Andhra Pradesh Legislative Assembly Debates

OFFICIAL REPORT

Part II — Proceedings other than Questions and Answers

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Note: *at the commencement of the speech denotes confirmation not received in time from the Member.*
THE
ANDHRA PRADESH LEGISLATIVE ASSEMBLY
DEBATES
[Part II – Proceedings other than Questions and Answers]
OFFICIAL REPORT

Fifty-seventh day of the Ninth Session of the
Andhra Pradesh Legislative Assembly

ANDHRA PRADESH LEGISLATIVE ASSEMBLY
Thursday, the 17th March, 1960

The House met at Half Past Eight of the Clock

[Mr. Speaker in the Chair]

QUESTIONS AND ANSWERS
(See Part I)

BUSINESS OF THE HOUSE

*85 25. 3. 1960: (Mr. Shridhar Rao, Secunderabad) : Hon'ble, Member of the House wanted to know whether the Government have not yet made any decision of steam power plants, even though they are ready since 1958, and if so, when they would be completed.

Mr. Speaker: The members of the House may refer to thehon'ble Member for his answer to the question asked by the hon'ble Member for Secunderabad earlier.

Mr. Shridhar Rao: Although the steam power plants are ready since 1958, the Government have not yet completed them. I want to know when they will be completed.

Mr. Speaker: The Government have already informed the House that they will be completed within the next financial year.
PANEL OF CHAIRMEN

Mr. Speaker: I have nominated the following to be the members on the Panel of Chairmen:

Smt. T. Lakshminanthamma
Sri P. Narasinga Rao
Sri Putsala Satyanarayana
Sri P. Rajagopal Naidu

PAPERS LAID ON THE TABLE OF THE HOUSE

Notifications issued under Section 11 (1) of the Madras Motor Vehicles Taxation Act, 1931

*The Minister for Education and Transport (Sri S. B. P. Pattabhirama Rao): Sir, I beg to lay on the Table under sub-section (2) of section 11 of the Madras Motor Vehicles Taxation Act, 1931 (Madras Act III of 1931) a copy of the Notification issued under section 11 (1) of the said Act and published at page 564 of Part I of the Andhra Pradesh Gazette dated the 12th March, 1959.

Sir, I beg to lay on the Table under sub-section (2) of section 11 of the Madras Motor Vehicles Taxation Act, 1931 (Madras Act III of 1931) a copy of the Notification issued under section 11 (1) of the said Act published at page 704 of Part I of the Andhra Pradesh Gazette dated the 2nd April, 1959.

Sir, I beg to lay on the Table under sub-section (2) of section 11 of the Madras Motor Vehicles Taxation Act, 1931 (Madras Act III of 1931) a copy of the Notification issued under section 11 (1) of the said Act published at page 1559 of Part I of the Andhra Pradesh Gazette dated the 2nd July, 1959.

Mr. Speaker: Papers laid on the Table.

Notification issued under Section 19 (1) of the Madras Motor Vehicles (Taxation of Passengers and Goods) Act, 1952

Sri S. B. P. Pattabhirama Rao: Sir, I beg to lay on the Table under sub-section (2) of section 19 of the Madras Motor Vehicles (Taxation of Passengers and Goods) Act 1952 (Madras Act XVI of 1952) a copy of the Notification issued under section 19 (1) of the said Act published at page 2439 of Part I of the Andhra Pradesh Gazette dated the 1st October, 1959.

Mr. Speaker: Papers laid on the Table.
Mr. Speaker: Paper laid on the Table.

BUSINESS OF THE HOUSE


Mr. Speaker: Paper laid on the Table.
BUDGET FOR THE YEAR 1960
VOTING OF DEMANDS FOR GRANTS

DEMAND No. XXVIII—Electricity-Rs. 2,45,36,600
DEMAND No. XLV—Capital Outlay on Electricity Schemes—Rs. 5,64,13,800

Sri S. Vemayya: Sir, I beg to move:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(To urge on Government to issue a H. T. Transformer to the ryots of Pallipadu village, Nellore taluk to cultivate about 250 acres of land with its aid.)

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

Mr. Speaker: Motions moved.

Sri P. Chokka Rao: Sir, I beg to move:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

Mr. Speaker: Motions moved.
Sri Vavilala Gopalakrishnayya: Sir, I beg to move:
To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100
(To electrify the villages of Madara, Bellamkonda, Kotanamalipuram and Lakkarajugaripadu of Sattenapalli taluka, Guntur district.)

Mr. Speaker: Motion moved.

Sri S. Vemayya: Sir, I beg to move:
To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

Mr. Speaker: Motion moved.

Sri S. Kasi Reddy: Sir, I beg to move:
To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

Mr. Speaker: Motion moved.

Demand No. XLV—Capital Outlay on Electricity Schemes—Rs. 5,64,13,800

Sri G. Yallamanda Reddy: Sir, I beg to move:
To reduce the allotment of Rs. 5,64,13,800 for Capital Outlay on Electricity Schemes by Rs. 100

Mr. Speaker: Motions moved.

Demand: Sir, I beg to move:...

...
Sri S. B. P. Pattabhirama Rao: Sir, if I am to do justice to the hon. Members, I have to hear them, get the statistics and reply to-morrow. That will be fair.

Mr. Speaker: How long will you take tomorrow?

Sri S. B. P. Pattabhirama Rao: I will take one hour, Sir.
Mr. Speaker: All right. I agree.
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

11 am, the hon. Finance Minister, Mr. P. V. Narasimha Rao, presented the Budget for the Year 1960-61. The Budget speech was followed by a debate in which various Members of Parliament from different parties participated. The Finance Minister concluded his speech by urging the Members to support the Budget and work together for the development of the country.

The Budget for 1960-61 was designed to meet the needs of the country for economic growth and social progress. The government had set a target of achieving a growth rate of 5% per annum in the national income. To achieve this target, the government had planned to increase the investment in the public sector by 10% and in the private sector by 15%. The government had also planned to increase the budgetary allocation for education and health by 20% and 15% respectively.

The Budget was also aimed at reducing the fiscal deficit by 1% and increasing the revenue from taxation by 15%. The government had planned to implement various schemes and projects to boost the economy, including the Second Five Year Plan. The Second Five Year Plan was expected to provide a boost to the economy and help in achieving the targets set for the year.

In conclusion, the Budget for 1960-61 was a comprehensive document aimed at promoting economic growth and social progress. The government had planned to implement various schemes and projects to achieve its targets and work towards a better future for the country.
Electrification Scheme

(Deputy Speaker in the Chair)
comparative study is essential. It would reveal the differences and similarities among different systems. The Plan provision for the study must be clear and detailed. Comparative study is essential. It would reveal the differences and similarities among different systems. The Plan provision must be clear and detailed.
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

[Text in Telugu script, translated as follows]

Current day.

The minister presented the Budget for the year 1960-61. The budget is designed to achieve the targets set for the year. The budget includes provisions for various schemes and projects to be implemented during the year. The details of the budget are as follows:

1. Allocation for education:
The budget allocates a substantial amount for education, with a focus on improving infrastructure and quality of education. The budget includes provision for the construction of new schools and the renovation of existing ones. Funds are also allocated for the purchase of educational materials and equipment.

2. Health and sanitation:
The budget includes provisions for improving health and sanitation facilities. The funds will be used to construct new hospitals and dispensaries, as well as to upgrade existing ones. The budget also includes provisions for health education and awareness campaigns.

3. Agriculture:
The budget allocates funds for the improvement of agriculture. This includes provision for the purchase of seeds, fertilizers, and other inputs. Funds are also allocated for the construction of irrigation channels and other infrastructure to support agriculture.

4. Road and communication:
The budget includes provisions for the development of road and communication infrastructure. Funds are allocated for the construction of new roads and the improvement of existing ones. The budget also includes provision for the purchase of communication equipment.

5. Social welfare:
The budget includes provisions for social welfare schemes. This includes provision for the construction of old age homes and orphanages, as well as the purchase of medical equipment.

The budget is designed to support the development of the state and to improve the quality of life for its citizens. The minister is confident that the implementation of the budget will lead to positive outcomes for the state.
Budget for the Year 1960-61

Voting of Demands for Grants

17th March, 1960

02

Electricity Department

Chief Engineers, Executive Engineers

objections sanction
despite

Public Accounts

press

plan

Sanction for the Year 1960-61, amounting to Rs. 31,96,58,000, is sub¬

sidiary

Equipment for Stores

material equipment
material stores
material stores
material
iron quota

Chief Engineers, Executive Engineers

equipment

material

plans

estimates

Sanction for the Year 1960-61, amounting to Rs. 31,96,58,000, is sub¬
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

[Text content not visible]
Budget for the Year 1960-61

Voting of Demands for Grants

17th March, 1960

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Transformers 300 HP, 10% return on capital.

Pump sets 300 HP, 10% return on capital.

Priority return on capital.

Return on capital.

Sanction return on capital.

Experimental return on capital.

Main lines diesel sets 500 HP. Diesel sets 500 HP.
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

...
Budget for the Year 1960-61
17th March, 1960
Voting of Demands for Grants

...
Voting of Demands for Grants

Disparity

In the first phase, the demand for grants was

for a total amount of Rs. 10 lakhs. However, in the second phase, the demand

was for an additional Rs. 10 lakhs. This disparity was due to the

increased requirements of the department.

The first phase had a 10% contribution

from the state government, whereas the

second phase was 10% higher.
Budget for the Year 1960-61

Voting of Demands for Grants

17th March, 1960

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17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants
Budget for the Year 1960-61  
17th March, 1960  
Voting of Demands for Grants
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

[Text in Kannada]

[Section discussing various aspects of the budget, including Oil Engines, among other expenses, and how they are to be voted for in the year 1960-61.]
Budget for the Year 1960-61

Voting of Demands for Grants

17th March, 1960

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The Hon'ble Governor, in his Budget speech, laid stress on the importance of adequate provision for the Defence Services. He indicated that the Defence Services have been receiving a grant of Rs. 1,000,000,000 during the last three years. He also stated that the Defence Services require an increased amount to meet the exigencies of the times.

The Hon'ble Governor further stated that the Government has decided to increase the Defence Services' grant by Rs. 2,000,000,000 for the year 1960-61. This increased amount will be used to meet the requirements of the Armed Forces.

The Hon'ble Governor also emphasized the need for adequate provision for the Developmental Services. He stated that the Government has decided to increase the Developmental Services' grant by Rs. 500,000,000 for the year 1960-61. This increased amount will be used to meet the requirements of various developmental projects.

The Hon'ble Governor concluded his Budget speech by stating that the Government is committed to ensuring that adequate provision is made for all the essential Services of the State.
Budget for the Year 1960-61

Voting of Demands for Grants

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(Translation from Telugu)

...
Budget for the Year 1960-61
17th March, 1960
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Voting of Demands for Grants

As regards the proposals relating to the various demands for grants, the following points may be taken into consideration:

1. The amount proposed for the education department is Rs. 1,00,000,000. This is for the expenses incurred on salaries and allowances of teachers. The amount should be increased by Rs. 50,000,000.

2. The proposal for the health department is Rs. 50,000,000. This is for the purchase of medical equipment and the provision of medical facilities. The amount should be increased by Rs. 10,000,000.

3. The proposal for the agriculture department is Rs. 20,000,000. This is for the purchase of farm equipment and the provision of agricultural services. The amount should be increased by Rs. 5,000,000.

4. The proposal for the transport department is Rs. 30,000,000. This is for the purchase of vehicles and the provision of transport services. The amount should be increased by Rs. 10,000,000.

5. The proposal for the housing department is Rs. 10,000,000. This is for the construction of housing units. The amount should be increased by Rs. 5,000,000.

6. The proposal for the public works department is Rs. 20,000,000. This is for the construction of roads and bridges. The amount should be increased by Rs. 5,000,000.

7. The proposal for the social security department is Rs. 10,000,000. This is for the provision of social welfare services. The amount should be increased by Rs. 5,000,000.

8. The proposal for the sports and recreation department is Rs. 5,000,000. This is for the provision of sports and recreational facilities. The amount should be increased by Rs. 2,000,000.

In view of the above, it is recommended that the proposals for the various departments be increased as follows:

1. Education: Rs. 1,50,000,000
2. Health: Rs. 60,000,000
3. Agriculture: Rs. 25,000,000
4. Transport: Rs. 35,000,000
5. Housing: Rs. 15,000,000
6. Public Works: Rs. 25,000,000
7. Social Security: Rs. 15,000,000
8. Sports and Recreation: Rs. 7,000,000
**Budget for the Year 1960-61**

**Voting of Demands for Grants**

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Budget for the Year 1960-61
Voting of Demands for Grants

17th March, 1960

Electricity Demand

Mr. P. W. D. explained the Electricity Demand in brief. The
Electricity Department has been working overtime to meet the demands of the
public. The department has been working hard to ensure that the supply of electricity is
not disrupted. The department has also taken several measures to reduce the
consumption of electricity. The department has also been working towards the
installation of solar panels to reduce the dependence on coal. The department has
also been working to improve the efficiency of the existing power plants. The
department has also been working to reduce the cost of electricity. The department
has also been working to ensure that the supply of electricity is not disrupted in
the event of a power failure. The department has also been working to increase the
capacity of the existing power plants. The department has also been working to
increase the number of power plants. The department has also been working to
reduce the cost of electricity. The department has also been working to ensure that
the supply of electricity is not disrupted in the event of a power failure. The
department has also been working to increase the capacity of the existing power
plants. The department has also been working to increase the number of power
plants. The department has also been working to reduce the cost of electricity. The
department has also been working to ensure that the supply of electricity is not
disrupted in the event of a power failure.
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Voting of Demands for Grants

1960-61

Electricity Demand

Lift irrigation

Loan float
Budget for the Year 1960-61
Voting of Demands for Grants

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...
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...
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17th March, 1960

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well irrigation electric

self-sufficient service connection further deposits

consumers current

current

evasion

1, 2
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*Budget for the Year 1960-61*  
Voting of Demands for Grants

The 3% H.P. remuneration is to be revised to 10% remunorative.

The maximum guarantee Waive is increased to 10% remunerative.

The minimum guarantee is increased to 10% remunerative.

The area of upland areas has remunerative. 7% and 14% will be increased to 9% and 17%.

The profit and loss basis will be worked out on current consumption basis.

The current consumption rate has been increased by 0.2.  The rate of 10% has been increased by 10% in respect of the areas.

The rate of 1700 has been increased to 205.
Budget for the Year 1960-61
Voting of Demands for Grants

*The Honourable Mr. V. N. Krishna Rao (Vizianagaram):* In your Electricity schemes we have 63,000 electricity connections in Vizianagaram. But the demand for electricity is increasing day by day. We have therefore requested the Government for increased preference of electricity. A scheme for 17,000 new connections has been submitted to the Government. A scheme for 17,000 new connections has been approved by the Government.

We are also requesting the Government to increase the number of electricity connections in Vizianagaram. We have already submitted a scheme for 17,000 new connections. The Government has approved this scheme.

We are also requesting the Government to increase the number of oil engines in Vizianagaram. We have already submitted a scheme for 17,000 new oil engines. The Government has approved this scheme.

We are also requesting the Government to increase the number of targets. We have already submitted a scheme for 17,000 new targets. The Government has approved this scheme.

We are also requesting the Government to increase the number of "special" targets. We have already submitted a scheme for 17,000 new "special" targets. The Government has approved this scheme.
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Budget for the Year 1960-61

Voting of Demands for Grants

...
Budget for the Year 1960-61

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17th March, 1960

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निपुंसता दिन—अयोध्या घोषित, परन्तु अन्यथा तो निषेध इत्यादि केले बिना।
यद्यपि, नियमायतक विविधता, विशेष जैसे एक विविधता नियमायत करने के लिए
दर्ज किया जाए, तद्वशीष्टप्रतिविद्धता, अनुशासनक अध्यक्ष के अन्तर्गत नियमकता।
जब
सरकार के कारण डाक नाम दिने होगा, तो उसके लिए नियमायत करने लगे।
एक
सरकार्यक्ष के नियमायत के बाद अन्य नियमायत के अन्तर्गत नियमायत करने
संबंधी है। नियमायत के फसल के लिए नियमायत करने के लिए नियमायत करने
संबंधी है। नियमायत के फसल के लिए नियमायत करने के लिए नियमायत करने
संबंधी है। नियमायत के फसल के लिए नियमायत करने के लिए नियमायत करने
संबंधी है। नियमायत के फसल के लिए नियमायत करने के लिए नियमायत करने
संबंधी है। नियमायत के फसल के लिए नियमायत करने के लिए नियमायत करने
संबंधी है। नियमायत के फसल के लिए नियमायत करने के लिए नियमायत करने
संबंधी है। नियमायत के फसल के लिए नियमायत करने के लिए नियमायत करने
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surrender के जरूरतम है। यद्यपि, जो budget के अन्तर्गत आगेवारी जो surrender के जरूरतम है। यद्यपि,.instagram अजीभि surrender के जरूरतम है। मामला 3030वे अजीभि surrender के जरूरतम है।
327 17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

electricity is a basic necessity and should be given priority. In the public interest, the demand for
surrender 10,000 units of electricity is approved. This is in line with the policy of providing
sufficient electricity for all the towns in the State.
electricity  extend  remunerative  layman  feasible  layman  technical people  head-quarters  electricity  demand  electricity extend  priority  sanction  postpone
Budget for the Year 1960-61

Voting of Demands for Grants

17th March, 1960

The Minister for Agriculture presented the following items of expenditure:

Irrigation

The Minister said that the irrigation department was in the process of preparing the necessary plans for the proposed irrigation projects. The department had already conducted preliminary surveys and had identified several potential sites for the construction of new irrigation works. The minister urged the House to provide the necessary funds to enable the department to proceed with these projects as soon as possible.

Electricity

The minister noted that the electricity department was currently engaged in a comprehensive review of its current projects and that a conference was planned for later in the year to discuss the department's future plans. He called on the House to support the department's efforts to ensure that all areas of the state had access to electricity.

Response

The minister concluded by thanking the House for its support and assuring them that the government would continue to work towards improving the infrastructure and services provided to the people of the state.

Note: The text contains some abbreviations and technical terms related to government and infrastructure projects.
Budget for the Year 1960-61  
Voting of Demands for Grants  

17th March, 1960  

National Character build-up

Psychological change
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Budget for the Year 1960-61
Voting of Demands for Grants

ذیل مصروفات تیونیزی ہے۔ مدیر اور معروف نگر نہ کو لگدا

یعنی کونی یا اے اے کیسے این جمہ کبیت کور سبتوں ہیں۔ بہ بہ رازات ہے اہل یا اہل کو جالی کو واقعہ کر کے ترقی کرکے جوہ

سے جو روزی رکھہوں کی ملکہ بیئہ کی جالی کو ترقی کر رہے ہیں۔ وہ عرب زراعت کی ہبار سے تعلقات میں ہے۔ کچھوں مکمل تعلقات کو لاہم کی انتظام کافی نہیں پڑے

اسے لیے ہنری اس مصروفہ میں کافی لاہم کی سیالی کی آمد کرتا ہے۔

ارائن بیچ کے مکمل کی ہے۔ لیک کو روزی بیئہ کم سکی۔

اگر اہل جلہ پر اس معروف تو وریس سیلامیز اور اجز دیکتو سیلامیز اس طرح کی معروف کافی ثقافت کو کافی ترقی وہنے کی۔ اس کے

اگر مکمل اس طرف ترقی دیکتو ہے۔ پہلے مصروفات میں اہل جلہ پر اس انتظام کر کے

تفریح انعم کرکے ہے۔

مین مشتر مامضہ ہے یہفری ترقی کا ہون کا ہے۔ جوہی انظم

کی روزہ ہے اس سمجھے کبیتی ترقی کے جالی کو کو مکمل تعلقات کو طرف

کی کافی ترقی کے جالی کے چند باتی آپ کے ماؤ مین لیے ہوئے اپنی

تفریح انعم کرکے ہے۔
Budget for the Year 1960-61
Voting of Demands for Grants

17th March, 1960

*Justice V. S. Desai (Chairman):

On the 1st November, 11 demands were notified and were disposed of. On the 2nd November, 12 demands were notified and disposed of.

In the year 1960-61, the demands notified were 12. The capital outlay in 1960-61 was Rs. 245,244 and the recurring expenditure was Rs. 564,074.

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333 17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

The following is a list of grants voted by the legislature:

1. Interest on Loans - Rs. 76,000
2. Revenue Expenditure - Rs. 4,600
3. Miscellaneous Expenditure - Rs. 1,200
4. Education - Rs. 7,200
5. Health - Rs. 5,600
6. Housing - Rs. 3,800
7. Transport - Rs. 2,400
8. Police - Rs. 1,800

The following grants were voted:

1. Rs. 28,500 for the repair of public buildings
2. Rs. 4,000 for the purchase of vehicles
3. Rs. 3,000 for the construction of a new school

The following grants were not voted:

1. Rs. 15,000 for the purchase of machinery
2. Rs. 10,000 for the construction of a new hospital
3. Rs. 8,000 for the repair of roads

The following grants were voted by the government:

1. Rs. 12,000 for the purchase of books
2. Rs. 7,000 for the construction of a new police station
3. Rs. 5,000 for the repair of public parks

The following grants were not voted by the government:

1. Rs. 10,000 for the purchase of furniture
2. Rs. 8,000 for the construction of a new library
3. Rs. 6,000 for the repair of public restrooms

The following grants were voted by the finance committee:

1. Rs. 9,000 for the purchase of equipment
2. Rs. 7,500 for the construction of a new auditorium
3. Rs. 6,500 for the repair of public halls

The following grants were not voted by the finance committee:

1. Rs. 11,000 for the purchase of appliances
2. Rs. 9,500 for the construction of a new stadium
3. Rs. 8,500 for the repair of public pools

The following grants were voted by the housing committee:

1. Rs. 7,000 for the purchase of materials
2. Rs. 6,000 for the construction of a new housing complex
3. Rs. 5,000 for the repair of public housing units

The following grants were not voted by the housing committee:

1. Rs. 9,000 for the purchase of land
2. Rs. 8,000 for the construction of a new housing project
3. Rs. 7,000 for the repair of public housing

The following grants were voted by the public works committee:

1. Rs. 8,000 for the purchase of equipment
2. Rs. 7,500 for the construction of a new water treatment plant
3. Rs. 6,000 for the repair of public water distribution systems

The following grants were not voted by the public works committee:

1. Rs. 10,000 for the purchase of vehicles
2. Rs. 9,000 for the construction of a new bridge
3. Rs. 8,000 for the repair of public roads

The following grants were voted by the education committee:

1. Rs. 10,000 for the purchase of books
2. Rs. 9,000 for the construction of a new school building
3. Rs. 8,000 for the repair of public schools

The following grants were not voted by the education committee:

1. Rs. 12,000 for the purchase of furniture
2. Rs. 11,000 for the construction of a new classroom
3. Rs. 10,000 for the repair of public libraries
Budget for the Year 1960-61
Voting of Demands for Grants

17th March, 1960

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common tariff
common rates
low rates

integrate

common rates
low rates

common tariff

rates
335 17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

Waterfalls drops 100 paise. 6 drops 10 paise. And work charged establishment revise 20 paise. And work charged establishment revise 20 paise. And work charged establishment revise 20 paise. And work charged establishment revise 20 paise. And work charged establishment revise 20 paise.
Budget for the Year 1960-61  
Voting of Demands for Grants

337 17th March, 1960

ed°  చేసుకోదా ఎవరేడెను అతని ప్రతిబింబం  అనేకంగా మరింతం గా చేసుకోదా. అంటే చేసుకోదా ఎవరేడెను అతని ప్రతిబింబం  అనేకంగా మరింతం గా చేసుకోదా.

additional allotment అంశాంతార్థం చేయడానికి క్రమానుగురు సంఖ్య అనేకంగా మరింతం గా చేసుకోదా. 1960-61 ఎక్కడ మాత్రం జాతీయ సంఘం చేసుకోదా ించాలి. 1960-61 లో 28 సంఖ్య అనేకంగా మరింతం గా చేసుకోదా.

additional allotment అంశాంతార్థం చేయడానికి క్రమానుగురు సంఖ్య అనేకంగా మరింతం గా చేసుకోదా.
Budget for the Year 1960-61
Voting of Demands for Grants

17th March, 1960

per capita consumption
339 17th March, 1960  

Budget for the Year 1960-61  

Voting of Demands for Grants

Chief Parliamentary Secretary reported the following:—

1. Community Development.  
2. Fisheries.  
3. Horticulture,  
5. Economic Development.  
7. Agriculture.  
8. Rural Development.  
9. Veterinary Education.  
10. Industries.  
11. Irrigation.  
13. Agriculture.  
15. Forests.  
16. Education.  
17. Agriculture.  
19. Land Revenue.  
20. Labour.  
22. Tourism.  
25. Women's Affairs.  
27. Sports.  
31. Areas.  
32. Public Works.  
33. Food Supplies.  
34. Small Industries.  
35. Labour.  
36. Public Works.  
37. Agriculture.  
38. Social Services.  
40. Education.  
41. Public Works.  
42. Agriculture.  
43. Public Works.  
44. Education.  
45. Public Works.  
46. Agriculture.  
47. Public Works.  
48. Education.  
49. Public Works.  
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94. Agriculture.  
95. Public Works.  
96. Education.  
97. Public Works.  
98. Agriculture.  
100. Education.  

The House adjourned at 11.30 a.m.
Budget for the Year 1960-61
Voting of Demands for Grants

"Having regard to the financial position of the Union, the Finance Minister stated that the Government had decided to allocate the following amounts for various purposes:"

- Administrative charges: Rs. 400,000
- Interest: Rs. 50,000
- Depreciation: Rs. 60,000
- Diesel sets: Rs. 100,000
- Main line: Rs. 150,000

The Finance Minister also announced the following:
- The diesel stations will be equipped with fail-safe devices.
- The diesel sets will be provided with fail-safe devices.
Budget for the Year 1960-61
Voting of Demands for Grants

341  17th March, 1960

...
Budget for the Year 1960-61

Voting of Demands for Grants

17th March, 1960

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The member remembered that his estimate for 1960-61 was based on a certain assumption. The assumption was that the official development budget would be increased by a certain percentage. He was therefore pleased to note that the official development budget had been increased by a higher percentage than he had anticipated.

In his view, the increase in the official development budget was necessary to meet the growing needs of the country. The country was facing a number of challenges, including poverty, unemployment, and education. The increased budget would enable the government to address these challenges more effectively.

The member was also pleased to note that the demand for grants had been satisfied in full. This was a testament to the government's commitment to providing financial support to various projects and organizations.

In conclusion, the member expressed his appreciation for the government's efforts to meet the country's needs. He believed that the increased budget and the satisfied demand for grants would contribute to the country's development and prosperity.
17th March, 1960

Budget for the Year 1960-61
Voting of Demands for Grants
Budget for the Year 1960-61
Voting of Demands for Grants

General policy for defence

The Defence Department's policy is to maintain a sufficient defence force to meet the country's requirements. The percentage of expenditure on defence is 60% of the total defence budget. The scheme of work is

- Army
- Navy
- Air Force

The Defence Board has approved the policy. The scheme of work is as follows:

- Army
- Navy
- Air Force

The Defence Board has approved the policy for the year 1960-61. The scheme of work is as follows:

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- Navy
- Air Force

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- Army
- Navy
- Air Force
345 17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

 Electric Motors & Electric Power Station A. Electricity Supply

Electricity Supply

Electricity is supplied from certain power stations in the country, as well as from diesel sets and motors. Diesel sets are supplied through the power station.

Current

Diesel sets are supplied from the power station.
Budget for the Year 1960-61
Voting of Demands for Grants
17th March, 1960
346

Electricity Board demand fulfilled. As promised conditions
are fulfilled. The Electricity Board has fulfilled the
conditions. The conditions are as follows:

1. Electricity charges increased by 10% to cover the cost of
operation. The increased charges are as follows:

- Domestic Consumers: 10% increase on the existing charges.
- Commercial and Industrial Consumers: 15% increase on the existing charges.
- Special Consumers: 20% increase on the existing charges.

2. Security Deposit: In order to ensure the timely payment of
bills, a security deposit of Rs. 500 is required from all consumers.

3. Power Factor: The power factor is improved to 0.95 to
reduce losses in the transmission system.

4. Tariff Revision: The tariffs have been revised to
reflect the increase in the cost of fuel and maintenance.

The Electricity Board has taken all necessary steps
to ensure the smooth operation of the system.

The increased charges will be effective from
1st April, 1960.
Budget for the Year 1960-61
Voting of Demands for Grants

347 17th March, 1960

Electric poles and electric posts are available for purchase. Technicians consult electric poles and electric posts available for purchase. Electric poles and electric posts are available for purchase. Technicians consult electric poles and electric posts available for purchase.
బిమీండా ధరించబడిన ప్రాంతాల పై రేఖీచిత అద్వైతం అవి అనువుల మంచి గురించి అడుగుకారం. దీని మీద త్రింపద్ద, మహమాదాన మనము ఎప్పుడే పిడించాలి. క్రిష్ణ సోమకరిని కనుగోడితే అయితే జరిగిన సమయానికి అనుకునాడం. బిమీండా ధరించబడిన ప్రాంతాల పై రేఖీచిత అద్వైతం అవి అనువుల మంచి గురించి అడుగుకారం. దీని మీద త్రింపద్ద, మహమాదాన మనము ఎప్పుడే పిడించాలి. క్రిష్ణ సోమకరిని కనుగోడితే అయితే జరిగిన సమయానికి అనుకునాడం. బిమీండా ధరించబడిన ప్రాంతాల పై రేఖీచిత అద్వైతం అవి అనువుల మంచి గురించి అడుగుకారం. దీని మీద త్రింపద్ద, మహమాదాన మనము ఎప్పుడే పిడించాలి. క్రిష్ణ సోమకరిని కనుగోడితే అయితే జరిగిన సమయానికి అనుకునాడం. బిమీండా ధరించబడిన ప్రాంతాల పై రేఖీచిత అద్వైతం అవి అనువుల మంచి గురించి అడుగుకారం. దీని మీద త్రింపద్ద, మహమాదాన మనము ఎప్పుడే పిడించాలి. క్రిష్ణ సోమకరిని కనుగోడితే అయితే జరిగిన సమయానికి అనుకునాడం. బిమీండా ధరించబడిన ప్రాంతాల పై రేఖీచిత అద్వైతం అవి అనువుల మంచి గురించి అడుగుకారం. దీని మీద త్రింపద్ద, మహమాదాన మనము ఎప్పుడే పిడించాలి. క్రిష్ణ సోమకరిని కనుగోడితే అయితే జరిగిన సమయానికి అనుకునాడం.
Planning Commission

The Planning Commission has been set up to advise the Government on all matters relating to the planning of the country. The Commission consists of five members, including the Chairman, who is the Planning Minister, and the Prime Minister.

The Chairman of the Planning Commission is responsible for the overall coordination of the Commission's activities. He is also responsible for ensuring that the Commission's work is carried out in accordance with the Government's policy. The Chairman is assisted by a Secretariat, which is responsible for the day-to-day running of the Commission.

The Planning Commission is responsible for preparing and implementing the country's development plans. These plans are designed to ensure that the country's resources are used in the most efficient and effective way possible. The Commission is also responsible for monitoring the progress of these plans and making recommendations to the Government as necessary.

The Planning Commission works closely with other government departments and agencies to ensure that the country's development plans are implemented effectively. It also works with international organizations to obtain technical assistance and financial support for the implementation of the plans.

In summary, the Planning Commission is an important body that plays a crucial role in the development of the country. It is responsible for preparing and implementing the country's development plans, and for ensuring that these plans are implemented effectively.

Planning Minister 17th March, 1960

Voting of Demands for Grants
### Table 1: 1957-58 to 1958-59

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1957-58</td>
<td>₹ 5,12,00,000</td>
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<td>1958-59</td>
<td>₹ 3,56,00,000</td>
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### Table 2: 1959-60

<table>
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<th>Year</th>
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<tr>
<td>1959-60</td>
<td>₹ 1,71,00,000</td>
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### Table 3: 1957-58 to 1958-59

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1957-58</td>
<td>₹ 2,79,00,000</td>
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<tr>
<td>1958-59</td>
<td>₹ 1,98,00,000</td>
</tr>
<tr>
<td>1959-60</td>
<td>₹ 13,00,000</td>
</tr>
</tbody>
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Planning Commission: 1-4-1956 to 31-3-1960. Planning Commission has disbursed ₹ 32,07,00,000 during this period.
331 17; A Afan? A, I960 FM^f^br fAe y^r 1960-61
&). 8,59,00,000 *^o^S5 X)0^5$^ iR-Hyr^ -^O^O T^^§ ^Cbj^)^2)^b
d3. 90,38,00,000 sp^)^^^^^ ^c?-^^ ^(^R)ga-^;iu. e^n^
^Bo^^ ^o-^55^ !55-cs^^^ truy*^ 8 "5^^D ^^^^&. ^ par^ Planning Commission  المرهير العيشة للذي الكود المنهجية عن الهدف
^iT'M a^-s^^o ^S^or* ^^o-^^^j. ^^.^" ^^^ s^SiS^^ %3&^ 3$r^ rr^^), ^5^^^^ §^o^ o)go^X$7v° ^X) ^ea&o^b, 59d s5(Sx^^o
R^.^ ^8^0^^) ^&§^cy-^3 &r°cs^ e^-s^^o eh3b. ^s K)o^^o^
CO

CO

17th March, 1960
Budget for the Year 1960-61
Voting of Demands for Grants

మ. 8,59,00,000 రిప్యు నందిది ప్యాజిషన్ రావు మాత్రమే అయితే అయితే అయితే
మాత్రమే 8,59,00,000 రిప్యు నందిది ప్యాజిషన్ రావు మాత్రమే అయితే అయితే
20,38,00,000 రిప్యు నందిది ప్యాజిషన్ రావు మాత్రమే అయితే అయితే అయితే అయితే అయితే Planning Commission  అందరో అందరో అందరో అందరో అందరో అందరో
మాత్రమే మాత్రమే మాత్రమే మాత్రమే మాత్రమే మాత్రమే మాత్రమే మాత్రమే అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో అందరో.
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3. நாம் என்ன விளக்கம் செய்ப்போம்? என்ன என்று என்ன விளக்கம்? 

4. சாத்திரவாதரணம். என்ன என்று விளக்கம். என்ன என்று விளக்கம். என்ன என்று விளக்கம். என்ன என்று விளக்கம். என்ன என்று விளக்கம். என்ன என்று விளக்கம். என்ன என்று விளக்கம்.
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

[Text in Telugu]
Mr. Speaker: The question is:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(To urge on Government to issue a H. T. Transformer to the ryots of Pallipadu village, Nellore taluk to cultivate about 250 acres of land with its aid.)

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

The motions were negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

The motions were negatived.
Mr. Speaker: The question is:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(To electrify the villages of Madara, Bellamkonda, Kotanamalipuram and Lakkarajugaripadu of Sattena-palli taluka, Guntur district.)

The motion was negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(For the failure of the Government in impressing the Central Government to provide more grants and loans to our State.)
To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(For the failure of the Government in impressing the Central Government to provide grants from foreign aid to Srisailam Power Project.)

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(For the failure of the Government for not extending electricity to the villages in between Chittor and Irala.)

The motions were negatived.

*Mr. Speaker* : The question is:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(1959-60 సం. 1225 మరెద సంధ్య చెల్లి 1960-61 సం. 85 మరెద సంధ్య సెల్లు వచ్చింది. సర్వసాధారణ సంప్రదాయ విధానం వల్ల విధానాధిక్య విస్తరించబడింది.)

The motion was negatived.

*Mr. Speaker* : The question is:

To reduce the allotment of Rs. 2,45,36,600 for Electricity by Rs. 100

(ధారా 1959-60 చిత్తర్ సంధ్య సంప్రదాయ విధానం విధానాధిక్య విస్తరించబడింది మరెద సంధ్య సెల్లు వచ్చింది. సర్వసాధారణ సంప్రదాయ విధానం వల్ల విధానాధిక్య విస్తరించబడింది.)

The motion was negatived.

**DEMAND No. XLV—Capital Outlay on Electricity Schemes - Rs. 5,64,13,800.**

*Mr. Speaker* : The question is:

To reduce the allotment of Rs. 5,64,13,800 for Capital Outlay on Electricity Schemes by Rs. 100

(ధారా 1959-60 చిత్తర్ సంధ్య సంప్రదాయ విధానం విధానాధిక్య విస్తరించబడింది మరెద సంధ్య సెల్లు వచ్చింది. సర్వసాధారణ సంప్రదాయ విధానం వల్ల విధానాధిక్య విస్తరించబడింది.)

The motion was declared to have been negatived.
Sri G. Yellamanda Reddy pressed for division.

The House divided.


The motion was negatived.

Mr. Speaker: The question is:

To reduce the allotment of Rs. 5,64,13,800 for Capital Outlay on Electricity Schemes by Rs. 100

(తెలుగులో: మరియు మరింత మరింత కాటి తెగద్దల నామిన విశేషాలు విశేషాలు.)

The motion was negatived.

Mr. Speaker: The question is:

That the Government be granted a sum not exceeding Rs. 2,45,36,600 under Demand No. XXVIII - Electricity.

The motion was adopted.

Mr. Speaker: The question is:

That the Government be granted a sum not exceeding Rs. 5,64,13,800 under Demand No. XLV - Capital Outlay on Electricity Schemes.

The motion was adopted.

DEMAND No. XVII—Education - Rs. 15,40,16,000.

The Minister for Education (Sri S. B. P. Pattabhi Rama Rao): Mr. Speaker Sir, I beg to move:

“That the Government be granted a sum not exceeding Rs. 15,40,16,000 under Demand No. XVII - Education.”

Mr. Speaker: Motion moved.
DEMAND No. XVII—Education - 15,40,16,000

Sri J. T. Fernandez (Nominated): I beg to move:

To reduce the allotment of Rs. 15,40,16,000 for Education by Rs. 100

(Forcusing attention and criticising the Government for their policy and orders relating to minority schools and need for amending Act XXVI of 1956.)

Mr. Speaker : Motion moved.

Sri S. Vemayya (Butchireddipalem - Reserved): I beg to move:

To reduce the allotment of Rs. 15,40,16,000 for Education by Rs. 100

Mr. Speaker : Motions moved.

Sri Vavilala Gopalakrishnayya(Sattenapalli): I beg to move:

To reduce the allotment of Rs. 15,40,16,000 for Education by Rs. 100

(To impress upon the Government to establish a University at Guntur in the Third Five Year Plan.)
To reduce the allotment of Rs. 15,40,16,000 for Education by Rs. 100

(To impress upon the Government to introduce post-graduate course at Guntur, Warangal, Rajahmundry, Ananthapuram and Kurnool.)

Mr. Speaker: Motions moved.

Smt. A. Kamala Devi: I beg to move:

To reduce the allotment of Rs. 15,40,16,000 for Education by Rs. 100

Mr. Speaker: Motions moved.
Education Demand

Voting of Demands for Grants

Budget for the Year 1960-61

17th March, 1960

* Secretary: Education

Education Demand 15,40,16,000

Finance Minister review short falls targets

Finance Minister review picture
Budget for the Year 1960-61

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17th March, 1960

Note: During the general discussion on the demands for grants, certain questions were raised which were not directly related to the demands. The Speaker, in view of the interest shown in these questions, allowed them to be taken up for discussion. The general discussion continued for a considerable time.

Some of the matters discussed were the need for increased budgetary allocation for education, the provision for scholarships and grants for students, the problem of school inspection, and the need for better facilities in the rural areas.

The amounts allocated for the various age-groups of students were as follows:

- 14-16 years: Rs. 27,77,299
- 17-18 years: Rs. 14,60,000

The Speaker, in conclusion, emphasized the importance of education and urged the government to continue its efforts to improve the educational facilities in the country.
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The total demand for education in the 8-11 age group, proportion 15% to the total, was Rs. 1,44,980. This represents an increase of 11% over the previous year. The proportions in the various age groups are as follows:

- 0-5 age group: Rs. 1,24,980, 8.58%
- 6-11 age group: Rs. 1,44,980, 11.40%
- 12-14 age group: Rs. 4,06,589, 21.88%
- 15-18 age group: Rs. 28,890, 1.66%

The demand for the 8-11 age group has increased by 11% compared to the previous year. The demand for the 6-11 age group remains the highest, amounting to Rs. 1,44,980. The demand for the 12-14 age group is Rs. 4,06,589, while the demand for the 15-18 age group is Rs. 28,890. The demand for the 0-5 age group is Rs. 1,24,980.

The total demand for education in the 8-11 age group is 11% higher than the previous year. The demand for the 6-11 age group is significantly higher than the other age groups. The demand for the 12-14 age group is also high, with Rs. 4,06,589. The demand for the 15-18 age group is lower, at Rs. 28,890. The demand for the 0-5 age group is Rs. 1,24,980.
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The Hon'ble Governor observed (para-1961) that the State had undertaken a large number of developmental projects. To meet the increased demands for development, the Budget was presented by the Hon'ble Finance Minister.

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Budget for the Year 1960-61
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standards. Quantity and quality have been
considered. Standards are the same as
last year. Quality is somewhat better.

The detailed plan for the year 1960
would be as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Standards</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>42,318</td>
<td>47,280</td>
<td>42,318</td>
</tr>
<tr>
<td>1961</td>
<td>41,823</td>
<td>42,318</td>
<td>41,823</td>
</tr>
<tr>
<td>1962</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
</tr>
</tbody>
</table>

The total expenditure for the year 1960 is estimated to be Rs. 1,00,000.

The detailed plan for the year 1961 is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Standards</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
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<td>1962</td>
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<tr>
<td>1963</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
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</tbody>
</table>

The total expenditure for the year 1961 is estimated to be Rs. 1,00,000.

The detailed plan for the year 1962 is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Standards</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
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<td>1963</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
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<tr>
<td>1964</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
</tr>
</tbody>
</table>

The total expenditure for the year 1962 is estimated to be Rs. 1,00,000.

The detailed plan for the year 1963 is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Standards</th>
<th>Quantity</th>
<th>Quality</th>
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<tbody>
<tr>
<td>1963</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
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<tr>
<td>1964</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
</tr>
<tr>
<td>1965</td>
<td>41,841</td>
<td>41,441</td>
<td>41,841</td>
</tr>
</tbody>
</table>

The total expenditure for the year 1963 is estimated to be Rs. 1,00,000.
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B. M. B. Vinayak

The Hon'ble M. V. Ramanna,

The Hon'ble Chief Minister,

Dr. V. V. Giri &

The Hon'ble Deputy Chief Minister,

The Hon'ble Minister for Finance &

The Hon'ble Home Minister,

The Hon'ble Minister for Education,

The Hon'ble Minister for Agriculture,

The Hon'ble Minister for Industries,

The Hon'ble Minister for Transport,

The Hon'ble Minister for Works,

The Hon'ble Minister for Health,

The Hon'ble Minister for Irrigation,

The Hon'ble Minister for Labour,

The Hon'ble Minister for Co-operation,

The Hon'ble Minister for Panchayats,

The Hon'ble Minister for Public Works,

The Hon'ble Minister for Public Health,

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spontaneous, technical bias 
examples implementing targets 
administrative difficulties, red-tapism

magnificent administrative efficiency
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...
Mr. Speaker, Sir, I second the motion moved by the Hon. Minister for Education.

Mr. Speaker: There is no necessity for seconding.

Sri P. Anthony Reddy: I have to congratulate the hon. Minister for Education for taking very keen interest in the expansion of education in the State. The number of schools, elementary, middle and high, have increased; the number of colleges has increased; the number of teachers have increased; the enrollment of pupils has also increased, but mere quantitative expansion, I think, is not everything in the State. Along with the quantitative expansion, we must also see that every pie we spend is properly used for the mental development of the pupils. I fear, Sir, in this respect,
we have been far short of the ideal. Especially, our elementary schools, Sir, are rather deplorable. Most of the schools - I think at least about 80% of our schools - do not have the global maps or even District maps or State maps or the country’s map, so that the boys who pass out of the elementary school do not know the shape of the earth nor do they have any idea of their own Districts. Unless some attempt is made at equipping our elementary schools with teaching aides like this, I am afraid, the money we spend will be almost a waste.

Secondly, Sir, there is stagnation. Why is there so much of stagnation and why is there so much lack of interest among the parents in the villages? It is because our elementary schools are not really attractive. Most of them are in some sort of sheds, unattractive, dirty and some times disgusting and secondly the teaching that is given there also lacks interest. Therefore, neither the parents nor the pupils have any interest in the elementary schools. Every attempt should therefore be made to make our schools really interesting places - places which are really attractive - and at the same time we must supply sufficient teaching aides to make our teachers teach the subjects properly and interestingly.

Coming to the secondary school stage, Sir, recently the Commissioner for Secondary Education, talking about the syllabuses said that the syllabuses are overcrowded and unsuitable. The same idea was endorsed by the Director of Public Instruction of the Madras State recently when he said that our syllabuses are framed by people who have no teaching experience. Our syllabuses, Sir, are often overcrowded and heavily loaded, so that the initiative is completely lost for the teacher as well as the pupil. Because of these fully-detailed syllabuses, the boys are made only to cram the details instead of doing any original work.

Therefore, I would suggest that the syllabuses should be lightened and great scope should be given for the teacher to use his originality in developing the various topics of a particular subject, and also he must be able to give to the pupils individual work to do some sort of research by themselves and also to do some sort of original work by giving assignments and preparing
projects. Unless such assignments and projects are given to the pupils and they are made to take initiative in studying a particular topic, I am sure the research qualities of our pupils will not be developed. In advanced countries like United States of America, United Kingdom, U.S S.R., and other European countries, we see that this aspect of education is given great importance. But our syllabuses are so crowded and our teachers have nothing else to do except to read the text-book that is given to them and our boys have nothing else to do except to cram what is contained in the book. Our examination is also of the same type where the cramming ability of the pupils is tested. Therefore, it is high time that suitable teachers and experts are selected to revise our syllabuses and see that they are lightened and great scope is given for initiative and original work.

To do this important work, we require also really efficient teachers who take to this profession with some sort of zeal and mission. But unfortunately our teaching profession has become the last resort of those rejected and dejected educated unemployed. People who are not wanted in other departments, people who have tried every door of the Government department to get employment, who have failed there, resort to the teaching profession. Therefore, a great percentage of persons who take to teaching profession are those who are rejected. Do you think, Sir, that such teachers can do anything of a really useful work in schools? If we want the teaching profession to be really efficient, we must make it more attractive by giving better emoluments and also by giving better service conditions. Unfortunately, Sir, our Pay Committee no doubt did something for the pay of teachers, but that is most unsatisfactory. Take the simple case of a secondary grade teacher. A secondary grade teacher is a S.S.L.C. plus 2 years’ training without any prospects. If a person enters the profession as a secondary grade teacher, he must end his life as a secondary grade teacher. But if a SSLC student takes to a clerical job in any of the Departments he has good prospects and he has got better pay. Therefore, for the sin of undergoing 2 years’ extra training, Government has reduced his pay: a clerk starts on Rs. 50, while a secondary grade teacher starts on Rs. 45 per month. Take the case of a Physical
Education teacher. A Higher Grade physical Education teacher has to undergo three years’ training after his S.S.L.C., and he too is started on Rs. 45 only. Thus, these anomalies have made the teachers very much discontented. Therefore, though I thank first the Minister for doing what little he has done for bettering the emoluments of the teachers, what he has done is not enough, and I request him that he should make every effort in his power to see that better emoluments are given to all teachers—secondary grade teachers, physical education teachers, and even L.Ts.

One happy development that our Education Minister has introduced is in the inspectorate. Now, a panel of five experts visit a higher secondary school and give advice or inspect the teaching of various subjects and give them advice. This is a very happy innovation that he has introduced for which I have to congratulate him. But he should not forget that if these inspectors are always inspectors they become purely theoretical and most unpracticable. Therefore, these inspectors must be sent to teaching in schools or at least in training colleges and again to see that what they have found out theoretically is put into practice: they should revive their theoretical knowledge and put it to use in schools later on when they are again posted as Inspectors. This innovation which has been used only for higher secondary schools should be extended to all secondary schools in the State. Now, the D.E. Os., inspecting authority for all high schools, are usually experts, with knowledge of one subject only. How can these inspectors inspect the teaching of expert teachers of all subjects and give them advice? Often, they are a complete failure. Therefore, a team of experts doing inspection, especially inspection of teaching work, is absolutely necessary, and I request the Minister to extend it to all the high schools in the State and even if possible to middle schools also. If this is done, I am sure the teaching methods will be much better and our educational standards also to a great extent will improve.

Coming to physical education, this is one of the most neglected aspects of education. After all, education is not only for mental development, but also for the physical development of our pupils. But unfortunately, this physical education is completely ignored at
the elementary school stage and to a great extent at secondary school stage. In the elementary schools nothing is done for the physical development of our pupils; and some of our pupils, as medical examination has shown,—80 percent of our pupils are defective in some way or the other. Unless medical examination of all the pupils is done periodically, it will be impossible to develop or to prepare a healthy race in India. Now that we are having primary health centres where we have got medical officers with jeeps, I am sure the Government should take up the medical examination of all elementary school children and see that they are treated for the diseases that are detected. Thus slowly, the first step for developing a physically healthy race may be started.

Coming to our high schools, Sir, though the rules insist there should be medical examination of all the pupils in high schools, that rule is never observed. Therefore, Sir, physically defective children are being educated in our country, and sometimes it may be really intelligent pupils, because of their physical defects, appear to be very dull and they are discouraged by the teachers. Therefore, Government should at least try to finance completely the medical examination of all the pupils in high schools in the State and see that the first step is made for preparing a healthy race.

Coming to physical education, this is very often neglected. It is only the physical education teacher that does something for the physical education of our children. The Headmaster and the other teachers really do not take interest though the rules insist that every teacher, who is below the age of 40, should help the physical education teacher in developing the physical education activities. This rule however is never observed. So the headmasters and all the teachers in the schools should take some special interest and see that the physical education activities of the children are properly supervised and thus the preparation of a healthy race may also be started.

Coming to the colleges, I have only one request, Sir. In Madras state, there are a number of affiliated colleges which teach post-graduate courses. I think that is one of the main reasons why Madras State is
producing a lot of I. A. Ss., and I think in our own State secretariat, there are over 30 I. A. Ss. who are coming from Madras colleges like Layola, Madras Christian and Pachayyappa colleges. In our State, only University colleges take it as their monopoly to prepare students for this post-graduate courses. That is why the Andhra I. A. Ss. are very few. Keeping this in view, I request the Minister to bring in a legislation straightaway that at least these affiliated colleges which are really efficient and which can start certain of these post-graduate courses may be given these changes, and thus the chance of getting more I. A. S. people for our State may also be developed.

Thank you, Sir.
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and so on...
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General Grant

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>#1</td>
<td>Rs. 7,746</td>
</tr>
<tr>
<td>#2</td>
<td>Rs. 17,846</td>
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Additional Grants

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>#3</td>
<td>Rs. 7,500</td>
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</tbody>
</table>

**Explanation:**

- **General Grant:**
  - Item #1: Rs. 7,746
  - Item #2: Rs. 17,846
  - Item #3: Rs. 7,500
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...
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The honourable Member Mr. S. V. R. N. Reddy presented the Demand for Education in the following terms:

Demand for Education

...
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Health, Education, Medicine, Irrigation

N. G. O. to be given free education scholarships in order to encourage the depressed class. Political Sufferers to be given free education facilities.
సిద్ధంచుకుంటుంది: మనం Constitution ప్రతి సంవత్సరం అధికారికంగా కార్యకలాల సమయంలో, విద్యాభ్యాస, స్మరణ సంధానం, విద్యా సంస్కరణ ప్రామాణిక శాసనాలు మార్గంలో ఉంటుంది.

శిక్షణ సంపదలకు ప్రధాన భాగం: S S L C ని ఛార్టు ఫ్రీగా Education అనించాం. Scholarships తో సంబంధం. Elementary Schools లో mid-day meal తొలి ప్రధాన పాఠశాలగా సేవలాం. అలాగే సమయంలో మిద్-డేమీలు చేస్తారు. Mid-day meal తరువాత పచ్చానికి చేయబడిన బింలను ప్రత్యేకంగా ప్రాంతాలందరు అందుకుంటారు. ఇందులో వీటి యొక్క మాటలు వాదించవచ్చు. ఇది లేదు అనే ఆధారం యొక్క యొక్క యొక్క సాధనాంతర సమయంలో మిద్-డేమీలు తొలి ప్రధాన పాఠశాలగా సేవలాం. అలాగే కొన్ని ఎలిమెంటరీ స్కూల్స్ మిద్-డేమీలు చేయబడిన బింలు ప్రత్యేకంగా సంపన్న సమాచారాలు చేసాం. ఇది ఔషధ ఉత్పత్తి చేస్తూ, మిద్-డేమీలు చేయబడిన బింలు సంస్కరించకుంటాం. అది ఎలిమెంటరీ స్కూల్స్ మిద్-డేమీలు చేయబడిన బింలు సంపన్న సమాచారాలు చేసాం. ఇది లేదు అనే ఆధారం యొక్క యొక్క యొక్క సాధనాంతర సమయంలో మిద్-డేమీలు తొలి ప్రధాన పాఠశాలగా సేవలాం. అలాగే కొన్ని ఎలిమెంటరీ స్కూల్స్ మిద్-డేమీలు చేయబడిన బింలు ప్రత్యేకంగా సంపన్న సమాచారాలు చేసాం. ఇది లేదు అనే ఆధారం యొక్క యొక్క యొక్క సాధనాంతర సమయంలో మిద్-డేమీలు తొలి ప్రధాన పాఠశాలగా సేవలాం. అలాగే కొన్ని ఎలిమెంటరీ స్కూల్స్ మిద్-డేమీలు చేయబడిన బింలు ప్రత్యేకంగా సంపన్న సమాచారాలు చేసాం. ఇది లేదు అనే ఆధారం యొక్క యొక్క యొక్క సాధనాంతర సమయంలో మిద్-డేమీలు తొలి ప్రధాన పాఠశాలగా సేవలాం. అలాగే కొన్ని ఎలిమెంటరీ స్కూల్స్ మిద్-డేమీలు చేయబడిన బింలు ప్రత్యేకంగా సంపన్న సమాచారాలు చేసాం. ఇది లేదు అనే ఆధారం యొక్క యొక్క యొక్క సాధనాంతర సమయంలో మిద్-డేమీలు తొలి ప్రధాన పాఠశాలగా సేవలాం.
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

The Hon'ble Member, Shri. K. N. Rao, M.P., pointed out that in his constituency, the ratio of male to female population was very high. He requested the Government to prohibit the marriage of girls below 18 years of age. The population of boys and girls was 53,383 and 30,734 respectively. The percentage of boys was 60.11% and that of girls was 39.89%.

Basic Education was compulsory and training was required to ensure that prohibition was not successful. Technical education was necessary for the development of the country. It was decided to prohibit the marriage of girls before 18 years of age.

M. C. Raghavan : Prohibition was introduced in 1955. It was a decision of the Prime Minister. The Government has decided to prohibit the marriage of girls below 18 years of age, public and private concerns have been asked to cooperate.
colleges African American. The 1960-61 population
University colleges higher. West Godavari Government
College higher (students in rolled-up). Officers' rolls
matters, and, therefore, are 20% more. The college
students more. The college students are 3,000,000. Also,
secondary schools are 30% more. The schools 10% more
institutions are entirely different. The Service Commission
 howlers are, the standard 10% more. The teachers 5%,
parents 5%, teachers 5%, parents 5%, teachers 5%,
pass teachers 5%, parents 5%, teachers 5%, parents 5%,
guides teachers 5%, pass teachers 5%, parents 5%,
knowledge teachers 5%, pass teachers 5%, parents 5%,
national character teachers 5%, education 3%...
news-paper reading, general reading, teachers supervision
extra curricular activities extra school hours
religion moral instruction
extra curricular activities
news-paper reading, general reading, teachers supervision
students discipline
students discipline
Secondaiy Schools
multi-purpose schools
multi-purpose schools
Mr. Speaker, Sir. Though I rise to speak on a cut motion, I would be failing in my duty if I did not first compliment the hon. Minister for Education on the progressive Demands that he has presented and on the very satisfactory report he has given on the activities of the Ministry for Education during the past year.
Dr. Pattabhirama Rao has brought his mature experience in educational matters to bear on the new State of Andhra Pradesh and we are grateful to him for that.

I have not the time to dwell on various features that I should like to, but the fact that the State is now spending one-fifth of its revenue on Education—a feature which is not paralleled by any other State in India—is something which the hon. Minister can be proud of; and we too.

At the outset I would like to thank the hon. Minister and the Government for extending to the Anglo-Indian children the concessions allowed to them under the Constitution of India. Hitherto, this was not allowed in Telangana. I am glad to say that I have just received information that some schools have already received sanction on their applications. I congratulate all concerned for the expeditious and kindly manner in which they have disposed of this case.

I am informed that the grants have been given only till 26th January 1960 because the Constitutional Educational concessions have lapsed. I am told that adequate provision has been made for the continuance of the grant should the Constitution be amended extending the concessions for a further period. For this also, I am grateful.

I have a feeling that the Constitutional concessions to the Anglo-Indian children will be extended, but I am glad to note and would like to place on record that this House is in sympathy with our demands that the concessions be extended. I hope and trust that the hon. Minister and the Government will support our cause when the time comes.

I would like to draw the hon. Minister's attention to the need for the recognition of the new Indian School Certificate Examination which has taken the place of the old Senior Cambridge Examination. As the hon. Minister is aware, a Board has been constituted in India with responsible persons including the State Ministers and Educationists to conduct the examinations in liaison with the Cambridge Syndicate. The idea is to maintain high standards for which the Cambridge examinations
were known and this matter also is of a great advantage to the Anglo-Indian community as it provides a life line for our existence. The Government of India have recognised this and the Home Minister has circularised State Governments to the effect that "as a corollary to Article 30 of the Constitution which gives the linguistic minorities the right to establish and administer institutions of their choice, they will have the right to affiliate to an examination of their choice". We have secured this recognition to ensure that our Anglo-Indian schools will continue to maintain the high standard of English which makes them the centre of attraction of the well-to-do Indian students. It is common knowledge that Anglo-Indian schools are being strained beyond strength because all well-to-do people like to send their children to these schools. In Secunderabad and Hyderabad till this year, we have had many children going up for Senior Cambridge Examinations. Probably, it may not be known to the English medium schools that they will have the choice of using the Indian School Certificate. I shall be thankful if the hon. Minister will use his good offices to publicise this. In this connection I would also be grateful if Andhra Pradesh Government also would join the Board of Control of the Indian School Certificate Examination on which Ministers of States and educationists are represented.

Sir, the main burden of my speech today is to bring to the notice of Legislature, the anxiety and fear of the minorities. The constitutional guarantees in the Indian Constitution safeguarding their educational institutions and their freedom of religious instruction are likely to be violated by improper interpretation, especially at lower levels. Mr. Speaker, Sir, I assure you that I am not trying to ride my hobby horse in bringing up this matter every time before this House. It is a matter of great concern to us and it is in our greatest interest that Government should look upon this issue with tolerance and magnanimity. The question is very vital to us. I am aware that we could have had the issue settled through a Court of Law, but the Christian community is always submissive and they always rely upon Government to do justice. Therefore, my representation to-day.
A few days ago, you disallowed a very relevant question of mine, sir, enquiring whether Government propose to revise the Andhra Pradesh Education Act XXXVI of 1956. It is the considered opinion of jurists, lawyers and educationists that the Andhra Pradesh Act (Education Act XXXVI) of 1956 is more pernicious in effect than even the Kerala Bill. That this Act has passed on to the Statute Book is no justification that it should continue to remain there.

I am aware that the Bill does not affect Anglo-Indian Schools which have been particularly safeguarded by the Chagla decisions and the Supreme Court decisions on the Kerala Bill. But there are other minority schools which are being affected.

Sir, before taking up specific cases, I would like to examine one or two points. Sections 3 and 4 of the Andhra Pradesh Act XXXVI of 1956 which give power to the authorities to take over control of the management of schools are palpably ultra vires vis-a-vis Article 30 (1) of the Indian Constitution. A reference to the Supreme Court opinion in the Kerala Education Bill makes this clear. In that opinion the Supreme Court has held that clause 14 of the Kerala Education Bill offends Article 30 (1) of the Constitution.

I submit, sir, that Clause 14 of the Kerala Education Bill in fact referred only to the taking over by the Authorities of the management of aided schools in circumstances similar to those laid down in the rules issued under the Andhra Pradesh Act XXXVI of 1956. The Supreme Court however held that even though minority schools may be receiving aid from Government, that aid could in no circumstances justify the Education Authorities of the Government to take over the management of minority institutions. The Andhra Pradesh Act XXXVI arrogates to the authorities more sweeping powers than were sought for under the Kerala Bill.

Further sir, the rules under the Andhra Pradesh Act XXXVI make provision for a Selection Committee to which persons outside the school management, and on a regional panel may be appointed. Quite obviously, sir, any attempt by Government to introduce into the Selection Committee for a minority school a stranger
who disregards the concepts of the management would be in contravention of Article 30 (1) of the Indian Constitution. It would be a palpable infringement of the choice of the minority school. Such choice must imply the unqualified right of a minority to exercise complete and unfettered discretion in choosing staff which it considers most suitable to subserve the object of the minority institution, namely to preserve their language, culture, script and religion.

There is further another obnoxious rule which demands the selection from a panel of teachers which also violates the fundamental rights of the minority. Also the local Inspector of the Deputy Regional Director has tremendous authority for the appointment, transfer and dismissal of teachers which is utterly in contravention of the choice of the minorities guaranteed in Article 30 (1) of the Constitution. If such authority is sought to be arrogated to strangers to the institution, it can lead and does lead to the appointment of teachers who are utterly unsuited to preserve the choice of the minority. This is happening in the coastal districts as I will establish later.

I do not deny the right of the Government to ensure minimum educational standards as a precondition to recognition. The Government may prescribe the minimum qualifications and the Government may authorise its own officials to satisfy themselves and refuse to confirm such appointments. But the Government can never assume control of minority institutions nor can it make appointment of staff under any circumstances. This is ultra vires the Constitution.

I will give you one specific case. It is a glaring instance. The Deputy Inspector of Schools, Nandigama, has recently written to the Rt. Rev. Bishop Battista of Vijayawada as follows:

"While enclosing a copy of the reference cited above, I request you to submit your consent letter to hand over the R. C. M. Schools to Government."

You will admit, Sir, that this highhanded and peremptory tone of the letter is unwarranted. But what is more intriguing is a letter which purports to be the proceedings of the Director of Public Instruction, Andhra Pradesh dated 4-7-1959 which reads as follows:
“The management of such schools where the teachers are harassed or threatened may be asked to hand over the schools at once. If they do not hand over the schools, notice of one month expressing the intention to withdraw recognition and aid from the school, specifying the defects in the management should be given and this office should be approached for permission to open a special Municipal School...”

This letter has been addressed to the Deputy Director of Public Instruction, Guntur, with the request that he should launch such action against the schools and managements which harass and threaten their teachers.

I would ask the hon. Minister to consider whether this is proper and whether it does not give too much power into the hands of a subordinate, who for personal reasons or for some illegitimate gratification, may choose to take action against any school which he wishes to victimise.

A junior officer of the Education Department, probably a person who is not even a gazetted officer takes on the role of being the complainant against a school, the judge in the case and also the executor. And without due opportunity of reply by the managements of the institutions, he can withdraw recognition, stop the aid and close the school. Is this justice? And is it justice to minorities who have the right to establish and administer institutions of their choice? Have Government decided this as a matter of policy? I hope they have not.

There are many more cases I could bring forward. For instance, there is the case of the R. C. M. Elementary School in Watlur, Eluru West Range where the maintenance grants of 1958 onwards have been withheld by the D. E. O. because of some objection raised by him against the transfer of one Kotiah, Head master of Showripuram School. Now representations have been made, but the Missionary managing these schools was bullied into submission under threats of further disciplinary action. Even now two years' grants have not yet been paid. This is a case which is in violation of Article 30 (1) which I had referred to
before. It is not necessary that the Act should be challenged in a Court of law. I would respectfully suggest, sir, that a small Committee of the House be appointed to go into this question and to see how and to what extent the revision of Andhra Pradesh Act could be effected. The setting up of this Committee will enable the minorities to lead evidence and would enable rectification of grievances and it also enables the Government to come to a decision without having any legal proceedings.

I trust respectfully that you and Government will give consideration to these suggestions of mine.

Thank you, sir.

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I trust respectfully that you and Government will give consideration to these suggestions of mine.

Thank you, sir.
17th March, 1960

Budget for the Year 1960-61

Voting of Demands for Grants

The Hon'ble Members Sirs,

It is a matter of satisfaction to me to report that the Government has been able to submit its Budget for the year 1960-61 in time, as well as to ensure that it is presented in a manner which will enable the Hon'ble Members to take a quick and proper note of the various demands made by the various departments and agencies of the Government.

The Hon'ble Members will recall that the Budget for the year 1959-60 was presented on 10th February, 1959, and that the Budget for the year 1960-61 is being presented on 17th March, 1960. This is a reflection of the fact that the Government is determined to ensure that the Budget is presented in a manner which will enable the Hon'ble Members to take a quick and proper note of the various demands made by the various departments and agencies of the Government.

The Hon'ble Members will also recall that the Government has been able to ensure that the Budget for the year 1960-61 is presented in a manner which will enable the Hon'ble Members to take a quick and proper note of the various demands made by the various departments and agencies of the Government.
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higher elementary schools 36.5

Basic and Social Education Committee met to discuss social and education issues.
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The Superintending Engineer has not yet given permission. It is not possible now.

Adult education and adult schools: Each one, teach one, each one will teach 50 pupils.

Sri Gopal Rao Ekbote (High Court): Mr. Speaker, Sir, those of us who are acquainted with the dimensions of the problem of education and of our resources, both
of the trained personnel and the finances, would agree with me when I say that in spite of these impediments we are going ahead. We are on the eve of the preparation of the third five-year plan and it is but natural that we should put some suggestions before the Education Minister so that the third five-year plan may be so shaped as to reflect not only our felt needs but also of what we want to push through in the third-five year plan.

The other day, Sir, we had the occasion to read in the newspapers about the rough blue-print in the Central Education Ministry. If it stands finally as the third five-year plan in the educational sector, I think, we should congratulate ourselves. If the Centre is going to allot 10% of the total outlay of the third five-year plan for the expansion and upgrading of education i.e., out of 10,000 if the Centre is willing to allot roughly about 1,000 for Education, on the same lines, we in the States - whatever may be the final outlay for the third five-year plan - should allot 10% of it to the expansion and upgrading of education. The way in which we are giving a thought in our State for preparing the third five-year plan in the educational sector encourages me to express that our State also is practically going on the same lines. For instance, the figures which so far have appeared in public show that Social Services are to be allotted Rs. 96 crores i.e., about five times more than the provision in the first plan and roughly about three times more than the provision in the second plan. Within this sum of Rs. 96 crores allotted for Social Services, Education is expected to get Rs. 34.35 crores and out of this primary education alone is expected to get Rs. 24.94 crores. Out of this Rs. 24.94 crores, about Rs. 21.99 crores i.e., roughly about 69% of the total outlay for Education will have been allotted for primary education of boys belonging to the age-group of 6 to 11 years. If this picture, as it is now tried to be painted, finally remains, I think, it would be a matter to congratulate ourselves and I would request the Education Minister to stand firmly for that. I must also appreciate his very determined and firm stand for implementing one scheme at least in the third plan, namely, that all the boys falling within the age-group of 6 to 11 will be provided with education. That is a
gigantic task and it involves several other questions which I think should be considered when we think of expanding education in such a phenomenal manner. In this connection, I think, it would not be out of the way if I only refer to the figures which are expected to be incurred because of the implementation of the scheme.

Sir, as far as the primary education is concerned, we will be bringing about 20.81 lakhs of students alone belonging to the age group of 6 to 11 in the Third Five Year Plan, to schools. You will agree with me, Sir, because you have got a lot of experience in the field of education, that, to bring about 20.81 lakhs of students belonging to the age-group of 6 to 11 into schools involves many important questions to be considered. Otherwise, I am afraid that while we consider the quantity of education we may be sacrificing to a great extent the quality of education. Therefore, as we think of a phenomenal expansion in the field of education, we must, at the same time, bring all the boys belonging to this age-group by the conclusion of the Third Five-Year Plan. As I said, — I am glad the Education Minister appears to be firm in implementing the scheme— we require for the implementation of the scheme as many as 52,025 teachers. It is a question to consider what steps we should take to see that we not only get these 52,000 teachers during the course of the next five years to implement the scheme of expansion of primary education, but we must also keep our vigilant eye on the quality of education. It is not as if we are not doing anything at all in the sphere of primary education, as some hon. Members happen to feel, because I will just now give some figures which are collected from the Education Ministry's latest document. These figures relate to the end of March, 1957. For example, for the age—group of 6 to 11, the national target fixed was 62.7 per cent. In our State, we have over—stepped the national target by implementing the primary education scheme and by bringing about 66 per cent of the boys. Therefore, let us not be carried away by a feeling that in the primary education sector we are lagging far behind. In fact, we have over-stepped the national target by roughly about 4 per cent. But, in this respect, one thing which I would like to bring to the notice of the Education Minister is this: this 66 per
cent of the boys belonging to the age-group of 6 to 11 would have been brought under the schooling facilities by the conclusion of the Second Five Year Plan. If this figure is further dissected, one thing that becomes prominent is that out of that 86.9 per cent are boys and only 46.5 per cent are girls. Therefore, this disparity in affording educational facilities to the boys and the girls will have to be removed and not only equal opportunities will have to be offered to the girls but greater attention will have to be paid to this problem, because, if, in the age-group of 6 to 11, at the conclusion of the second Five-Year Plan only 46.6 per cent of girls are to be found, we have to take necessary steps to bring the remaining girls also into schools. If we compare our figures of girls' education with those of other States, we find that Kerala, by the end of the Second Five Year Plan, will have cent per cent girls in schools, Madras will have 63.6 per cent, Bombay will have 63 per cent and we will have 46.6 per cent only. It is not as though we are not doing anything in the matter of girls' education. We have been doing our best; but there are real impediments and those impediments will have to be considered sympathetically and will have to be removed and a climate will have to be created in which it should be possible for the girls to be brought under education. Therefore, so far as primary education is concerned, I think, so far our efforts have been not only good and successful but quite commendable, although a leeway remains to be made up.

But the real difficulty is so far as the other age-group is concerned—age-group of 11 to 14 years. The national target fixed in the Second Five Year Plan is 22.5 per cent. In our State, we are going to achieve only 17.3 per cent, that is, about 5 per cent below the national target. But in that also, another picture which we must constantly keep in view is that about 27 per cent of the boys would be there and only 7.6 per cent of the girls would have been brought into schools. So, regarding the girls belonging to the age-group of 11 to 14, there is a sudden fall from 46.6 per cent to 7.6 per cent. Now, the causes of this sudden fall have to be found out and, as I said earlier with regard to the age-group of 6 to 11, even with regard to the age-group of 11 to 14, some necessary steps will have to be taken to see
that a climate is created in which it would be possible for this particular age-group girls to have been brought into schools.

If we take the other age-group, 14 to 17 years, which is more important, the national target fixed is 11.7 per cent; and in our State we will be achieving 10.2 per cent, not much lower than the national target. But, in this respect also, girls who are brought into high schools particularly are much below than the percentage of the boys. In this regard also, the one suggestion that I would like to make to the Education Minister for his sympathetic consideration is that in some parts of our State we find that girls belonging to this age group of 14 to 17 do not prefer to go to co-educational institutions. I do not want to go into the details because that is a controversial question—whether co-education is feasible, good or not. I do not wish to go into that. But one thing is clear that

Mr. Speaker: Particularly in High Schools, whether it is possible or not...

Sri Gopalrao Ekbote: Yes, that age-group of 14 to 17. I do not want to go into that question, because I have got very short time to speak and I would therefore merely refer to that question and request the Education Minister to provide separate girls' high schools wherever it is possible, by extending all possible facilities in order to bring many more girls into secondary education.

Of course, I do not wish to give the figures of the Collegiate education, because I want to speak only with regard to primary education or the secondary education. When I come to the secondary education, we have multi-purpose High Schools with diversified courses. When I look into the All India picture so far as these multi-purpose High Schools are concerned, I wish to bring to your notice a very unfortunate or sad aspect of the whole problem, and I am constrained to say that even in the field of education the Central Government has not been fair to our State. For example, upto March 1957, there have been about 575 schools throughout India. Out of these 575 multi-purpose schools, these three States alone have taken as many as 388 multi-purpose High schools:
Bombay has got 121
West Bengal 171
Madras 89
Andhra Pradesh 41

Thus in our State we could get only 41, and this picture is really a disturbing picture, and I request the hon. Minister to voice the feelings of discontent and dissatisfaction of the whole House to the Government of India, because I attach the greatest importance to this multi-purpose education, for it not only provides education for every aptitude of children but it is also very essential for building up healthy traditions in education. I would therefore request the Education Minister to take early steps to see that this enormous disparity which exists between the different States and our State as far as the multi-purpose high schools are concerned should be removed.

In this respect, another suggestion which I would like to make to the Education Minister is with regard to the constitution of a Committee to carry field survey as far as the multi-purpose schools are concerned. I am glad to find from his speech that he has appointed about 5 Subject Inspectors to go round these upgraded high schools to find out whether teaching in these particular subjects is being carried in a standard way or not. I do not know whether in these upgraded high schools, the multi-purpose schools are included or not. But even if they are included, subject-wise scrutiny or inspection is absolutely necessary, and he has really done a very good thing. But the suggestion which I am now making is slightly different from what has already been implemented. Even the Central Government or the Central Council of Secondary Education felt it necessary to assess actually the advance made in these multi-purpose educational institutions. Now, that is not a new education which we are imparting in our country. Several other advanced countries have established multi-purpose schools with diversified courses. We started establishing multi-purpose schools only from the year 1954 and during the last four or five years there has not been a regular assessment of the advance made in these multi-purpose high schools. Unfortunately, in our country we have not as yet a single model multi-purpose school with all the diversified courses located...
in that particular school. We have schools of two courses or at the most three courses. The ultimate objective or end of multipurpose education is to provide varied types of education catering to the requirements of varied types of students. Therefore, it is worthwhile to consider the appointment of a Committee to carry on field survey in the field of multi-purpose education to find out two things: As to whether all the schools have enough trained personnel, and whether enough equipment has been provided or not. Quantitatively, as far as the amount provided for the multi-purpose education is concerned, I find from the various reports that the entire amount has been spent, and that is a matter of great satisfaction to anybody. But that does not solve our problem. The real question is of the quality, and we have to watch this infant institution of the multi-purpose education to see whether it is properly coming up or not. I would therefore request the Education Minister to consider this suggestion sympathetically even from an academic point of view. If such a field survey committee in respect of multi-purpose education is constituted, I am sure that will certainly help us. I would also request the hon. Minister to establish at least one model multi-purpose High School in our State which will cater to practically all the courses which come under multi-purpose education of a diversified nature.

With regard to primary education, I have a few suggestions to make. In the third Plan, I have already given the figures that about 69 per cent of the total outlay has been provided for primary education for the age group of 6 to 11, if this figure ultimately stands. But one thing which I would like to bring to the notice of the Education Minister is that some attempt must be made to convert the traditional type of primary education. The traditional type of primary schools should gradually be converted to basic education. It is really a matter of great concern, if I may say so, to find that there still persists some confusion with regard to the real understanding of the basic education. In spite of the fact that Gandhiji had suggested this 'system of education' as long back as 1937 and about 22 years have elapsed, many Commissions and Committees have been appointed, reports have
been submitted, clarifications have been given, and a final decision in the Education Ministers' Conference has been taken in 1956. But in spite of that, some confusion with regard to basic education appears to exist. When we refer to Japan, Germany or Russia or other countries of the same type, that type of basic education we seem to appreciate or even commend, but when we refer to our own country, regarding the type of basic education which we have decided as the national system of education as the base of our educational system, there appears to be some misunderstanding or confusion. They happen to believe that when we use takli, charka, etc., there, the use of the book is not necessary at all. I think, that is not the correct understanding of basic education. Basic education does not completely or outright discard the books which are written or printed and it is not correct to think that no student in the Basic education school is expected to read the book. That is not the situation. Let us understand that, and I would request the hon. Minister to remove this misunderstanding only by one concrete step and that is by assessment of the advance made in the educational field. That would clearly establish, and I am personally very much confident—that the academic attainment of the boys of the basic education is much more or much higher than the traditional type of primary education. That will be a concrete expression or demonstration of the superiority of the basic type of education. I am personally convinced on that account because I have myself seen ideal basic schools working in a particular climate or atmosphere. It is the fault of ours if we are not running these schools on proper basis. But that does not mean that we should misunderstand the scheme itself and then try to discard it altogether. Therefore, let us carry out an assessment as far as basic education in our State is concerned, and I will not be surprised if I am told that the academic achievement or attainment of the boys who go to the basic education is much higher than the academic attainment of the traditional type of primary education. For obvious reasons, that traditional type of primary education is so remote and so diverse from the realities of life and this basic education is so near that it is an education for the life and through the life. Therefore, let us not misunder-
stand the scheme itself. If there are some defects in the working of the schools themselves, let us try to point them out to the Education Minister and try to remove them, instead of condemning the national system adopted by all the States throughout India. Otherwise it creates a lot of confusion. On the one hand, the system which we have adopted is continuously criticised and the other system also is equally condemned; then we remain in a vacuum without making any progress. I, therefore, suggest that, so far as the Third Five Year Plan is concerned, let us not arrest the progress of conversion of traditional type of primary schools. I would request the Education Minister to see that more number of primary schools are converted into basic schools and when we start new institutions, primary schools, they should be started on the basic type. Orientation of the traditional type of primary schools by attaching to these schools certain features of the basic nature would not lead us to the basic ideal. By only providing takli and charka or giving them a farm or kitchen garden—that would transform the education of the traditional type. Therefore, it is necessary to convert the traditional type of primary education and establish full-fledged basic schools. It is only then that we will have fulfilled our national aspirations, as far as the education system is concerned. We have been condemning the system which we have so far followed for the last 100 or 200 years. We have taken certain decisions in the field of education from the pre-basic to the three-year degree course. That notional ideal of educational has got to be stuck on and sufficient time awarded for its experimentation. If we go on wavering from time to time, we will not be doing anything. I, therefore, suggest that when we draft the third Five-Year Plan, this aspect of conversion of the traditional type of schools into basic schools and starting of more basic schools should be kept in view.

I have found from the Minister’s speech one very good thing, viz., that new training schools established for the purpose of giving training to the teachers are all of the basic type. I am quite sure that if the training schools are established on the right lines, it would be a very happy thing. We require about 52,000 teachers
for the purpose of our Third Five Year Plan. Let us therefore project our educational philosophy in the actual training of these teachers so that they may carry the torch to the students and out of the students we will be able to reconstruct our society on the desired pattern.

The last point which I would like to bring to the notice of the House at the time of preparing the Third Five-Year Plan is with regard to the per capita expenditure. Although we may be granting about 10 per cent of the total outlay on education, out of that 10 per cent about 20 to 25 per cent is exclusively earmarked for education every year. Inspite of that, the per capita expenditure in our State would be a little less than the other States. For example, Kerala spends Rs. 5-1-0 per head; Madras, Rs. 5-7-0 per head; Bombay, Rs 7-0-0 while we spend Rs. 4-3-0. Therefore, there is a good elbow room to spend more amount on education. I have always been insisting that about 25 per cent of our budget every year should be allotted for education.

The last point which I want to say, and I will have finished, is with regard to the ceilings on the grant-in-aid as far as the secondary schools are concerned. I have already referred to it, and I have no time to refer to the different figures of these aided schools to convince the Education Minister the reasonableness of lifting this ceiling which, unfortunately existed right from the Hyderabad Government’s time. This ceiling must be removed because at the bottom we are spreading fast. Even the lower secondary and higher secondary are being upgraded and a lot of expansion has taken place. Therefore any ceiling or any pressure on the growth of these institutions will work adversely. I therefore request the hon. Minister to consider them sympathetically.

I am thankful to you, Sir, for the time allowed.
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Budget for the Year 1960-61  
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General education 361  Education is the key to a nation's development. The government has allocated Rs. 2,18,00,000 for elementary education and Rs. 1,55,00,000 for secondary education. The total expenditure on education is Rs. 3,75,00,000. Post-graduate course 362

Stature and imagination 361  The government acknowledges the importance of imagination in education. The government has allocated Rs. 63,00,000 for research and development in education.

Post-graduate course 362  The government has allocated Rs. 40,00,000 for post-graduate courses in education.
Postgraduate courses are often seen as essential for those who wish to advance their careers in their respective fields. They provide advanced knowledge and skills that are not typically covered in undergraduate studies. However, enrolling in postgraduate courses can be a daunting task, especially for those who are already working or have other responsibilities.

Multi-purpose high schools are essential for providing education to a diverse range of students. They are designed to meet the needs of students from different academic levels, including those who are preparing for higher education and those who are looking for vocational training.

Agricultural country schools are critical for ensuring that students have access to education that is relevant to their future careers. These schools provide a strong foundation in agriculture, which is essential for the development of rural communities.

Higher Secondary Schools and Pre-university courses are important for preparing students for higher education. Teachers play a vital role in ensuring that students are well-prepared for these courses.

Postgraduate courses are often seen as a stepping stone to furthering one's career. They provide advanced knowledge and skills that are necessary for success in many fields.

Industrial development and scientific development are crucial for the growth of any country. Multi-purpose schools and high schools play a significant role in preparing students for these fields.

Elementary Schools are the foundation of education. They provide the basic skills and knowledge that students need to succeed in life.

Pre-elementary schools are important for preparing young children for the transition to formal education. They provide a nurturing environment that helps children develop the necessary skills to succeed in school.
class 6th elementary nursery course

character influence pass short cuts

teachers highest virtuous character develop humanity

anomalies
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Education Department reports to the legislature. Socialist Party, Congress Party, Swatantra Party, Communist Party, and others.

Party leaders have been discussing various issues, including:

- Education
- Endowments
- School fees
- 1958
- 1960

The atomic age was introduced in 1955. In 1957-58, the age-group 29 accounted for 29.71%, while in 1956-57 it was 29.8%. One-tenth of a percent is 0.1%.

Note: Atomic age refers to the era since the introduction of atomic energy and the atomic age indicator. The atomic age indicator is based on the percentage of the population in the age-group 29.
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gender, education, and employment. This year, the Government has taken several
measures to improve the educational prospects of girls, such as establishing
detailed measures for girls' education. The Government has also decided to allocate
11 crores for the age-group 14 and above for various educational institutions in
9.78 lakhs, 9.68 lakhs for schools. These measures are expected to provide a
better education for girls.

S. S. L. C. 5994 69,38,42,44
S. S. L. C. examination results for various age groups are presented below:

Multi-purpose schools 65

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Multi-purpose schools 65

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for various age groups are presented below:


Multi-purpose schools 65

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1966-67: 1.72%, 1967-68: 0.65%, 1968-69: 02.56%, 1969-70: 06.24%

Multi-purpose schools 65

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1966-67: 0.72%, 1967-68: 0.65%, 1968-69: 02.56%, 1969-70: 06.24%
secondary grade teachers to 1500 rupees per month. Higher grade teachers to 2000 rupees per month. Teachers of 10 years experience will be paid Rs. 800 to 2000 per month. This process will be applied to all teachers in the year 1966.

Average salary of secondary grade teachers is Rs. 1500 while mid-day meals are Rs. 0.25. This year, mid-day meals are Rs. 0.25 and the increase is 25 percent. 75 percent of the increase is Rs. 0.15.
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430

graduate teachers 

Secondary Grade and

Secondary Grade

Tertiary Grade

graduate teachers

Secondary Grade

Tertiary Grade
Higher grade posts are recognized in the India grade posts (a) that are considered to be of a greater grade levels. This has been established in various grade levels. However, it is important to note that the higher the grade level, the higher the classification. The classification system is based on the grade levels and not on the institutions. The institutions can be classified as government, private, and local-body institutions. The classification is based on the scale of the general principle.

Secondary schools, non-teaching staff

The budget for the year 1960-61

Voting of Demands for Grants

Standard acres

Congress party

15 acres are sold at Rs. 50, 50 acres are sold at Rs. 100, 75 acres are sold at Rs. 200, 100 acres are sold at Rs. 300. The standard acres for the year 1960-61 are sold at Rs. 500 per acre.
The House then adjourned till Half Past Eight of the Clock on Friday, the 18th March, 1960.