go to school, it is not due to their unwillingness to attend classes but because of the unhelpful circumstances that are prevailing in all the areas, I mean the economic reasons. There are children who even if they desire or even if their parents wish cannot go to school because of want of finances. I would request the hon. Minister to find means for providing every possible kind of assistance, for example, accommodation, food, clothing, books, etc., to such children. This is the only way of successfully implementing this scheme because even if we fine the parents or inflict some sort of punishment on them, we are not going to succeed.

MR. DEPUTY CHAIRMAN: You may continue at 3.30 P.M. The House stands adjourned till 2.30 P.M.

The House then adjourned for lunch at one of the Clock.

The House reassembled after lunch at half past two of the clock, Mr. Deputy Chairman in the Chair.

**MOTION RE THE CASE OF DR.
M. T. JOSEPH**

SHRI BHUPESH GUPTA (West Bengal): Mr. Deputy Chairman, Sir . . .

MR. DEPUTY CHAIRMAN: Mr. Bhargava will move the motion

SHRI BHUPESH GUPTA: It is all right but before that I would like to say this.

MR. DEPUTY CHAIRMAN: He gave notice earlier.

SHRI BHUPESH GUPTA: I want to make one point clear. Last time I gave notice of the motion even before the last session was over but the motion was held over. The date was fixed and Mr. Patil was to have come and taken part in the debate but he had to go to Amritsar and I accommodated him. And I was told that the motion had been held over. Now, due to this technical flaw, this has happened.

MR. DEPUTY CHAIRMAN: You will also speak.

SHRI BHUPESH GUPTA: But it is an advantage if from the Opposition side the motion is moved. Anyway, I would only point out that I was under the impression that it was held over and the matter would come up again. Otherwise, I could have insisted on that date that Mr. S. K. Patil should come here. I accommodated him and this is the return that I have got. Thank you. Let him speak.

SHRI M. P. BHARGAVA (Uttar Pradesh): Mr. Deputy Chairman, Sir, I rise to move the following motion:

"That the circumstances relating to the suicide by Dr. M. T. Joseph, a Teaching Assistant at the Indian Agricultural Research Institute, as disclosed in the statement on the subject made by the Minister of

Food and Agriculture in the Rajya Sabha on February 10, 1960, be taken into consideration."

Sir, at the outset I want to thank the Food Minister, Mr. S. K. Patil, for all the interest he has been taking in the affair after the incident. He has gone out of the way to make some funds available to the family and he is trying to do whatever is possible. Now, in the statement made by Mr. Patil he has said . . .

MR. DEPUTY CHAIRMAN: You will please take 15 minutes, Mr. Bhargava and give 15 minutes to Mr. Bhupesh Gupta.

SHRI M. P. BHARGAVA: I hope the time will be extended by two minutes because I began late.

Now, in his statement Mr. Patil has said that the cause of his death was reported to be frustration due to the fact that he was drawing meagre salary in spite of high qualifications and that Government was standing in the way of his promotion. In the light of the evidence we have to judge whether the facts indicated in the statement are correct or whether the facts as I am going to place would lead us to some other conclusion. Much has been said about his qualifications and that he was only a third class B.Sc. Now, if a person happens to get a third class in B.Sc., it does not mean that for all his future life he has a disqualification, and even if he improves in subsequent years it remains a disqualification.

Mr. Joseph joined the Institute in 1945. I will give the opinion of a person under whom he had the opportunity to work even as far back as 1945 and that is the opinion of Mr. P. V. Isaac, Imperial Entomologist, who wrote about him towards the end of the year 1945 as follows:

"He has considerable teaching experience both in school and college. He has considerable research experience in Entomology. He is also an experienced Economic Entomologist and has