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Thursday, March 12, 1964
Phalguna 22, 1885 (Saka)

LOK SABHA DEBATES

Seventh Session
(Third Lok Sabha)



LOK SABHA SECRETARIAT
New Delhi

CONTENTS

No. 24—Thursday, March 12, 1964/Phalguna 22, 1885 (Saka)

	COLUMNS
Oral Answers to Questions—	
*Starred Questions Nos. 543, 546 to 551 and 553	5065—5105
Short Notice Question No. 8 . . . . .	. . . 5105—17
Written Answers to Questions—	
Starred Questions Nos. 542, 544, 545, 552 and 554 to 564	. . . 5118—29
Unstarred Questions Nos. 1076 to 1123 . . . . .	. . . 5129—70
Calling Attention to Matter of Urgent Public Importance—	
Firing by Pakistani troops at Indian posts in Jammu area	. . . 5170—78
Papers laid on the Table . . . . .	. . . 5178—79
Demands for Grants	5180—5314
Ministry of Education	5180—5314
Shri Barrow . . . . .	. . . 5181—88
Shrimati Renuka Ray . . . . .	. . . 5188—94
Shri Tyagi . . . . .	. . . 5194—98
Shri Vishram Prasad	5198—5208
Shri A. T. Sarma . . . . .	. . . 5208—12
Shri Dhuleshwar Meena . . . . .	. . . 5213—18
Shri H. N. Mukerjee . . . . .	. . . 5219—28
Shrimati Yashoda Reddy . . . . .	. . . 5228—35
Shri P. K. Deo . . . . .	. . . 5235—41
Shri Majithia . . . . .	. . . 5241—47
Shri Prakash Vir Shastri . . . . .	. . . 5247—55
Shri S. Kandappan . . . . .	. . . 5255—60
Shri Sham Lal Saraf . . . . .	. . . 5260—64
Shrimati Kamla Chaudhuri . . . . .	. . . 5264—69
Shri Kishen Pattnayak . . . . .	. . . 5270—77
Shri M. C. Chagla	5277—5312

*The sign+marked above the name of a Member indicates that the Question was actually asked on the floor of the House by that Member.

LOK SABHA

Thursday, March 12, 1964/
Phalguna 22, 1885 (Saka)

The Lok Sabha met at Eleven of the
Clock.

[MR. SPEAKER in the Chair]

ORAL ANSWERS TO QUESTIONS

L.I.C. Investments

+

*543. { Shri Yashpal Singh:
Shri Harish Chandra
Mathur:

Will the Minister of **Finance** be
pleased to state:

(a) whether the Life Insurance
Corporation has been permitted to
invest its capital in public or private
sector undertakings; and

(b) if so, the total investment made
so far and the total amount of profit
earned thereby?

**The Minister of Planning (Shri B.
R. Bhagat):** (a) Yes.

(b) A statement is laid on the Table
of the House. [Placed in Library.
See No. LT-2525/64].

श्री यशपाल सिंह : इसमें कितना रेशियो
प्राइवेट सेक्टर का है और कितना पब्लिक
सेक्टर का है ।

श्री ब० र० भगत : स्टेटमेंट में यह
दिया है कि प्राइवेट सेक्टर में १२१ करोड़
रुपये हैं । टोटल ६२३ करोड़ रुपये हैं । तो
2436 (Ai) LSD—1.

लगभग २० फी सदी के बैठता है । कुछ
कोआपरेटिव सेक्टर है, उन में भी कुछ आप
प्राइवेट कह सकते हैं, यह करीब चौथाई बैठता
है ।

श्री यशपाल सिंह : एल० आई० सी० ने
कभी यह भी जाहिर किया है कि वह फिल्म
लाइन पर कितना खर्च कर रहा है, सिनेमा
वगैरह पर कितना खर्च कर रहा है ।

अध्यक्ष महोदय : सिनेमा पर कितना
खर्च कर रहा है, उस के माननीय सदस्य ज्यादा-
बखिलाफ हैं ।

श्री ब० रा० भगत : सिनेमा पर एल०
आई० सी० खर्च नहीं करता है । उस के लिये
फिल्म फाइनेन्स कारपोरेशन है ।

Shri Shashi Ranjan: May I know
whether these investments are decided
by a body or by any one person or
individual, and if it is decided by a
body, may I know the names of
those persons constituting the body
and if it is decided by some individual
the name of the individual?

Shri B. R. Bhagat: It is not by an
individual. There is an investment
Committee of the LIC Board.

Shri Ranga: May I know whether
the hon. Minister will give us infor-
mation, if not now, later on, about
the investments they have made in
different private industries, more
particu'arly in the newspaper indus-
try—the dailies and the rest—with
details?

Shri B. R. Bhagat: For that, I want notice.

Mr. Speaker: I will ask the Minister to lay a statement. Shri Dubey.

Shri R. G. Dubey: May I know whether any specific direction will be given to the LIC regarding the investment policy, in the light of the Finance Minister's statement that wages, consumption, etc., are to be co-ordinated?

Shri B. R. Bhagat: No direction is needed. Actually, the investment policy of the LIC is guided by section 27A of the Insurance Act and the policy approved by Parliament. That spell out the details, and it does not conflict with the policy announcement of the Finance Minister.

Shri D. J. Naik: May I know the reasons why only 3.3 per cent is invested in the co-operative sector?

Shri B. R. Bhagat: That is a new field in which the LIC is interested; it will grow, although it is small today.

Shri Harish Chandra Mathur: Is it a fact that the investment of the LIC in the public sector enterprises in the States, particularly in the State Electricity Boards, has not been at all encouraging and, if so, may I know the reasons?

The Minister of Finance (Shri T. T. Krishnamachari): We are not in a position to admit the fact that it is not encouraging . . .

Shri Ranga: Kindly raise your voice.

Shri T. T. Krishnamachari: We are not in a position, Sir, to confirm what the hon. Member says, because, at the present moment, we have no facts before us to indicate whether the investment in this sector is disappointing. But at the same time, I may hazard a guess: unless they are new stocks which bear a higher rate of

interest, the rate of return, at the present moment offered by these investments may not be attractive to the LIC.

Shri Kapur Singh: How does the profit percentage earned by these investments of the LIC compare with that earned by similar investments by the well-run private sector?

Shri B. R. Bhagat: I want notice, but the LIC goes into each case and only if the return is good they will invest.

Shri Sham Lal Saraf: May I know whether this investment is encouraged in some selected industries; if so, the main categories of industries where this investment is mostly made?

Shri B. R. Bhagat: They usually follow the Plan priorities. Industries in the category of higher priority get the attention of LIC. Also, the LIC goes by the returns and profitability of the concern, because it is the policy-holders' money for which they are trustees.

Search made by Customs Authorities

*546. **Shri Hari Vishnu Kamath:** Will the Minister of Finance be pleased to refer to the reply given to Starred Question No. 545 on the 12th December, 1963 and state:

(a) whether the investigations or adjudication proceedings against the business houses whose premises were searched by Customs Authorities on suspicion of under-invoicing of exports and over-invoicing of imports have been completed; and

(b) if so, the outcome thereof?

The Deputy Minister in the Ministry of Finance (Shrimati Tarkeshwari Sinha): (a) and (b). The investigations are in progress. Show-cause notices have been issued in some of the cases.

Shri Hari Vishnu Kamath: The Deputy Minister, if I heard her aright,

said that the investigations are in progress. May I know which is the investigating agency, what stage the investigation has reached and what are the names of the business houses involved?

Shrimati Tarkeshwari Sinha: There are 18 firms.

Shri Hari Vishnu Kamath: Business houses.

Shrimati Tarkeshwari Sinha: There are 18 business houses on which investigation is taking place. The investigations are at various stages—some are at the stage of adjudication and some are at the stage of investigation itself—and the Customs Authorities take various kinds of help, as they need from various authorities for getting this investigation done.

Shri Hari Vishnu Kamath: Sir, my question about the names of the business houses has not been answered. There can be combines—it is not that the 18 names have to be given—and in that case the names of the business houses concerned may be given.

Mr. Speaker: Has the Minister got those names ready?

Shrimati Tarkeshwari Sinha: Sir, 18 names are there.

Shri Hari Vishnu Kamath: Read them.

Shrimati Tarkeshwari Sinha: Sir, when the investigations are in progress will it be proper for me to give the names?

Shri Surendranath Dwivedy: Very much.

Mr. Speaker: It is not for me to decide. Either she can claim that it is not in public interest to disclose the names, or disclose them.

Shri Shashi Ranjan: On a previous occasion it was given.

Shrimati Tarkeshwari Sinha: The names are:

1. M/s. Alexie Lucas & Co.
2. M/s. Jankidas Ramgopal.
3. M/s. M. D. Bhoola & Co.
4. M/s. East India Commercial Co. (P) Ltd.
5. M/s. Eastern Industries.
6. M/s. Jai Hind Supply Co (P) Ltd.
7. M/s. Bird & Co.
8. M/s. Bunge & Co.
9. M/s. Sethia & Co.
10. M/s. Skoda & Co.
11. M/s. India Refractories Ltd.
12. M/s. Acchuram Sohanlal.
13. M/s. Khan & Sons.
14. M/s. Mohanlal & Co.
15. M/s. R. R. & Co.
16. M/s. Horsukhlal Lakshmichand
17. M/s. Saaz & Co.
18. M/s. Jain & Co.

Shri Hari Vishnu Kamath: Is there any basis for certain reports to the effect that some ministers and officers too are being subjected to gently pressure or being coaxed and cajoled with a view to delaying proceedings or even hushing up some of the matters?

The Minister of Finance (Shri T. T. Krishnamachari): Sir, the only Minister who is really concerned with regard to this department happens to be my humble self, and I do not think I am subjected to any coaxing or even cajoling or any pressures so far. It might come later. I do not know; but so far I am free.

Shri Hari Vishnu Kamath: The Minister said: 'so far I am free' That is fairly good.

Mr. Speaker: We shall see what happens in the future.

Shri Hari Vishnu Kamath: God only knows.

श्री श्रीकार लाल बरवा : मैं जानना चाहूंगा कि जो उन का चालान किया गया है वह डिफेंस ग्राफ इंडिया रूल्स के अन्तर्गत किया गया है या किसी और कानून के तहत किया गया है ।

श्रीमती तारकेश्वरी सिन्हा : कस्टम्स को यह हक होता है कि वह उन की जांच पड़ताल करे । जो माल आये उस को सीज करे, उन की एन्क्वायरी करे या जो कागजात हों उन को जा कर पकड़े । इस के लिये वे लोग मदद लेते हैं बेरियास अध्यापिका से । स्टेट गवर्नमेंट्स से मदद लेते हैं और स्पेशल पुलिस एस्टैब्लिशमेंट से भी मदद लेते हैं ।

अध्यक्ष महोदय : क्या यह डिफेंस रूल्स के मातहत हो रहा है ।

श्रीमती तारकेश्वरी सिन्हा : कस्टम्स रूल्स के अन्दर हक होता है कि वे लोग कागजात की जांच करें ।

Shri Shashi Ranjan: The names of 18 business houses have been disclosed by the hon. Minister and this is as a result of the investigation done from 1st May to 10th August. May I know whether after that period some investigation has also been done and some more companies have been enlisted along with these 18 companies?

Shri T. T. Krishnamachari: We have no information.

Shri Surendranath Dwivedy: On 5th March the hon. Minister stated that so far as Bird & Company is concerned some adjudication is going on. Now again it has been stated that further investigation is in progress. May I know which is the matter that is under adjudication and whether investigation is going on on any particular matter pertaining to Bird and Company?

Shri T. T. Krishnamachari: This is something which we do not do here. May I tell the House that the total number of cases is roughly about

2000. The names mentioned are of some of the firms where searches have been made. The number of people who have been hauled up is nearly 2000 and adjudication is being done. The officer concerned is able to dispose of roughly 200 cases a month. We are really trying to strengthen that office, so that the disposals may be more expeditious. All that I can say is that a show-cause notice has been issued with regard to Bird and Company in regard to certain matters. An adjudication officer has been appointed, so that the person who is investigating will not be the adjudicating officer. A different officer has been appointed. Certain other facts which have come to light are being investigated and, maybe, they may merit a show-cause notice or they may not. I am not in a position to give details, because I do not know them. It is not a matter in which I am directly concerned. I get reports as and when an enquiry is completed or when it is at a particular stage.

Shri Harish Chandra Mathur: May I know whether the Minister has considered the *modus operandi* for this widespread evil and whether he is taking any steps to check it at the roots?

Shri T. T. Krishnamachari: The hon. Member will not feel offended if I say that I make no claim for omniscience. The procedures in regard to finding out this evil are laid down. The officers do it. It is a policing act. If the hon. Member can suggest a police to completely eradicate crime, the same thing can be applied even in this. Things go on. We find out some, and some escape. You know, Sir, the technique of customs investigation happens to be largely based on clues provided by informants or chance information.

Shri Sinhasan Singh: May I know whether these people were successful in escaping from customs while exporting and importing their products and later on some information came

to the officers and they searched the houses and found these irregularities, and then investigation has been undertaken?

Mr. Speaker: How can the Minister have that information about these details in each case?

Shri Sinhasan Singh: The irregularities came out after the search of the premises.

Mr. Speaker: How can the Minister be expected to have detailed information in each case whether they escaped first and then search took place or whether in the first instance search took place? I do not think he can answer that.

श्री रामसेवक यादव: मैं जानना चाहूंगा कि निर्यात और आयात के मूल्यों को कम और ज्यादा दिखाने के फलस्वरूप कितनी धनराशि का मामला इसमें शामिल है?

श्रीमती तारकेश्वरी सिन्हा : कितनी धन राशि है, इसके आंकड़े तो अभी मेरे पास नहीं हैं। मिल जाएंगे तो मैं माननीय सदस्य को बताने की कोशिश करूंगी।

Shri Hem Barua: In view of the fact that certain foreign business houses in collaboration with Indians are indulging in this nefarious game of under-invoicing and over-invoicing, may I know what steps Government have taken to maintain stricter vigilance over the functioning of these foreign business houses in this country?

Mr. Speaker: That is a different thing altogether.

श्री शिव नारायण : मैं जानना चाहता हूँ कि जितने केसेज पकड़े गए हैं, इन में से डी० आई० आर० के मातहत कितने पकड़े गए हैं?

अध्यक्ष महोदय : आप ध्यान नहीं देते। इसका जवाब तो आ चुका है।

श्री शिव नारायण : गवर्नमेंट ने इस का जवाब नहीं दिया।

Shri P. K. Deo: May I know what steps are being taken to streamline our commercial intelligence to find out if the various transactions that are made in foreign countries are in conformity with the invoices?

Mr. Speaker: This particular question relates to cases where searches have been made.

Shri P. K. Deo: I want to know the steps to streamline our commercial intelligence.

Mr. Speaker: I am not opening it so wide.

श्री कछवाय : मैं जानना चाहता हूँ कि यह जो जांच हो रही है यह कस्टम्स के अधिकारियों द्वारा ही हो रही है, या इसमें किसी केन्द्र के विशेष अधिकारी द्वारा भी जांच की जा रही है और इस जांच में कितन समय लगेगा?

श्रीमती तारकेश्वरी सिन्हा : हम ने अभी केन्द्र के एक अधिकारी, डाइरेक्टर आफ इन्स्पेक्शन, को बर्ड एंड को० के केस में एंडजडिकेटर बनाया है। जब जरूरत होती है तो हम ऐसा करते हैं। लेकिन यह जांच उड़ताल तो कस्टम्स के अधिकारी ही कर रहे हैं।

श्री कछवाय : मेरे इस सवाल का जवाब नहीं आया कि जांच कब तक समाप्त हो जाएगी।

श्रीमती तारकेश्वरी सिन्हा : खत्म होने का दिन तो निर्धारित नहीं किया जा सकता।

फेफड़े का कैंसर

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श्री म० ला० द्विवेदी :
श्री हरिश्चन्द्र माधुर :
श्री प्र० ना० विद्यालंकार :
श्री च० का० भट्टाचार्य :

*५४७.

श्री प्र० रं० चक्रवर्ती:
 श्रीमती सावित्री निगम:
 श्री अंजनप्पा:
 श्री रामेश्वर टांटिया:
 श्री राम हरल्ल यादव:
 श्री अं० ब० सि० बिष्ट:
 श्री कजरौलकर:
 श्री प्रकाशवीर शास्त्री:
 श्री मोहन स्वरूप:
 श्री बे० जी० नायक:
 श्री अ० ना० हज़ारिका:
 श्री द्वारका दास मंत्री:
 श्री विभूति मिश्र:

के निर्णय भी उसी दिशा में हैं। प्रतिवेदन प्राप्त होने पर मामले पर और विचार किया जायेगा।

(ग) एक विवरण सभा की मेज़ पर रख दिया गया है। [पुस्तकालय में रखा गया देखिये संख्या एल० टी०-२५१६/६४]

[(a) The views expressed by the Blue-Ribbon Federal Panel of the U.S.A. as reported in the press have been duly noted by Government. Steps are being taken to obtain a copy of the report.

क्या स्वास्थ्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या सरकार ने वाशिंगटन में ११ जनवरी, १९६४ को प्रकाशित अमरीका के "ब्ल्यू रिबन फेडरल पेनल" के प्रतिवेदन पर विचार किया है जिसमें बताया गया है कि सिगरेट पीने से फेफड़े का कैंसर तथा अन्य ऐसे रोग, जिनसे शीघ्र मृत्यु हो जाती है, होने का मुख्य कारण है ;

(ख) क्या सरकार का विचार प्रतिवेदन के निर्णयों से लाभ उठाने का है ; और

(ग) यदि हां, तो सिगरेट बीड़ी पीने की बढ़ती हुई आदत को रोकने के लिए सरकार का क्या कार्यवाही करने का विचार है ?

स्वास्थ्य मंत्रालय में उपमंत्री (डा० द० स० राजू) : (क) अमरीका के "ब्ल्यू रिबन फेडरल पेनल" के विचार जैसे कि व समाचार पत्रों में प्रकाशित हुये हैं, भली प्रकार सरकार के ध्यान में लाये गए हैं। इस बारे में प्रतिवेदन की एक प्रति प्राप्त करने के लिए कदम उठाए जा रहे हैं।

(ख) सरकार साधारणतः सिगरेट पीने के कुप्रभावों से अवगत है और अमरीकी पेनल

(b) The harmful effects of smoking are generally known to Government and the conclusions of the U.S.A. Panel are in the same direction. The matter will be further considered on receipt of the report.

(c) A statement is laid on the Table of the Sabha. [Placed in Library, See No. LT-2516/64].

श्री म० ला० द्विवेदी : इस बात को ध्यान में रखते हुए कि विशेषकर लंग के कैंसर की बीमारी इस देश में बढ़ती जा रही है, क्या कारण है कि भारत सरकार स्वयं इस तरफ अपनी जांच नहीं करा रही। जब कि इंग्लैंड की पब्लिक एकाउंट्स कमिटी का रिपोर्ट में इस बात का जिक्र है कि सिगरेट से लंग का कैंसर पैदा होता, और दूसरे देशों से भी इस प्रकार के समाचार मिले हैं? मैं जानना चाहता हूँ कि भारत सरकार इस दिशा में अपनी तरफ से कोई कदम क्यों नहीं उठाती ?

Dr. D. S. Raju: We have already taken several measures. Of course, the most important thing is educating the public with regard to the harmful effects of smoking.

An hon. Member: Why is the Health Minister not present here?

Another hon. Member: She is in Geneva.

Dr. D. S. Raju: Though the harmful effects of smoking are well known among the educated public, still many people smoke. It is almost a social habit. Apart from that, our Health Education Bureau are publishing pamphlets giving full details about the dangerous effects of smoking. Then, the doctors and hospitals are also propagating the view that smoking is very bad for health.

श्री म० ला० द्विवेदी : इस मुल्क में सिगरेट और बीड़ी पीने के अलावा हुक्का पीने का भी रिवाज है। क्या मंत्री महोदय बतलायेंगे कि हुक्का पीने से भी क्या इस प्रकार का खतरा है ? और स्वास्थ्य परिषद ने जो कहा है कि इस बारे में स्टेट्स कदम उठावें, तो इस दिशा में सरकार क्या कर रही है, इसको प्रकाशित क्यों नहीं किया गया ?

Dr. D. S. Raju: With regard to *hooka* smoking no specific investigation has been made. But I would like to add that pipe smoking is less dangerous than cigarette smoking.

Shri Harish Chandra Mathur: It is most amusing that the statement laid on the Table refers to the action taken by Government in 1953. Do they realise that the world has advanced very much during these 11 years?

Shri Surendranath Dwivedy: Cancer has also advanced.

Shri Harish Chandra Mathur: Have they done any fresh re-thinking in the light of the problem being highlighted in USA as well as UK very recently? Apart from educating the public, have they taken any administrative or fiscal measures to check this evil?

Dr. D. S. Raju: Is the question with regard to the evil of smoking or general prevention of cancer?

Shri Harish Chandra Mathur: Mr. question is related to the statement laid on the Table, which refers to the action taken in 1953. What have they done after 1953?

Dr. D. S. Raju: The same measures are being continued up till now.

Mr. Speaker: With the same speed and the same result.

Shri Tyagi: It is very easy for the hon. Minister to condemn smoking so long as his wife is alive. I can understand that. But may I know if he can guarantee that Sikhs, who do not smoke, do not get cancer? Are the Government going to start any prohibition against smoking?

Dr. D. S. Raju: No special investigations have been done with regard to the Sikhs in particular; but it has been demonstrated before world opinion that the incidence of cancer is increasing with the increasing incidence of smoking. (*Interruption*).

Mr. Speaker: Order, order; we cannot proceed in this manner.

Shri C. K. Bhattacharyya: Dr. Pauline, the Nobel Prize winning chemist of USA, has stated in papers that every cigarette a person smokes shortens his life by 14 minutes. Has the Government of India made any study of this matter under Indian conditions by Indian chemists and does this statement apply to us or not?

Dr. D. S. Raju: I do not know about the time factor; but it does reduce the longevity of life. Almost all the organs of the body are affected. It produces coronary thrombosis, peptic ulcers, cancer and all those things. So, it naturally reduces the life span of an individual.

Mr. Speaker: There are so many hon. Members interested in this that they may have a discussion. . . . (*Interruption*).

Shri Raghunath Singh: I want to ask one very important question.

Mr. Speaker: Order, order. But how much time do they require me to spend on this question? There are about 20 to 25 hon. Members standing.

श्री यशपाल सिंह : इस के लिए डाई घंटे का डिस्कशन मिलना चाहिए ।

अध्यक्ष महोदय : उस के लिए तो अलग से नोटिस देना होगा ।

Shri Tyagi: It is a poor man's luxury.

Shri P. C. Berooah: May I know whether there is any proposal with the Government to prohibit smoking in Caranalla, Viscount and Friendship services like Dakota Services and in Cinema houses?

Dr. D. S. Raju: Legal provisions are already enacted in most of the States.

श्री गुलशन : सिग्रेट, बीड़ी आदि पीने को जो आदत देश में बढ़ती चली जा रही है तो उस की रोकथाम के लिए केन्द्र के मिनस्टर्स, डिप्टी मिनस्टर्स और भिन्न भिन्न राज्यों के मिनस्टर्स और डिप्टी मिनस्टर्स ने इस सिग्रेट व बीड़ी छोड़ने का तजुर्बा करके क्या कोई लाभ प्राप्त किया है, यदि किया है तो कितना प्राप्त किया है ?

Shri Tyagi: Charity begins at home.

Dr. D. S. Raju: I could not follow the question.

Mr. Speaker: Have the Ministers, Ministers of State, Deputy Ministers at the Centre and in the States cared to

Shri Tyagi: Also the Prime Minister.

Shri Inder J. Malhotra: And the Chairman of the Public Accounts Committee (Interruption).

Mr. Speaker: Order, order. Swami Rameshwaranand.

श्री रामेश्वरानन्द : बुड्ढे बुड्ढे लोग जो हैं यह तो शायद सिग्रेट व बीड़ी पीने की आदत को न छोड़ पायें लेकिन जो अध्यापक हैं और उनके विद्यार्थी हैं, एक निश्चित आय तक वे सिग्रेट, बीड़ी आदि न पीने पायें इसके लिए क्या सरकार कोई विधान बनाने के लिए तैयार है ?

Mr. Speaker: Does Government contemplate bringing forward any legislation to prevent smoking so far as juveniles are concerned?

Dr. D. S. Raju: As I said earlier, so far as juvenile smoking is concerned, legislation is already there in most of the States.

श्री रामेश्वरानन्द : मेरे प्रश्न का उत्तर भी हिन्दी में ही दिया जाय ।

अध्यक्ष महोदय : उन्होंने कहा है कि राज्यों में पहले ही ऐसे कानून मौजूद हैं जो कि नौजवानों को सिग्रेट व बीड़ी आदि पीने से मना करते हैं ।

श्री रामेश्वरानन्द : अध्यक्ष महोदय, सिग्रेट, बीड़ी अध्यापक भी पी रहे हैं और विद्यार्थी भी पी रहे हैं तो क्या वह कानून उन पर लागू हो रहे हैं !

अध्यक्ष महोदय : अब क्या माननीय सदस्य यह चाहते हैं कि मैं पुलिस का भी काम करूं ?

श्री रामेश्वरानन्द : यह कौन देखेगा कि उन पर अमल भी हो रहा है अथवा नहीं

अध्यक्ष महोदय : आर्डर, आर्डर ।

Shrimati Lakshmikanthamma: Is it a fact that the paper wrapper on the cigarette is more harmful than the tobacco contents of the cigarette?

Dr. D. S. Raju: That is also one view that was expressed by someone.

Shri D. J. Nalk: Large-scale propaganda is being carried on by *bidi* and tobacco merchants even in the rural and Tribal areas through some indiscriminate advertisements. May I know whether any steps are being taken by the Central and State Governments to prevent such indiscriminate propaganda?

Dr. D. S. Raju: This bad propaganda must be counteracted by our health education methods.

श्री प्रकाशवीर शास्त्री: अमरीका की गवर्नमेंट ने सिग्रेट पीने से होने वाली हानियों का ध्यान रखते हुए सिग्रेट आदि के विज्ञापन पर प्रतिबंध लगा दिया है तो क्या भारत सरकार भी इस तरह की हानियों से देश को बचाने के लिए सिग्रेट, बीड़ी आदि के विज्ञापनों पर कोई प्रतिबंध लगाने का विचार कर रही है ?

Dr. D. S. Raju: I have answered the same question several times.

Mr. Speaker: His question is whether it is contemplated to put any restriction on the use of *bidi*, cigarette etc.

Dr. D. S. Raju: The legal provision is there. Smoking is prohibited in public places, like cinemas, buses, schools etc. The State Governments can take action.

Shri Kapur Singh: His question was different.

श्री रामेश्वरानन्द : आखिर केन्द्रीय सरकार किस लिए है ? यदि राज्य सरकारें इस तरह के सर्वहितकारी कानूनों को अपने यहां ठीक से लागू नहीं करती हैं तो उस पर कड़ाई से वह पालन करवायें क्या इसके लिए केन्द्र के हाथ में डंडा नहीं है ?

अध्यक्ष महोदय : अब क्या स्वामी जी मेरे खिलाफ भी डंडा इस्तेमाल करेंगे ?

श्री रामेश्वरानन्द : अध्यक्ष महोदय मैं आप से तो बहुत डरता हूँ ।

अध्यक्ष महोदय : अगर आप के डरते हुए यह हालत है तो जब यह डर उठ जायेगा तो फिर मेरी क्या हालत होगी । श्री रघुनाथ सिंह ।

श्री प्रकाशवीर शास्त्री : अध्यक्ष महोदय, मेरा प्रश्न दूसरा था । मंत्री महोदय उसे समझ नहीं

अध्यक्ष महोदय : मैं बाद में आपको फिर अपना सवाल करने का मौका दे दूंगा ।

श्री रघुनाथ सिंह : तम्बाकू के पीने से कैंसर होता है तो क्या इस बारे में भी कोई अनुसंधान हुआ है कि तम्बाकू के खाने से भी कैंसर हो जाता है, खास कर चूने के साथ खाने में ?

अध्यक्ष महोदय : माननीय सदस्य तो एक्सपर्ट्स ओपीनियन पूछने लग गये । अब चूंकि मंत्री महोदय स्वयं एक डाक्टर हैं इस लिए वे शायद इस तरह के जवाब दे भी सकें लेकिन अगर उनकी जगह पर ऐसा व्यक्ति होता जो कि डाक्टर न होता तो उसके लिए ऐसे प्रश्नों का जवाब देना मुश्किल हो सकता है ।

Dr. D. S. Raju: Chewing tobacco is dangerous for lips and tongue. Mouth cancer is very common among chewers of tobacco.

श्री प्रकाशवीर शास्त्री : मेरा प्रश्न बड़ा स्पष्ट था । दुर्भाग्य से मंत्री महोदय उसे समझे नहीं । मेरा प्रश्न यह था कि अमरीका की सरकार ने सिग्रेट से होने वाले कैंसर आदि रोगों और हानियों को ध्यान में रखते हुए अपने यहां उसके ऐडवर्टिजमेंट पर पाबन्दी लगा दी है तो जब कि भारत में भी इस प्रकार का रोग बढ़ रहा है तो क्या भारत सरकार देश के स्वास्थ्य को सुरक्षित रखने के लिए सिग्रेट

व बी.डी. आदि का अभी जो भयंकर ऐडवर्टिजमेंट होता है और उस के ऊपर कुछ प्रतिबन्ध लगाने का विचार कर रही है ?

Dr. D. S. Raju: Government is not at the moment contemplating such measures.

Shri J. P. Jyotishi: Looking to the magnitude of harm that tobacco is doing to the nation, does the Government propose to stop the cultivation of tobacco?

Dr. D. S. Raju: That does not arise out of this question. That is a bigger question.

श्री यशपाल सिंह: क्या सरकार ने कभी इस बात पर विचार किया है कि जब तम्बाकू इतनी खतरनाक चीज है तो इसको वार लेवल पर क्यों न डील किया जाय और जैसे सरकार ने शराब आदि का प्राद्विषयन जारी किया है उसी तरीके से तम्बाकू के पीने और खाने आदि पर भी पाबन्दी लगा दे ?

Mr. Speaker: These are all suggestions.

श्री कछवाय : पिछले कुछ वर्षों से हमारे देश में स्त्रियों ने सिग्रेट पीना चालू कर दिया है तो क्या सरकार इस सम्बन्ध में कोई कड़ा कदम उठाने वाली है क्योंकि स्त्रियों द्वारा सिग्रेट आदि पीना यह तो एक बहुत ही लाँछन की बात है ?

अध्यक्ष महोदय : माननीय सदस्य ने उस बारे में क्या कार्यवाही की है ।

Shri P. D. Deo: Besides tobacco smoking, it has been proved that the black smoke coming from the exhausts of the diesel trucks is also injurious to health and leads to a higher incidence of lung cancer. If so, may I know what steps have been taken to prevent this menace?

Mr. Speaker: We are now considering cigarette smoking.

Dr. L. M. Singhvi: May I know whether the Government has assessed the efficacy of the various legislative enactments which are in existence in the various States in respect of forbidding smoking by adolescents and children. I want to know whether they have studied the efficacy of the various legislative enactments and, if so, what are the results of such studies. If the study has not been made, I want to know why it has not been made and whether it is proposed to be made.

Dr. D. S. Raju: I do not know whether any specific study has been made. Generally, it is having a very good check. Smoking is very much eliminated in schools, cinema houses and in buses.

Yoga Research Advisory Committee

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{ **Shri Hem Raj:**
*548. { **Shri D. C. Sharma:**

Will the Minister of **Health** be pleased to state:

(a) the progress made in finalising the recommendations of the Yoga Research Advisory Committee on the therapeutical aspects of Yoga;

(b) the recommendations that have been accepted;

(c) the institutions in Bombay and Delhi which have been selected for the purpose of evaluating the efficacy of Yoga therapy; and

(d) the assistance which Central Government have given so far or propose to give to these institutions?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) to (d). A statement is laid on the Table of the House.

STATEMENT

The Yoga Research Advisory Committee has recommended that the scientific evaluation of Yoga Therapy should be undertaken in the following institutions:—

1. I.C.Y. Health Centre, Kaivalyadhama, 43, Netaji Subhas Road, Bombay.
2. Yoga Institute, Santa Cruz, Bombay.
3. Yoga Prasara Samiti, New Delhi.

The question of giving grants and the starting of the research work will be decided after an assessment of the facilities in respect of equipments, staff etc. available in these institutions has been made.

The question of utilising the facilities available in the hospitals at Delhi and Bombay to evaluate the work that may be undertaken by the above-named Yoga Institutions is being examined.

A sum of Rs. 37,000 has been given to the Kaivalyadhama, S.M.Y.M. Samiti, Lonavala for undertaking research on electro-encephalography and effect of yogic treatment on chronic bronchitis and bronchial asthma.

A grant of Rs. 13,500 has been sanctioned to the Yoga Institute, Santa Cruz, Bombay to purchase necessary equipments for equipping the clinical and pathological laboratories. The question of giving further grants will be examined after the details of the scheme have been worked out and approved.

Shri Hem Raj: From the statement I find that three institutions have been selected for the purpose and two of them have been given some grant. May I know whether any scheme has also been given by the Yoga Prasara Samiti, New Delhi

and, if so, whether any grant has been given to that?

Dr. D. S. Raju: There is proposal under examination. It is under examination.

Shri Hem Raj: May I know what arrangements have been made at Delhi for the evaluation of the therapeutic value of the scheme which the Yoga Prasara Samiti has given to the Government?

Mr. Speaker: That is being considered.

Dr. D. S. Raju: This yoga work is being conducted in about nine primary health centres by the Yoga Prasara Samiti, and the results are being watched.

Shri R. G. Dubey: May I know whether there are any cases of patients where the yoga therapy was practised, and if so, the results thereof?

Dr. D. S. Raju: Yoga practice is a very good practice. It means mental and physical discipline, and it is bound to have very good effects, but it requires observations over a long period to make any comments on it.

Shri Hari Vishnu Kamath: Is it not a fact that the yogic view of the aetiology of disease in the human organism is poles apart from or diametrically opposed to, the bacillary or virus theory of allopathy the so-called scientific system of modern medicine and if so, is any research being conducted into this matter to resolve the conflict, because this may affect not merely the diagnosis but also the prognosis and treatment?

Dr. D. S. Raju: There is practically no conflict between the yoga system of therapy and the other system of therapy. Yoga therapy is a part of the treatment....

Shri Hari Vishnu Kamath: What about the theory of causation of disease? What about the aetiology

Dr. D. S. Raju:...It helps in a certain understanding of the system, and it gives stability to the mind and body. It is very good as a prophylactic measure.

Shri Hari Vishnu Kamath: Yoga does not believe in the bacillary or virus theory of diseases.

Shri P. Venkatasubbajah: May I know whether the attention of Government has been drawn to the fact that in the name of yoga research, several spurious and bogus organisations have been set up in the country with the result that people, are falling a prey to them, and if so, whether Government propose to give certificates to the recognised yoga research institutes?

Dr. D. S. Raju: We are keeping an eye on all these research institutions.

श्री प० ला० बारूपाल : मेरी यह मान्यता है कि योग-क्रिया से बहुत संरोगों की निवृत्ति होती है। इस लिए क्या सरकार स्कूलों और कॉलेजों में योग की शिक्षा को अनिवार्य रूप से लागू करने पर विचार करेगी ?

Mr. Speaker: It is a suggestion for action.

Shrimati Lakshmi Kanthamma: In view of the vast benefits flowing from yogic exercises, do Government propose to set up a Central Institute of Yoga and train a number of people and send them to all the States and have at least one institution in each State.

Dr. D. S. Raju: It is the same question as before. That will have to be considered at a later stage when all these investigations have been completed.

Shri Tyagi: With reference to Part (d) of the main question which reads:

"The assistance which Central Government have given so far . . . to these institutions?", may I know whether the institution in Delhi has been given aid against the view expressed by the Education Ministry, and if so, how much aid was given to them?

Dr. D. S. Raju: To which institution?

Shri Tyagi: To the one in Delhi. Land was also given to them at concessional rates.

Dr. D. S. Raju: So far as the Yoga Prasara Samiti is concerned, I do not think that any money has been given to them for the time being.

Dr. P. S. Deshmukh: May I know whether there is any difference in the yoga practices according to sex, because I find that yoga does not attract ladies so much as males?

Dr. D. S. Raju: I think that it should be equally good to males and females. There is no difference in physiology between the two sexes.

Dr. M. S. Aney: In connection with the research on yoga therapy, may I know whether the Government of India have consulted the well known yoga academy at Lonavla?

Dr. D. S. Raju: Yes, the ICY Health Centre, Kaivalyadhama refers to the Lonavla institute.

श्री यशपाल सिंह : क्या सरकार के ध्यान में यह बात है कि, जैसा कि धर्मशास्त्र में लिखा है, "प्रथमे वयसि यः शान्तः स शान्तः इति मे मतिः"। जो लोग योगिक रिसर्च में लगे हैं...

अध्यक्ष महोदय : आगे भी पढ़ दीजिए, "घातु क्षीयमाणेषु शमः कस्य जायते"।

श्री यशपाल सिंह : वह मैं ने आप की वजह से नहीं पढ़ा था ।

क्या यह सच है कि योगिक रिसर्च में जितने अनुसन्धान-कर्ता मिले हैं, सब टूटे-डरडे मिले हैं, उन में कोई उभरता हुआ व्यक्तित्व नहीं मिला है ! क्या सरकार इस बात पर विचार कर रही है कि जो ए० पी० इस को दिन-रात अपने जीवन में एक्सरसाइज करते हैं और जिन्होंने योग की तालीम हासिल की है, उन से इस बारे में मशवरा किया जाये ।

Mr. Speaker: It is a suggestion for action.

श्री रामसेवक यादव : अभी प्रधान मंत्री के स्वास्थ्य-लाभ के लिए महा-मृत्युंजय जाप किया गया है । मैं यह जानना चाहता हूँ कि क्या यह भी योग-क्रिया के अन्तर्गत आता है ; यदि हाँ, तो क्या इस का भी अध्ययन किया गया है ?

Shri Raghunath Singh: This is too personal a question.

Mr. Speaker: Shri Kapur Singh.

Shri Kapur Singh: I humbly beseech you to bear with me while I am putting my question.

Mr. Speaker: The hon. Member is already doubtful of the relevance of his question? (*Interruptions*).

Shri Kapur Singh: I am not doubtful about the relevancy but I am doubtful about the patience of certain hon. Members in this House.

Mr. Speaker: But the question should not tire them out.

Shri Kapur Singh: No, it will not.

Are Government aware that Patanjali postulates that the disease, *vivadhī*, can never be fully cured unless

there is a complete concordance between man's correct metaphysical views and the implicated practices, *dvandvaonavighatah* as he calls it, and if so, how do Government propose to disintegrate therapeutical yoga from Hinduism on the secular plane?

Dr. D. S. Raju: I have not understood it. (*Interruptions*).

Mr. Speaker: We have quite patiently borne with the hon. Member. Now we cannot understand it. What should we do?

Shri Kapur Singh: May I repeat it?

Mr. Speaker: Not on that account.

Shri Kapur Singh: They are proceeding on basically erroneous presumptions.

Mr. Speaker: He can meet the Minister and discuss it with him.

Shri Kapur Singh: With regard to the laughter which was evoked in the House, may I request . . .

Mr. Speaker: To fix an appointment with the Minister?

Shri Kapur Singh: No, with reference to the laughter which was evoked in certain hon. Members . . .

Mr. Speaker: How can I prevent them from laughing?

Shri Kapur Singh: You can advise them.

Mr. Speaker: The hon. Member laughs many times. Can I prevent him from doing so?

श्री प्रकाशवीर शास्त्री : क्या स्वास्थ्य मंत्रालय ने यह जानने का भी यत्न किया है कि हमारे देश में योग के नाम पर कुछ दुकानें चल रही हैं, जिस की चर्चा संकेत रूप में माननीय सदस्य श्री त्यागी, ने की है ; यदि हाँ, तो क्या सरकार इस प्रकार के योगाश्रमों पर, जो योग को

बदनाम करते हैं प्रतिबन्ध लगाने का विचार कर रही है ?

Dr. D. S. Raju: We always keep an eye on bogus institutions. Whenever it is necessary, we take action.

Mr. Speaker: Is there any proposal to exercise some check on them?

Dr. D. S. Raju: We cannot impose any check. We do not help institutions which are bogus.

Shri Daljit Singh: Who are the members of the Yoga Research Advisory Committee?

Chairman

Dr. D. S. Raju :

1. The Secretary, Ministry of Health

Members

2. Deputy Secretary (PH), Ministry of Health
3. Deputy Financial Adviser (Health)
4. Dr. C.G. Pandit, Director Indian Council of Medical Research.
5. Dr. B.K. Anand, Professor of Physiology, All India Institute of Medical Science, New Delhi
6. Deputy Secretary, Ministry of Education.

Member-Secretary

7. Adviser in Indian Systems of Medicine, Ministry of Health

Utilisation of Foreign aid

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*549. { **Shri P. C. Borooah:**
 Shri Bibhuti Mishra:
 Shri Sarjoo Pandey:

Will the Minister of Finance be pleased to refer to the reply given to Starred Question No. 116 on the 21st November, 1963 and state:

(a) whether the committee appointed to go into the question of the utilisation of foreign aid has submitted its report; and

(b) if so, the main findings and recommendations of the Committee?

The Deputy Minister in the Ministry of Finance (Shrimati Tarkeshwari Sinha): (a) and (b). The report of the Committee is expected to be out by the end of this month. A copy of the report, when ready, will be placed on the Table of the House.

Shri P. C. Borooah: What is the amount received from different countries during the first three years of the current Plan, what is the amount unutilised, if any, and which are the countries which have given aid?

Shrimati Tarkeshwari Sinha: I would like to be very precise in this matter. I do not have the figures with me. I can provide them later.

Shri P. C. Borooah: Which are the countries which have offered assistance and the aid of which has not been utilised wholly or partly? What are the reasons therefor, and is there any chance of improving the situation during the remaining two years of the plan period?

Shrimati Tarkeshwari Sinha: There has been a general improvement in the utilisation of aid received from various countries. The countries providing aid are the USA, Germany, USSR, France and UK. Some of the aid has been utilised, and some remains unutilised. That is the reason why this Committee was appointed.

Shri Ramanathan Chettiar: Is there any likelihood of some of the foreign aid amounts spilling over to the beginning of the Fourth Plan? If so, what will be the amount?

The Minister of Finance (Shri T. T. Krishnamachari): So far as the aid vouchsafed is concerned, I do not think much of it will spill over into the Fourth Five Year Plan. But it is quite likely that some portion of what we are getting this year and the next year will go into the Fourth Plan.

Shri A. P. Jain: What was the exact nature of the difficulties which were experienced, and what are the terms of reference of the committee?

Shri T. T. Krishnamachari: The terms of reference of the Committee are to go into the question of non-utilised aid. Does the hon. Member mean the difficulties in the committee coming to a conclusion?

Shri A. P. Jain: What was the nature of the difficulties experienced in the utilisation of foreign aid, and what were the terms of reference of the committee?

Shri T. T. Krishnamachari: So far as the difficulties in the utilisation of foreign aid are concerned, their terms vary. Many of them are tied, some of them are commercial credits like the one that we get from Italy, which is rather difficult to use excepting for particular purposes. So, I do not think we can really produce a pattern which will fit in all such cases of this aid. We have been at it for some time, partly because some of the projects are not ready, but I can say this that three weeks back I had a look into this question, and I found that more than 80 per cent has been committed. Certain things could not be committed merely because of the rather looseness of the agreement, and our difficulty to get at the proper type of goods. On the whole what-

ever the committee might report, I think that the progress that we have made in regard to utilisation has been much better during the last six or seven months than it was before.

श्री तुलसीदास जाधव : एक ऐसी फीलिंग देश के अन्दर है कि प्लान के लिए हिन्दुस्तान की सरकार को जो मदद बाहर से आती है उसका इस्तेमाल वह पूरी तरह से नहीं कर पाती है। क्या यह सही है और अगर है तो इसका क्या कारण है ?

श्रीमती तारकेश्वरी सिन्हा : ग्रामी मंत्री महोदय ने बताया है कि इसके बहुत से कारण हैं, जैसे लॉज बंधे हुए होते हैं, समय बहुत व्यतीत हो जाता है, इंडीजीनस सामान की जरूरत होती है जिस के लिए कहना पड़ता है इत्यादि। जो इस्तेमाल नहीं हुए है उनको इस्तेमाल किया जाए और जल्दी से जल्दी किया जाए, इसी के लिए तो यह कमेटी बनाई गई है।

Third Plan Allocations

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*5500. { **Shri M. L. Dwivedi:**
Shri J. N. Hazarika:
Shri Harish Chandra Mathur:
Shri Maheswar Naik:

Will the Minister of Planning be pleased to state:

(a) whether the Union Government have decided to cut the allocations originally fixed for the State Plans under the Third Five Year Plan; and

(b) whether the present shortfalls are likely to be made good during the remaining period of the Plan?

The Deputy Minister in the Ministry of Labour and Employment and for Planning (Shri C. R. Pattabhi Raman): (a) No, Sir.

(b) Does not arise.

श्री म० ला० द्विवेदी : जो राशियां नियोजन के अन्तर्गत विभिन्न राज्यों को दी गई या निर्धारित की गई वे क्या सब को सब खर्च हो गई हैं और तृतीय पंचवर्षीय योजना पूरी होते होते क्या उनका पूरा पूरा इस्तेमाल हो जायगा ?

Shri C. R. Pattabhi Raman: Over the four years on the present basis, the States would have drawn Rs. 1,780 crores as against the Third Plan assistance of Rs. 2,375 crores. i.e. 75 per cent. of the Third Plan assistance. Eight States, namely, Assam, Gujarat, Kerala, Madhya Pradesh, Madras, Mysore and Rajasthan have drawn more than the all-State percentage of 75.

श्री म० ला० द्विवेदी : ऐसे कौन कौन से राज्य हैं जिन में ये निर्धारित राशियां अनुमान से कम खर्च हुई हैं, पूरी पूरी खर्च नहीं हो सकी हैं ?

Shri C. R. Pattabhi Raman: I can divide them into three categories, with your leave:

- (i) States which have utilized lower percentage of their Third Plan Central assistance for financing higher percentage of their Third Plan outlay—Andhra Pradesh, Gujarat, Madras, Maharashtra, Orissa, Punjab, U.P. and West Bengal.
- (ii) States which have utilized higher percentage of their Third Plan Central assistance for implementing lower percentage of Third Plan outlays—Assam, Bihar, Madhya Pradesh, Mysore, Rajasthan, Jammu and Kashmir.
- (iii) States where percentage of Central assistance likely to be utilised during 1961—65 is almost the same as the percentage of Third Plan outlay likely to be implemented during 1961—65—Kerala.

Shri Harish Chandra Mathur: I was quite amused to hear the answer of the hon. Minister. Rajasthan has cut its Plan from Rs. 236 to Rs. 208 crores already, and they are finding it difficult to achieve even this target of Rs. 208 crores. What are the reasons, and how does the hon. Minister reconcile his statement with these facts?

Shri C. R. Pattabhi Raman: I can only give the break-up figures of the assistance and the utilisation.

Shri Harish Chandra Mathur: It is not a question of utilisation. Has the allocation been cut or not? Is the Minister not even aware that it has been cut down from Rs. 236 crores already to Rs. 208 crores, and that even their ways and means position is such that they are not able to fulfil this? Is he not aware of this?

Shri C. R. Pattabhi Raman: I can only say this. It is not a question of pruning. As soon as the emergency started, there was an idea of economising certain items, that is all that took place. Otherwise, I have the break-up figures which perhaps I can place on the Table of the House.

Shri A. P. Sharma: Is it a fact that the State Government of Bihar has made a demand for additional allotment of Rs. 5 crores for this year and has the Central Government and the Planning Commission given their consideration to this? What is the result thereof?

The Minister of Finance (Shri T. T. Krishnamachari): Planning Commission has no money to give. All that they can do is to allot moneys placed at their disposal. When the States want additional allotment, the matter has to be examined and the Centre must have resources to give; it is only in such cases money would be given.

Shri A. P. Sharma: What is the demand of the Bihar Government,

Shri T. T. Krishnamachari: These demands are being made constantly; all the States are like children; they make demands all the time. To meet those demands there must be enough money in the Central pool. Hon. Members know the difficulty in raising moneys and therefore spending of the money that has been raised has got to be done fairly prudently.

Shri Maheswar Naik: It has been reported in certain newspapers that allocations for plan execution had been recently increased to certain States. May I know how increased resources have been found?

Shri C. R. Pattabhi Raman: I have got a state-wise list of accelerated central assistance and I can place it on the Table of the House.

Shrimati Yashoda Reddy: The hon. Minister stated that it has become a fashion for all States to ask for more and more money. There are some States where because of very big national projects like the Nagarjunasagar in Andhra Pradesh, the money allocated by the Central Government goes more or less to the execution of such projects and the development of the State is getting neglected. When such is the case, when the State Government asks for further allotment, will the reaction in future be different from what it was before?

Shri T. T. Krishnamachari: My trouble is that there is nobody to allot me any money . . . (Interruptions). Money must be there for anybody to allot it.

Shri Surendranath Dwivedy: Has the Government enquired into the reasons why some States have not been able to utilise the sum allocated for the year? Are they going to help the States concerned if there is difficulty about the know-how skilled personnel, etc.?

Shri T. T. Krishnamachari: I must say, Sir, in regard to the question of 2436(A) LSD—2.

utilisation of plan funds and also accelerating development, there is hardly any difference of opinion between the States and the Planning Commission or the Central Government; we work together. It is a continuous process. There is the department of finance watching, the Planning Commission is watching it all the time and the States are continuously in correspondence. A sizable portion of my fan mail happens to be letters from the Ministers and Chief Ministers of States. There is nothing which is being done sporadically or for that matter in fits and starts; it is a continuing process and we are trying to meet the demands of the State Governments as much as possible. Sometimes it happens that the demand is a big one; it is indeed a very legitimate demand, like the Nagarjunasagar which the hon. Member mentioned. If we could have the money, we can accelerate the work there and I think it would certainly benefit the nation. But often times there are certain handicaps like of getting adequate finance and equipment, which stand in the way. I can assure hon. Members that so far as the will is concerned, both at the Central Government level and the Planning Commission level, it is there: to assist the States; but sometimes the resources that are available are not commensurate or coterminous with our own will to do as much.

Shri P. Kunhan: Due to the shortage of finance, the Kerala Government have already stopped the major irrigation schemes. May I know whether they have asked for any additional finance in the current year?

Mr. Speaker: If each State has to be taken up separately in the Question Hour, it may not be possible to cover the list. He may take it up separately. Shri Ranga.

Shri Ranga: May I know whether we have understood it aright, namely, the so-called allocations made by the

Planning Commission are only taken as advice to the Finance Ministry and the Finance Ministry finally makes the decision in regard to the grants to be made or the allocations to be made to the various State Governments, and also that the Government of India give preference to committed demands made by the State Governments for specific projects as compared to their plea for loans or grants in order to cover their proposed expenditure on various other non-Plan projects?

Shri T. T. Krishnamachari: The procedural matter mentioned by my hon. friend is this: the Planning Commission estimates the amount of money needed by the various States as a result of the investigation by working groups. They make a tentative allotment. Then the Development Council meets and these things are further discussed with the Council as a whole and with the Ministers in particular. But the determination of the amount and the final allocation is done in close consultation with the Planning Commission and the Finance Ministry. What the Finance Ministry does not do is the question of going into the details of the allocation. The broad allocations are certainly a matter in which the Planning Commission and the Finance Ministry agree.

In regard to particular demands as they arise from time to time, what we do is, we have an estimate of the plan or what they need from year to year, for the States. But it does happen sometimes that there is an over-fulfilment of the Plan project, that is, it is completed quickly, and therefore they want more money. In some cases, it is the other way about: the costs have gone up and that is where the difficulty comes in the way of the plan project being accelerated. Since we have a Plan, for the purpose of expending money—and that is not tied up—the Centre has to find additional resources. Sometimes it is difficult;

sometimes we ask them to go a little slow, but ordinarily we do not. We try to find money. But extraneous considerations also come in: there is a famine, flood, shortage, and various other schemes have got to be given assistance which have to be done quickly. These are matters in which the Finance Ministry and the Planning Commission act together. They do not act contrary-wise; but they act together. And we try to meet the demands of the States as far as possible subject to the resources available.

Dr. L. M. Singhvi: Is there any definite procedure for the State Governments to keep the Central Government and the Planning Commission informed of such changes as are effected or are proposed to be effected in the allocation of resources within the State plan's ceiling and, if so, may I know whether it is a fact that the Government of India do not know or are not aware of the Government of Rajasthan's intention or decision to effect any change in the Plan allocation?

Shri T. T. Krishnamachari: As for the general proposition stated by the hon. Member, well the procedures are not laid down; there is no code about it. But it is a matter in which in practice the plans are fairly satisfactory. In regard to relating it to particular projects, that is where the difficulty comes in. I am not able to answer the subsequent question.

Shri R. S. Pandey: Taking into consideration the financial condition of Madhya Pradesh, may I know whether there is any representation made by the Madhya Pradesh Government for more money, apart from the allocations of the Third Five Year Plan?

Shri T. T. Krishnamachari: As I said, these demands for additional funds are a matter of daily occurrence so far as I am concerned. If I go and open my mail, as I said, the 'fan mail', I see all kinds of symbols of the various States, and letters from Chief Ministers who are all friends of mine

and letters from the concerned Ministers, and sometimes they call me up on the telephone and want something to be done. This is a matter of continuous process. Of course, every State needs money and I think Madhya Pradesh is no exception.

Leprosy Patients at Anandgram, New Delhi

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*551. { Shri Jedhe:
Shri P. R. Chakraverti:

Will the Minister of Health be pleased to state:

(a) whether it is a fact that some Australian students are staying at present with leprosy patients in Anandgram Colony near Delhi with a view to remove the popular feeling of treating leprosy patients as un-touchables;

(b) if so, whether the Government also propose to take any step to remove such a misunderstanding on the part of the people; and

(c) the steps taken to rehabilitate cured and partly cured leprosy patients?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Yes, Sir.

The team which consisted of 14 students, 12 from Australia, 1 from France and 1 from Japan arrived on the 14th January and left on the 3rd February, 1964.

(b) This is already being done. The provision of domiciliary & ambulatory treatment to the leprosy patients in their villages under the Leprosy Control Programme has contributed to a considerable extent removing certain erroneous ideas regarding leprosy from the minds of the people.

(c) A committee of experts has been set up to draft a scheme for rehabili-

tation of cured and partly cured leprosy patients.

Shri Jedhe: May I know whether any medical facilities are provided to the students?

Dr. D. S. Raju: In the whole country?

Shri Jedhe: Yes.

Dr. D. S. Raju: We have got leprosy control programme and we have got about 3-50 patients under domiciliary treatment now.

Shri Jedhe: May I know whether this team was recommended by the World Health Organisation?

Dr. D. S. Raju: No, Sir; they came on their own.

Shri D. J. Naik: May I know whether the incidence of leprosy has decreased on account of the leprosy control scheme?

Dr. D. S. Raju: There is no definite data, but I think the incidence has decreased.

श्री तुलसीदास जाधव : जो लेप्रोमी पेण्ट्स होते हैं उन को एक जगह पर लाने के बजाय क्या सरकार घर घर में उन का ट्रीटमेंट करने का ज्यादा से ज्यादा प्रयत्न करती है ।

Dr. D. S. Raju: We are expanding the domiciliary treatment scheme to treat patients in their own home.

Shri Sham Lal Saraf: Is any attempt being made now to disband the present concentration of lepers at certain places and resort to domiciliary treatment?

Dr. D. S. Raju: That will not be done. They will have to remain in the present camps and treatment will be continued in the camps.

Shri Kapur Singh: May I know whether the Government are aware

that as far back as the middle of the 16th century, Nanak V not only preached but extensively practised social integration of lepers with the rest of the society and if so, whether Government propose to make any use of this mighty historical example to solve the problem posed before them?

Dr. D. S. Raju: Yes, Sir; we are trying to adopt the same thing.

श्री श्रीकार लाल बेरवा : मैं जानना चाहता हूँ कि इस योजना में कृष्ण रोग के लिये कितना रुपा खा गया है और कितना रुपा हर साल खर्च होता है ?

Dr. D. S. Raju: In the third Plan period, we have made a provision of Rs. 424.40 lakhs for leprosy control programme.

Shrimati Jyotsna Chanda: May I know whether the lepers who are residing on the road to the Ganges at Hrishikesh are being treated there or they have been taken to any leper-asylum?

Dr. D. S. Raju: They will be treated by the local leprosy control unit.

Shri Hari Vishnu Kamath: If I heard my hon. friend, Shri Saraf a right, he used the word 'leper'. I believe the Government and the medical profession have now discarded the use of the word 'leper' in favour of the words 'leprosy patient'. Is it not so?

Dr. D. S. Raju: That is correct.

Generating Unit at Gauhati

*553. **Shri P. C. Borooah:** Will the Minister of Irrigation and Power be pleased to state:

(a) whether Central Government have approved of the installation of two generating sets at Gauhati; and

(b) if so, how these sets are proposed to be operated and when they are likely to be installed?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a). One steam thermal unit of 30 MW and two gasturbine sets of 12.5 MW each have been approved for installation at Gauhati. One 12.5 MW set has for the present been allotted to Assam for installation at Gauhati, out of the Central Reserve Pool as an emergent measure.

(b) The 30 MW unit will be operated on furnace oil and the 12.5 MW sets on light diesel oil. The Central Pool set is expected to be installed in the summer of 1964.

The 30 MW unit is expected to be commissioned in 1966-67 and the gasturbine sets in 1965-66.

Shri P. C. Borooah: May I know whether the gap between the power requirement and availability in that area will be fully met after the installation of these two generating sets and if not, what further steps are going to be taken to bridge the gap?

Dr. K. L. Rao: In respect of Assam, it is in a much better position now. We have got only 33MW now, but in the course of this year, we are going to add another 79 MW, thus making a total of 112 MW. So, there will be quite enough power in that area.

Shri P. C. Borooah: May I know whether it is known to the Government that the industrial development of Assam is at a stand-still for want of power if so, whether the power generated from these two sets will be available for industrial development alone or also for rural electrification in Assam?

Dr. K. L. Rao: I have not exactly followed the question.

Mr. Speaker: He wants to know whether the power generated from these installations would be enough for industrial purposes as well as domestic use.

Dr. K. L. Rao: Quite so, Sir.

Shri P. K. Deo: May I know if there is any scheme to utilise the natural gas struck in Assam for generation of power?

Dr. K. L. Rao: It is being done at Naharkatiya. We are installing three units of 23 MW out of which two will be ready this year.

12 hrs.

SHORT NOTICE QUESTION

Rehabilitation of Migrants from East Pakistan

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S.N.Q. 8. {	Shri Hem Barua:
	Shri Hari Vishnu Kamath:
	Shri Prakash Vir Shastri:
	Shri Rishang Keishing:
	Shri P. C. Borooah:
	Shri R. S. Pandey:
	Shri Omkar Lal Berwa: Shri Hem Raj:

Will the Minister of Works, Housing and Rehabilitation be pleased to state:

(a) whether it is a fact that he recently visited the East Pakistan refugees in Garo Hills, Assam;

(b) if so, whether he had any discussion with the State Chief Minister for rehabilitation of victims of communal frenzy; and

(c) if so, what are the broad conclusions arrived at?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): (a) Yes.

(b) Yes.

(c) About 75,000 migrants have already arrived in the Garo Hills. It is expected that another 70,000 to 80,000 migrants will come over in the next few months, making a total of 150,000 migrants. It was decided that the economy of the area would have to be developed in order that the new migrants may be absorbed amongst the local population. Schemes for soil

conservation and afforestation were broadly discussed and approved. It was also decided that the State Government would formulate more schemes including schemes for industrial development in the next 2 to 3 months with the help of a Board of Experts.

Shri Hem Barua: May I know if it is a fact that these East Pakistan refugees have told the hon. Minister that they do not want to go back and they propose to settle permanently in this country? If that is so, may I know what steps the Government have taken to throw this naked fact at the face of Pakistan which is presently engaged in a vitriolic campaign against us saying that it is India which has caused the migration of minority community people from East Pakistan to India?

Shri Mehr Chand Khanna: The reply to the first part of the question is in the affirmative. Not only that, I have said in my reply that over and above the 75,000 unfortunate migrants who have come out to India from Pakistan, another 70,000 to 80,000 are expected to come. I also got the impression from my talks with the refugees there that not one of them was going back. As regards bringing this naked fact to the notice of the Government of Pakistan, I made my position very clear as Rehabilitation Minister and I have said what was possible under the circumstances.

Shri Hem Barua: After visiting the camps of these unfortunate victims of communal frenzy, tattered, battered and maimed by Pakistani bullets, is it a fact that the hon. Minister has come to the conclusion that India's attitude to Pakistan needs re-thinking; if so, may we know what is the shape of that re-thinking that is visualised?

Shri Mehr Chand Khanna: It is a major question of policy which will have to be discussed by the Cabinet and I presume the Prime Minister

should make a statement on that question. But I can say one thing, and that is this. I was very clearly told by the refugees as well as by some of the people that I had the opportunity to meet, whether in Assam, West Bengal or in Madhya Pradesh, that the Muslim infiltrators who have come to India—and their number runs to lakhs—should be sent out of the country and that all those Pakistani Muslims who have found jobs in our country should also be asked to go away.

Shri Hari Vishnu Kamath: Have the talks that the Minister had with the Chief Minister of Assam, some of the hundreds of thousands of hapless refugees who have come over and also his keen observation in that area led him to the conclusion that the Government of Pakistan has launched a systematic programme of squeezing out the minority Hindus and Christians out of Pakistan or at least the border districts and, if so, has the Government prepared or chalked out a programme with its own resources at home as well as by raising resources abroad through sympathetic organisations outside India, to receive these refugees and to rehabilitate them for they would be coming in big waves very soon?

Shri Mehr Chand Khanna: During my visit to Garo Hills, Raipur and Dandakaranya I had no opportunity of going behind the iron curtain. So, I cannot say anything on that subject. But the impression that I have gained from the refugees is, as I have stated in my reply to the question, that many more will come out of Pakistan to India.

Shri Hari Vishnu Kamath: What about raising resources from abroad? Is the Government thinking of raising resources from friendly organisations like the Christian missions? Yesterday there was a press report that the Minister had met some Christian organisations.

Mr. Speaker: That would be a suggestion for action.

Shri Hari Vishnu Kamath: Sir, it is not a suggestion. Is the Government prepared to raise resources at home and abroad?

Shri Mehr Chand Khanna: Up till now we have been faced with the problem of rehabilitation of nearly 9 million to 10 million refugees and from our own national resources we have spent quite a few hundred crores of rupees. I do not think during this time we have received any help from abroad. If any help comes, it is always welcome. Some of the Christian missionaries have met me there, and those missionaries were from Australia and America—the Seventh Day Adventists—and they told me that they would try to help the refugees. I said that whatever they can give to these unfortunate people, that help would be welcome. Even yesterday evening, a number of missionaries, bishops and others met me here in Delhi and I told them the same thing; that is, if they want to help these unfortunate people, they can do so. There is nobody stopping them from doing so. But up till now we have received hardly any help from any foreign country in the matter of rehabilitation of 9 million to 10 million refugees.

Shri Hari Vishnu Kamath: The Government should make an appeal.

Shri H. N. Mukerjee: In view of the fact that nearly 200,000 refugees are coming, or have already come, to this country, may I know whether provisions in Dandakaranya and elsewhere are being rendered adequate for that purpose and, in the mean time, some of the camps which are on the way to Dandakaranya are being properly managed? I ask this in view of the reports and allegations about the Mana camp being over-crowded with refugees, for whom no proper facilities seem to have been provided.

Shri Mehr Chand Khanna: The problem will have to be divided into two parts—one, of those who have come from the district of Mimensingh into Assam and, secondly, others who are coming from either Dacca or the open border of West Bengal, namely, the districts of Barisal, Faridpur, Khulna and Jessore. The number of persons who have come from East Pakistan into West Bengal is round about 48,000 to 50,000. About 15,000 of them have been taken to Mana camp that we have opened under the administrative control of the Dandakaranya Development Authority. I had a talk with the Chairman and the officers of the Dandakaranya Development Authority when I was there in Mana three days ago. I was talking with them in the morning also in the meeting of the Dandakaranya Development Authority when I told them that more camps will have to be opened as there is concentration in Mana. Mana can take only a certain number and beyond that it cannot take. So, we approached the State Governments, both for the opening of camps as well as for the rehabilitation of refugees.

श्री प्रकाशवीर शास्त्री : असम राज्य की आंतरिक सुरक्षा और वहाँ के राजनीतिक भविष्य को ध्यान में रखते हुए क्या पुनर्वासि मंत्री ने इस बात पर भी विचार किया है कि देश के अन्य राज्यों ने विस्थापितों को अपने यहाँ बसाने का जो आमंत्रण दिया है उसे ध्यान में रखते हुए और असम राज्य सरकार पर आर्थिक बोझ अधिक न पड़े इस बात को भी ध्यान में रखते हुए क्या पुनर्वासि मंत्रालय उन अन्य राज्यों में भी उन के बसाने की योजना पर विचार कर रहा है। जिन्होंने कि इसके लिए आमंत्रण दिया है ?

श्री मेहर चन्द खन्ना : मैं ने बहुत सी दूसरी स्टेट्स से बातें की हैं। उन में होम मिनिस्टर भी शामिल थे और फाइनेंस

मिनिस्टर भी शामिल थे और दूसरे मंत्री भी शामिल थे। मैं कह सकता हूँ कि तमाम राज्यों का इस मामले में काफी हमदर्दी है और वह जितना भी संभव हो सकता है अपने राज्यों में उन शरणार्थी भाइयों को बसाने की कोशिश करेंगे। जहाँ तक खर्च का सवाल है वह पहले भी और अब भी गवर्नमेंट ऑफ इंडिया देती रही है और आगे भी देती रहेगी।

Shri Ranga: Has this terrible crisis been brought to the notice of the United Nations' Security Council as our complaint against the manner, almost amounting to genocide, in which the minority in Pakistan is being treated and is being forced upon us for maintenance? Secondly, has the World Food and Agriculture Organisation also been apprised of the fact that from their campaign of fighting hunger all over the world they might be able to give us some assistance?

Shri Mehr Chand Khanna: The first part of the question should be addressed to the Ministry of External Affairs and the second part to the Ministry of Food and Agriculture.

Shri P. C. Borooah: May I know whether the refugees told the hon. Minister about the representation submitted to the Radcliffe Commission that the area bordering Garo Hills, since it is predominantly inhabited by the Tribals should be transferred to India; if so, whether following the two-nation theory to which Pakistan is wedded Government has any proposal to take up the demand with Pakistan to transfer this area to India?

Shri Mehr Chand Khanna: To the first part of the question, again the reply is in the affirmative. When I visited these camps and met these refugees, in one of the representations which was given to me by one of the leading missionaries a demand was made that Pakistan should be called upon to give a certain area to India.

Shri Hem Barua: Garoland.

Shri Mehr Chand Khanna: I think, the land was 80 miles by 7 miles, or something like that—I do not remember the figure. But a request of that nature was certainly made to me.

Shrimati Renuka Barkataki: When I went to the Garo Hills last time the hon. Minister was also visiting the Garo Hills at the same time and the refugees told me as well as the hon. Minister that those refugees who have crossed over to Garo Hills are only from places five miles away from the border area and that some more refugees are waiting for the dark nights to come because on moonlit nights they cannot cross over due to Police atrocities in Pakistan. Now that these are dark nights, how many more refugees have crossed over to Garo Hills and has Government got any more information about the Pakistan Police atrocities after the hon. Minister visited Garo Hills?

Shri Mehr Chand Khanna: I have no information after my visit to Garo Hills; but it is a fact that I was told by most of the refugees that, on the one hand, their life had been made completely impossible in Pakistan by the Islamic Republic of Pakistan and, on the other, if they came out they were fired at and shot at by the East Pakistan Rifles, and that the only opportunity that they could find to escape was either when the moon was not there, that is, when there were dark nights, or when there was rain: It is a fact that I was told so by those unfortunate people.

Shrimati Renuka Barkataki: I wanted to know whether any more refugees have come.

Shri Mehr Chand Khanna: I have not got the latest information; but, as I have said in the statement, I was told so. That was the viewpoint of the Assam Government too, namely, that another 70,000 to 80,000 are likely to come away.

Shrimati Jyotsna Chanda: May I know whether the hon. Minister had assessed, while he was in Assam, as to how many young girls and young women out of those refugees were abducted and, if so, what measures Government is taking to rescue them?

Shri Mehr Chand Khanna: I have no figures of women abducted in East Pakistan. I visited a hospital there and I saw a wounded man lying with bullet wounds and he told me that his young daughter was being abducted and so he had to fight with those people and he got the bullet wounds. I saw a mother lying in the hospital there whose one child had been murdered, the father killed and another child with whom I wanted to speak was very much petrified. As far as women are concerned, I cannot give the exact number. But the atrocities that are being committed upon these unfortunate people show that one can easily understand that no woman or child is safe.

श्री राम सहाय पाण्डेय : पूर्वी पाकिस्तान से आने वाले शरणार्थियों के पुनर्वास की व्यवस्था करने के लिए अभी हाल ही में कुछ प्रदेशों के मुख्य मंत्रियों का सम्मेलन हुआ था जिसमें कि मध्य-प्रदेश के मुख्यमंत्री भी सम्मिलित हुए थे तो मैं जानना चाहता हूँ कि उन्होंने पुनर्वास की व्यवस्था के लिए कितनी धरती, कितना धन और कितने गृह देने का आप को आश्वासन दिया है और आपने उन को इस सम्बन्ध में क्या आश्वासन दिया है ?

अध्यक्ष महोदय : इस का इस सवाल से कोई सीधा सम्बन्ध नहीं है ।

श्री राम सहाय पाण्डेय : पुनर्वास के सम्बन्ध में यह चीज है . . .

अध्यक्ष महोदय : अब पुनर्वास तो सारा नहीं है यहाँ पर तो खास कर मिनिस्टर का जाना और डिस्कशन करना है ।

Dr. M. S. Aney: In view of the growing magnitude of the work of rehabilitation of those persons who are coming to India from East Pakistan, does the Government think, in order to augment their own resources and funds, of appealing to all the people of India and also philanthropic institutions outside India?

Shri Mehr Chand Khanna: As far as we are concerned, Sir, we are treating it as a national problem and the Finance Minister . . .

Mr. Speaker: He wants that a public appeal should be made to the people of India and money collected.

Shri Mehr Chand Khanna: I think an appeal has been made by the Members of Parliament and others. My duty is to rehabilitate them.

Shri Tyagi: May I know what steps the Government have taken to inform the foreign countries about the atrocities being committed in Pakistan on minorities? Have the Government taken any definite steps to educate the world about it?

Shri Mehr Chand Khanna: It would be entirely for the Ministry of External Affairs to address themselves to this task of . . . (*Interruption*) I can only try to rehabilitate the refugees.

Shri H. N. Mukerjee: On a point of order, Sir. When a question is asked, the Minister answers it by saying that it concerns the other Ministry. The Government is represented on those benches and a sister Ministry is also represented at present. Is it not open to the House to require the other Ministry also to supplement the information given by the Minister for Rehabilitation? It is becoming a habit with the Minister for Rehabilitation to say that this matter belongs to another Ministry and to evade questions which are of very great importance which emerge out of the supplementaries. Mr. Tyagi asked an important question and. . . (*Interruption*).

Mr. Speaker: As the hon. Member is well aware, each question is directed to a particular Minister for which he is responsible and, therefore, he can answer for that. When another question is put by any Member which is the responsibility of another Minister, of course, the other Minister also learns it either through these debates or it is conveyed to him or to her by the Minister who is answering it. But so far as the answering of that part which does not concern his portfolio is concerned, I cannot compel him at that very moment to answer it.

Shri Tyagi: May I make a submission, Sir?

Mr. Speaker: Order, order. Then again, this question has already been put earlier. Two or three days back, it was put and it must have come to the notice of the External Affairs Ministry also. Members can pursue it by putting another question also.

Shri H. N. Mukerjee: If the Prime Minister was here, he would inevitably have got up to make a statement. That would have been in the fitness of things. The Prime Minister is represented, I hope in this House today by whoever there is among the Ministers. This is a matter of very great importance. There is nothing said by any other Minister apart from the Rehabilitation Minister who says, "I do not know it because it belongs to the other sphere." This is very wrong. It is very important that we get satisfaction when these questions of great importance emerge out of supplementaries asked in this House.

Shri Ranga: I appreciate the statement; I thought that the hon. Minister was within his rights when he said in regard to my own two supplementary questions that the Ministers concerned were not present. We have no objection to that. But when the other Ministers are able to be present, or when such of those Cabinet Ministers as are expected to be seized of

this matter just as much as Members of Parliament ought to be present, it is only natural for us to expect any one of them to get up and give the information to the extent that they possess it. Otherwise, we should at least have the assurance that although the concerned Ministers are not present, when an important question like this or when an important issue like this is raised in the House, the concerned Ministers would later on supply the information to the House. But, instead of that, if the hon. Minister simply dismisses it or—not dismiss it but—simply says that he is unable to answer it because the concerned Ministers are not here, then we would be reduced to the plight of again taking up this matter and going through the usual procedure and that would only delay matters and we could not be of any help to the House.

Shri Tyagi: May I also make a submission? In connection with questions which pertain, or supplementary questions which pertain, to another Ministry, care is generally taken as a convention in the Government that when any other Ministry is involved, the Minister concerned draws information from that Ministry. Now, this question is directly connected with the External Affairs Ministry because Pakistan is involved, and, therefore, for the purpose of collecting full information on his part, the hon. Minister ought to have consulted the External Affairs Ministry.

As you, Sir, have rightly said, the House is very anxious to know what action the External Affairs Ministry is taking with regard to information the world of these atrocities.

Mr. Speaker: That question was put here and it was answered also on the floor of the House a few days back. I definitely remember that this question was put it was answered on the floor of the House.

Shri Sham Lal Saraf: Some new . . .

Mr. Speaker: Order, order. I am not going to allow any further questions.

Shri Sham Lal Saraf: Some new development has taken place relating to the publicity organisation.

Mr. Speaker: I cannot allow more than twenty minutes for this question.

So far as the general question is concerned, if I were to accede to this suggestion that any other Minister, for whom the supplementary question perhaps might be more intended and who might be expected to be responsible for answering the question which has been put, should be prepared to answer it, then the whole objective of dividing these days for different Ministries would be frustrated and there would be no use then; then, I shall have to ask the whole Government to remain present all the time that the questions go on during the Question Hour. That is not possible. Our very objective is that there ought to be some Ministers who might be present here on certain days to answer the questions.

So far as this question is concerned, if incidentally some other Minister is present and a question crops up which it is the responsibility of that Minister to answer, then too, it would be unsafe to expect that Minister to answer without notice; if without having notice and without having made any preparations and without any enquiries having been made about the information that is required of that Minister, that Minister suddenly is called upon to answer the question, then there might be mistakes committed. So, I would not hazard that also.

But so far as these questions of great importance are concerned, when they are put here in the House and the Minister to whom they are addressed here says that they are the concern of another Minister, then I do hope that probably the other concerned Minister also would read that

and go into it and if he could supply the information later, he should try to do that. That is what I have to say.

The Minister of Finance (Shri T. T. Krishnamachari): May I mention one thing with your permission? If the question is specific, some of us will either answer it or would get the answers furnished. But if the question is a very general one and belongs to a general category, as the Chair has mentioned, it has been answered before in the House, and all that we can do is to repeat the answers and nothing more.

Mr. Speaker: Now, calling-attention-notice.

Shri Hem Barua: Before you proceed to that, may I make a humble submission? The consensus of this House is that we should issue an appeal to the philanthropists in this country and the philanthropic organisations outside

Mr. Speaker: That question had been put to the Minister of External Affairs and it had been answered also.

Shri Hem Barua: My submission is this? Why cannot the Parliament issue an appeal like that under your signature, Sir?

Mr. Speaker: I would not. It would not be advisable. He would not advise me like that, I think.

श्री शिव नारायण (वांसी) : अध्यक्ष महोदय, इस बारे में एक बात कहना जरूरी है। उस को मुन लीजिए।

अध्यक्ष महोदय : आर्डर, आर्डर।

श्री शिव नारायण : सीनियर लोग बैठे हैं। उन को जवाब देना चाहिए।

WRITTEN ANSWERS TO QUESTIONS

Rajendra Memorial Research Society and Rajendra Institute at Patna

*542. **Shri Shree Narayan Das:** Will the Minister of Health be pleased to refer to the reply given to Starred Question No. 92 on the 21st November, 1963 and state:

(a) whether the Central Government have since received any proposal from the State Government of Bihar regarding its participation in the establishment of Rajendra Memorial Research Society and Rajendra Memorial Institute at Patna; and

(b) if so, the action taken or proposed to be taken in the matter?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Yes, Sir.

(b) The proposals are being examined.

Harnessing of Subarnarekha River

*544. **Shri G. Mohanty:** Will the Minister of Irrigation and Power be pleased to refer to the reply given to Unstarred Question No. 787 on the 16th August, 1962 and state:

(a) whether examination of inter-State aspects of the scheme to harness the Subarnarekha river in the District of Balasore, Orissa by the States of Orissa, Bihar and West Bengal has been completed; and

(b) if so, the result thereof?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) No, Sir.

(b) Does not arise.

Virus of 'Dengue' Fever

*545. **Shri Subodh Hansda:** Will the Minister of Health be pleased to state:

(a) whether it is a fact that virus of "Dengue" fever was referred to Hopkins Research Institute, USA;

(b) if so, the findings of the Institute; and

(c) whether they have found out any curative and preventive medicines?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Yes, Sir.

(b) The Johns Hopkins Research Institute, USA, confirmed the following:—

(i) There is significant rise of titre in convalescent sera against Dengue group of virus during the earlier period of the epidemic.

(ii) Although the agent most likely belonging to Dengue group of virus has been isolated from the liver of one of the fatal cases, this agent has yet to be established.

(iii) During the later part of the epidemic, Chikungunya virus belonging to Group ARBOR Viruses was isolated from 3 acute cases from the mouse brain passage undertaken in the Department.

(iv) It will thus be evident that the "Haemorrhagic Fever, which affected the Calcutta area from July to December, 1963 can be attributable to Group A "Chikungunya" and Group B "Dengue" group of viruses. The experiences in Thailand was identical.

(c) There is no specific curative agent for both these group of viruses. No effective preventive vaccine is yet available and is unlikely to be useful due to the inherent character of wide antigenic variations in the isolated strains in the same epidemic, and from

one epidemic to another. The only method of prevention is control of *Aedes Aegypti* which is the mosquito vector for these group of viruses.

Colombo Plan Review

*552. **Shri P. R. Chakraverti:** Will the Minister of Finance be pleased to state:

(a) whether Government have taken note of the Colombo Plan review of the economic situation in 1962-63 and the observations made in the 12th report of the Colombo Plan Consultative Committee; and

(b) if so, the steps taken to follow the recommendations contained in the report?

The Deputy Minister in the Ministry of Finance (Shrimati Tarkeshwari Sinha): (a) Yes, Sir.

(b) The work of the Colombo Plan Consultative Committee consists primarily in an exchange of views on matters of general economic interest to the countries of the region, and most of its recommendations are in the nature of general observations. Among these recommendations is one for the nomination of a Local Liaison Officer to deal with matters relating to Intra-regional Training. In pursuance of this recommendation, the Government of India have since designated a liaison officer.

Searches in Firms

*554. { **Shri Dinesh Bhattacharya:**
Dr. Saradish Roy:
Dr. Ramen Sen:

Will the Minister of Finance be pleased to state:

(a) the number of firms searched in connection with over-invoicing and under-invoicing during January and the first week of February, 1964; and

(b) the number of proceedings launched against such firms so far?

The Deputy Minister in the Ministry of Finance (Shrimati Tarkeshwari Sinha): (a) The premises of five firms were searched during January and the first week of February, 1964 in connection with suspected over-invoicing or under-invoicing of imports or exports.

(b) Show cause notices have been issued to one firm so far.

Transport Commission

*555. { Shri N. R. Laskar:
Shri P. C. Borooah:

Will the Minister of Planning be pleased to state:

(a) whether Government are in favour of establishing a permanent 11-Member Indian Transport Commission to coordinate all forms of transport in the country as advised by Mr. M. R. Bonavia, the noted British expert on transport;

(b) if so, when the Commission is likely to be constituted; and

(c) the main functions of this Commission?

The Deputy Minister in the Ministry of Labour and Employment and for Planning (Shri C. R. Pattabhi Raman): (a) to (c). Mr. M. R. Bonavia, British Transport expert visited India for about seven weeks between December 1963 and February 1964 at the request of the Committee on Transport Policy and Coordination and prepared some notes for the Committee including a Memorandum on Road-Rail Co-ordination in India. This Memorandum is under the consideration of the Committee who have not yet taken a view on the recommendations contained in it.

All India Institute of Medical Sciences

*556. **Shri R. Barua:** Will the Minister of Health be pleased to state:

(a) whether any research in All India Institute of Medical Sciences for treatment of snake-bite has proved successful; and

(b) if so, whether the result of such research is effectively applied?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Yes, Sir. It has been experimentally successful in treatment of rats envenomed with a certain type of snake venom of the viperine group.

(b) Further work is in progress and is necessary before these results can be applied.

दिल्ली के गांवों में बिजली लगाया जाना

*५५७. श्री ओंकार लाल बेरवा : क्या सिंचाई और विद्युत मंत्री यह बताने की कृपा करेंगे कि :

(क) दिल्ली संघ राज्य क्षेत्र में अब तक कितने गांवों में बिजली लगा दी गई है तथा कितने गांवों में बिजली लगाने का विचार है, और

(ख) कितने गांवों में विद्युतीकरण योजना लागू नहीं की गई है ?

सिंचाई और विद्युत् मंत्री (डा० क० ल० राव) : (क) और (ख). फरवरी, १९६४ के अन्त तक १५९ ग्रामों में बिजली लगा दी गई है। तृतीय पंचवर्षीय योजना के अन्त तक दिल्ली संघ राज्य-क्षेत्र के शेष समस्त ग्रामों में जो कि १५७ हैं, बिजली लगाने का विचार है।

Boosting of Key Industries

*558. { **Shri Maheswar Naik:**
Shri Ram Harkh Yadav:

Will the Minister of **Planning** be pleased to state:

(a) whether the Planning Commission has now decided on a crash programme to boost up the production of all key industries in the country, and

(b) if so, the measures taken therefor?

The Deputy Minister in the Ministry of Labour and Employment and for Planning (Shri C. R. Pattabhi Raman): (a) and (b). A few decisions have been taken as shown in the following statement:

STATEMENT

In order to speed up the rate of growth in key industries, the Planning Commission carried out a detailed review of programmes and projects in iron and steel, non-ferrous metals, heavy engineering, fertilisers, oil and cement industries, in consultation with the Ministries concerned. As a result of this review, the following measures are proposed to be taken:

Pig Iron.—In order to increase the supply of pig iron, it is proposed to establish one blast furnace each at Bhilai and Durgapur in advance of the Fourth Plan expansions of these projects.

Non-ferrous metals.—In order to increase the production of aluminium, measures for expediting the implementation of the aluminium projects in Mysore, Maharashtra and Madhya Pradesh are being examined.

Heavy engineering.—To increase the production capacity for manufacture of industrial and engineering equipment, it is proposed to set up a

second foundry forge, a new heavy electrical equipment, a roll foundry, a fabrication shop for fertiliser and chemical equipment and a structural plant. Details are being examined.

Oil.—The establishment of additional refining capacity is under examination.

Fertiliser.—Measures for increasing the supply of gas to the Rourkela fertiliser factory are under examination.

Cement.—It is proposed to set up additional capacity on an urgent basis for the production of slag cement.

परिवार नियोजन

*५५६. { **श्री म० सा० द्विवेदी:**
श्रीमती सावित्री निगम :
श्री अ० ना० विद्यालंकार:

क्या स्वास्थ्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच कि एक भारतीय डाक्टर ने परिवार नियोजन के लिए बन्धनीकरण की नई पद्धति ईज्जद की है ;

(ख) क्या सरकार ने इसका परीक्षण कर लिया है और यदि हाँ, तो इसके क्या परिणाम निकले; और

(ग) इसकी मुख्य बातें क्या है ?

स्वास्थ्य मंत्रालय में उपमंत्री (डा० द० स० राजू): (क) (१) एक भारतीय डाक्टर ने अस्थायी बन्धनीकरण तकनीक की सूचना दी है। यह विषय पहले १९६० में इंडियन मेडिकल असोसिएशन की पत्रिका में प्रकाशित हुआ था। उन्होंने २ मार्च १९६४ को सूचित किया है कि वे अब तक १२७ आपरेशन कर चुके हैं और कुछ सौ आपरेशन करने के बाद उनका विचार आपरेशनों और तकनीक का विवरण प्रकाशित करने का है। उन्होंने बन्धनीकरण

आपरेशन की अपनी तकनीक के बारे में भी—जिस वे एक चीरा एक टांका कहते हैं—सूचना दी है।

(२) एक दूसरे सर्जन किसी विशेष तकनीक से जिस का कई वर्षों तक उन्होंने विकास किया है, शुकवहा—छेदन के विपर्यय आपरेशन कर रहे हैं।

(ख) पूरा विवरण उपलब्ध होने के तुरन्त बाद (क) (१) में उल्लिखित अस्थायी बन्धीकरण की तकनीक का परीक्षण करने का विचार है।

(क) (२) में अंकित तकनीक की जांच की जा चुकी है। ५० व्यक्तियों का आपरेशन किया गया जिनमें से ४५ सफल बताये जाते हैं (अर्थात् पुर्योजन आपरेशन के बाद वीर्य में शुकानु पाये गये) और इन ४५ व्यक्तियों में से ३२ की पत्नियां गर्भवती हुईं।

(ग) (क) (१) में उल्लिखित अस्थायी बन्धीकरण के बारे में बताया गया है कि सादे तान में शुकवहा का साधारण गांठ दी जाती है और उसके श्रवणापित हो जाने पर शुकवहा पेटेंट हो जाती है। (क) (२) की तकनीक यह है कि आंतरिक स्पिन्द के रूप में एक सप्ताह तक नायलन के धागे में किनारे किनारे जोड़ दिये जाते हैं।

Working Group on "Housing Co-operatives"

- *560. { Shri P. R. Chakraverti;
Shri D. J. Naik;
Shri Vishwa Nath Pandey;
Shri Subodh Hansda;
Shri S. C. Samanta:

Will the Minister of Works, Housing and Rehabilitation be pleased to refer to the reply given to Starred

Question No. 627 on the 17th December, 1963 and state:

(a) the recommendations made by the Working Group on "Housing Co-operatives" which have been accepted by Government;

(b) the steps, if any, taken for their implementation; and

(c) whether the Central Government have advised the State Governments to formulate a phased programme for the development of housing co-operatives in the Fourth Five Year Plan?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): (a) and (b). The Working Group made 52 recommendations. Out of these, 35 are exclusively meant for the State Governments and will be sent to them for consideration and implementation, as soon as printed copies of the Report are ready. Of the remaining 17 recommendations, 12 are intended for the Central Government and 5 for both the Central and State Governments. These are being processed.

(c) This is one of the 35 recommendations meant for the State Governments and their attention will be invited to it when copies of the Report are circulated to them.

Finance Corporation for Delhi

*561. **Shri Jedhe:** Will the Minister of Finance be pleased to state:

(a) whether it is a fact that a proposal to form a financial corporation for Delhi to facilitate the trade in the Capital is under consideration;

(b) if so, the details thereof; and

(c) when the corporation will start functioning?

The Minister of Planning (Shri B. R. Bhagat): (a) No, Sir.

(b) and (c). Do not arise.

Loan from U.S.A.

*562. { Shri P. C. Barooah:
 Shri D. C. Sharma:
 Shri Vishwa Nath Pandey:
 Shri Onkar Lal Berwa:
 Dr. Ranen Sen:
 Shri Dinen Bhattacharya:
 Dr. Saradish Roy:
 Shri Ram Harkh Yadav:

Will the Minister of Finance be pleased to state:

(a) whether the U.S. has lately granted a loan of about \$225 million to finance the imports of components and spares for industries in India;

(b) if so, on what terms; and

(c) for which projects the credit is proposed to be allocated.

The Deputy Minister in the Ministry of Finance (Shrimati Tarkeshwari Sinha): (a) The U.S. has made us a non-project loan of 225 million dollars.

(b) The loan is repayable in dollars over a period of 40 years with an initial grace period of 10 years. The loan carries an interest rate of 3/4 per cent during the first ten years and 2 per cent for the remaining period;

(c) It is a non-project credit and will be used to finance the import of various types of raw materials, components, spares and balancing equipment needed for the economy.

New Medical Colleges

*563. { Shri Yashpal Singh:
 Shri Vishwa Nath Pandey:

Will the Minister of Health be pleased to state:

(a) whether it is a fact that the State Governments have been asked to send their proposals for scrutiny and approval by the Centre before

any new medical college is started by them; and

(b) if so, the reasons for this new procedure?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) and (b). In many of the newly started medical colleges, there do not exist adequate facilities regarding staff, equipment, library etc. for teaching the under-graduate medical curriculum and these institutions are therefore, not in a position to fulfil the objective for which they are set up. The establishment of colleges under such conditions will result in students passing out from these institutions inadequately trained and not fully conversant with medical science particularly as the Medical Council may have to recognise the qualifications. This will ultimately result in lowering the standard of the medical profession in the country, a contingency that must be avoided. As a step towards ensuring a minimum standard of medical education in the country, the Government of India have been considering the question of laying down a uniform procedure for starting new medical colleges.

Accordingly, it has now been decided that since the establishment of medical colleges has been included as a Centrally aided scheme in the Third Five Year Plan, no new medical college, even one approved under the Plan, should be started now by any State Government during the remaining period of the III Plan without first obtaining the concurrence of the Ministry of Health. The State Government should send the proposal, together with full details to the Central Government for scrutiny and approval in the first instance. It has also been pointed out to the State Governments that medical colleges started without obtaining the approval of the Centre will not be eligible for Central assistance.

Indus Commission

*564. **Shri P. C. Borooah**: Will the Minister of **Irrigation and Power** be pleased to state:

(a) whether the Indus Commission visited and inspected the lower reaches of the Indus river system in Pakistan;

(b) if so, when and the purpose of their inspection; and

(c) the result of the inspection?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) and (b). Yes, Sir. The Indus Waters Commission inspected the lower reaches of the river Indus from 18th to 26th February, 1964. In accordance with the Indus Waters Treaty 1960 the Commission is required to undertake a general tour of inspection of all the Rivers in the Indus Basin once in every five years.

(c) The Commission ascertained the facts connected with various developments and works on the lower reaches of the river Indus in Pakistan.

Virus Infection

1076. **Shri Chandrabhan Singh**: Will the Minister of **Health** be pleased to lay on the Table a statement showing:

(a) statistics of virus-infection viz.; (i) Myelitis, (ii) Encephalitis, (iii) Hepatitis, (iv) Meningitis in and around Delhi in 1960-61, 1961-62 and 1962-63; and

(b) statistics of water borne diseases viz., (i) Cholera, (ii) Enteric, (iii) Dysentery in and around Delhi in 1960-61, 1961-62 and 1962-63?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) and (b). A statement containing the available information is laid on the Table of the House. [Placed in Library. See No. LT-25-2517/64].

Committee in Ministry of Health

1077. **Shrimati Laxmi Bai**: Will the Minister of **Health** be pleased to state:

(a) the total number of Committees and sub-Committees working at present in the Ministry of Health; and

(b) the total number of members of these Committees and sub-Committees?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju):

(a) Committees	.. 50
Sub-Committees	.. 43

(b) Committees	.. 696
Sub-Committees	.. 241

Ashoka Hotels

1078. **Shri Badshah Gupta**: Will the Minister of **Works, Housing and Rehabilitation** be pleased to state the income from the Ashoka Hotels Ltd., New Delhi in 1963-64 upto the end of January, 1964?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): The unaudited accounts of the company show that the income of the Ashoka Hotel during the period 1st April, 1963 to 31st January, 1964 was Rs. 95,93,700 and expenditure Rs. 64,07,700 leaving a gross profit of Rs. 31,86,000.

Applications for Pensions

1079. **Shri Badshah Gupta**: Will the Minister of **Finance** be pleased to state the number of retired Government servants whose applications for pensions are still pending?

The Minister of Finance (Shri T. T. Krishnamachari): The information is being collected and will be laid on the Table of the House in due course.

Najafgarh Town

1080. Shri Ram Harkh Yadav: Will the Minister of Health be pleased to state:

(a) whether Government proposed to develop the Najafgarh Town;

(b) if so, the details of the scheme; and

(c) the estimated expenditure?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) The proposal for the re-development of Najafgarh Town is under consideration.

(b) and (c). Do not arise.

Logopedic Institute in India

1081. Shri Siddiah: Will the Minister of Health be pleased to state:

(a) whether there is a proposal to establish a Logopedic Institute in India;

(b) whether Dr. Palmer of U.S.A. has recommended that Mysore City is the place best suited for locating the Institute;

(c) whether the project will be financed by the Government of U.S.A.;

(d) whether the concurrence of the Central Government for the project was sought for by the Government of Mysore and if so, when; and

(e) the stage at which the matter is pending?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Yes.

(b) Yes.

(c) Financial support would be mainly from PL 480 and also PL 86-610. The Project would operate for full three years with a possibility

of extension or renewal for two additional years.

(d) The State Government have shown interest in the establishment of the Project in Mysore City. A reference was received from that Government in December, 1963.

(e) It has been decided that the proposed project should be in Delhi.

Family Planning in Mysore State

1082. Shri Siddiah: Will the Minister of Health be pleased to state:

(a) the allotment of funds for family planning programmes in the State of Mysore during the Third Five Year Plan;

(b) the total financial assistance so far given to the State;

(c) whether the amount has been fully utilised; and

(d) the progress made so far in the State of Mysore in implementing these programmes?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) A sum of Rs. 14.50 lakhs has been allotted for Family Planning Programme in the Third Five Year Plan of Mysore State. In addition, allocation have been made from the Centre annually as follows:—

Year	Allocation (Rs. in lakhs)
1961-62	8.32
1962-63	17.41
1963-64	5.94

Allocations for 1964-65 and 1965-66 will be made depending on the requirements of establishments, approval or continuing.

(b) During 1961-62 grant-in-aid to the extent of Rs. 6.88 lakhs was sanctioned to the Government of Mysore in lumpsum for all Centrally Sponsor-

ed Schemes taken together including family planning and not scheme-wise. A grant of Rs. 6.01 lakhs was paid to the Government of Mysore as Central assistance during 1962-63. The Central assistance due to the State Government for 1963-64 will be sanctioned towards the end of the current financial year on receipt of expenditure statement from the State.

(c) The amount allocated was not fully utilised during 1961-62 and 1962-63. The expenditure during 1963-64 is not yet known.

(d) The progress made from 1956 to January, 1964 is as follows:—

(1) Persons sterilised	28919
	(males—20352)
	(females—8567)
(2) Family Planning Centres	106
	(rural—86)
	(urban—20)
(3) Contraceptive distributing centre	859
	(rural—698)
	(urban—161)
(4) Persons trained	692
(5) Publicity material produced :	
(i) Posters	35,000
(ii) Booklets	40,000
(iii) Enamel Boards	600

Eradication of Filariasis in Mysore

1083. Shri Siddiah: Will the Minister of Health be pleased to state:

(a) the total financial assistance given to the State of Mysore during the Third Plan so far to eradicate filariasis;

(b) whether the amount has been fully utilised; and

(c) the various steps so far taken to eradicate it?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) to (c). No scheme for eradication of

filariasis is in operation. For control of filariasis, however, assistance by way of supplying mosquito larvicidal oil, free of cost, to the extent of Rs. 1.87 lakhs has been given by the Central Government to Mysore State during the Third Plan so far.

The mosquito larvicidal oil supplied to the State upto 1962-63 has been fully utilised and that supplied during 1963-64 is now in use.

Primary Health Centres in Mysore State

1084. Shri Siddiah: Will the Minister of Health be pleased to state:

(a) the number of Primary Health Centres functioning at present in the State of Mysore;

(b) the number of Primary Health Centres proposed to be opened during 1964-65 and 1965-66; and

(c) the total amount allotted for the purpose?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) and (b). The total number of Primary Health Centres required to be started by the Government of Mysore as part of Community Development Programme is 265 in all to cover all the Blocks. 235 Primary Health Centres have already been sanctioned, and the remaining 30 Centres are proposed to be established during 1964-65. There will, therefore, be no C.D. Block without a Primary Health Centre in 1965-66, if all these 30 are opened.

(c) In addition to a provision of Rs. 40,000 in the schematic budget of a Stage I Block for setting up a Primary Health Centre which will cover 24 blocks, a sum of Rs. 70,000 is earmarked in the Health Plan of the State.

Power and Irrigation Schemes in Orissa

1085. Shri Ramachandra Ulaka: Will the Minister of Irrigation and Power be pleased to state:

(a) whether the State Government of Orissa have approached the Union Government for additional help for developing their power and irrigation potential during 1963-64 and 1964-65; and

(b) if so, the reaction of Union Government thereto?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) and (b). No additional Central assistance was requested by the Government of Orissa for the year 1963-64 for the development of their irrigation and power potential. For 1964-65, the State Government asked for accelerated Central assistance of Rs. 6 crores for Irrigation and Power and Rs. 3 crores for transport schemes. In response, the Planning Commission have agreed to raise total Central assistance from Rs. 29 crores intimated earlier to the State Government to Rs. 34.2 crores.

Family Planning in Orissa

1086. Shri Ramachandra Ulaka: Will the Minister of Health be pleased to state:

(a) the total financial assistance given to Orissa Governmet for Family Planning Programme in the State during 1962;

(b) the amount utilised; and

(c) the progress made by the State in implementing these programmes up-to-date?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Central assistance amounting to Rs. 3.16 lakhs was given to the Government of Orissa during 1962-63.

(b) The entire amount of Central assistance has been utilised.

(c) The up-to-date progress made by the Government of Orissa in implementing these programmes is as follows:—

Regional Family Planning Training centres established	Clinics opened	Cases operated	Personnel trained
1	115 (includes one mobile clinic).	3183	19987

Research Schemes in Orissa

1087. Shri Ramachandra Ulaka: Will the Minister of Irrigation and Power be pleased to state:

(a) whether any research schemes have been sanctioned in Orissa by the Central Board of Irrigation and Power during 1963-64;

(b) if so, the details thereof; and

(c) the total amount sanctioned for the Schemes during the same period and the location of the Centres?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) to (c). No new research scheme was sanctioned during the year. The only research station of the State at Hirakud, however, continued work on the following two schemes allotted during the Second Plan period:—

(i) Sedimentation Studies on Storage Reservoirs, and

(ii) Principles of Mortar and Concrete Mix Design.

No grant-in-aid was sanctioned to them during the current financial year as they have sufficient unspent balance from the grants sanctioned

earlier. A total grant of Rs. 1,68,000 was sanctioned to the station during the Second and Third Plan periods. Out of this, a sum of Rs. 85,220 has been spent upto the end of March, 1963, thus leaving a balance of Rs. 82,780 with the Research Station for being spent during 1963-64.

Family Planning Clinics in Orissa

1088. Shri Ramachandra Ulaka: Will the Minister of Health be pleased to state:

(a) the number of existing family planning clinics (rural and urban) functioning in Orissa; and

(b) the number of clinics proposed to be opened in that State during 1964-65?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) 111 (69 rural and 42 urban). There is also one Mobile Family Planning Clinic in the State.

(b) 166 regular Family Planning Clinics and 94 Centres for distributing contraceptives.

Water Charges in Srinivaspuri, Delhi

1089. Shri Vishram Prasad: Will the Minister of Works, Housing and Rehabilitation be pleased to state:

(a) whether it is a fact that Government have reduced the flat rate of water charges from Rs. 4 to Rs. 3 p.m. in respect of the allottees of Srinivaspuri, Delhi;

(b) the date from which this reduction has been made effective; and

(c) whether the arrears accruing out of this reduction have been refunded or adjusted?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): (a) No.

(b) and (c). Do not arise.

C.G.H.S. Dispensary Buildings

1090. { **Shri Vishram Prasad:**
Shrimati Savitri Nigam:

Will the Minister of Health be pleased to state:

(a) whether there is any progress in the construction of various Central Government Health Service dispensary buildings; and

(b) if so, the details thereof?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Yes.

(b) At present there are 47 Dispensaries including the Ayurvedic Dispensary, under the C.G.H. Scheme. The following dispensaries have already been accommodated in newly constructed buildings of their own.

1. Lajpat Nagar.
2. Srinivaspuri.
3. Laxmibai Nagar.
4. Welleseley Road.

The following dispensaries have been accommodated in permanently acquired buildings:

1. Darya Ganj.
2. Pusa Road.
3. Pul Bangash.
4. Jungpura.

In addition, buildings for 4 dispensaries viz. (i) Kidwai Nagar, (ii) North Avenue, (iii) Sewa Nagar (Kasturba Nagar) and (iv) Moti Bagh-I are under construction and the construction work is likely to be completed shortly.

2. The construction work for the following dispensaries is likely to be taken up soon:—

1. Andrewsganj.
2. Nanakpur (Moti Bagh II).

3. Chanakyapuri.
4. Ramakrishnapuram (N.H. II).
5. Ramakrishnapuram (N.H. IV).
6. Ramakrishnapuram (N.H. VI).
7. Lodi Road.
8. Chandni Chowk.

3. Sites for the following Dispensaries have been obtained and construction will be started as soon as the requisite technical formalities have been finalised:

1. Delhi Cantt.
2. Minto Road.
3. Sarojini Nagar (Eastern Part).
4. Shahjehan Road.
5. Kalkaji.

For the remaining dispensary buildings, efforts are being made to obtain suitable sites through the Ministry of Works, Housing and Rehabilitation, Delhi Development Authority, the Corporation authorities etc.

हैजे के कारण मृत्यु

- १०६१.
- श्री म० ला० द्विवेदी :
 - श्रीमती सावित्री निगम :
 - श्री सुबोध हंसदा :
 - श्री श्रींकार लाल बोरवा :
 - श्री किशन पटनायक :
 - श्री विश्वनाथ पाण्डेय :
 - श्री सं० ब० पाटिल :
 - श्री राम हरल्ल यादव :

क्या स्वास्थ्य मंत्री यह बताने की कृपा करेंगी कि :

(क) १९६३ में देश में राज्यवार कुल कितने व्यक्तियों की हैजा से मृत्यु हुई;

(ख) सरकार ने इस बीमारी को रोकने के लिये कौन से कदम उठाये हैं तथा उसमें कहां तक सफलता मिली है ; और

(ग) क्या किसी अनुसंधानशाला में इस बात का पता लगाने की कोशिश की गई है कि यह बीमारी इतनी अधिक क्यों होती है ?

स्वास्थ्य मंत्रालय में उपमंत्री (डा० ब० सं० राजू) : (क) सन् १९६३ के दौरान देश में हैजे से २०,७१४ व्यक्तियों की मृत्यु हुई। इसमें असम तथा जम्मू व काश्मीर के आंकड़े सम्मिलित नहीं हैं क्योंकि वहां से अपेक्षित सूचना प्राप्त नहीं हुई है। इसकी राज्यवार सूचना इस प्रश्न के अन्त में दिए गए विवरण में दी गई है।

(ख) हैजे के नियन्त्रण/उन्मूलन का उत्तरदायित्व मुख्य रूप से राज्य सरकारों का है। जहां तक केन्द्रीय सरकार का प्रश्न है इस दिशा में जो कदम उठाये गए हैं वे इस प्रकार हैं :

(1) १९६२ से एक हैजा अनुसंधान केन्द्र, कलकत्ता में भारतीय चिकित्सा अनुसंधान परिषद् के तत्वाधान में कार्य कर रहा है।

(11) अखिल भारतीय स्वास्थ्य-विज्ञान एवं लोक-स्वास्थ्य संस्थान, कलकत्ता के महामारी विज्ञान विभाग में, एक महामारी एकक की स्थापना की गई है ताकि जब कभी आवश्यकता पड़े, नियंत्रण कार्यक्रम को चलाने में महामारी जांचपड़ताल के विषय में राज्यों की सहायता की जा सके। इसी प्रकार की सहायता केन्द्रीय अनुसंधान संस्थान, कसौली स्थित एक एकक द्वारा भी दी जाती है।

(iii) प्रत्येक राज्य में महामारी एकक की स्थापना हेतु, केन्द्रीय एवं राज्य सरकारों द्वारा प्रतिनियुक्त उम्मीदवारों को विश्व स्वास्थ्य संगठन शिक्षा वृत्तियों के अधीन एडिनबरा विश्वविद्यालय में महामारी विज्ञान में प्रशिक्षित किया गया है । अभी तक उत्तर प्रदेश, मैसूर, राजस्थान, उड़ीसा, पंजाब, आन्ध्र प्रदेश, पश्चिमी बंगाल और दिल्ली के राज्यों तथा केन्द्र के ११ उम्मीदवारों ने प्रशिक्षण प्राप्त किया है । स्थानीय एककों की स्थापना का कार्य प्रगति पर है ।

(ग) (१) भारतीय चिकित्सा अनुसंधान परिषद् ने हैजे की विमारी पर काबू पाने के लिये व्यावहारिक उपायों को अंतिम रूप से विकसित करने की दृष्टि से इस रोग के विभिन्न पहलुओं पर निरंतर अनुसंधान करने के लिए विश्व स्वास्थ्य संगठन के सहयोग से कलकत्ते में एक हैजा अनुसंधान केन्द्र की स्थापना की है ।

(२) स्कूल आंव ट्रापिकल मेडिसिन, कलकत्ता के सहयोग से तमलुक (पश्चिमी बंगाल) में हैजे के नियंत्रण तथा रोकथाम के सर्वोत्तम उपायों पर भी अनुसंधान हो रहे हैं ।

(३) लोक स्वास्थ्य संस्थान, पटना में भी एक प्रयोगशाला हैजे के रोग की जांच पड़ताल करती है ।

विवरण

१. आन्ध्र प्रदेश]	१,६५६
२. असम*	..
३. बिहार .	३,०७५
४. गुजरात]	१४
५. जम्मू व काश्मीर*	..
६. केरल .	४
७. मद्रास	४,६३०
८. मध्य प्रदेश	१४
९. मैसूर	८५६
१०. महाराष्ट्र	१,२३०
११. उड़ीसा	२,५६७
१२. राजस्थान	..
१३. उत्तर प्रदेश	३८८
१४. पश्चिम बंगाल .	५,६१३
१५. दिल्ली .	..
१६. गोआ .	..
१७. हिमाचल प्रदेश .	..
१८. मणिपुर .	..
१९. पांडिचेरी .	३७
२०. लकादीव, अमीनदीव एवं मिनिक्काय द्वीप समूह .	..
योग .	२०,७१४

*उपलब्ध नहीं ।

Blind People in India

1092. Shri Karni Singhji: Will the Minister of Health be pleased to state whether it is a fact that there are nearly two million blind people in India which figure is said to be one of the highest in the world and about one-fifth of the world's blind population?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): In 1944 the Central Advisory Board of Health and Education put the figure of blind persons as 2 million. According to the survey carried out in

the rural areas of 15 States by the Indian Council of Medical Research through the Trachoma Control Pilot Project, during 1958-63 it has been estimated that there are 3.5 million economically blind persons i.e. persons unable to perform any work for which vision is essential. At the same rate of prevalence there would be about 0.75 million economically blind persons in the urban areas of those fifteen States, bringing the total economic blind persons to about 4.25 millions. No accurate figure can be given in the absence of a detailed survey. As definition of blindness differs from country to country, it is not possible to compare the blindness figures in India with that for the world.

Power Projects

1093. Shri P. C. Borooah: Will the Minister of Irrigation and Power be pleased to state:

(a) whether a decision has been taken to render special assistance to Assam and other States for their power projects for 1964-65; and

(b) if so, the extent of Central assistance to be given to each State for each project?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) Yes, accelerated assistance is being given to Assam and some of the other States within the Plan provisions to meet the increased requirements of Power Sector.

(b) Barring few big projects central assistance is given to the States for the Plan as a whole.

Houses for Slum-Dwellers in Delhi

1094. Shri Maheswar Nalk: Will the Minister of Works, Housing and Rehabilitation be pleased to state:

(a) whether it is a fact that Birla

Brothers have offered to build houses for the slum-dwellers in the Capital;

(b) the details of the offer; and

(c) the reaction of Government and the Delhi Administration in this regard?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): (a) to (c). Yes, Sir. Birla Brothers have made an offer to the Chief Commissioner for construction of houses for about 500 families in some selected slum area. This offer has been referred by the Chief Commissioner to the Delhi Municipal Corporation, who is in charge of the implementation of the Slum Clearance Scheme in Delhi and the matter is under their consideration.

Ayurvedic Research Institute

1095. Shri Yashpal Singh: Will the Minister of Health be pleased to state:

(a) whether any request has been made recently for the establishment of an Ayurvedic Research Institute at Dehra Dun; and

(b) if so, the reaction of Government thereto?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) No.

(b) Does not arise.

Public Undertakings

1096. Shri Harish Chandra Mathur: Will the Minister of Planning be pleased to state the progress made by each State in setting up public sector enterprises in the industrial fields during the first three years of the Third Plan?

The Minister of Planning (Shri B. R. Bhagat): A Statement is laid on the Table of the House.

STATEMENT

The major industrial projects in the Central and State Sectors included in the Third Plan have been enumerated in the Third Plan report. The progress on these industrial schemes has been generally reviewed in the Mid-Term Appraisal.

The following table gives the progress in terms of financial expenditure

on industrial schemes in different States. The development programme for industries envisaged in the Third Plan was estimated to require an investment of Rs. 1330 crores in the public sector. Against this, the likely expenditure during the first three years of the Plan is roughly estimated at about Rs. 596 crores:—

(Rs. crores)

	State Public sector industrial projects	Central public sector industrial projects	Total (State/ Central)
Andhra Pradesh	3.1	10.5	13.6
Assam	1.7	16.9	18.6
Bihar	2.4	102.6	105.0
Gujarat	3.0	6.0	9.0
Kerala	3.4	10.3	13.7
Madhya Pradesh	1.3	122.5	123.8
Madras	0.2	59.1	59.3
Maharashtra	2.6	33.5	36.1
Mysore	2.2	3.9	6.1
Orissa	2.8	82.7	85.5
Punjab	0.5	6.0	6.5
Rajasthan	0.2	0.6	0.8
Uttar Pradesh	4.0	21.0	25.0
West Bengal	10.5	80.7	91.2
Jammu & Kashmir	2.1	..	2.1
GRAND TOTAL	40.0	556.3	596.3

Gania and Indravati Projects

1097. Shri G. Mohanty: Will the Minister of Irrigation and Power be pleased to state:

(a) whether the investigations of the Gania and Indravati Projects (Orissa) have been completed; and

(b) when Government propose to start execution of the projects?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) No. The investigations are still in progress.

(b) Does not arise at this stage.

Domestic Fuel Consumption

1098. Shri Heda: Will the Minister of Planning be pleased to state:

(a) whether Government's attention has been drawn to the survey of the National Council of Applied Economic Research on Domestic Fuel Consumption in the Rural Sector published on the 2nd December, 1963; and

(b) if so, the steps taken to substitute non-commercial fuels like cowdung and firewood by coal fuels?

The Minister of Planning (Shri B. R. Bhagat): (a) Yes, Sir.

(b) A Study on Rural Fuel Problems is being undertaken by the Committee on Natural Resources of the Planning Commission. A part of the Study had been entrusted to the National Council of Applied Economic Research which conducted a survey on Domestic Fuel Consumption in the Rural Sector. The Council sent in December 1963, a brief preliminary and interim note on the results of the Survey. The final findings of the Survey, which will be incorporated in the Study, are awaited. Further action on these will be considered when these are received.

"Clearance of Luggage at Palam Airport"

1099. **Shri P. R. Chakraverti:** Will the Minister of Finance be pleased to state:

(a) whether the Palam customs authorities have streamlined their service to facilitate clearance of tourists luggages;

(b) whether the executive officials posted there are authorised to dispose of cases on the spot instead of referring them to the customs house;

(c) if so, up to what amount; and

(d) whether there is any mechanical conveyor belt to transport luggages from the apron to the lounge?

The Minister of Finance (Shri T. T. Krishnamachari): (a) Steps have been taken to facilitate expeditious and smooth customs clearance of baggage, particularly of tourists, at Palam airport. Personnel has been strengthened. The procedure is constantly kept under review so that changes may be made if and when necessary. This is a continuing process.

(b) Yes, Sir.

(c) The Assistant Collector of Customs and Superintendent of Customs are authorised to adjudicate cases up to the value of Rs. 10,000 and Rs. 1,000 respectively with the powers to impose fines in lieu of confiscation upto the limit of Rs. 5,000 and Rs. 1,000 respectively.

(d) No, Sir.

Pong Dam and Sutlej Beas Link Project

1100. { **Shri Daljit Singh;**
Shri Vishwa Nath Pandey:

Will the Minister of Irrigation and Power be pleased to state the amount that has been sanctioned by the Centre for the construction of the Pong Dam and Sutlej Beas link projects separately for 1964-65?

The Minister of Irrigation and Power (Dr. K. L. Rao): No funds have yet been sanctioned for the Beas Project for the year 1964-65. However, a budget provision of Rs. 1372 lakhs has been made for this project for 1964-65 as under:—

Pong Dam (Unit II)	Rs. 946 lakhs
Beas-Sutlej Link (Unit I)	Rs. 426 lakhs

Total:— Rs. 1372 lakhs.

Gold Seized from Foreign Vessel

1101. **Shri Vishwa Nath Pandey:** Will the Minister of Finance be pleased to state:

(a) whether it is a fact that seven hundred and ninety tolas of gold were seized by the customs authorities from a member of the crew of a foreign vessel in Bombay on or about 5th February, 1964; and

(b) if so, the action taken against the member of the crew?

The Minister of Finance (Shri T. T. Krishnamachari): (a) Yes, sir. The seizure took place on the 4th February, 1964.

(b) He was arrested and is being prosecuted.

Agricultural Refinance Corporation

1102. Shri P. Venkatasubbaiah: Will the Minister of Finance be pleased to state:

(a) the amount so far disbursed by the Agricultural Refinance Corporation since its inception to various agricultural credit institutions in the country; and

(b) whether it is a fact that there has been considerable delay in sanctioning loans by the Agricultural Refinance Corporation?

The Minister of Finance (Shri T. T. Krishnamachari): (a) No amount has so far been disbursed.

(b) No. As the schemes which are expected to be financed by the Corporation have to be examined in some detail by the State Governments, before they are finalised, the number of formal applications for consideration by the Corporation has so far been limited. It is expected, however, that when the State Governments' examination of certain proposed schemes and projects has been completed, more loans will be sanctioned and utilised.

Primary Health Centres in Punjab

1103. Shri Daljit Singh: Will the Minister of Health be pleased to state:

(a) the number of Primary Health Centres proposed to be opened in Punjab during 1964-65;

(b) the amount allotted for the purpose; and

(c) the total number of Primary Health Centres opened so far in Punjab State during the Third Plan period?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Four,

(b) In addition to a provision of Rs. 40,000 in the schematic budget of each Stage I Block for setting up a Primary Health Centre a sum of Rs. 70,000 is earmarked in the Health Plan of the State for a Primary Health Centre in Stage I Block.

(c) Fifty-seven.

पंजाब में केन्द्रीय स्वास्थ्य योजनायें

११०४. श्री दलजीत सिंह : क्या स्वास्थ्य मंत्री यह बताने की कृपा करेंगे कि :

(क) केन्द्रीय स्वास्थ्य योजनाओं के लिये पंजाब सरकार को केन्द्रीय सरकार ने १९६३-६४ में कितनी और किस किसम की सहायता दी; और

(ख) इस कार्य के लिए १९६४-६५ में कितनी राशि की सहायता देने का विचार है ?

स्वास्थ्य मंत्रालय में उपमंत्री (डा० द० स० राजू) : (क) राज्य सरकारों को केन्द्रीय सहायता की अदायगी के लिए विहित क्रिया-विधि के अनुसार राज्य को वर्ष भर के दौरान केन्द्रीय सरकार द्वारा अर्थोपाय ऋण के रूप में ६ बराबर मासिक किश्तों में हर महीने धन दिया जाता रहा है। अर्थोपाय ऋण के समंजन के सम्बन्ध में अन्तिम अदायगी की स्वीकृति केवल चालू वित्तीय वर्ष के अन्त तक ही दी जायेगी। पंजाब राज्य को १९६३-६४ के दौरान केन्द्रीय स्वास्थ्य योजनाओं के लिए निश्चित केन्द्रीय सहायता इस प्रकार है :—

योजना	प्रस्तावित राशि विनि- धान (लाख रुपयों में)
१	२

(१) स्नातकोत्तर मेडिकल शिक्षा

११.६६

१	२
(२) उप-स्नातक मेडिकल शिक्षा (आपात योजना)	१५.५०
(३) नगर आयोजन जिसमें मास्टर प्लान की तैयारी भी शामिल है	१.२०
(४) परिवार नियोजन	४.३५
(५) जल संभरण के लिए (देहाती इलाकों में) विशेष जांच मण्डलों की स्थापना	२.५८
(६) रोहो नियन्त्रण	८.००
योग	४३.२६

(ख) १९६४-६५ के लिए अभी तक अन्तिम रूप से कोई धन राशि निश्चित नहीं की गई है।

Homoeopathic Hospitals in Punjab

1105. **Shri Daljit Singh:** Will the Minister of Health be pleased to state the nature and extent of Central assistance given up-to-date to Homoeopathic hospitals in Punjab during the past five years?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): No assistance has been given by the Government of India to any Homoeopathic hospital in Punjab.

Family Planning

1106. { **Dr. P. Srinivasan:**
Shri Paramasivan:

Will the Minister of Health be pleased to state:

(a) whether there is any proposal to legalise abortions as in Japan after the married couple have adopted

family planning methods and failed; and

(b) if so, the details thereof?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): The Government of India have no such proposal at this stage.

(b) Does not arise.

Assistance to J. & K.

1107. **Shri Inder J. Malhotra:** Will the Minister of Finance be pleased to state:

(a) whether it is a fact that there has been a shortfall in the assistance given in the first three years of the Third Plan to the State of Jammu and Kashmir; and

(b) if so, the reasons therefor?

The Minister of Finance (Shri T. T. Krishnamachari): (a) No, Sir. There has been no shortfall in the Central Assistance given to the State for 1961-62. For 1962-63, only provisional payments have been made and final adjustments are to be completed. For the year 1963-64, no final sanction of Central assistance under any head of development has so far been made; but ways and means advances have been released and provisional payments are being made by the administrative Ministries concerned.

(b) Does not arise.

कुष्ठ रोग

११०८. श्री श्रींकार लाल बेरवा : क्या स्वास्थ्य मंत्री यह बताने की कृपा करेंगी कि :

(क) क्या यह सच है कि पेरिस की आर्डर आफ चेरिटी के अध्यक्ष और फ्रेंच एकेडमी आफ ओवरसीज साइंसेज के सदस्य श्री राउल फोलेरी, जो कुष्ठ रोग के विशेषज्ञ हैं, भारत

आए थे और फरवरी, १९६४ में वह स्वास्थ्य मंत्री जी से मिले भी थे; और

(ख) उन्होंने कृष्ण रोग के बारे में क्या राय दी ?

स्वास्थ्य मंत्रालय में उपमंत्री (डा० व० स० राजू) : (क) फ्रेंच एकैडमी आफ ओवर-सीज़ साइंसेज़ के श्री राउल फोलेरा जो पेरिस की आर्डर आफ चेरिटी के अध्यक्ष भी हैं, ने २७ जनवरी से २० फरवरी, १९६४ तक भारत की यात्रा की। दिल्ली के तीन दिन के अपने अल्पप्रवास में उन्होंने स्वास्थ्य मंत्री जी से एक शिष्टाचार भेंट की।

(ख) इस मुलाकात के दौरान कृष्ण समस्या के किसी पहलू पर कोई गंभीर चर्चा नहीं हुई।

All India Institute of Medical Sciences, New Delhi

1100. { Shri Kashi Ram Gupta:
Shri Bade:
Shri Lahri Singh:
Shri S. M. Banerjee:

Will the Minister of Health be pleased to state:

(a) whether it is a fact that in 1963 surgical instruments were stolen from the operation theatre of the All India Institute of Medical Sciences, New Delhi;

(b) whether it is also a fact that in the police report of the said theft the value of the articles was shown as Rs. 20,000; and

(c) the result of the investigation?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju) : (a) Yes.

(b) The articles found missing, as originally reported to the police were

valued at Rs. 15,127.07 n.P. As a result of further departmental checking, the value of surgical instruments/equipment missing were valued at Rs. 6,396.02 n.P. This has since been reported to the police.

(c) The matter is still under police investigation and its result is awaited.

दिल्ली के स्कूलों में चेचक के टीके

१११०. श्री अशोक लाल बेरवा : क्या स्वास्थ्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि दिल्ली के स्कूल में भर्ती होने से पहले बच्चों को चेचक के टीके लगाना अनिवार्य कर दिया गया है ; और

(ख) यदि हा, तो यह योजना दिल्ली के अलावा अन्य किन-किन स्थानों पर लागू की गई है ?

स्वास्थ्य मंत्रालय में उपमंत्री (डा० व० स० राजू) : (क) दिल्ली में चेचक के टीके लगाना अनिवार्य नहीं किया गया है। लेकिन दिल्ली प्रशासन ने दिल्ली के स्थानीय निकायों और सभी सरकारों तथा सरकारी सहायता प्राप्त स्कूलों के मुख्याध्यापकों से अनुरोध किया था कि वे स्कूलों में भर्ती करने से पहले बच्चों को टीके के प्रमाण पत्र प्रस्तुत करने को कहें। यदि बच्चों के माता-पिता टीके के प्रमाण-पत्र तुरन्त नहीं दे सकते, तो बच्चे को भर्ती करने से इनकार नहीं किया जाता किन्तु उन्हें प्रमाण-पत्र पेश करने के लिए तीन मास की अवधि दी जाती है।

(ख) एक विवरण, जिस में अपेक्षित सूचना दी गई है, इस प्रकार है।

विवरण

क्रमांक	राज्य/संघराज्य क्षेत्र का नाम	चेचक का टीका लगाना अनिवार्य है अथवा नहीं
१.	आंध्र प्रदेश	नहीं । फिर भी विद्यार्थियों को नियमित रूप से टीका लगाने के लिये स्कूल अधिकाारियों को सूचित किया जाता है और इस कार्य की सुविधा के लिए टीकाकारों को स्कूलों में भेज दिया जाता है ।
२.	कैरल	स्कूलों में भर्ती करने से पहले बच्चों को टीका लगवाना अनिवार्य है ।
३.	महाराष्ट्र	महाराष्ट्र राज्य में स्कूलों में भर्ती करने से पूर्व बच्चों को टीका लगवाना अनिवार्य नहीं किया गया है ।
४.	मध्य प्रदेश	नहीं । तो भी यह उल्लेख कर दिया जाय कि मध्य प्रदेश आपाती हैजा तथा चेचक विनियम, १९६३ के अधीन टीका लगवाना अनिवार्य किया जा सकता है ।
५.	उड़ीसा	ऐसी कोई योजना लागू नहीं है ।
६.	पंजाब	माता-पिता को बच्चों के जन्म के छ मास के अन्दर अन्दर उन्हें प्राथमिक टीका लगवाना अनिवार्य है । यदि संभव हो तो स्कूल जाने की अवस्था में प्रवेश करने पूर्व उन्हें दुबारा टीका लगवा लें । राज्य के स्कूलों के निरीक्षकों/निरीक्षिकाओं तथा सरकारी प्रशिक्षण महाविद्यालयों के प्रिंसिपलों को निर्देश जारी किए गये हैं कि सभी स्कूली बच्चों को नर्सरी तथा प्राथमिक स्कूलों में भर्ती करने से पूर्व उन से टीके और पुनर्टीके के प्रमाण-पत्र दिखाने का तथा विद्यार्थी के प्राथमिक शिक्षा समाप्त करने

क्रमांक	राज्य/संघ राज्य क्षेत्र का नाम	चेचक का टीका लगाना अनिवार्य है अथवा नहीं
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के पूर्व और माध्यमिक स्कूल में भर्ती होने पर, अर्थात् ५ और १० वर्ष की आयु पर पुनर्टीके का दूसरा प्रमाण-पत्र पेश करने का आग्रह करें।

संघ-क्षेत्र

- | | |
|-------------------|--|
| १. हिमाचल प्रदेश | कोई योजना नहीं है। |
| २. गोआ | बच्चों को टीके के प्रमाण-पत्र दिखाने के पश्चात् ही स्कूलों में भर्ती किया जाता है। |
| ३. लक्कादीव द्वीप | बच्चों को भर्ती करने से पूर्व टीके के प्रमाण-पत्रों को देखने के विषय में स्कूलों को निर्देश जारी किये गये हैं। |
| ४. त्रिपुरा | स्कूल के बच्चों को टीका लगवाने की प्रथा अनिवार्य है। |
| ५. मणिपुर | ऐसी कोई योजना प्रचलित नहीं है। |

अन्य राज्य सरकारी/संघ-क्षेत्रों से उत्तर प्राप्त नहीं हुए हैं।

D.V.C.

1111. Shri Mohammad Elias: Will the Minister of Irrigation and Power be pleased to state:

(a) the electricity rate policy followed by the Damodar Valley Corporation, Bihar and West Bengal in so far as D.V.C. area in both the States is concerned;

(b) whether there is no close co-ordination among them;

(c) whether the rates of D.V.C. power are not sufficiently low to enable the distributors to distribute power at an economical rate; and

(d) what is the reasonable return of the D.V.C. and how that return compares with All India standard?

The Minister of Irrigation and Power (Dr. K. L. Rao): (a) The electricity supply rate policy of the Damodar Valley Corporation is governed by the provisions of Section 20 of the DVC Act, 1948, under which the Corporation is empowered to fix the schedule of charges for the supply of electrical energy including rates for bulk supply and retail distribution and impose such terms and conditions as it may deem necessary or desirable to encourage the use of electrical energy. The rate policy followed by the DVC is that the

revenues on sale of power, taken over a number of years, should cover interest charges, depreciation, and costs of operation and maintenance and also leave a small margin intended for financing, to some extent, the cost of capital expansion programmes. The tariff of the D.V.C. is uniform over the whole service area. The D.V.C. gives bulk supply to the two State Electricity Boards. The DVC are at present earning 6 per cent to 7 per cent on the net cost of the capital assets in use.

The business of electricity supply in the DVC area apart from the DVC is looked after by the Electricity Boards of West Bengal and Bihar States. Under Section 59 of the Electricity (Supply) Act, 1948, the Boards, so far as practicable and after taking credit for any subventions for the State, are required to carry on their operations in such a manner as they do not run in a loss and for this purpose they are required to adjust their charges from time to time.

(b) In view of the statutory provisions referred to in reply to part (a) of the question, the DVC and the Electricity Boards are free to fix their own rate policy as they deem fit and the question of coordination among them does not arise. However, the tariffs of the Boards have to take into account the cost of power purchased by them from the D.V.C.

(c) It has not been possible for the DVC to fix the rates of power lower than they have done, consistently with the policy referred to in part (a) above. The average revenue realised by the D.V.C. from the two State Electricity Boards has been 5.4 nP. to 5.6 nP. per kwh in the years 1961-62 to 1963-64, which is not too high for economic distribution by the bulk purchasers.

(d) The D.V.C. is at present earning between 6 per cent to 7 per cent

as return on the net cost of the capital assets in use. There is no all-India standard of the rate of return for public sector electricity undertakings.

Palai Central Bank (in Liquidation)

1112. Shri P. Kunhan: Will the Minister of Finance be pleased to state:

(a) the net amount in hand at present with the liquidator of the Palai Central Bank;

(b) the total amount so far distributed as dividend to the depositors of the bank;

(c) when the next dividend is expected to be paid; and

(d) the amount realised if any, as a result of Court action against the directors of the bank?

The Minister of Finance (Shri T. T. Krishnamachari): (a) According to the information received, the official liquidator had a net amount of Rs. 30.62 lakhs in hand as on the 28th February, 1964.

(b) Upto the 28th February, 1964, a sum of about Rs. 463 lakhs has been paid to the depositors. A sum of about Rs. 23 lakhs has, in addition, been paid into the Companies Liquidation Account, representing the amounts due to the depositors which have not been claimed so far.

(c) The liquidator is expected to seek the orders of the High Court towards the middle of this year regarding the declaration of a further dividend.

(d) A sum of Rs. 8.91 lakhs has so far been realised out of the total advances of Rs. 42 lakhs due from the directors and their relations. The misfeasance application against the directors, in respect of losses caused to the extent of Rs. 289 lakhs is still pending before the High Court.

Crackers recovered from Car

1113. Shri Yashpal Singh: Will the Minister of Works, Housing and Rehabilitation be pleased to state:

(a) whether the Inspector of Explosives has been asked to examine the three crackers reportedly recovered from a car in Hapur on the 18th February, 1964;

(b) if so, whether he has submitted his report; and

(c) the result of his findings?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): (a) Yes.

(b) Yes.

(c) One of the three articles received for examination, was found to be a large-sized 'Throwdown Cracker' containing a prohibited explosive mixture. The other two were found to be crude country-made 'bombs' capable of endangering life on explosion.

Shortage of C.I. Sheets in Assam

1114. Shri R. Barua: Will the Minister of Works, Housing and Rehabilitation be pleased to state:

(a) whether in view of acute shortage of corrugated iron sheets for roofing houses in Assam, any steps are being taken to evolve substitute material within easy reach of people; and

(b) if so, the details thereof?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): (a) and (b). Yes. A scheme was sent to the Assam Government by the National Buildings Organisation for establishment of a factory for manufacture of asphaltic corrugated sheets from bitumen—a bye-product of the Refinery Industry. It is not known what steps the Assam Government

2436 (Ai) LSD—4.

have taken to implement the scheme. Two private firms have also taken out licenses for their manufacture. The material, when manufactured, is expected to be within easy reach of the people.

बिजली का अनधिकृत प्रयोग

१११५. श्री श्रींकार लाल बेरवा : क्या सिंचाई और बिजली मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि बिजली के अनधिकृत प्रयोग को रोकने के लिये सरकार एक यंत्र (लिमिटर) लगाने का विचार कर रही है ;

(ख) यदि हां, तो क्या यह यंत्र विदेश से मंगाया जायेगा ; और

(ग) यदि हां, तो किस देश से ?

सिंचाई और बिजली मंत्री (डा० कु० ल० राव) : (क) जी, नहीं ।

(ख) और (ग). प्रश्न नहीं उठते ।

Income-tax Assessment in Punjab

1116. Shri Daljit Singh: Will the Minister of Finance be pleased to state:

(a) the total assessment made in respect of Income-tax in Punjab during the last five years upto December, 1963; and

(b) the recoveries made during this period and steps taken to collect the arrears?

The Minister of Finance (Shri T. T. Krishnamachari): (a) and (b). The required information is being collected and will be laid on the table of the House as early as possible.

Unauthorised Cultivation of Tobacco

1117. Shri P. C. Borooah: Will the Minister of Finance be pleased to state:

(a) the number of cases of unauthorised cultivation of tobacco detected in various States and Union Territories during 1963; and

(b) in how many cases the accused were convicted and punished?

The Minister of Finance (Shri T. T. Krishnamachari): (a) No authorisation is required for cultivation; the grower has only to declare the area. 1954 cases of undeclared cultivation of tobacco were detected in various States and Union Territories during 1963.

(b) None of the cultivators was taken to a court. Departmental adjudication was done of the liability of curers who cured the crop from undeclared cultivation.

New Series of Currency Notes

1118. Shri Ram Harkh Yadav: Will the Minister of Finance be pleased to state:

(a) whether Government have decided to issue a new series of notes;

(b) if so, the details of their denominations; and

(c) when they are expected to be in circulation?

The Minister of Finance (Shri T. T. Krishnamachari): (a) New series of notes incorporating the value rendering in fourteen Indian languages listed in the Eighth Schedule to the Constitution are being issued.

(b) The new series are proposed to be issued in the existing denominations only.

(c) The new series in denominations of Re. 1, Rs. 2, Rs. 10, and Rs. 100, are

already in circulation; such series in denominations of Rs. 5 and Rs. 1000, are proposed to be issued before 31-3-1964 and no date has yet been fixed for the issue of denominations of Rs. 5000 and Rs. 10000.

Reservation of Seats for Medical Courses for Manipur

1119. Shri Rishang Keishing: Will the Minister of Health be pleased to state:

(a) the total number of seats reserved for pre-medical and M.B.B.S. courses for Manipur during the academic year of 1963-64;

(b) the number of the reserved seats filled up; and

(c) the reasons for the failure, if any, to fill up the reserved seats?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) Under the scheme of the Government of India to provide facilities for medical education to Union Territories having no medical colleges of their own, 10 M.B.B.S. seats and 20 Pre-medical seats were tentatively allocated to be filled by students belonging to Manipur during the academic year 1963-64.

(b) All the 10 M.B.B.S. reserved seats were duly filled in, but only 10 out of 20 Pre-medical seats were utilized by students from Manipur.

(c) Selections and nominations under the scheme were to be finalized by June-July of the academic year when classes commence. The examination results and other particulars of a large number of applicants from Manipur did not become available till the third week of August. Therefore, the unfilled Pre-medical seats for which sufficient number of qualified and eligible candidates were not available, in time, had to be put to alternative use so as to avoid waste of the seats. The question of timely declaration of results by the University concerned has been taken up through the Ministry of Education.

Development of Manipur

1120. Shri Rishang Keishing: Will the Minister of Planning be pleased to state:

(a) the total provision of fund made for implementation of development schemes in Manipur for 1963-64;

(b) the percentage of the amount spent so far;

(c) whether the unspent amount will lapse and be surrendered or will be carried over to the next financial year; and

(d) the grounds for failure to implement the schemes as per schedule?

The Minister of Planning (Shri B. R. Bhagat): (a) and (b). The approved annual plan outlay for 1963-64 is Rs. 316.9 lakhs. About 99.5 per cent of the approved outlay is likely to be incurred.

(c) The annual plan outlay is provided after taking into account the outlay remaining to be incurred on the approved five-year plan projects.

(d) A shortfall of about Rs. 8 lakhs is anticipated under a Power scheme, Kharamlock, on which further investigation is needed before implementation.

Facilities for House Builders in Delhi

1121. Shri Ram Harkh Yadav: Will the Minister of Works, Housing and Rehabilitation be pleased to state:

(a) whether Government propose to give greater concessions and facilities to the prospective house builders in Delhi; and

(b) if so, the details thereof?

The Minister of Works, Housing and Rehabilitation (Shri Mehr Chand Khanna): (a) and (b). Government are already giving the following facilities:—

(i) Large numbers of developed plots are being provided by the Delhi

Administration to prospective house builders, partly by public auction and partly by drawing lots, the latter being confined to the Low Income Group category. About 10,000 developed plots are likely to be made available by the end of 1965. In addition, undeveloped land is being allotted to Cooperative House Building Societies which are expected to develop about 8,000 plots by the end of 1965.

(ii) The Municipal Corporation has improved the procedure for approval of building Plans, which are now being sanctioned more expeditiously and proposes to liberalise the building by-laws so as to allow larger covered area in accordance with the provisions of the Master Plan.

(iii) House-building loans are being advanced under the Low Income Group and Middle Income Group Housing Schemes. The total amounts likely to be advanced in 1963-64 are Rs. 43 lakhs under the Low Income Group Housing Scheme and Rs. 52 lakhs under the Middle Income Group Housing Scheme. In order to meet the growing demand for financial assistance, the Third Plan provision for Delhi under the Low Income Group Housing Scheme has been increased from Rs. 125 lakhs to Rs. 225 lakhs.

(iv) After meeting the needs of the Delhi Municipal Corporation and the New Delhi Municipal Committee, the Delhi Administration makes available almost the entire balance of its allocation of cement and steel to private house builders.

Malaria Eradication Programme in Kerala

1122. Shri P. Kunhan: Will the Minister of Health be pleased to state:

(a) whether Government have decided to disband the staff of the Malaria eradication programme in Kerala;

(b) if so, the reasons therefor;

(c) whether Government have any proposal to provide alternate employment to the staff; and

(d) if so, the details thereof?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) and (b). Out of the 14.5 National Malaria Eradication Programme units functioning at present in Kerala, 13.5 units having completed the eradication of malaria will enter the maintenance phase. The staff of these 13.5 units will not be required for the National Malaria Eradication Programme work with effect from 1st April, 1964. Responsibility for taking up the vigilance activities to maintain freedom from malaria during the maintenance phase rests with the normal health service of the State Government.

(c) and (d). To consider measures for the entry of the National Malaria Eradication Programme into maintenance phase, the Government of India had constituted a Special Committee which has submitted its report. The Committee has suggested that vigilance activities during the maintenance phase should be carried out through the rural dispensaries and Primary Health Centres after necessary augmentation and establishment of additional centres as necessary. In addition to the above, the Committee has recommended the strengthening of the general health services in each State which should be responsible for sustaining the gains achieved under the various programmes like National Malaria Eradication Programme, National Small Pox Eradication Programme, Family Planning etc. It has been recommended that the additional staff required for the purpose should be recruited from the experienced staff released by the National Malaria Eradication Programme. The recommendations of the Special Committee have been communicated to the concerned State Governments for necessary action.

Leprosy Control Scheme in Kerala

1123. Shri P. Kunhan: Will the Minister of Health be pleased to state:

(a) whether the Centre has given any assistance to the Kerala Government for the implementation of leprosy control schemes in the State in the first three years of the Third Five Year Plan;

(b) if so, the nature and extent of assistance given;

(c) the schemes for which assistance has been given; and

(d) the progress so far made in implementing these schemes?

The Deputy Minister in the Ministry of Health (Dr. D. S. Raju): (a) to (d). A statement is given below:—

STATEMENT

Under the Leprosy Control Programme provision has been made for the following schemes in Kerala during the Third Plan period:—

(i) Establishment of 100 Survey, Education and Treatment Centres. The estimated expenditure on each Centre is Rs. 5,470/- per annum recurring and Rs. 200/- non-recurring.

(ii) Establishment of a Leprosy Control Centre at an estimated recurring cost of Rs. 1.01 lakhs annually and Rs. 1.32 lakhs non-recurring.

(iii) Establishment of one Training Centre for para-medical workers—Estimated expenditure Rs. 78,500 recurring and Rs. 2,11,720 non-recurring.

The pattern of Central assistance during the Third Plan for the Leprosy Control Schemes is 75 per cent of the non-recurring expenditure and 50 per cent of the recurring expenditure.

The Government of Kerala have been able to set up one Leprosy Con-

trol Centre and one Training Centre for the para-medical personnel provided in the Plan and have established 89 Survey, Education and Treatment Centres against the target of 100. It is hoped that they will achieve the target well within the Plan period.

Progress of the Programme

Training Centre

The Training Centre for Para Medical Workers at Mararikulam has trained 177 Para Medical Workers upto October, 1963. All these trained Para Medical Workers have been absorbed in the service under the National Leprosy Control Programme.

Work done by 151 Survey Education and Treatment Centres (including 62 established during the Second Plan).

1. Population covered	3.2 million
2. Population examined	1.8
3. Cases detected	8,229
4. Cases registered for treatment from the project area.	8,229
5. Cases registered for treatment outside the project area.	5,754
6. Total cases registered	13,983

Regarding the nature and extent of Central assistance, it may be stated that the procedure for release of Central assistance to State Governments in respect of State Plan and Centrally sponsored 'Health' Schemes has been modified since 1953-59. According to the existing procedure, allotment of funds is not made scheme-wise for State Plan Schemes, but the grant-in-aid is sanctioned at the end of each year for broad groups or categories of Schemes. Three-fourths of the total Central assistance allocated for a financial year is, however, released in lump-sum ways and means

advances to the State Governments in nine equal instalments during the course of the year. The Central assistance given to the Kerala Government during the first two years of the Third Plan for all the State Plan Schemes (i.e. Centrally-aided Schemes) including the scheme 'Leprosy Control' is indicated below:—

	Grants sanctioned
1961-62	Rs. 36.64 lakhs.
1962-63	Rs. 66.06 lakhs.

Final payment sanction indicating the adjustment of ways and means advances released during the year 1963-64 against the allocated amount of Rs. 95.70 lakhs for the State Plan Schemes will be issued towards the close of the current financial year only on receipt of expenditure statement from the State Government.

In addition to the assistance mentioned above, the Central Government have also given grants-in-aid to the following voluntary agencies for participating in the National Leprosy Control Programme, at the rate of Rs. 18,000 for non-recurring expenditure and Rs. 12,800 for recurring expenditure per annum:—

1. Damien Leprosy Institution, Trichur.
2. Poor Leprosy Hospital, Shertalay.
3. Holy Cross Convent, Kottiyam.

12.25 hrs.

CALLING ATTENTION TO MATTER OF URGENT PUBLIC IMPORTANCE

FIRING BY PAKISTANI TROOPS AT INDIAN POSTS IN JAMMU AREA

Shri Hem Barua (Gauhati): I call the attention of the Minister of Defence to the following matter of urgent public importance and I request

[Shri Hem Barua]
that he may make a statement there-
on:—

The firing by Pakistani troops at Indian posts in the Jammu area.

The Minister of Defence (Shri Y. B. Chavan): Mr. Speaker, Sir, I informed the House on 4th March that Pakistan has been trying to occupy a Grave Yard area located approximately 20 miles south of Jammu on the international border, and that the Pakistanis were constructing bunkers and digging trenches in the neighbourhood.

On 5th, 6th, 7th, 9th, 10th, and 11th March, there has been exchange of fire in this area. After a flag meeting between Indian and Pakistani Company Commanders, Pakistani troops opened fire with mortars, rifle-firing grenades, MMGs and small arms on our post opposite the Grave Yard at about 10 A.M. on 5th morning, on the pretext of blowing up a blind grenade. They extended the fire to neighbouring posts in Samdu Manhaspur, Bamun Chak and Chamliyal areas on 5th evening. Firing continued intermittently on the 6th and 7th morning. On 7th morning, the Chief Military Observer visited the Grave Yard area and also met our General Officer Commanding. Later he proceeded to Sialkot.

On 9th March. Pakistani troops started digging trenches in the Grave Yard area and continued doing so in spite of objections raised by our Company Commander. At 1 P.M., they opened fire again, continuing intermittently till 5.30 p.m., in spite of U.N. intervention.

The Pakistanis resumed firing on 10th morning and continued with intervals throughout the day. Again at 2.45 A.M. on 11th, they threw a grenade into our trenches, and opened fire 15 minutes later. This continued for a little more than three hours. Gradually the Pakistanis widened the front across which they were firing

and also directed their shells deep into our territory endangering lives of residents of a number of villages in the area.

The U.N. Military Observers' Team have been exploring the possibility of a Cease-Fire. While conclusive terms for such a Cease Fire are being discussed, at their suggestion a temporary Cease-Fire has been effected from 6.30 A.M. yesterday to 12 Noon today to enable them to visit the area. Therefore, there is now a lull in the firing.

There were no casualties on our side on 5th, 6th, 7th, 10th and 11th March. On 9th March, two of our civilians were killed and one child was wounded. Pakistani casualties are not known.

In the beginning Pakistanis used 2" and 3" mortars, rifle firing grenades, Medium Machine Guns and small arms. In the firing from 9th onwards they have been using heavy mortars and 25 pounder guns also.

Shri Hem Barua: Oh, God. What have we been using?

Shri Y. B. Chavan: On each occasion, our troops have fired in return. We have also lodged complaints with the U. N. Military Observers.

As mentioned by me earlier, Pakistanis have been digging trenches and constructing bunkers in the Grave Yard area. Some vehicular movement has also been noticed. However, no movement of tanks or armoured cars has been observed on the Pakistani side.

There have also been two raids by Pakistani armed intruders on the night of 7th/8th March in the Chhamb area in Jammu which is separate from the Grave Yard area. In the first raid, four armed Pakistanis threw a hand-grenade at a house in Ullanwali village. As a result of the explosion, one villager was injured, as also 4 heads

of cattle. The grenade bore Pakistan Ordnance Factory marking.

The second raid took place in the Nawankand village at 2:30 in the morning. About 15 Pakistanis—12 of them in Service uniform—took part in the raid. They fired shots resulting in the death of one villager and injuries to two others. 9 empty and 2 live cartridges also bearing "POF" markings were found. Investigations show clearly that their trail led to the cease fire line. It appears that these raids into our territory were well planned and organised by Pakistani and POK intruders.

श्री प्रकाशवीर शास्त्री (बिजनौर) :
क्षमा करो और भूल जाओ, यह निति भारत
की है।

Shri Hem Barua: Is it not a fact that there have been, from January to November, 1963, as many as 46 cases of violations of the ceasefire line by Pakistan, that the UN team of observers has said that they are not adequate in strength to enquire into these cases of variations, and that they have approached on that account the UNO to reinforce the strength of the team? As against that, Pakistan asked the UN not to increase the strength of the observers team even by a single individual. In this context, may I know what steps our Government have taken to prevail upon the UNO to comply with the request of the UN team of observers and not to succumb to the bullying tactics of Pakistan?

Shri Y. B. Chavan: We are pressing the UNO to give us some more observers. We are pressing for that.

Shri Ranga (Chittoor): The first part of it was not answered.

Mr. Speaker: That was only the context or preface.

Shri Hem Barua: I just wanted to know all this. If I remember aright, I asked "is it not a fact."

Mr. Speaker: It is not possible to keep trace of all the progress that is made during the question, the stages it covers and the ultimate destination it reaches. I am likely to forget all that happened in the first instance when I reach the end. When the questions are so long, there is no wonder that the exact answer cannot come. I have stated many a time that if questions were brief and concise, the Members can expect straight and direct answers. When the questions are so long, there should be no surprise at such answers. During the Question I noticed that there were some supplementaries that took about three minutes in being put, and similarly, the answers took four minutes to be given.

Shri Hem Barua rose—

Mr. Speaker: Now, the answer has come.

Shri Hem Barua: No, Sir. The Defence Minister very often thinks that brevity is the surest way to escape out of a difficult situation.

Mr. Speaker: Some others think just the other way.

Shri Hem Barua: That is why I wanted to have a specific answer from him to all the points raised in my question.

Mr. Speaker: All is difficult.

श्री श्रींकार लाल बेरवा (कोटा) :
जैसे चीन के सामने हमारी हल्की हुई है क्या पाकिस्तान के सामने भी हमारी उसी तरह से हल्की होने की संभावना है ? पाकिस्तान से निबटने के लिए हमारे पास पूरी फौस है या नहीं है ?

श्री यशवन्तराव चव्हाण : हमारे पास पूरी फोर्स है ।

Dr. L. M. Singhvi (Jodhpur): Is it a fact that due to the shelling of villages on our side of the border, more than 10,000 inhabitants had to quit; if so, may I know whether this matter has been brought to the notice of the UN authorities, and whether any compensation has been demanded from the Government of Pakistan?

Shri Y. B. Chavan: I have no confirmed information on that point, but from what I have read of the replies given by the Kashmir Home Minister in the Kashmir Assembly, it seems the people there have faced the situation very courageously.

Dr. L. M. Singhvi: This is no answer that they have faced it courageously. I wanted to know . . .

Shri Y. B. Chavan: I have no confirmed information. I did say that.

Shri Hem Barua: He is always so short and so brief, it gets on our nerves.

Shri Y. B. Chavan: I have got respect for relevancy, what can I do about it?

Shri Sivamurthi Swamy (Koppal): May I know whether the Pakistani troops have showered shells and bombs on several villages, and whether the defence of this border has been entrusted to our regular troops?

Shri Y. B. Chavan: Now the regular troops are coming in the picture.

Shri Sham Lal Saraf (Nominated—Jammu and Kashmir): I want to put a very important question.

Mr. Speaker: No. Only those whose names are here will be allowed.

Shri Sham Lal Saraf: Some others have been allowed.

Mr. Speaker: That has been decided by the House earlier.

Shri Vishram Prasad (Lalganj): There was a statement in the Kashmir Assembly that the Pakistani troops have occupied 4,000 to 6,000 square yards of Indian territory. May I know how far this statement is correct?

Shri Y. B. Chavan: I think what was said was that the shelling, firing etc. that goes on has affected nearly 4,000 to 6,000 square yards. It is not the occupation of that area.

Shri Hem Barua: They have occupied the grave yard area.

Shri Y. B. Chavan: The grave yard is a small area.

श्री यशपाल सिंह (कंगना) : सरकार को पता है मिलिट्री प्रैप्रेशन की घायला किमी भी देश में पब्लिक इंटरिस्ट के खिलाफ नहीं मानी जाती। यह भी सही है कि पाकिस्तान के बॉर्डर पर जो हमारे बहादुर जवान लड़ रहे हैं वे दुश्मन को मारें बर्बर नहीं छोड़ सकते, सरतार कॉर्गेशन करे ता भी वे उनको स्पयर नहीं करेंगे। सरकार खुले आम क्यों नहीं मेज पर रखती है कि इतना नुक्सान पाकिस्तान का भी हुआ है ताकि हमारे देश में उताह पैदा हो सके और देश समझ सके कि हम जिन्दा हैं ?

अध्यक्ष म्होदय : उनकी तरफ जो नुक्सान हुआ है उनको कीन दख सकेगा ?

श्री यशपाल सिंह : हमारे सिपाहियों ने बहादुरी के जो कारनामे किये हैं, उनको छिपाया क्यों जाता है, उनको जाहिर क्यों नहीं किया जाता है ?

अध्यक्ष म्होदय : पता नहीं छिपाने का क्या गज है ? लेकिन कैसे पता चल सकता है कि उनकी तरफ कितना नुक्सान हुआ है ?

श्री कपूर सिंह (लुधियाना) : अंदाज़ा तो लगा सकते हैं ।

श्री यशपाल सिंह : या हम पिटने के लिए ही पैदा हुए हैं ?

Shri Hari Vishnu Kamath (Hoshnabad): In the course of the raids or skirmishes during the last so many months, have any Pakistani personnel been taken prisoner or any arms seized by our Army, and if so has there been interrogation of those Pakistani personnel or examination of the arms seized? Is there any indication to show that Chinese arms are being used by Pakistanis suggestive of the fact that there is an unwritten or secret military pact between China and Pakistan and that China is supplying Pakistan arms on a large scale?

Shri Y. B. Chavan: As far as this particular incident is concerned, there are no prisoners; in the case of other events or intrusions, they left behind certain dead bodies and no living prisoners; so there was no question of interrogation as such. Some cartridges were found but no arms as such.

Shri Hem Barua: Sir, on a point of order. The Defence Minister has just now admitted that a portion of the graveyard area has been occupied by the Pakistani troops . . .

Shri Y. B. Chavan: I did not say that: I said the area affected by firing was about 4000-5000 sq. yards.

Shri Hem Barua: Before that you added . . .

Mr. Speaker: He said that the graveyard was much smaller area.

Shri Hem Barua: That means that in the area occupied by Pakistani troops the graveyard is much smaller. That was in reply to a specific question. When the Defence Minister says

like that on the floor of the House that the area is much smaller, that is trying to water down in an indirect way the gravity of the situation. I do not want anything to go from this Parliament or this country to give the impression that the Parliament does not bother or the Government does not bother about this area that has been occupied by the Pakistani troops?

Mr. Speaker: What decision should I give?

Shri Y. B. Chavan: I do not know what I can do. I am stating a fact; the fact is a fact.

Shri C. K. Bhattacharyya (Rai-ganj): Sir, what is your ruling on Shri Hem Barua's point of order?

Mr. Speaker: I have said that there is no point of order.

12.38 hrs.

PAPERS LAID ON THE TABLE

ANNUAL REPORT ON WORKING AND ADMINISTRATION OF COMPANIES ACT

The Deputy Minister in the Ministry of Finance (Shrimati Tarkeshwari Sinha): Sir, on behalf of Shri T. T. Krishnamachari, I beg to lay on the Table a copy of Annual Report on the working and administration of the Companies Act, 1956, for the year ended the 31st March, 1963, under section 638 of the said Act. [Placed in Library. See No. LT-2510/64].

NOTIFICATIONS UNDER CUSTOMS ACT

Shrimati Tarkeshwari Sinha: On behalf of Shri B. R. Bhagat I beg to lay on the Table:

(a) a copy each of the following Notifications under section 159 of the

[Shrimati Tarkeshwari Sinha]

Customs Act, 1962:—

(i) G.S.R. No. 254, dated the 22nd February, 1964.

(ii) G.S.R. No. 266, dated the 29th February, 1964.

(iii) G.S.R. No. 293, dated the 26th February, 1964.

(iv) G.S.R. No. 331, dated the 1st March, 1964.

(v) G.S.R. No. 332, dated the 1st March, 1964.

(vi) G.S.R. No. 333, dated the 1st March, 1964.

(vii) G.S.R. No. 334, dated the 1st March, 1964.

(viii) G.S.R. No. 335, dated the 1st March, 1964.

(ix) G.S.R. No. 336, dated the 1st March, 1964.

(x) G.S.R. No. 337, dated the 1st March, 1964.

(xi) G.S.R. No. 338 dated the 1st March, 1964.

[Placed in Library. See No. LT-2511/64].

(2) a copy of Notification No. G.S.R. 255 dated the 22nd February, 1964 under section 159 of the Customs Act, 1962 and section 38 of the Central Excises and Salt Act, 1944, making certain further amendments to the Customs and Central Excise Duties Export Drawback (General) Rules, 1960. [Placed in Library. See No. LT-2512/64].

(3) a copy of the Central Excise (Second Amendment) Rules, 1964 published in Notification No. G.S.R. 292 dated the 26th February, 1964, under section 38 of the Central Excises and Salt Act, 1944. [Placed in Library. See No. LT-2513/64].

NOTIFICATIONS UNDER ESTATE DUTY ACT

Shrimati Tarkeshwari Sinha: I beg to lay on the Table a copy each of the following Orders under sub-section (2) of section 33 of the Estate Duty Act, 1953:—

(i) The Dadra and Nagar Haveli and Goa, Daman and Diu (Taxation Concessions) Order, 1964 published in Notification No. S. O. 659 dated the 22nd February, 1964. [Placed in Library. See No. LT-2514/64].

(ii) The Pondicherry (Taxation Concessions) Order, 1964 published in Notification No. S. O. 660 dated the 22nd February, 1964. [Placed in Library. See No. LT-2515/64].

12.40 hrs.

DEMANDS FOR GRANTS—*contd.*

MINISTRY OF EDUCATION—*contd.*

Mr. Speaker: We will take further discussion and voting on the Demands for Grants under the control of the Ministry of Education. Three hours and fifty minutes remain. How long the hon. Minister wants to take?

The Minister of Education (Shri M. C. Chagla): Between an hour and an hour and a quarter.

I will try to be as brief as possible.

Mr. Speaker: I will be calling the hon. Minister at quarter past four.

Shri M. C. Chagla: You will be calling me at quarter past four?

Mr. Speaker: Yes, Shri Barrow has risen. Shri Mukerjee also wants to speak, I think.

Shri Surendranath Dwivedy (Kendrapora) rose—

Mr. Speaker: Shri Mukerjee stood up. Well, I shall call him later.

Shri P. K. Deo (Kalahandi): rose—

Mr. Speaker: His party has also spoken. (*Interruption*).

Shri Barrow (Nominated—Anglo-Indians): Mr. Speaker, Sir, facing as we are an unscrupulous militant Pakistan in conspiracy with an equally unscrupulous and aggressive China, I feel that the time is now ripe when we must evolve a National Policy in Education. Unless there is the closest co-operation and partnership between the Centre and the States, regional and parochial considerations, will continue to dominate our educational policies and they will prove insuperable obstacles to any national policy in education.

The Emotional Integration Committee also has stressed the need for such a policy. I am sorry that my hon. friend the Minister of Petroleum and Chemicals is not here, because, like Pooh Bah in the Mikado, on the 11th September, 1963 he waved aside the report of the Emotional Integration Committee as "nothing novel"; its recommendations as "obvious". The Emotional Integration Committee had not set out to make novel suggestions. It sought, I believe, to place educational policies in their proper priority and also to place educational procedures in their proper perspective.

If my hon. friend Prof. Humayun Kabir, for whom I have the greatest respect, and for whose knowledge of educational problems I have also the greatest respect—was merely subscribing to the philosophy underlying the adage that there is "nothing new under the sun," then I agree with him.

Sir, the emotional integration committee did emphasise the need for a national policy in education. I quote:

"We are not unaware of the unwillingness on the part of the States to agree to such Central co-ordination in educational matters. This was made abundantly clear to us on a number of occasions by the States' representatives at several meetings and conferences. But we are convinced that effective co-ordination between the Centre and the States is

absolutely necessary in the present circumstances to evolve an effective national policy in education."

It is a lamentable fact, that we are perhaps one of the few nations in the world that does not have a national policy on education. Our present Education Minister has made it clear that he is in favour of including education in the concurrent list, and I would plead with him to go ahead with getting the concurrence of the State Education Ministers to the inclusion of education in the Concurrent List, if we are to have a national policy in education.

I believe, also, that it is necessary to examine the implications of bringing education within the concurrent list. I raised this question at a committee meeting. Dr. Shrimali set up a committee under the chairmanship of Dr. Sapru of the Rajya Sabha to go into the implications of the powers of the Central Ministry of Education as at present given in the Constitution and to see to what extent co-ordination is possible. Our present Education Minister is himself an eminent jurist, and I am certain, he will agree that it is not right that this task should be given to a non-official committee. I would ask the Education Minister to let us know whether a report has been submitted and whether he has examined this report and what are his reactions to it. I would also ask him to let us know whether he is going to submit this report to the Law Ministry to see the exact implications of bringing education within the Concurrent List.

I would also plead with the Education Minister to exercise the powers of co-ordination through the power of giving grants. The Emotional Integration Committee reports:

"We are aware that so far grants meant to strengthen the State sector have stressed local rather than national needs in such matters as education and health.

[Shri Barrow]

The States are given freedom to re-appropriate from one head to another without departing from the broad objectives of the Plan. We consider, however, that in the context of our need for emotional integration of the people, education has to be re-oriented and included under those subjects which can properly be described as national purposes."

I would request the Education Minister not to permit one naya paisa of the grant for national educational policies to be diverted to local needs that subserve local policies only.

I come now to the problem of scholastic standards. We have no National Scholastic Standards. I say it with regret, but I say it without qualification, that regional and parochial policies are progressively forcing our educational standards into the slough of educational mediocrity. We are living in a competitive world, we have to compete politically, economically and now militarily with other countries. In countries like Europe, where they are politically divided, there is greater equivalence in the standards of education than in India where we are politically one. Something must be done immediately to see that the standards in India, the scholastic standards, are brought up to international levels. I suggest, as an immediate step, the setting up of a Commission on Educational Standards. I know that the University Grants Commission has a Standards Committee. But from the last two reports, it is quite clear that this Standards Committee has made no impact on national scholastic standards. I would like to make it clear that the suggestion that I am putting forward will not in anyway interfere with the autonomy of universities. The functions of this Commission would be to evaluate scholastic standards at every level of study. It would start first with university standards. It will study the syllabuses and examinations in different universities and issue com-

parative statements on the value and standards of the diplomas and degrees of our universities not only in relation to one another but also in relation to their international counterparts. This Commission would have to be made up of men of national stature and of scholarly eminence. It should not be afraid of passing judgment on our universities and on the examinations which they are conducting. I believe that honest labelling in education is just as necessary as honest labelling in drugs, medicines and consumer goods. The employer who wishes to judge a diploma or a certificate should be helped to judge impartially, just as the purchaser of a bottle of medicine. Sir, one of the other functions of this Commission should be to examine the work which is done in our educational institutions. It should be able to give them what I call a status symbol, such as the use of the word "National", to indicate that the institution is providing national standards which are comparable to international standards. Educational institutions and universities whose standards are comparable to international standards should be given status symbols. Similarly, Examining Boards which come up to international standards may be credited with similar status symbols. I believe it means that the University Grants Commission will have to give up some of its present powers. But this is a matter which, I think, requires immediate attention and I think the Education Minister can easily see that this devolution of powers is carried out.

I come to the question of the control of population explosion at University level. In 1962-63, according to the report of the University Grants Commission, the enrolment of students in universities was 12,72,666 compared with 6,51,479 in 1954-55, that is, the enrolment doubled in the course of eight years. According to a paper on "Manpower, Planning and Education" presented to the Conference on Economic Growth and Investment in Education, held at Washington in 1961, the

enrolment in Classes IX to XI will be one crore by 1975.

I concede that more universities are necessary, but I think it is educationally unsound to do what was done in Delhi last year. Constituent colleges were forced to admit candidates who obtained 40 per cent marks in the Higher Secondary Examination. I believe that we will have to control admissions to universities. I believe that this control can be carried out by a democratic method. It will require vision and money. But I feel that if we are bold enough, we will get money for our schemes. No country in the world has suffered for want of money where education is concerned. I am convinced that we must make more scholarships available to university entrants. I am convinced that at least 80 per cent of our seats in universities should only go to scholars; i.e. to men and women who have passed scholarship level examinations. This will require money, but I believe that in this way, we will be able to get the intelligentsia of the country into our universities and colleges.

Somebody might ask, what about the other 20 per cent? The other 20 per cent should be filled by those who combine scholarship and sportsmanship. It is necessary to inject into our universities not only scholars, but men who are also sportsmen. If we can do this, I feel that in the words of Jefferson, we will fulfil the "dream of an aristocracy of achievement through a democracy of opportunity."

There is another way of controlling the population explosion at the university level. It is by providing more terminal stages during the school stage. This is a well-known policy. But we must approach this problem with vision. We must provide training for pupils who leave at Standard VIII and who leave at standards lower down. Such decisions must be implemented immediately.

At the Conference of Vice-Chancellors and Education Ministers held in November last year, it was decided that the technical facilities in multi-purpose schools were not being utilised to the fullest extent. The reason was obvious. Engineering colleges prefer candidates from the pure science stream. It was suggested that courses such as junior technical courses might be included and the fullest utilisation made of the facilities in these multi-purpose schools. I wrote to the Education Ministry—I happen to be connected with some multi-purpose schools—and said that we would like to introduce the junior technical courses into our schools. What was the result? Friends on the officials benches are very good; I got an immediate reply. They asked me to contact the State Government concerned for advice and help. I went down to the capital of the State concerned and met the officer in charge. He said that no instructions have been received from the Centre. I am not making a complaint; I will get in touch with the Ministry. But here is a rational policy which is being made ineffective through administrative delay.

Sir, may I refer again to the question of scholarships? On page 7 of the budget, we find that Rs. 82.21 lakhs have been made for scholarships. But out of this Rs. 32 lakhs is for foreign students in India. Whilst I welcome foreign students in this country, I believe that Education, like Charity, should begin at home. I also find that the budget provision for post-matriculation studies has been reduced from Rs. 6.27 lakhs to Rs. 3.44 lakhs. I do not understand why this is being done. We were promised that Rs. 37 crores would be spent on scholarships during the Plan period. I would like to know whether we are going to reach that target. On page 6, under Technical education, I find a sum of Rs. 1,15,48,000 included under Scholarships. This is the first time in the last three years when

[Shri Barrow]

credit is being taken for an amount under this head. We have no explanation; at least I have not been able to find any explanation as to why this credit has been taken, how it is going to be spent and at what stages of technical education these scholarships will be awarded. I may have misread the report—I do not find an explanation in the report or in the explanatory memorandum.

There are two other matters to which I would like to refer. One is the paucity of school atlases. In the past, we depended on imported atlases. I am glad that the Survey Department is undertaking the production of atlases. After the first edition in 1961, no more atlases were available in the market for a considerable period. I would ask the Minister to look into two things. One is to see that these atlases are made available easily. The second is this: there are 52 maps of India in the atlas; This is very good but there are only 23 maps of all the other countries put together. As a teacher of geography of not unconsiderable experience, I can say with such imbalance in the atlas effective teaching will not be possible. I would ask the Minister to get the Survey Department to look into this and to get educationists and teachers to help in the production of these atlases to see that this imbalance is removed.

Finally, I am going to make a suggestion which, I believe, is educationally sound. Anglo-Indian schools and other schools which are affiliated to the Council with which I am connected have implemented the three-language formula sincerely and honestly. I am not asking for the withdrawal of the three-language formula. I believe that the three-language formula is necessary. But let us have an examination of this as a policy matter. Why cannot non-Hindi-speaking people be allowed to learn Hindi through the Roman script? I believe it will not only spread the

knowledge of Hindi, but it will also help the language to be more easily learnt by our student population.

13 hrs.

Shrimati Renuka Ray (Malda): Mr. Speaker, Sir, from the budget discussions that we are having, it is very clear that the most important considerations before us today are increasing the rate of economic growth and bringing about conditions and a climate under which social equality and social justice can prevail. While these are the main considerations, I feel that we do not lay sufficient emphasis on the means through which these things can be brought about, because unless the human resources are properly trained and educated in the right manner, it would be useless to expect that we could go ahead on these lines.

From the mid-term appraisal of the Plan many things have come to light. In this, a lot of consideration has been given to many items, it is interesting to note what has been said about education in the mid-term appraisal of the Plan. There it is said that "more attention will have to be given in the next two years to measures for the maintenance and improvement of standards of education at all levels and the administrative and financial implications will have to be gone into". But somehow it does not say that even if agricultural production is to go up and incentives to farmers are needed for that, apart from other kinds of incentives, the most important thing is a proper appreciation, a proper understanding on the part of the farmers. That means proper training and education.

Therefore, education is basic to our growth in every way. Yet, today, we still falter. We talk theoretically and say that investment in human resources is the most important thing, but when it comes to brass-tacks, the way that things are being done now does not show that. I have not much time at my disposal, but in the time available I would just like to lay emphasis,

first, on education in the elementary and secondary stages. I would like to say that I was a little discomfited to find that the Education Ministry's report is very optimistic and it is laying a great stress on enrolment figures. It is true that, particularly, in the elementary stages, in the age group 6 to 11, the enrolment figures have gone and are likely to go up beyond the targets, except in respect of girls' education. But, what about the quality of that education in this age group? At one time we had thought that certain essential features of basic education would be brought in along with the spread of elementary education. But, except for isolated instances here and there, except in the more advanced States to some extent, the educationally backward States are not only backward in regard to the figures of enrolment but they are still more backward in regard to the quality of education that is given to this 6 to 11 age group.

While I am on this point, there are two things that I would like to bring to the notice of the hon. Minister for Education. One is about the terrible wastage in education that is taking place in this country. The constitutional guarantee was of giving education to all boys and girls between the ages of 6 and 14. In this year, 1964, we are still considering that at the end of the Third Plan we shall get the 6 to 11 age group in schools and so far as the 11 to 14 age group is concerned only 32 per cent of them will be in schools. So there is wastage. Education to be of any use must be given at least to cover the 6 to 14 age group.

The other point is, after knowing the figures of enrolment from 6 to 11 age group of children, boys and girls, going to school, it is necessary to know how many remain in the school even up to the age of 11. The enrolment in the first two years is very high and the anticipated targets are based on those enrolment figures. But if we go down to the country side we will find that in the higher classes, due to various reasons such as econo-

mic factors, the number is less. That, Sir, is another cause of wastage of education.

Before I go on to any other point, I would like to say something about what Shri Masani said yesterday. Shri Masani is always obsessed with the idea of State monopoly and state profiteering, conveniently forgetting the fact that the State works on behalf of the people whereas the private monopolists work for their own profit. I will just read out what the Mudaliar Committee has said in its report about the text book business. About the text books being in the hands of private publishers. They say:

"We are convinced that this state of things will continue unless the Education Departments take a direct interest in it. In our opinion, some of the textbooks should be published directly under the auspices of the Text Book Committees."

They have also said that very often—

"the approval of a book by the Committee meant large profits to the publishers and the financial stakes involved sometimes resulted in undue influences being brought to bear on the members of the Committee."

Therefore, unless the State takes a direct hand in this it is not possible for the textbook scandal to be ended. I do not deny, even under the present circumstances, many things are going wrong in regard to textbooks, and they should be put right. But I certainly do not think that bringing in a policy of *laissez faire* and leaving this to the mercy of private publishers is going to improve the position of textbooks in schools.

I will not dwell much on secondary education, except to say that multi-purpose schools, at least in my State, have come in to some extent, and I do

[Shrimati Renuka Ray]

feel that we should not recede from that position just because we have not been able to implement the programme properly. It is much better that the present policy which has not been implemented in all States but which the Centre has prescribed should be followed and adopted. It is true that there is lack of teachers, particularly science teachers, and that is one of the reasons why the science stream cannot be adequately followed in the multi-purpose schools. I know attempts are being made to strengthen the training of science teachers and I hope this will be pursued.

I spoke about the quality of education. I do feel that this is very important. Mere literacy is a dangerous weapon in the hands of exploiters. It is a fact, that history supports. Unless all round development is given, the magic of the printed word can lead the people astray. Without the values of practical commonsense acquired through the culture of centuries, a man is overwhelmed by mere literacy and the reading of the printed word. Therefore, it is absolutely essential that from the beginning, not from the Fourth Plan but from today itself, we should try to bring about some improvement in the quality of education. If we are to bring about improvement in the quality of education, what is more important than the teachers?

I know that the Central Government is not responsible for everything. The Central Ministry is trying its best to bring about improved conditions for teachers. It is trying to step up the training of teachers in many fields. In spite of all that is being done, I feel that what we want today is to revolutionise our approach to the whole problem. In spite of our saying so here on the floor of this House year after year, in spite of the country and the people as a whole realising that the status and position of the teacher must be improved, what little has been done in that direction? It is not merely a question of status, be-

cause status indicates many things. Economic value is the only value that is recognised in the world today. Unless the position of the teacher is at least equal to that of the administrator in other fields in all the stages, it is just impossible to expect any improvement in the quality of education. Now that the Education Ministry has been restored to cabinet rank, I hope the Minister will plead effectively with his colleagues, the Finance Minister and other Ministers, and will effect such changes, so far as the salaries of teachers are concerned, so that their scales of pay will have some kind of bearing with that of other services. Today the salaries of elementary school teachers are much worse than those of the postmen in the village. How can we possibly expect better talent to be drawn to this profession? In many of the elementary schools the teachers are simply not present. If you make a surprise visit you will find that many elementary school teachers are not regularly present in the schools. Why are they not attending the schools? Because, the salary they earn as teachers is not sufficient and they have to go in for other means of earning their livelihood. So, they go elsewhere and the poor children unnecessarily wait in the schools in rural areas. This is the position that is obtaining in many of the schools. As education is an important subject, I would suggest that all other problems should be set aside and first priority should be given to this problem.

Another subject which is dealt with by the Education Ministry and in bits and pieces by many other Ministries, certainly by the Home Ministry, is the welfare of the backward classes, and of the weaker sections of society. The Central Social Welfare Board helps voluntary organisations with assistance and establishes rural projects for women. While the initial drive was good much more has to be done and the social welfare team's recommendations implemented. We always say in this country that we must give a special chance to those who are back-

ward educationally, socially and economically to come up to the level of the rest of the people and for that special funds are provided. In spite of all that, it seems that we do not go ahead at the speed at which we should. The team on social welfare for the backward classes reported a long time back that all the departments which deal with social welfare should be put under one Ministry in the Centre, and that the Ministry of Education should be re-designated as the Ministry of Education and Social Welfare and that the same pattern may be followed in the States.

Mr. Speaker: The hon. Member should conclude. Only two more minutes.

Shrimati Renuka Ray: I am talking particularly about the pattern because it is the psychological approach that counts. We talk so much about human investment but we think that a steel mill is more important. We think the engineers are doing a better job than those who mould human beings. Do we ever realise that the moulding of a human being is at least as important, if not more important, than building a dam? Do we not realise that these steel mills also take time to give a return? Because the steel mills can be computed in economic terms, in monetary terms, therefore, are they more important than the human being who is going to run the steel mills and who is going to work so many other things in the country? This is the most important problem and as long as our administration, as long as our thinking, is not attuned properly to this, we cannot hope to solve this problem.

Then I want to say one thing about administration. Those who do the field work they are sometimes attuned to social welfare activities, because they are trained for it, but those who are on top, those who direct them, they perhaps do not have the right ideas. Though people at the lower level have re-oriented themselves to the problems, those at the top take a

different view. The Ministries of Home and Finance are the predominating Ministries in our country, be it the Centre or the States, Education is not given its due importance because of this predominance and so, whatever we may say in words, in actual fact we are not progressing as we should. We may progress even in spending money. Here I am not talking of funds for education. Even the funds might come, we may have satisfaction with the information in statistical terms of the number of schools and colleges that have been opened, but we have not the wherewithal for building or creating purposeful citizens or social welfare workers. We have not the administrative set up, we have not the teachers of the right calibre, because we do not build them, and until we do so, we cannot get on.

Finally, I would plead, that now the Education Ministry has been restored to its Cabinet status, the Education Minister should prevail on his colleagues to see that education is given the importance it deserves. It is not merely a question of decentralisation or centralisation or the subject of education being in the State List or Union List, it should be on the concurrent list. If this country is to go ahead and build the socialist State that we want then education has to be given its proper due, and that requires a complete transformation of the national policy.

Shri Tyagi (Dehra Dun): Mr. Speaker, I must welcome the hon. Minister. I congratulate him for his having agreed to take over this most important portfolio. With him is a Deputy Minister, who is known to all of us for his sincerity and effectiveness.

I want to make one appeal in the beginning. The hon. Minister, Shri Chagla has really brought fresh air to the Government. There has been a tendency in the Government not to accept suggestions emanating from the Opposition, or any source outside the

[Shri Tyagi]

Government and that is something which was worrying us. Education is a subject on which every member, to whatever party he belongs, has really something to contribute because everybody is equally concerned with it. It bears no politics. I hope the suggestions given by the various Members in the House will be considered without any prejudice. Since he was a judge, I am sure he can always judge things without personal prejudices. I hope he will take into account all the suggestions.

13.17 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

I will not take much time and I will make only one or two points. In the past, religion as it was known was, according to me, nothing but a moral code or the culture of a particular society. Religion is nothing if it is not moral. All the institutions that were started during the British days were started with a religious bias and the result was that along with religious bias moral bias was given to boys and, therefore, the students were generally being nursed in a moral climate. We have now become a secular State and we have taken away religious teaching from schools because our religions are many. But we have not substituted anything in its place to give a moral bias or moral impact to the children. Unless that is done, any school is useless, good for nothing. Any school or college is not just for teaching reading and writing. In my opinion, reading and writing is not education at all. According to me, even an illiterate can be highly educated. I say so because personally I am myself an illiterate. But I think I have some knowledge.

Shri C. K. Bhattacharyya (Raiganj): Ramakrishna Paramahansa was also an illiterate. He could hardly sign his name.

Shri Tyagi: Another difficulty is that politics is entering into the studies in the place of religion. Politics without

moral bias is nothing but the antithesis of religion. I know that the hon. Minister can take bold steps and practical steps because he is a bold man. I hope he will stand against the present approach or attitude of Government, which has mostly been nursed in nature cure, and will undertake some surgical operations so that there will be some change of climate in our educational institutions.

I will not take much time. I will just refer to the Report of the University Grants Commission, 1959-60, where they have said:

"It may be desirable to fill various places in the councils and committees of universities by a system of rotation rather than by election. When there is to be an election, teachers should set an example in conducting the elections in a dispassionate and dignified manner.

Further, the Commission says:

"Teachers standing for elections to Parliament or State Legislatures are sometimes tempted to use students in their election campaigns and to bring some of the passions of party politics within the precincts of the university; and teachers elected to legislatures have to be absent from the university for long spells. All these things have a bad influence on the atmosphere of the university. We have therefore wondered whether teachers, like employees of Government, should not be debarred from seeking election to the legislatures."

My point is that if you want to improve education, let the education service, in the first place, be organised into an all-India service. For engineering we have an all-India service; for taxation we have all-India service; for excise also perhaps we have—I do not know.

Mr. Deputy-Speaker: The hon. Member's time is up. He wanted only three minutes.

Shri Tyagi: I am sorry, I have been misled. I will just now finish.

So, my one suggestion is that the educational service must be organised on an all-India basis.

Shri Hari Vishnu Kamath (Hoshangabad): He is an illiterate! He will therefore need more time.

Shri Tyagi: All those who are engaged in this profession must be declared as public servants so that they will have to eschew politics. They must enjoy the privileges of public servants and, therefore, must feel the dignity of Government servants.

Another little thing I have to point out is this. There are many institutions run by the Education Ministry. Here, I am glad that she has gone.

An Hon. Member: Who has gone?

Shri Tyagi: My hon. friend, Shrimati Renuka Ray.

Shri Vishram Prasad (Lalganj): You are glad that she has gone.

Shri Tyagi: There is one Social Welfare Board. For the last four or five years the Ministry has been promising to the Public Accounts Committee and to other organisations that they would get it registered so that all the money which goes into the hands—at present it goes into the hands of private chosen ladies who conduct the operations of this Board—is accounted for.

Shri Vishram Prasad: Old or young?

Shri Tyagi: They are not registered societies. Up till now Rs. 11,45,70,000 have been given to that society and the money is kept away. This is most irregular. I want to point out that Rs. 11,32,00,000

have so far been given by the Education Ministry; Rs. 12 lakhs by the Ministry of Commerce and Industry and Rs. 1,70,000 by the Ministries of Home and External Affairs. This body is dealing with many educational activities, charkha organisation, agricultural activities and all types of things. It is duplication. They are busy with block development activities as well. Social welfare is considered to be everything and there we are spending money. I hope, the hon. Minister will cure this situation.

That is not enough. One more important point about this is that this is a non-official body consisting of non-officials, selected by the Ministry of course—on what basis? One does not know. But this body is authorised to give grants. During this period Rs. 64 lakhs was its administrative expenditure; Rs. 81.2 lakhs were spent on jeeps. Please note, Rs. 81.2 lakhs have been spent on jeeps. Then, Rs. 37.78 lakhs were given as grants to State Boards. Not only here, but the Ministry has gone further. There are social welfare boards in each State and they are also like these honorary people and institutions. It has given grants on behalf of Government to private institutions to the tune of Rs. 9,58,00,000. This unauthorised body which has only the sanction of the Ministry and which is not a registered body has given grants to non-official organisations of its own choice without the sanction of Government and no Finance Ministry is consulted. We have allowed our funds in the hand of private parties to go on benefitting other institutions. This must be stopped.

श्री विश्राम प्रसाद : उपाध्यक्ष महोदय, आज १७ साल इस देश को स्वतंत्र हुए हो गये हैं, लेकिन शिक्षा और कल्चर इस देश का ऐसे लोगों के हाथ में रहा कि जिनकी बजह से प्रफसोम के साथ कहना सड़ता है कि न केवल स्टैंडर्ड नहीं बढ़ा बल्कि क्वालिटी भी खराब

[श्री विश्वाम प्रसाद]

हुई और राजनीति भी शिक्षा में घुस गई। सब से बड़ी बात यह है कि संविधान के अन्दर हिन्दी को १९६५ तक राजभाषा का दर्जा देने का जो लक्ष्य रखा गया था, वह भी अपनी जगह से बहुत दूर हट गया। एक चीज पैदा हुई और वह यह कि हिन्दी और अंग्रेजी का झगड़ा बढ़ा, फैशन बढ़ा, कुरूपण बढ़ा, गन्दा गन्दा लिट्चर छपा। जो नये मंत्री और उपमंत्री आये हैं मैं उनका स्वागत करता हूँ और आशा करता हूँ कि अपने कार्यकाल में वे इन कमियों को दूर करने की कोशिश करेंगे। सब से बड़ी चीज यह है कि दुनिया तो आगे सोचती है लेकिन मेरी सरकार पीछे सोचती है . . .

शिक्षा मंत्रालय में उपमंत्री (श्री भक्त बर्शन) : आपकी नहीं, सब की।

श्री विश्वाम प्रसाद : आप की हो सकती है।

वैज्ञानिक अनुसन्धान जिसे साइंटिफिक रिसर्च विभाग कहा जाता है, वह सन् १९४७ में प्रधान मंत्री जी के चार्ज में था। जून १९४८ में मिनिस्ट्री आफ इंडस्ट्री एंड सप्लाय के अन्तर्गत आया, फरवरी १९५१ में मिनिस्ट्री आफ नैचुरल रिसोर्सिज एंड साइंटिफिक रिसर्च बनी, १९५७ में एजुकेशन और साइंटिफिक रिसर्च उसका नाम पड़ा, जब मौलाना आज़ाद साहब शिक्षा मंत्री थे। १९५८ में यह मिनिस्ट्री साइंटिफिक रिसर्च और कल्चरल एफेयर्ज के नाम से बनी। लेकिन २१ नवम्बर को फिर जैसे के तैसे १९५१ की तरह इसे एजुकेशन मिनिस्ट्री में मिला दिया गया। यू० के० में अलग मिनिस्टर माइंस का होता है, यूनाइटेड अरब रिपब्लिक में भी अलग से मिनिस्टर माइंस का होता है, जर्मनी में भी अलग होता है। मेरे विचार में इस चीज को अगर एजुकेशन मिनिस्ट्री में ही रखना है तो इसका नाम एजुकेशन एंड साइंटिफिक रिसर्च होना चाहिये।

अब मैं क्षेत्र और कार्य के बारे में कुछ कहना चाहता हूँ। भारत सरकार अक्सर यह कह दिया करती है कि फलां फलां विषय राज्य का है। इस राज्य और केन्द्र के झगड़े में आज तक हमारी शिक्षा प्रणाली न तो सुधरी है और न ही स्टैंडर्ड उसका उंचा हुआ है। एक तरफ रिपोर्ट कहती है कि चौदह बरस तक के बच्चों की निःशुल्क और अनिवार्य शिक्षा का भार राज्य सरकारों पर है और दूसरी तरफ केन्द्रीय सरकार कहती है कि प्राथमिक शिक्षा के प्रसार की जिम्मेदारी भारत सरकार पर है। एक तरफ तो आप यह कहते हैं कि कमजोर वर्गों के शैक्षिक और आर्थिक हितों को बढ़ावा देना राज्य सरकारों का काम है दूसरी तरफ आप यह कहते हैं कि समूचे देश के शैक्षिक विकास की जिम्मेदारी भारत सरकार की है। मैं नहीं समझ सकता हूँ कि किधर से किस की जिम्मेदारी शुरू होती है और किधर किस की खत्म होती है। मैं समझता हूँ कि केन्द्र की यह जिम्मेदारी है कि वह हिन्दी का विकास करे, हिन्दी को समृद्ध करे और उसका प्रसार करे।

इस राज्य और केन्द्र के घपले में १७ साल बीत जाने के बाद भी तथा करोड़ों रुपये खर्च करने के बावजूद भी शिक्षार्थियों की संख्या तो बढ़ी है लेकिन शिक्षा का स्तर बहुत गिर गया है न तो शिक्षा में समानता आई है और न ही स्तर उंचा हुआ और न ही क्वालिटी अच्छी हुई है।

प्राथमिक शिक्षा का जहां तक सम्बन्ध है और जो एक से पांचवीं कक्षा तक होती है, उसका विस्तार हुआ है, इससे इन्कार नहीं किया जा सकता है। ५१९.६८ लड़कों की बढ़ोतरी हुई है जोकि ८०.२ प्रतिशत है। लड़कियों की संख्या में इसी तरह से ६३.३ प्रतिशत की बढ़ोतरी हुई है। आप स्कूलों की जो हालत आजकल है उसको देखें। प्राइमरी स्कूलों की हालत यह है कि उनके लिए इमारतें

नहीं बनाई जाती हैं, लड़के पेड़ों के नीचे बैठ कर पढ़ते हैं। मास्टर्स की कमी है। ग्रनट्रेंड मास्टर उनको पढ़ाते हैं। उत्तर प्रदेश में मास्टर्स को तनख्वाह ६० रुपये महीना मिलती है जबकि पंजाब में ११० रुपये मिलती है। मेरे क्षेत्र में लड़कियों के स्कूल में जो एक मास्टरानी है उसको जो तनख्वाह मिलती है, उसको सुन कर आप हैरान हो जायेंगे। उसको साढ़े ४६ रुपये ही मिलती है, दाईं को २० रुपये मिलती है और चौकीदार को ३० रुपये मैं नहीं समझता हूँ कि साढ़े ४६ रुपये में एक पाठशाला की मास्टरानी किम तरह से अपना जीवन निर्वाह कर सकती है, पेंशन वगैरह की बात तो दूर रही।

११ से १४ वर्ष के लड़कों की संख्या अब आप देखें। उनकी संख्या ११०,२८ लाख थी यानी उस में ३२.३ प्रतिशत की बढ़ोतरी हुई। इस उम्र के लड़कियों की संख्या ३०.६० लाख यानी १८.२० परसेन्ट कम है। यह कम है। जब तक लड़कियों की शिक्षा के ऊपर पूरा जोर नहीं दिया जायेगा तब तक हमारे देश में पूरी तरह शिक्षा का प्रसार नहीं हो सकता।

माध्यमिक शिक्षा में हाई स्कूल और इंटरमीडिएट का स्तर इतना गिर चुका है कि अगर आप हाई स्कूलों के रेजल्ट को उठा कर देखिये तो ५० परसेन्ट से अधिक रेजल्ट नहीं होता, और अधिकतर लड़के अंग्रेजी में ही फेल होते हैं। मैं नहीं जानता कि अंग्रेजी में फेल होने की जिम्मेदारी लड़कों की है या मास्टर्स की। मैं नहीं समझता कि वह लड़कों की है क्योंकि बाप उस का पैसा देता है, खर्च करता है। उस के फल हो जाने से जो नेशनल लास होता है अगर आप उस की बात सोचें तो चाहे वह मास्टर्स की गड़बड़ियों से या विद्यार्थियों की गड़बड़ियों से हो, अगर इस तरह से लड़कों का जीवन खराब होता है तो इस से भारत की गरीब जनता को सफर करना पड़ता है। मैं इस को अच्छा नहीं समझता।

एक छोटी सी बात है ट्यूशनस की दिल्ली में यह खास तौर पर चलती है मैं उस को ब्लैक मार्केटिंग कहता हूँ। मास्टर स्कूल में पढ़ाते हैं लेकिन अगर लड़के ने घर में उस का ट्यूशन करा लिया तब तो वह पाम हो सकता है नहीं तो फेल हो जायेगा। इस तरह की ब्लैक मार्केटिंग आज एजुकेशन में हो रही है उस की ओर मैं आशा करता हूँ मंत्री जी अवश्य ज्यादा से ज्यादा ध्यान रखेंगे। फिर डिफिकिटव गिस्टम जो टीचिंग का है उसको सुधारने के लिये भी वे अच्छे और ट्रेन्ड टीचर्स रखेंगे।

उच्च शिक्षा के बारे में मुझे कहना है कि इंटरमीडिएट तक की शिक्षा स्टेट गवर्नमेंट की जिम्मेदारी होनी चाहिये और उस के ऊपर की शिक्षा को भारत सरकार को देखना चाहिये, भले ही इस के लिये उसको संविधान को बदलना पड़े या कानून में परिवर्तन करना पड़े। अगर देश को तरक्की करना है और शिक्षा को हमें बढ़ावा देना है तो इंटरमीडिएट तक की शिक्षा के बाद जितनी भी ऊंची शिक्षा हो, चाहे वह टेक्निकल हो चाहे साइंटिफिक हो, सब गवर्नमेंट आफ इंडिया के नीचे होनी चाहिये।

मारे देश में आज शिक्षा का स्तर गिर गया है। उस में कहीं समानता नहीं है। एक यूनिवर्सिटी के लड़के तो आई० ए० एम०, आई० पी० एम०, पी० सी० एम० में आ जाते हैं और दूसरी यूनिवर्सिटी के कमजोर साबित होते हैं। जो भी यूनिवर्सिटी सेंटर से गवर्न होती है उस के विद्यार्थियों का स्टैंडर्ड अच्छा होता है और स्टेट्स की जो यूनिवर्सिटीज होती हैं उन के विद्यार्थियों का स्टैंडर्ड नीचा होता है। इस तरह की विषमता जो है उस को दूर करने के लिये ठोस कदम उठाये जाने चाहिये।

एक चीज मैं सेकेन्डरी और हायर सेकेन्डरी एजुकेशन के बारे में कहना चाहता हूँ। कहीं पर तो आज सेकेन्डरी एजुकेशन है और कहीं पर हायर सेकेन्डरी एजुकेशन है।

[श्री विश्राम प्रसाद]

इसके कारण लड़कों के एडमिशन होने के समय उन के स्टैंडर्ड्स में इतना फर्क हो जाता है कि उन के परिवार उस को सम्भाल नहीं सकते हैं। इसलिये चाहे आप सेकेन्डरी एजुकेशन करें या हायर सेकेन्डरी एजुकेशन करें, लेकिन दोनों में ममानता होनी चाहिये। आज एजुकेशन में इस तरह का रिबोल्यूशन होना चाहिये जैसे कि इटली में हुआ है। इटली में बहुत लांग डिस्कशन के बाद, दोनों हाउसेज में बड़ा गरमा गरम डिस्कशन हुआ और उसके बाद वहाँ की शिक्षा प्रणाली को बदला गया। वह लोग कहते हैं कि अब इटली में कोई बेकार नहीं रह जायेगा। सब को रोजी मिलेगी, सब को एम्प्लायमेंट मिलेगा। उसी तरह का रिजोल्यूशन हमारे देश में भी होना चाहिए।

प्लैनिंग के बारे में मैं कहना चाहता हूँ कि फर्स्ट प्लैन में १६६ करोड़ ६० खर्च हुए, सेकेंड प्लैन में २७३ करोड़ ६० खर्च हुए और थर्ड प्लैन में २६६ करोड़ ६० खर्च होने हैं जिस में इस साल ६०,८३,७०,००० ६० खर्च किया जायेगा। खर्च में ६१ परसेन्ट की बढ़ोतरी हो गई। लेकिन इस के साथ साथ आप देखिये कि सन् १९५१ में शिक्षा १६.६ परसेन्ट थी और आज २४ परसेन्ट है। आबादी तो ३० करोड़ से बढ़ कर ४४ करोड़ हो गई। आबादी में २२ परसेन्ट बढ़ोतरी हुई और एजुकेशन में सिर्फ ८ परसेन्ट।

अगर आप सन् १९५१ के अनुपादों की संख्या देखें तो उस वक्त इस देश में २८ करोड़ ३६ लाख अनुपाद थे और सन् १९६१ में वह संख्या बढ़ कर ३३ करोड़, ३६ लाख हो गई। यानी सेन्सस के अनुपाद ५ करोड़ अनुपादों की संख्या बढ़ गई। तो कहने का मतलब यह है कि आप की प्लैनिंग इस तरह की होनी चाहिये जिस में बढ़ती हुई आबादी को मद्देनजर रख कर शिक्षा का परसेन्टेज बढ़े। परसेन्टेज आप के देखने में बढ़े सकता है,

लेकिन अनुपादों की संख्या इस देश में बढ़ती जा रही है। यदि दूसरे देशों से हम अपने यहां की शिक्षा का मुकाबला करें तो पायेंगे कि चाइना में ४४ परसेन्ट है, बरमा में ४२ परसेन्ट, सीलोन में ५८ परसेन्ट, फ्रांस में ६६ परसेन्ट, यू० एस० ए० में ६७ परसेन्ट और यू० एस० एस० आर० में ८१ परसेन्ट है। हां पाकिस्तान में जरूर वह १४ परसेन्ट है। इन तमाम देशों के मुकाबले में हम शिक्षा के सम्बन्ध में बहुत पीछे हैं। यहां केवल १६ परसेन्ट शिक्षा है। इसलिये उच्च शिक्षा, जैसा मैंने अभी कहा, केन्द्र के अन्दर होना चाहिये और विश्वविद्यालयी शिक्षा और ऊंची शिक्षा जो है वह राजनीति का अखाड़ा नहीं बननी चाहिये। जैसा कि अभी श्री छागला ने यादवपुर विश्वविद्यालय के कन्वोकेशन एड्रेस में कहा था कि :

"It is a thousand pity that politicians will not leave education alone."

मतलब यह कि राजनीतिज्ञ लोग जो हैं व उसके अन्दर घुस गये हैं। मैं उन की इस राय से सहमत हूँ। इस की वजह से आये दिन झगड़ हुआ करते हैं, पार्टियां बन जाती हैं, स्कूलों और यूनिवर्सिटियों में स्ट्राइक्स और हड़तालें हुआ करती हैं। वहां पर पढ़ाई अच्छी नहीं हो पाती। अधिकतर समय राजनीति में बीतता है। अच्छे मास्टर भरती नहीं हो पाते हैं और स्टैंडर्ड और पढ़ाई की क्वालिटी गिरती है। मेरी भी यह राय है कि शिक्षा को राजनीति से दूर होना चाहिये।

इसके साथ मैं यह भी कहना चाहता हूँ कि यूनिवर्सिटीज के जो वाइस चांसलर हों, मैं समझता हूँ कि या तो व एमिनेन्ट एजुकेशनिस्ट हों या फिर रिटायर्ड सुप्रीम कोर्ट या हाई कोर्ट के जज हों, जो कि पालिटिक्स में न रहे हों। एकानमिक बीकली में से मैं

आप को डाक्टर टेलर के कुछ वाक्य पढ़ कर सुनाता हूँ ।

"The Indian university has become 'a vast administrative machine within which a few educational activities are permitted'.... Today the Senate is regarded as the equivalent of the Assembly, the Syndicate is the Cabinet and the Vice Chancellor the Prime Minister. Those who have fostered this bureaucratisation are not unaware that all this consumes energy, time and money, all at the cost of education which is the main business of the universities. But there are important benefits to be got out of it—for some. Scholarships and grants for teaching and research which have so hearteningly increased in recent years offer vast sources of patronage to the members of the 'assemblies', the 'cabinets' and the like in the universities. The professional politician no doubt tries to get a cut out of it but by far the biggest pieces go to the educationist-politician."

यह इस तरह की चीज है जिस को हम को हर तरह की पालिटिक्स से दूर रखने की जरूरत है, अगर शिक्षा को ऊंचा उठाना है ।

पढ़ाई का माध्यम अंग्रेजी से क्षेत्रीय भाषाओं में हो जाये इस आशय का पोलिटिकल निर्णय लिया गया । यानी पढ़ाई का माध्यम जो हो वह अंग्रेजी न हो कर रीजनल लैंग्वेज हो । लेकिन मैं मंत्री जी से पूछना चाहता हूँ कि क्या यह निर्णय ले लेने से ही काम चल जायेगा । क्या किताबों की और मास्टर्स की व्यवस्था पूरी तरह से इस सम्बन्ध में हो सकी है ताकि वे रीजनल लैंग्वेज में सारे सबजेक्ट्स को पढ़ा सकें । यूनिवर्सिटी ग्रान्ट्स कमीशन कहता है कि इंग्लिश से भारतीय भाषाओं में पुस्तकों का ट्रांसलेशन जल्दी से जल्दी हो जाना चाहिये । क्या शिक्षा मंत्री ने इस काम को पूरा करने के लिये कोई भी योजना बनाई

है कि कब तक यह ट्रांसलेशन हो जायेगा और क्या इस तरह से ट्रांसलेशन होगा कि बच्चों को उन के द्वारा ठीक से ट्रेन किया जा सकेगा । जब डा० श्रीमाली शिक्षा मंत्री थे तब, उन्होंने २३-३-६३ को कहा था कि स्टैन्डर्ड मेनटेन करने के लिये एक कमेटी बनाई गई है । मैं नहीं जानता कि वह कमेटी बनी या नहीं बनी, और उसकी क्या रिपोर्ट है । उन्होंने एक और बात कही थी कि सेंट्रल कमेटी ग्रान्ट एजुकेशन लिटरैचर, विशेषज्ञों का एक पैनल बना है जो कि टेक्स्ट बुक्स फिजिक्स, केमिस्ट्री, बायोलॉजी, मैथिमेटिक्स, जनरल साइंस, जिआग्राफी, हिस्ट्री, हिन्दी पर तैयार करेंगे और उनके ड्राफ्ट एक साल में मेम्बर्स को मिल जायेंगे । पता नहीं वह ड्राफ्ट तैयार हुए या नहीं, किसी ने उसे देखा या नहीं । मास्टर्स की संख्या और क्वालिटी सुधारने के बारे में भी कहा था । सेंट्रल इन्स्टिट्यूट आफ एडवान्स स्टडीज जो शिमले के राष्ट्रपति भवन में था, पता नहीं कि वह स्कीम चल रही है या नहीं और मास्टर्स को ट्रेनिंग दी जा रही है या नहीं ।

एडल्ट एजुकेशन, कम्पलसरी एजुकेशन, मिलिटरी ट्रेनिंग के बारे में बात कही गयी थी । पता नहीं उस विषय में क्या हो रहा है ।

एक खास बात मैं इंडियन हिस्ट्री के बारे में कहना चाहता हूँ । बम्बई में जो इंडियन हिस्ट्री पढ़ाई जाती है, जिसका नाम है "आजादी का संग्राम" । अफसोस की बात है और बड़े शर्म की बात है कि उसमें नेताजी का जिक्र नहीं है जिन्होंने देश के लिए अपना तन, मन और धन सब कुछ दे दिया, और न उस में आजाद हिन्द फौज के बारे में एक शब्द भी है ।

किताबों का राष्ट्रीयकरण होना है । मेरा सुझाव है कि इसके लिए जो कमेटी बनायी जाये उसमें मिनिस्टर न रखे जायें । इग कमेटी का सरकारीकरण न हो बल्कि राष्ट्रीयकरण के लिए कमेटी बनायी जाये ।

[श्री विश्राम प्रसाद]

एक फ्रीडम की हिस्ट्री बनायी जा रही है। मेरा सुझाव है कि इस के लिए जो कमेटी बनायी जाये उसमें पालियामेंटरी कमेटी के कुछ लोग रहें, जो उसका मैन्युस्क्रिप्ट देख सकें।

आगे मैं यह कहना चाहता हूँ कि अगर देश की तरक्की करनी है तो वैज्ञानिक अनुसंधान की ओर ध्यान ज्यादा देना चाहिए क्योंकि उसी से देश में धन पैदा हो सकता है और सारी चीजों का आधुनिकीकरण हो सकता है। लेकिन बड़े अफसोस की बात है कि यहां साइंस की शिक्षा पर एक रुपया पर कैंपीटा खर्च होता है, जब कि यूनाइटेड स्टेट्स आफ अमेरिका में ४१० रुपये और यू० के० में १६२ रुपये पर कैंपीटा खर्च होता है। हमारे यहां तो इस पर खर्च बढ़ने के बजाय घट रहा है। इस सम्बन्ध में मैं यह भी कहना चाहता हूँ कि जो रिसर्च हो एग्नीकल्चर में या इंस्ट्रुमेंट में उसका समन्वय होना चाहिए और उसको देश की क्षेत्रीय भाषाओं में छापा जाना चाहिए ताकि वह आम लोगों को उपलब्ध हो सके।

“विज्ञान प्रगति” नाम का एक अखबार निकलता है, लेकिन आज तक उसके केवल ३०० ग्राहक हैं।

हमारे यहां साइंटिफिक परसोनेल का एक रजिस्टर होना चाहिए जिससे मालूम हो कि हमारे यहां कितने साइंटिस्ट हैं, और साइंटिस्ट्स की कद्र की जानी चाहिए। ऐसा न हो कि साइंटिस्ट डा० चन्द्र शेखर की तरह इस देश को छोड़ कर चले जायें और दूसरे देश के नागरिक बन जायें। अगर आप इन लोगों की इज्जत नहीं करेंगे तो ये अपने देश को छोड़ कर दूसरे देशों में जाने की बात सोचेंगे।

कल काउंसिल आफ साइंटिफिक एंड इंस्ट्रुमेंटल रिसर्च के बारे में काफी बहस हुई।

इसके अन्दर बड़ी बड़ी गड़बड़ियां हैं। मैंने एक अखबार में पढ़ा है कि एक मनमानी कमेटी बना कर डाइरेक्टर और डिप्टी डाइरेक्टर को नियुक्त कर लिया गया। यहां फेवरिटीज्म खूब हो रहा है और ६४ साल तक की उम्र के आदमियों को रखा जा रहा है एक खाम बात यह है कि डाइरेक्टर साहब ने एक लास ट्वेलेयर की जगह में अपने पिता जी को रख लिया जो कि आख में खराबी की वजह से रिटायर हो गये थे और जो लखनऊ में रहते थे। उनको रिन्स्टेट किया गया और उम्र जगह पर रखा गया। अगर इस तरह की गड़बड़ होंगी तो आप सोचें कि साइंस और टेकनालाजी की तरक्की कैसे हो सकती है।

विश्वभारती यूनिवर्सिटी के बारे में मैं यह कहना चाहता हूँ कि वहां के वाइस चांसलर को डिनिमिसल आदि के अधिकार दे देने से वहां के स्टाफ को बड़ा कष्ट हो गया है। वहां इस कारण भाई भतीजावाद चल रहा है, सगे सम्बन्धियों को रखा जा रहा है और रियायतें और फेवरिटीज्म किया जा रहा है।

अन्त में मैं यह कहना चाहता हूँ कि एक ग्रामीण इंस्टीट्यूशन था जिस को बन्द कर दिया गया है। मेरा सुझाव है कि इस बारे में मिनिस्टर साहब एक जूडीशियल एनक्वायरी करायें और इस संस्था को फिर से चालू करने का निर्णय करें क्योंकि इस के बिना गांव के लोगों को नुकसान हो रहा है।

Shri A. T. Sarma (Chatrapur): I wholeheartedly support this budget. It is an excellent budget and from the provisions of the education budget we are in a position to feel that we are progressing in the field of education. There is no doubt about the progress achieved in the sphere of education.

Yet, I may suggest something for the improvement of education. So far as elementary education is con-

cerned, we have reached the estimated targets, but we are not satisfied. The reason is this. Elementary education is meant for boys and girls. Especially in this age, girls have come forward to a greater extent than the boys. But the result in the aboriginal areas or regions is not satisfactory. So, I would draw the special attention of the Ministry to this matter so that they may put more weight in order to attract people from the aboriginal regions for this purpose. Even where elementary schools have been established in the aboriginal regions or tribal areas, the schools are not working satisfactorily and they exist only in name and are not producing the desired results. That is why I am drawing the special attention of the Education Ministry to the education of the backward classes and especially the education of the Scheduled Tribes.

In this connection, I would suggest another thing. In other countries, the teaching work at the elementary stage has been assigned to the female teachers. But we are wasting our man-power here by utilising male teachers for this purpose. So, steps should be taken to attract more female teachers at the elementary stage. I am not saying this simply because I want that we should follow the path adopted by the other countries, but because there is a sound reason for this namely that the boys and girls are inclined to female teachers at that stage and it is a known fact. We often send our children to the convent schools because we know that there are efficient teachers there and they teach the subjects well. But in our country, girls do not get adequate attention when the teaching is done by male teachers. That is why I suggest that the Ministry should take special measures to attract more female teachers to impart education at the elementary stage.

So far as the text-books for the elementary stage are concerned, they have been nationalised now, and, therefore, there is no trouble, but

those books are not available or accessible to the students. So, some more agencies should be established to supply books to the students.

Coming to the secondary stage, I would suggest that the Central Government have to do many things. The University Grants Commission has suggested that one year from the college course or degree course should be assigned to the secondary stage. That recommendation has been accepted by the Education Ministry. But we are not finding the higher elementary schools throughout the country uniform. Some States have not yet implemented the scheme of higher secondary course in their States. So there is no uniformity I suggest that uniformity should be observed throughout the Union and steps should be taken in that direction. I know it is a State subject, and the Central Government has nothing to do with it in that way. But the Centre has power to influence the States in this direction because without central assistance, no State can flourish in this direction. For elementary education, secondary education or college education, all the States entirely depend on the assistance of the Centre. So if the Centre takes bold steps to effect uniformity in regard to the secondary course, I think it will be more beneficial to all.

There is one problem in the secondary stage, that is, the three-language formula. In matric, the students are expected to learn three languages. Where the regional language is Hindi, there is no trouble. In other regions, they have to learn the regional language, Hindi, Sanskrit and English. This is a burden to them. Of course, it has been said that in the Hindi-speaking areas, they should learn a language of the south also. That is the only consolation. It has not been put into operation in any of the schools. So this formula should be modified to satisfy the demand of the students.

[Shri A. T. Sarma]

Hindi has been introduced. We welcome it. But it should not be made compulsory. We have received complaints that in Madras and other southern States, Hindi has been introduced but the students are not coming forward to learn it. So it had to be made compulsory. I am dead against compulsion. It has been our policy that nothing should be forced on anybody. People should be persuaded to learn Hindi. That is our policy. So the introduction of Hindi is welcome, but the tendency to make it compulsory will create trouble. So I request the Ministry to be very cautious about the compulsory introduction of Hindi in the States.

Private tuition is another trouble in the secondary stage. It is impeding the progress of meritorious students. The teachers are tempted to take private tuitions, with the result that they are not taking keen interest in teaching in the regular classes. That is why students who want to come up and have merit do not get proper training in the classes, but they have to depend on private tuition. Of course, there may be rich students who could afford it, but the careers of poor students who are meritorious are marred. So I suggest that the tuition system should be done away with *in toto*. Teachers are tempted to take tuitions because they are poorly paid. So along with this adequate steps should be taken to raise the salary of teachers in the States. If this is done, they would not resort to tuitions and would devote proper attention to teaching in the regular classes. So in the secondary stage, the teachers should be properly paid and debarred from taking private tuitions at any cost.

Coming to the college stage, it is the duty of the Central Government to see that uniform standards are maintained throughout the Union. The UGC had recommended the three-year course. But even now

some States have not introduced it. Even some States which had introduced it are now going to have four years course because it has not been made compulsory for all States. When universities were asked to introduce the three-year course, they divided the course into two: one for one year as a pre-university course and the other for three years. There is absolutely no change in the curriculum or anything. Thus we are wasting a huge amount of money in the pre-university course. In my opinion, the pre-university course in all the universities should be abolished. Unless that is done, we cannot have the three-year course in the college and we cannot also have proper training imparted to our students, in the secondary stage. This one year course must be merged in the secondary stage and the college course must be confined to the three-year course in all universities in all States.

In the college course, the mode of teaching should be changed. The curricula need thorough modification. The system of education we inherited was an adjunct of the British Empire. Everyone knows that there should be a change, but the change has not been effected. So I would request the Ministry to pay special attention to changing the mode of education. Our culture has been neglected in our education. So our education must be oriented to our culture.

I would be failing in my duty if I do not say a word about my subject, namely, oriental learning. This subject has been given step-motherly treatment. Pandits in this subject are not paid equally even in the same institution where they teach the same subject. Of course, the Ministry has made provision for oriental learning. But it is not adequate. So I would request the Ministry to pay special attention and make a substantial provision for the improvement of oriental learning.

श्री धुलेश्वर मीना (उदयपुर) : उपाध्यक्ष महोदय, मैं शिक्षा मंत्रालय की इस वार्षिक रिपोर्ट का स्वागत करते हुए सरकार का ध्यान इस ओर आकर्षित करना चाहता हूँ कि इस रिपोर्ट में जो कुछ भी कहा गया है या जो कुछ भी लिखा गया है वह खास कर यही लिखा गया है कि हम लोगों ने भारत में विदेशों में टेकनिकल शिक्षा प्राप्त करने के लिए कितने विद्यार्थियों को भेजा तथा वहाँ से वापिस कितने आये या कितनों को हम ने स्कोलरशिप्स ग्रांट की। इस प्रकार की जानकारी बहुत डिटेल् में इस रिपोर्ट में दी हुई है। लेकिन इस रिपोर्ट में मैंने इस बात की कमी देखी कि वास्तव में शिक्षा मंत्रालय हमारे देश के अन्दर की शिक्षा प्रणाली को किंग प्रकार से और कौन सी पद्धति को अपना कर चला रहा है इसके बारे में इसमें कुछ भी नहीं लिखा गया है। जैसा कि अन्य माननीय सदस्यों ने बतलाया कि इस देश के प्रत्येक राज्य में विभिन्न प्रकार की पद्धति को अपनाया जाता है इसलिए केन्द्रीय शिक्षा मंत्रालय को इस ओर विशेष ध्यान देना चाहिए कि जो भी शिक्षा पद्धति सरकार अपनाना चाहती है वही सभी राज्यों में अपनाई जाय। सभी राज्यों में एक समान शिक्षा पद्धति हो। अगर हर एक स्टेट पर शिक्षा का भार छोड़ दिया जायेगा, तो शिक्षा के सम्बन्ध में हम जो प्रगति करना चाहते हैं, वह कभी भी नहीं हो सकेगी।

14 hrs.

आज हम देखते हैं कि साउथ इंडिया की स्टेट्स शिक्षा के सम्बन्ध में एक नीति अपनाती हैं और नार्थ इंडिया की स्टेट्स कोई और नीति अपनाती हैं। इसी प्रकार भाषा के सम्बन्ध में भी अगड़ा चलता रहता है। साउथ वाले हिन्दी को कम्पलसरी नहीं बनाना चाहते हैं और नार्थ वाले अंग्रेजी को कम मान्यता देने की कोशिश करते हैं। इसलिए आवश्यकता इस बात की है कि भारत के सभी राज्यों में

एजुकेशन के सम्बन्ध में एक पालिसी होनी चाहिए।

मैं माननीय मंत्री जी का ध्यान इस ओर भी आकर्षित करना चाहता हूँ कि सभी स्टेट्स एक एक्सपेरिमेंट के तौर पर शिक्षा की नीति अपना रही हैं। आज तक उन्होंने कोई फाइनल डिसिजन नहीं लिया है कि उन के यहाँ कौन सी शिक्षा-पद्धति होनी चाहिए। किसी स्टेट के हायर सेकेण्डरी या सेकेण्डरी एजुकेशन का अपनाया हुआ है और किसी ने पुरानी पद्धति, अर्थात् मैट्रिकुलेशन, इन्टर-मीडियेट और बी० ए० के कोर्स, को अपनाया हुआ है। इस प्रकार से सब स्टेट्स एक्सपेरिमेंट कर रही हैं कि कौन सी पद्धति सफल होगी। इसलिए सारे देश में एजुकेशन की जिम्मेदारी केन्द्र को ही उठानी पड़ेगी।

हम देखते हैं कि आज कल कुछ टेकनिकल सबजेक्ट्स को पढ़ाने में टीचर्स दिक्कत अनुभव करते हैं, क्योंकि विद्यार्थी को पढ़ाने के लिए पूरा मैट्रिक्यूल उन को प्राप्त नहीं होता है। उदाहरण के लिए आप देखिये कि बी० ए० या एम० ए० में ज्याॅग्रफी के दस चार सर्वे शीट्स कोर्स में रखे जाते हैं, जैसे कि मिर्जापुर शीट है, जो कि पब्लिशड है, लेकिन ग्राम तौर पर अध्यापकगण को वे सर्वे शीट्स एवलेबल नहीं होती हैं, जो कि पब्लिशड नहीं होती हैं। लेकिन फिर भी वे कोर्स में रख ली जाती हैं। जब अध्यापक को उसके बारे में एक्सपीरियंस नहीं होता है उन शीट्स के बारे में अध्यापकों ने नहीं पढ़ा हो तो वह विद्यार्थियों को कैसे पढ़ायेंगे ?

इसलिए मंत्रालय को इस ओर ध्यान देना चाहिए कि जो कोई सबजेक्ट प्रेस्क्राइब किया जाता है, सब से पहले उस का मैट्रिक्यूल तैयार किया जाना चाहिये। आज कल मैप्स, कार्टोग्राफ्स और साइंस के एक्सपेरिमेंट्स के लिए सामान के बारे में बहुत दिक्कत होती है। पहले ये सब चीजें उपलब्ध की जानी चाहिए

[श्री धुलेश्वर मीना]

और फिर स्कूल और कालेज खोले जाने चाहिए ।

जहां तक यूनिवर्सिटी ग्रान्ट्स कमिशन का सम्बन्ध है, उस में हर एक फँकल्टी को अलग अलग मान्यता दी गई है और अलग अलग व्यक्ति उन की देख-रेख करते हैं । मेरा सुझाव है कि एग्जीक्यूटिव, मेडिसन और टेक्निकल सबजेक्ट्स को कम्बाइन कर के एक ही एजेंसी के द्वारा रन किया जाना चाहिए और इस प्रकार यूनिवर्सिटी ग्रान्ट्स कमिशन का पुनर्गठन किया जाना चाहिए ।

विश्वविद्यालय अनुदान आयोग में स्थायी सदस्य एक है । स्थायी सदस्यों की संख्या बढ़ाई जानी चाहिए और कम से कम पांच मेम्बर रखे जाने चाहिए, ताकि वे इस समस्या को अच्छी तरह से स्टडी कर के शिक्षा के कार्य को ठीक ढंग से चला सकें और उस की प्रगति कर सकें ।

मुझे यह कहने के लिए माफ़ किया जाये कि माननीय मंत्री जी केवल बड़े बड़े मिटींग तक ही पहुंच पाते हैं और वहां के एजुकेशन के स्टैंडर्ड को देखते हैं । लेकिन अगर वे गांवों में और इन्टीरियर पार्ट्स में जाने का कण्ट करेंगे, तो उन को मालूम होगा कि वहां पर शिक्षा और स्कूल के टीचरों की क्या हालत है । मुझे अपनी कांस्टीट्यून्सी में जाने का मौका मिला है और मैं ने देखा है कि ग्लर्ज हायर सेकेन्डरी स्कूल और सेकेन्डरी स्कूल में हायर सेकेन्डरी पास किये हुए टीचर रख लिये जाते हैं, यद्यपि ग्रैजुएट और पोस्ट-ग्रैजुएट शिक्षा प्राप्त टीचर एवलेबल होते हैं । पता नहीं इन एप्वायटमेंट्स में किस तरह की गड़बड़ी चलती है । मैं निवेदन करूंगा कि माननीय मंत्री जी को एप्वायटमेंट्स की ओर भी थोड़ा ध्यान देना चाहिए ।

मैंने देखा है कि कई एक जगहों पर हाई स्कूल की बिल्डिंग में बरसात के दिनों

में पानी टपकता है, जिस के कारण दो चार महीने के लिए स्कूल बन्द रहते हैं । हैड मास्टर इस की हरवाह नहीं करते हैं । और परवाह करने का सवाल भी नहीं उठता है, क्योंकि कोई दूसरी अच्छी बिल्डिंग एवलेबल नहीं होती है । इसलिए स्कूलों की बिल्डिंग की तरफ भी पूरा ध्यान दिया जाना चाहिए ।

मैं आप का ध्यान इस बात की तरफ भी खींचना चाहता हूँ कि प्राइमरी स्कूल में जो टीचर नियुक्त किये जाते हैं उन को पचास, याठ, सत्तर रुपये तन्खाह दी जाती है । लेकिन होता यह है कि उत्तरी प्रदेश के किसी शहरी इलाके में रहने वाले टीचर को राजस्थान के किसी पहाड़ी इलाके में पढ़ाना पड़ता है । एक तो वह वहां की भाषा नहीं समझ सकता है और दूसरे, घर से इतनी दूर अपने आप को मन्टेन करने के लिए उस को सफ़िण्ट तन्खाह नहीं मिलती है । इसलिए मेरा सुझाव है कि प्राइमरी स्कूल के टीचरों को इतनी दूर नहीं भेजा जाना चाहिए । स्थानीय व्यक्ति एवलेबल होते हैं और उन्हीं को प्राइमरी स्कूल में नियुक्त किया जाना चाहिए । वे लोकल लैंग्वेज को भी समझ सकेंगे और अपने घर के नज़दीक होने के कारण उन को सब प्रकार की फ़ेसिनिटीज एवलेबल होंगी और जो कुछ भी तन्खाह उन को मिलती है, उस में वे अपना निर्वाह कर सकेंगे ।

माननीय मंत्री ममहोदय को प्राइमरी स्कूलों के मकानों की समस्या की ओर भी ध्यान देना चाहिए । आज मेरी कांस्टीट्यून्सी में इस प्रकार के स्कूल चल रहे हैं, जिन में अध्यापकगण गर्मी के दिनों में पेड़ के नीचे बैठ कर बच्चों को पढ़ाते हैं, क्योंकि आज तक कहीं भी कोई बिल्डिंग नहीं बनी हुई है । कोई झोंपड़ा तक भी उनके लिए एवलेबल नहीं है । इसलिए मैं निवेदन करना चाहता हूँ कि जहां पर स्कूल खोले जाते हैं, वहां पर पहले बिल्डिंग बनाई जानी चाहिए, टीचर

का एप्वायंटमेंट होना चाहिए, सारा सामान उपलब्ध किया जाना चाहिए और फिर स्कूल खोलना चाहिए ।

कालेजों में पढ़ने वाले शिड्यूल्ड कास्ट्स और शिड्यूल्ड ट्राइब्स के छात्रों को जो वजीफा दिया जाता है, वह माल के अन्त में दिया जाता है । आप सोचिये कि जो कुछ भी वजीफा दिया जाता है, विद्यार्थी को अपना खर्च चलाने के लिए उम की जरूरत होती है । इसलिए जब माल के अन्त में वजीफा दिया जाये, तो उम का क्या फायदा होगा ? इसलिए जो कुछ भी छात्रवृत्ति सरकार की ओर से दी जाती है, वह या तो दो तीन किस्तों में दी जाये और या साल के शुरू में दी जाये ।

मैं यह भी निवेदन करूंगा कि कालेज के छात्रों के अलावा प्राइमरी और सैकंडरी स्कूलों के छात्रों को भी स्कालरशिप दिये जाने चाहिए, क्योंकि एक किसान का बच्चा इसलिए पढ़ने से वंचित रह जाता है कि उम के पिता की फिनानशल पोजीशन ऐसी नहीं होती है, जिस के आधार पर वह अपने बच्चों को पढ़ा सके या आगे कालेज में भेज सके । ट्राइबल लोगों को तो यह स्कालरशिप मिलता ही है, लेकिन शिड्यूल्ड कास्ट्स के उन छात्रों को भी, जो कि इकानोमिक बेसिस पर इस कैटेगरी में आये, स्कालरशिप देने का इन्तजाम करना चाहिए ।

आज हायर सैकंडरी स्कूल या कालेज तक जो शिक्षा दी जाती है, उस में हिन्दी साहित्य, इंगलिश साहित्य या प्राविशल लैंग्वेज—प्रादेशिक भाषा के लिटरेचर की तरफ कोई ध्यान नहीं दिया जाता है । पांचवें दर्जे के बाद विद्यार्थी हिन्दी, इंगलिश या प्रादेशिक भाषा को आप्शनल सबजक्ट के रूप में ले सकता है । लेकिन मैं गमझना हूँ कि हाई स्कूल या इन्टरमीडिएट तक हिन्दी या प्राविशल लैंग्वेज कम्पल्सरी होनी चाहिए । ऐसा करने से विद्यार्थी लैंग्वेज पर कमांड हासिल कर सकेगा, लैंग्वेज को मास्टर कर

सकेगा और उसकी प्रैमेटिकल मिस्टेक्स कम होंगी ।

आज की जो शिक्षा-प्रणाली है, उस में जो भी विद्यार्थी ग्रैजुएट या पोस्ट-ग्रैजुएट शिक्षा प्राप्त कर के निकलता है, वह नौकरी की तलाश में रहता है । इसलिए एजुकेशन सिस्टम में ग्राप को बेसिक चेंज लानी होगी । जब तक ग्राप इस में बेसिक चेंज नहीं करेंगे तब तक जो विद्यार्थी एम० ए० और बी० ए० करेंगे वे सब के सब सरकार की ओर ही नौकरी के लिए मुँह ताकते रहेंगे, सेइकों के ही चक्कर लगाते रहेंगे । जिस तरह से फारेन कंट्रीज में होता है शुरू से लेकर कालेज तक जब तक विद्यार्थी पढ़ाई समाप्त करता है, उसको टैकनीकल एजुकेशन दी जाती है, उसी तरह से हमारे यहां भी साइंस और टैकनीकल एजुकेशन खाम तौर से कम्पल्सरी कर दी जानी चाहिये । ताकि शिक्षा समाप्त करने के बाद हमारे नौजवान किसी के ऊपर या गवर्नमेंट सर्विस के ऊपर निर्भर न रह कर अपने खद के पांवों पर खड़े हो कर जीवोपोर्जन कर सकें ।

शिड्यूल्ड कास्ट्स और शिड्यूल्ड ट्राइब्स में शिक्षा की बहुत कमी है । वे आज भी उसी प्रकार से बैकवर्ड हैं जिस प्रकार से आजादी के पूर्व थे, आज भी उनकी हालत लगभग वही ही है जैसे आजादी के पूर्व थी । मैं मानता हूँ कि उन में भी कुछ चेंज आ रही है, ऐसी बात नहीं है कि उनके लिए कुछ भी न हो रहा हो, लेकिन जो कुछ भी गवर्नमेंट साइड से उनके लिए किया जा रहा है, जितने भी प्रयत्न किये जा रहे हैं, वे काफी नहीं हैं, सफिशेंट नहीं हैं । इसलिए मैं प्रार्थना करता हूँ कि उनकी तरफ ज्यादा ध्यान दिया जाये ।

श्री रामेश्वरानन्द (करनाल) : उपाध्यक्ष महोदय, मेरा एक निवेदन मुन लें । कल से मैं भाषण मुन रहा हूँ । कुछ माननीय सदस्य बहुत अच्छा बोले हैं । परन्तु ऐसे माननीय सदस्यों को भी बुलवाया गया है जिन का शिक्षा

[श्री रामेश्वरानन्द]

से दूर का भी सम्बन्ध नहीं है। मन्त्र जैसे व्यक्ति के लिए जिम का जीवन ही इस में लगा है, आप के पाम समय नहीं है जबकि हमारी पार्टी का समय होते हुए भी आप मुझे समय नहीं दे रहे हैं। मैं समझता हूँ कि आप का न्याय

एक माननीय सदस्य : आप की पार्टी का एक माननीय सदस्य बोल चुका है।

श्री रामेश्वरानन्द : एक ही तो बोला है। बाकी पार्टियों के कई बोल चुके हैं।

उपाध्यक्ष महोदय : एक सदस्य आप की पार्टी का बोल चुका है।

श्री चं० ला० चौधरी (महुआ) : एक आरोप आप के ऊपर और सदन के ऊपर माननीय सदस्य ने लगाया है।

श्रीमती यशोधा रेड्डी (कन्नूल) : वह हमेशा करते हैं।

श्री चं० ला० चौधरी : उनको "ग्रन्याय" शब्द को वापिस लेना चाहिये।

श्री रामेश्वरानन्द : मैंने ग्रन्याय नहीं कहा है, मैंने कहा है कि क्या आप का न्याय होगा? मेरी बात को माननीय सदस्य समझे नहीं हैं।

श्री रघुनाथ सिंह (वाराणसी) : स्वामी जी, सब के अपवाद हैं।

Shri H. N. Mukerjee (Calcutta—Central): Mr. Deputy-Speaker, our friend the Minister of Education has been, very deservedly, the recipient of many plaudits and I think I should not add to them because I am sure he believes in the Greek saying: avoid excess. But I wish to say that even though in this country we sometimes appear as if we live in bleak house, we have very great expectations and

those expectations can be solved to a large extent by the instrumentality of the Ministry over which he presides.

The first thing to which I should like to draw his attention is the targets which the Ministry has got regarding the extension of education, making education free and universal in the age group 6-14; it should be stepped up and implemented as quickly as ever that is possible. Very often we hear of a certain stress on the quality of education. I do not wish to detract, for a moment, from this question of the quality of education that we impart, but in our conditions when we are emerging from under-development into something very different, improvement in the quantity of education will also bring an improvement in the quality of education. The gulf of disparity must go, or we have to wallow not merely in economic distress but also in spiritual vulgarity which is a concomitant of economic disparity.

A point which has already been mentioned in this House appears to me rather important and that is the fear that there has been a downgrading of scientific research in the abolition of the other Ministry. It may be administratively necessary for this abolition to have taken place but I do hope that there is no diminution in the importance of science. Recently, we have had in this Parliament the formation of a parliamentary scientific committee which is trying to do very good work and it brings out a journal called 'science in Parliament'. In its second issue, I find certain figures about our per capita expenditure on scientific research. It shows that in the United States, they spend about Rs. 410 per capita; in the United Kingdom about Rs. 162; Yugoslavia spends much less; China spends Rs. 3 per capita and we are right at the ladder's end with only Rs. 1.07 per capita. There is also a comparative estimate that while our expenditure

on scientific research has increased from Rs. 122 million in 1952-53 to Rs. 469 million in 1961-62, in China the research expenditure increased from Rs. 480 million in 1956 to Rs. 2000 million in 1960. It is necessary that we make up whatever lag we have and that is why there should be no diminution in the importance of science.

This reminds me that we have the Council of Scientific and Industrial Research but I am very sorry to have to say that complaints pour in about its work. I have a sheaf of complaints here which I will later on send to the Ministry. There are complaints regarding the practice of bossism and bureaucratism and the rest of it. There is also perhaps some diminution in the quality of our scientific work because of lack of combination between teaching and research. I cannot go into the details as I hope to utilise the opportunity when the UGC report comes up for consideration later on to refer to these matters in more detail. In some regards, however, I feel co-ordination of research is not taking place at the rate that it ought to.

Last year the Government of India had appointed a committee with Dr. Bhabha as Chairman to examine how a close relationship could be set up between various organisations at present engaged in scientific research: we have not had that report so far. I would like to know what progress has been made in this regard. I notice also that we have an organisation—the National Research Development corporation which has been suffering a loss of quite a large sum of money. Possibly it has not been able to develop on the right lines. I do hope that something is done in this regard. I notice also that the CSIR is not making as much a contribution as it ought to towards having better co-ordination of scientific research with national targets of industrial development. If we could get a pattern which is going to be pursued, it would be

a very good thing. Our scientists should have a sense of participation and achievement as far as the attainment of our national goals are concerned. I notice also that scientific publicity in Indian languages which is very important if we are going to have a scientific temper in our country, is very deficient so far. And the annual report of the Registrar of Newspapers in 1963 records that *Vigyan pragati* has only 300 subscribers. It is most amazing that in the Hindi-speaking world which consists of about 200 million people, *Vigyan pragati* has got only 300 subscribers. Something has got to be done about this kind of thing.

To turn to the question of secondary education, I cannot go into detail; it is not necessary either; the Minister has given us some assurance about this; secondary education is the pivot of the whole system. Improvements are going, I hope, to take place. What disturbs me is that we have not yet made up our mind how we are going to go ahead. In 1960-61 the total of secondary schools was 17164 and the total of higher secondary schools only 3628. According to the figures supplied to our consultative committee sometime ago, in 1965-66 the total of secondary schools would still be 22012 and the total of higher secondary schools, 6735. That is to say, the latter is very much lower than what it ought to be. We have got Secondary Education Commission's report; we have got the report of the University Education Commission also, asking for a 12-year course on secondary education. But we actually have got a 11-year secondary education and then the three-year degree course. This whole matter ought to be examined and I do hope that some real thought is given to the position, which we want to change in a better direction.

I would then like to refer to the direct Central responsibility of the Ministry for certain universities and among them I would single out Vis-

[Shri H. N. Mukerjee]

visvabharati. In Visvabharati, the ideals of Rabindranath Tagore are supposed to be sought to be implemented in practice as far as they can be. But we get reports, and we have got a sheaf of complaints about what is happening. I have got a whole lot of documents—I cannot vouchsafe, whether they are right or wrong—and as far as I am concerned, I want to send them to the Ministry later on. But all kinds of complaints come. It is a very sorry state of affairs that in a university like Visvabharati, and presided over by a former Chief Justice of our country, these kinds of complaints should come.

I am told that buildings are being put up, sometimes multi-storeyed buildings—where there should be woods and open spaces. I do not know why the Visvabharati spends more *per capita* for every student there than in any other university. Why should it have a rule keeping out the people of Bolepur town only a few miles away who can join the Visvabharati as day scholars? Even Oxford and Cambridge have made provision for non-collegiate students; those who live there, who have their residence there, can go and join. I do not see why—because Visvabharati is a residential university, all those people are kept away from admission.

Then there are so many complaints regarding the dissolution of the rural institute at Sriniketan. This was dissolved on account of the students' discontent. This is the first time this kind of thing has happened in Shantiniketan. In Tagore's time and even afterwards this kind of thing never took place. It is a very great pity, if today, in Visvabharati, a rural institute has to be dissolved on account of students' discontent. This kind of complaint comes to us. I think I should send all these complaints, in detail, later to the Minister and I do hope something would be done about it.

I shall in passing mention the national discipline scheme, particularly because it was directed by our good friend, Gen. Bhonsle who is now no more. He died literally in harness: it is a lovely way to die, with the Prime Minister beside him, doing his job to the last breath of his being. Bhonsle took it upon himself as his life's work. I do hope the national discipline scheme is continued in the spirit which Gen. Bhonsle had tried to inject into its working.

I would next refer to a matter which rather perturbs me because I have heard and I have applauded the sentiments—I have heard our Minister Shri Chagla saying some very important things about the autonomy of our universities. I do know that in our set-up there has to be a happy balance between Government and the universities. We are not as if we are in the old days, pre-Independence days. This matter of university autonomy need not be driven to extreme lengths. But after all, the universities ought to be autonomous in the best sense of the word. I do resent any intervention in our university affairs, in our academic life, by foreign agencies, particularly if they are—according to my view, which may be wrong—of a very dubious character. We have noticed, for instance, the penetration into the affairs of the Calcutta university and also I am sure of the Delhi university and other places, of the Ford Foundation. The Ford Foundation may be a very estimable body: it has obviously resources which countries like ours can hardly conceive of. But I do not like this: over the head of everybody, over the head of the Government, over the head of the senate of a particular university, over the head of the syndicate, the Ford Foundation gets into negotiations with the university and proffers aid in return for certain conditions being fulfilled. In the Calcutta daily—*Amrita Bazar Patrika* of the 4th February, 1964—there was a report that the Ford Foundation had offered to the Calcutta university a

grant of 10 million dollars—Rs. 5 crores—a lot of money for us—for administrative and examination reforms on condition that the Calcutta University Act of 1951 was replaced by a new one on the lines of the recommendations by their experts. And one of the conditions was that they wanted that there should be no kind of political intervention in the affairs of our universities. If our people, if our Minister says this, I do not mind at all. It is our job. We shall order the working of our universities in our own way. If we have to put in something in our University Act keeping out political elements from the senate and the syndicate of the universities we shall do it on our own. But we are not going to be told by people from outside as to how we are going to order our universities. We are not going to be shown—like the donkey is shown a carrot—a lot of money hanging there so that we can get hold of it and be tempted by it, and we are not going to be told by them to order our universities according to a certain pattern of things.

If the Ford Foundation or any other foreign body wants really and truly to get in touch with our country's academic organisations, they should do it on academic basis, discuss the matter academically and not come in this fashion. I refer to this because it has caused a great deal of commotion in West Bengal. I think this matter was also brought up in the Assembly there and the Government was not in a position to say anything, and even the senate members of the Calcutta University know nothing at all about it; they know something is going on behind the scenes; they know that these people are coming and have met some big-wigs in the university. But they do not know anything more about it.

I saw also a newspaper report that in regard to Kalyani university the Ford Foundation people are insisting that the agricultural department should not be there, but should be

somewhere else. Well, it need not be there and it might be very useful somewhere else, but it is not for bodies like the Ford Foundation to come to us and to talk to us in this manner. I do not know why, just because they have a lot of money, they are going to behave in this fashion; they sup in our cup and dip in our dish, and our university life is going to be sullied and distorted by interventions of this kind of people. This is a matter to which I draw the attention of the Minister, and I wish he takes a stand which is in keeping with the dignity of our country and the needs of our own academic development.

I shall refer next—and I shall conclude very shortly—to the question which has agitated our country for very long but should be settled as quickly as ever that is possible, namely, the question of the medium of instruction. I feel that on this point we have had some nationally agreed decisions, I do not mean that the decision is so rigid that there should be no changes made if change is found to be necessary. I say also that the decision that we have taken in regard to the medium of instruction at the universities—that is, that the regional languages should be the medium of instruction in our universities—should not be implemented in a huff. We should not be too precipitate as far as implementation of it is concerned. But, at the same time, we have to come to a decision and implement it as soon as we can. We surely have got to come to an agreement with the southern States in particular and with States like West Bengal, Orissa or Assam where Hindi is not spoken by the generality of the people. Without the agreement of such regions we cannot go ahead as far as the position of Hindi is concerned, but that does not mean that we accept the slogan which has been sought to be popularised in the south by certain elements who go about shouting "English ever, Hindi never." This kind of dichotomy, this kind of contraposition—English-Hindi and English or

[Shri H. N. Mukerjee]

any other Indian language—is something which goes against the grain of patriotic decency. I do not know why this is sought to be done.

The question of academic standards naturally would come in. I feel that we make a little too much about this so-called decline in standards. After all, we cannot have the moon; we cannot get the highest standards achieved in this country straightaway. We lack the resources. We have got the human material, but as far as the assistance which that human material needs by way of laboratories, libraries and other facilities is concerned, we have not got them in sufficient quantities in our country to reach the highest standards of achievement, which might take some time. But we have got to make a start in the right direction. And we do not imbibe knowledge efficiently enough, because we try to get it through the medium of a foreign language which does not belong to us, which is not part of our being, which we never learnt at our mother's knee, which is never part of ourselves. So, as long as we are having to depend upon this other language, which is completely and irrevocably alien to us, for the assimilation of knowledge, our knowledge would remain defective. Unless we can really imbibe knowledge through the medium of our own languages, we shall never be able to make that knowledge our own, we shall never be able to make a creative contribution to the expansion of knowledge, we shall never be able to make India really occupy a large and distinguished place in the research map of the world. That we cannot do unless our medium of instruction at every stage comes to be changed.

The Minister has expressed himself on this subject from time to time, and he has made certain observations which are in part very suggestive and important; but I do have a fear that there is a tendency in some of his observations towards low-lighting the

importance of the changeover from English to our own languages. For instance, he made a speech very recently in Madras where he even went so far as to have expressed his appreciation of the stand taken by Shri Rajagopalachari. Now, Shri Rajagopalachari is a man of great wisdom, but what he has said on this language issue is complete support to the slogan of "English for ever and Hindi never". If that is so, Sir, I am sure he was being very polite to a wise old statesman of our country, but after all he is a Minister of our Government. And on this question of medium of instruction we have to take a very strong stand and adopt steps which would bring about, as quickly as ever that is possible, implementation of our national policy in regard to the medium of instruction.

Mr. Deputy-Speaker: Shrimati Yashoda Reddy. I would request the Congress Members to take only ten minutes each now.

Shrimati Yashoda Reddy: I have been waiting to speak from yesterday. Anyhow, I will be very brief.

Shri Raghunath Singh: Some concession may be given for lady Members.

Mr. Deputy-Speaker: No special concessions.

Shrimati Yashoda Reddy: Mr. Deputy-Speaker, Sir, let me at the outset congratulate the Minister for Education who has newly taken up this portfolio for the efficient way he has started his work. At the outset he has done away with about fifty or more committees. This is one of the things which the other Ministries should learn. Because there has been so much of waste, inefficiency and delay in the administration and working of the Government that he has set about in this manner. The three guiding principles which he has kept before

him are, in the first place, wherever there is some decision to be taken which the Government itself could decide straightway there is no need to have a committee and so waste time; secondly, he has said that he will take Parliament more and more into confidence, and if there is anything to decide, let Parliament take the decision and not a committee; and, thirdly, which is most important, he has said "If there is anything about which the Ministers in the States have to be consulted, I will personally go and do it". And, with his sweet, persuasive and intelligent approach I am sure he will get much better results than all these commissions and committees could bring forth. So I congratulate him on his basic approach.

Before going into the detailed aspects of education, I would like to place one or two things in general before the House. Recently the Kunzru Board on Physical Education made many recommendations. One of the recommendations which struck me as being very good was where they have said that the concessions given to the NCC students in the matter of qualifying marks or exemptions from papers should be done away with. Certainly, para-military training is important, but it is not so important that it should be done at the expense of education. After all, this is a course which is worth while for any student to take up at all times, and becomes something of a patriotic duty at a time of emergency. So, no academic bribes should be given to our boys to join the NCC. After all, we should remember that we can never make a good soldier out of a lazy scholar.

Many minor and major things have been said about education. I want to deal with certain general principles about education in India today. There are four or five important matters which we have to consider in this connection.

First of all there should be uniformity in education throughout the

country. I know it is a State subject. But I honestly feel that the time has come when Parliament should give powers to the Central Government by making it a concurrent subject, so that they could co-ordinate the policy of education, which is a very important thing and which is a unifying force for the promotion of national character and integrity. So, the Centre should have overall powers for co-ordinating the policy. Therefore, you must have a uniform policy as far as education goes.

Secondly, education must be purposeful; it must be more vocation-oriented and profession-oriented. It is no use educating our boys up to B. A. or M. A. for becoming clerks. Our boys should be so oriented even from the secondary stage that they can take up some job. They should be technically trained in the various aspects of agriculture and industry.

The third and most important thing, is medium of language, to which Mr. Mukerjee has also referred. Lastly, I would like also to stress the importance about religion and about imparting education on religious aspects.

Coming to my first point, I would like to say that uniformity in the existing pattern of secondary education, or for that matter, university education at the top or primary education at the bottom, is so conspicuous by its absence. So in our country we see today that the standard of our education varies rather disquietingly from region to region with all its signs of deterioration. As a result of these various differentiations in standards we have seen the emergence of the Public Service Commissions on a State as well as all-India basis to assess and adjudge the merits of the candidates. This itself is a negation of the standards of our university education and proof positive to show that there are inherent defects in our education. This bewildering diversity between the standards of different universities is such a palpably rampant matter

[Shrimati Yashoda Reddy]

throughout the length and breadth of the country. In some universities they give a second-class for 40 per cent of marks, while in some universities a boy who gets even 49 per cent is treated as third-class. This sort of differentiation in the standards should be avoided. It is high time for the educationists of our country to rise to the occasion in formulating and implementing a common pattern of education with all the bright features of educational reform and pave the way for national integration.

This bewildering diversity in my opinion is mainly due to lack of co-ordination and concerted action among the boards of secondary education and universities at large in the selection of text-books, in the conduct of examinations, formulation of the curriculum of studies and many other things. And this brings in discrepancies tantamount to disintegration, seclusion and segregation.

The second thing I want to say is this. Instead of frittering away our energies and resources on a sundry variety of schools with no single purpose or ideology we should have a policy of dividing the schools into general schools and profession-oriented schools. And our new policy in education should be in such a way as to enable students to serve the country and the community at large both in peace and during war. The schools of this modification should inculcate among them the noble virtues of citizenship, patriotism, social service, self-sacrifice, self-reliance and qualities like truthfulness and honesty. They should enable them to acquit themselves commendably both in defending the country in war and in dedicating themselves in the many-sided improvement of their motherland in times of peace.

In all the under-developed countries the two problems that face them are poverty and inequality. In India too

the two things we have to eliminate are poverty and, therefore, inequality. But in India, because of the restricted funds, we should divert them from conspicuous consumption and use them to build up capital equipment both in agriculture and in industry. Here education, especially secondary education, has a very vital role to play. It alone can provide the mental and social framework for progress. It provides not merely material for higher education for the elite of the country but also the subalterns on whose assiduity, honesty and energy the renaissance of rural India and industrial India will depend.

Therefore I am convinced that educational expansion in India ought to take the form of massive reinforcement of agricultural and technical education. It must establish self-supporting rural schools which concentrate on teaching co-operative agriculture and other methods of dealing with agriculture and agricultural economy. Only then we will have agriculture-oriented teachers and also students. Today when students get out of the college they think there is no dignity in going to the land and tilling. This attitude towards agricultural problems and agricultural economy is due to the wrong approach in the school itself.

Secondly, the expansion of secondary education must for the next three plans or more be directed more in favour of technical education. By this alone the children of our country will be having a balanced education.

It is now an accepted thing in advanced countries like the United States and Britain that the best investment that a country could make is in education. The best investment is in man, in his development, in imparting knowledge to him, in providing him with the skills which a highly scientific and technological world today required. If this is true of highly developed countries, it is much more true of developing countries like ours.

I regret the tendency in some quarters to minimise the importance of education. Of course, industries and other things are needed. But there is no doubt that we need men to run our factories and plants. But unless we are able to utilise the full talent of our men, and boys, especially educated boys, in social reconstruction, it will be a failure, because the frustration of educated boys when they are unemployed is much greater than the frustration of uneducated men who are unemployed. If there is much indiscipline and frustration, it is because we are not utilising that talent of these young men completely in all spheres of life. As far as I know, I find in the young people of India a high sense of patriotism and idealism. But the patriotism and idealism must find an outlet which would enable them to serve the country and to make the utmost use of the talent they possess.

Coming to the question of language, just now Mr. Mukerjee said that there are some people in India who decry Hindi, who want English for ever and Hindi never. I am one of those who feel that English should be there. Not that I subscribe to the opinion "Hindi never, English ever." I would like to place a few facts before the House in this connection. I have nothing to find fault with the three-language formula. But what I would plead with the Minister is that any rigidity or chauvinism in its implementation may defeat the very purpose of the trilingual solution. Those in charge of education are apt to forget that what is at stake is the future of an entire generation of students. We cannot let parochial pundits to play ducks and drakes with the lives of our young boys.

The main problem in this country is to ensure the primacy of the national over the strong regional loyalties without in any way jeopardising the latter. There is no doubt that in this three-language formula, Hindi will be the language which will connect all the States and the regional

language will be the other language which will take care of the region. But what is the status of Hindi today? Even people who are speaking Hindi, who want Hindi and who are going to teach Hindi, do not have sufficient advanced knowledge in the subjects which they are going to teach. When we are going to have concentration on regional language, what will be the position? The state of affairs one day will be that English is neglected and Hindi has not improved to take the place of English. So, the stage will come when one Indian has to be interpreted by another Indian. So, my submission is, do all that you want to do for Hindi. I have no objection to that. But for a long, long time to come, let English be compulsory at the earlier stages. Let the standards of English be made better and let it be done at the earliest stage. English is not a language which we should give up at any time, I feel English is not only necessary for technical and scientific advancement. If English has been the language of enslavement, it was also the instrument of our emancipation also. It is a language of international importance. (*Interruptions*). It is not only a language of science and technology, but it is also a language of diplomacy. If India has to be great, if India has to have a name in international affairs, if there has to be integration of the country internally, we should encourage English.

Lastly, I come to religion. Many people have said that religion should be taught in our schools. I entirely agree. But religion in no particular name like Hinduism, Islam, Sikhism or Christianity should be taught. Whether it is a public school or private school, religious and moral instruction should be given, but not under any particular label or name. It should be universal and fundamental. Gandhiji said that our children should be taught the fundamental principles of all religions like national patriotic spirit, to treat all human beings as equals, etc. We must make religious instruction compulsory, but

[Shrimati Yashoda Reddy]

whether it is a private school or public school, you should bar any particular religion being taught, or give undue priority over others. This alone will lead to national integration. Sir, I support the Grant.

Shri P. K. Deo: Mr. Deputy-Speaker, Sir, within the short time at my disposal, it will not be possible for me to dilate all the aspects of the Ministry, I would, therefore, confine my observations to a subject which hardly gets an opportunity to be discussed in this House and that is sports. As sports has no political or ideological barrier and in the playground we eschew all our prejudices of caste, creed and religion and political ideology, and as it is the ideal medium for emotional and national integration of the country, if I make any demand that more money should be spent towards sports, I hope I will have the unanimous support of the House. It is all the more imperative, because the very idea that for the first time the Olympic Flame is going to be lit on the Asian soil has spurred our athletes and the various sports organisations to new enthusiasm.

Lately there has been an increasingly growing interest towards sports which is a healthy sign and that is quite evident if you go and see the long queue in front of the box offices if there is a football match or cricket match. It is also evident as during a test cricket match, the radio in every home is switched on to hear the commentary of the test cricket match.

In this regard, I beg to submit that the steps taken and the funds allotted towards this end are far from adequate. Even if some attention for the promotion of sports has been given in the post-independent era by late Rajkumari Amrit Kaur for giving the much-needed coaching to our much-neglected sports, I do not think it is being pursued in the right direction.

The endeavour that is being made by the All India Council of Sports is not sufficient. I beg to submit that it is over-ridden by officials and there is too much of bureaucracy in it. It is dominated by officialdom. I would suggest that people like Dhyani Chand or C. K. Naidu should be associated with All-India Council of Sports. Parliament can be very ably represented by the Maharajkumar of Vizianagaram whose voice is a treat to all of us, when we listen to his commentary on test cricket matches.

I also beg to submit that sufficient attention is not being paid to the construction of various stadia and playgrounds in the country. They are very limited in number. We have got very few playgrounds. To have a football stadium at Calcutta has been the crying need of the day. There has been some controversy between the Defence Ministry and Education Ministry over the construction of a football stadium in the Calcutta maidan, because it is so close to the Fort. I think this controversy must be over by now and we will be pleased to see a full-fledged football stadium in Calcutta very soon.

So far as a cricket stadium at Delhi is concerned, if you are a cricketer and if you would have seen the state of affairs during the last test match, you would know how the capital of a country like India is going without a cricket stadium; it is shocking. So, we must have a cricket stadium at this place.

Last year, we could not participate in the Commonwealth Games because of shortage of funds. Shortage of funds should not stand in the way of sending our teams abroad. After all, these sportsmen are the ambassadors of our goodwill to foreign countries. How useful it would have been if in the pre-Olympic year, our sportsmen had got a chance to participate in the

Commonwealth Games in Australia; if talented men and women could be brought up properly, they will not only distinguish themselves in the various events, but at the same time they will bring honour to this country. I know there are scores of first-class sportsmen who have been suffering from privation. They are hunting for jobs from pillar to post. After all, they are our national assets. Their future ought to be assured. If they go hunting for jobs, if they have a large family to maintain, if there is a large number of dependants hanging on them, where is the question of their taking any nutritious food for body building? The days of ruling princes who used to patronise these sportsmen are gone. Now the responsibility has fallen on this Government to see that the future of these sportsmen is assured. I beg to submit, in the same way as we are providing State pensions to the political sufferers of the freedom struggle, we should start a benevolent fund for those sportsmen who have kept the name of India very high in the field of sports, and their future should be provided for.

Sir, I take this opportunity to make a survey of the standard of sports in this country and make some suggestions for its improvement. At the same time, I would also like to speak something regarding the selection of sportsmen to the various international meets.

Firstly, I would like to submit that Jakarta should not be repeated for this Olympics. While sending our team to the Fourth Asian Games at Jakarta we could not make up our minds in which of the events we were going to participate. Till the last minute we were not sure whether we were going to include a football team in our contingent. First it was included, then it was deleted, then again it was included and at last our football team got the gold medal for this country. Similarly, in the case of boxing we

hesitated to send a boxing team and, ultimately, Padam Bahadur got a gold medal for India and two others brought two bronze medals.

Just because our standard is not good compared to the world standard in certain branches of sport, it is no reason why we should not encourage our sportsmen to participate in these foreign meets. We must know that Miss Arati Saha was able to cross the English Channel, and it would not have been possible for her to cross the English Channel if she would not have participated in the Helsinki Olympics in 1952. I beg to submit that winning a particular event should not be the criterion in sending our teams abroad. If that be so, then in olympic meets only four or five countries would be able to participate. Even small countries like Hong Kong, Malaya, Singapore and Formosa send larger contingents of sportsmen to all international meets.

Coming to field and track events, I beg to submit that our starts in these events crop up and suddenly fade away from the limelight and stagnation sets in. It is because they have no ambition after becoming a national champion or breaking the national record. They think they have achieved everything once they become champions here. If they could be given a chance, they would improve. Their best can only come out if they are pitted against tougher opponents. Our Milkha Singh clocked 45.6 seconds in his favourite 400 metres only in the Rome Olympics even though he came out fourth. Now Makhan Singh is coming up. In the various other events we have got our rising stars like Kenneth Powell in 100 and 200 metres, Mohinder Singh in Javeline Throw, Amrit Lal in 400 metres hurdles, Ramchandran in Pole Vault, Dinshaw Irani in Shot Put and Stephe De Souza among women athletes. In the shooting event we have our colleague, Shri Karni Singh of Bikaner.

Mr. Deputy-Speaker: The hon. Member must try to conclude now.

Shri P. K. Deo: Sir, give me five more minutes because nobody has spoken on this subject.

I was saying that Maharaja Karni Singhji of Bikaner is a potential gold medal winner in the shooting event. He did splendidly well at Cairo. Every facility should be given to all these young men to represent this country in the coming Olympics. Unless that is done, their talents will rot. In this regard I would like to point out that Mr. C. K. Yang, the Decathlon Champion from Formosa created a sensation in 1963 when he cleared 16 ft. 3½ inch and bettered the mark set by Mr. Tork.

Coming to wrestling, if the Greeks had their Hercules, we had our Bhim. Under the chairmanship of my colleague, Shri Majithia, we have been doing splendidly well. Names like Gama and Karim Bux are legendary, but we took to modern wrestling only in 1934. Since then we have been doing exceedingly well. For the first time we joined a wrestling competition in 1948 at the London Olympics and there our Shri Jadhav came sixth. Since then we have been making constant improvement. In the Helsinki Olympics we got a bronze medal and in the Jakarta Asian Games we got one gold medal, three silver medals and two bronze medals. We should send a good contingent of these wrestlers to the Olympics.

In Tennis, we must congratulate Shri Ramanathan Krishnan of Madras who has kept India's name so high among the tennis-countries. But the question is, who after Krishnan? The second string has not acquitted itself so well. Therefore, we must try to select promising young men from the schools and give them scientific training and also send them abroad. It is only then that we can hope to retain the standard of Indian tennis.

Coming to cricket—Sir, it is very interesting and I hope you will give me a couple of minutes

Mr. Deputy-Speaker: But the hon. Member's time is up.

Shri P. K. Deo: In cricket, Sir, I beg to submit, though there has been improvement in quantity, I do not think there has been any improvement in the quality. Though there are a large number of mediocre players, we are still to reach the standard of those stalwarts like Ranji or Nissar or C. K. Naidu. In this connection, I beg to submit, our selection in this field is not so good as it should be. I would like to point out the instance of utilising a brilliant batsman and a fine fielder like Pataudi as captain of the team. It is doing disservice to him. He could have done much better if the responsibility of being the captain could have been taken away from his shoulders. Take the case of Kuderan. If Engineer would not have fallen ill, Kuderan who was selected as an extra would not have got the opportunity to open India's innings so splendidly. He not only did that, he also bettered Manjrekar's individual record by scoring 192 runs against the M. C. C. team, which was beaten by his captain at Delhi—of course, under different circumstances when the result of the match was a foregone conclusion. Here also, I would submit, adequate facilities for training should be given.

In hockey we held the supremacy since 1928. That supremacy has gone to Pakistan now. It is due to two reasons. Firstly, we do not have a versatile centre half back, the king pin on which the movement of the forwards depends. Secondly our forwards have no finish. They dribble and dribble, they hang too much to the ball and they are not able to resist the temptation of another drib-

bling before scoring a goal. All these factors are to be borne in mind. However, we did splendidly well at Lyon. We have got great players like Harbinder Singh, Gurbax Singh and others and they should be able to retrieve India's honour if the selection of the hockey team is made on the basis of merit and not on other considerations.

Lastly, I submit that there should be a separate Ministry of Sports. Otherwise, the object of sports is likely to be neglected. I also suggest that in the nomination to Rajya Sabha opportunity should be given to a sportsman this time.

15 hrs.

Shri Majithia (Taran Taran): Mr. Deputy-Speaker, I am very grateful to you for giving me this opportunity to participate in this debate. I have been following the debate on the Ministry of Education with special interest, particularly for the last few years, and I find that people mostly concern themselves with the educational system and criticise it. But that does not give a complete picture. For instance, sports is one of the essential items needed for the development of the physical capabilities of our youngsters. Yet, when schools and colleges are to be recognised, it is specifically laid down that they should have so many square feet or yard of land per student, the classrooms should have so many doors and windows, the laboratories should be equipped with such and such items but not a word is mentioned about the playing fields. If there are no playing fields, it is no blame on the youngsters that they do not take part in the games. If we provide the play-fields for games, I am quite sure that our youngsters will automatically go to them, take part in the sporting activities of their schools and colleges and come up well.

Before I really come to sports in particular, I would like to say a few words about educational system as it is obtaining now. The examina-

tions are a sore point and the students have in the past come out with quite a few demonstrations and strikes. I feel it is unfair to the student to give him a grading on his showing on the examination papers, which he gets about three hours in a year, for the work he has done for the whole year. Practically very little consideration is given to the class work that he does. Our examinations have to be re-orientated and the only way to do that is to give proper attention to the work done by the student in his class room. It should be incorporated in the result of his annual examination and it is only then that you will find his true worth; not by assessing what the student writes at the time of the examination only.

Apart from this, this will have another advantage. When the student knows that it is his work in the class room that is going to give him more marks, he will work regularly and conscientiously and thus prove himself a real student, instead of mugging up from some notes here and there in the last two months of the year and somehow getting through, as he is doing at the present moment.

Then I would suggest another thing. While compiling the results, the students should be given marks for their extra-curricular activities in the sports fields. For instance today the boy on the top of the class is one who has got the highest marks in the educational sphere. It is quite likely that he has absolutely no interest in sports. If, on the other hand, you give marks for his sporting activities, the student who is good both at sports and studies will come to the top and will get his rightful place. In that case, the educational system will not be lop-sided as it is today.

There is another way in which Government can give its due importance to sports. At present, selection to the Indian Administrative Service, Police Service and Foreign Service is on the basis of examination results. The boy who gets the highest marks

[Shri Majithia]

in academic subjects gets selected with the result that boys who are good at sports find themselves practically ousted by others. I feel that a sports man can do such jobs much better than a person who has wasted his life by only going through books without imbibing what true knowledge is.

Shri Tyagi: Question.

Shri Majithia: May be. I therefore maintain that while selecting boys for the IFS, IAS and IPS you should give a definitely good place for those people who have been taking part in sports.

Coming to the subject of sports as such, yesterday my hon. friend, Shri Joachim Alva, came out with words, and a lot of words. He was talking about 13 fielders in cricket. Sir, I also play cricket and I know something about it.

Shri Tyagi: You are a bowler.

Shri Majithia: There are only 11 people in the field and not 13.

Shri Tyagi: Two are extras.

Shri Majithia: It is criticism by people like this that does a lot of harm to the game itself and gives a wrong impression about the game. I have played cricket in my life and I am happy to say that in spite of playing against fast bowlers, both in fielding and batting, I have not broken a single bone. You do not have to break bones in cricket. That is not cricket at all. As a matter of fact, a good fielder knows that his hands have to be at their proper places and not the other parts of his body where they should not be. The difficulty is that people who do not know anything about the game have got the habit of coming here and talking about it without understanding it. I have got my pity for them. That is all.

So far as the other sports are concerned, I feel that we should take a positive approach. My hon. friend,

the Maharaja of Kalahandi was very right when he said that we have to build stadia, playing fields and all that. I will give you the case of Delhi itself. In the Greater Plan there is a particular area marked out for developing sports fields and stadia. That is there for a long time. But if you go to the area you will find nothing else but barren land and a lot of sand; that is all. Unless the Government comes in and helps in building these stadia and playing fields, you will not have them, because there is not a single federation in the country which has got enough money to divert its funds for this purpose.

Again, it reminds me of my hon. friend, Shri Alva. He made another suggestion, and that was that the children should be allowed entry free of cost at the test matches.

I do not know how his logic works. I do not think I am wrong when I say that the boys, the youngsters, spend at least ten times the money every month on cinemas, coffee shops and other activities and this money goes not into sports but into the private pockets of certain people whereas the money that we get for these tickets sold—it is a bare Rs. 5/- by showing the boys five days cricket once in a year goes right back into the sport.

I am happy to say—because he made a personal mention; therefore, I have to reply to it—that the Delhi Cricket Association which he accused of making money ploughs back into the cricket of Delhi about Rs. 40,000 every year. That is got from no other place; the Government does not give a single pie. We collect this money from the people who come and watch the game and thus improve the game. I am happy to say that the Delhi Cricket Association's team which was right down in the Ranji Trophy before I took over has for the last so many years always figured in the finals of the Zone and has gone up to the semi-finals and finals of the Ranji Trophy. It has come up; it has pro-

duced results. It is not that we make this money and throw it away into some private pockets but we plough it back into cricket and thus improve the game.

There is one other point that I should like to make and that is about the Olympics. I happen to be holding a position over there also. So far the Olympics are concerned, I would refer you to the person who started the game of Olympics and the motto he gave the Olympics was that it was imperative that you took part in the game as a true sportsman. Winning or losing is not the point. You have to take part, rub shoulders with your fellow sportsmen from other countries all over the world and make friendship with them. Winning is a secondary thing. You should try to win, not that you should not try and win, but that is a secondary objective. The idea is to take part.

When we select teams we are confronted with the one problem, namely, what is their standing so far as world placings are concerned. The idea is to take part in world Olympics. Apart from this, if you have this ideal, you can never bring up your youngsters who will never get a chance of competing with others and learning other methods. While selecting a team you should not only see that your best men go but along with them the youngsters who are our future hopes and who have to take up the place of these older men who are getting old. They have to replace them and they have to be trained properly. Unless they get the benefit of competition, they can never come up.

Mr. Deputy-Speaker: The hon. Member's time is up.

Shri Majithia: Just one minute more; I will be finishing.

Mention has been made of Milkha Singh. Milkha Singh produced that timing in the Rome Olympics last time because he got the competition in Europe, Germany, England and other places and he improved constantly. If you tell a person to go

straightaway into the Olympics and produce the record, he cannot do it. Other people in other countries have got that advantage. They give their athletes proper amount of competition not only in their own country but outside also thus improving them and it is, therefore, that they come out with the records and better performances. Unless we are allowed to do that and are encouraged—of course, the Government has to take its part—we can never do that.

One thing more before I sit down.

Shri Sham Lal Saraf (Nominated Jammu and Kashmir): What are our preparations for the next Olympics?

Shri Majithia: If I have the time, I will certainly give you all the answers.

Shri Sham Lal Saraf: The whole House will agree that he explain it for a few minutes.

Mr. Deputy-Speaker: There is no time.

Shri Majithia: I can give him off-hand anything he likes.

I should like to say about the National Institute at Patiala. It is doing a very good job of work. It is coaching our coaches which was an absolute need. But those coaches are useless unless you give the proper stadia and proper fields for them to work where they can pick up the youngsters and train them. Although the first part is there, the second part is sadly lacking.

About the Council of Sports I should not like to say very much. I know that many experienced members are there; but I am sorry to say that at the moment, I think, it is only one person who had been actively associated with sport in India a long time ago who is there. Barring him there is no one else. You have to change the basic idea of selecting members to this Council of Sports. You should have a mixture of those people who have got experience in administration and others who are actively in the know of the present day games, maybe, hockey, football, athletics, wrestling,

[Shri Majithia]

boxing and so many others. They have to come in to give you a balanced view of things.

I know a couple of instances where sub-committees are formed and recommendations made by the Indian Olympic Association or by certain federations of India standing are just circulated among them and on the whims of the members, if one says 'Yes' and two say 'No', the thing is rejected or, if two say 'Yes' and one says 'No', it is accepted. They do not get the time to sit down together, discuss that problem before them and really come to grips with the situation. By simply saying 'Yes' or 'No', on the whims of the people without their realising it, to decide is certainly not fair to the federations. I would certainly urge on the Government to make a note of this and see that whenever recommendations by a federation or the Indian Olympic Association are rejected, a chance is given to the President or the Secretary of that Federation before they finally make up their minds as to what to do about that. Unless this is done, I am afraid, the standard of sports in India is not going to come up.

श्री प्रकाशबोर शास्त्री (विजनीर) :

उपाध्यक्ष महोदय, मन् १९६५ में हिन्दी को राज भाषा बन जाना है, ऐसी संविधान में व्यवस्था है, परन्तु शिक्षा मंत्रालय के इस प्रतिवेदन को देखने से प्रतीत नहीं होता है कि इस दिशा में कुछ तैयारियाँ भी की जा रही हैं। इस सम्बन्ध में मेरा अनुरोध यह है कि हमारे नये शिक्षा मंत्री श्री मुहम्मद करीम चागला जिस समय नवम्बर में यहाँ शिक्षा मंत्री हो कर आये तो उन्होंने ने राज भाषा के सम्बन्ध में इस सदन में और उस सदन से बाहर जो विचार व्यक्त किये उस से ऐसा प्रतीत होता था कि संविधान की मान्यताओं में उन की पूर्ण निष्ठा है। लेकिन अभी मद्रास में कुछ दिन पहले उन्होंने जो भाषण दिया उस से प्रतीत होता है कि दूसरे नेताओं की

तरह उन्होंने भी परिस्थितियों के अनुसार अपने भाषणों को बदलना आरम्भ कर दिया है।

श्री चागला ने अपने मद्रास के भाषण में तीन बातें कही थीं। पहली बात तो यह कही कि हिन्दी में साहित्य की पढ़ाई तो हो सकती है लेकिन विज्ञान की पढ़ाई नहीं हो सकती। मैं आश्चर्यचकित हूँ श्री चागला की इस युक्ति पर। जब दूसरे देशों में अपनी भाषाओं में विज्ञान की पढ़ाई हो सकती है, जर्मनी में उन की अपनी भाषा में विज्ञान की पढ़ाई हो सकती है चीन में उस की अपनी भाषा में विज्ञान की पढ़ाई हो सकती है, रूस में, जोकि इस समय अंतरिक्ष यात्रा में सब से अधिक आग बढा हुआ है, कौन सी अंग्रेजी के माध्यम से विज्ञान की पढ़ाई होती है। रूस के शिक्षा मंत्री जब अभी पीछे यहाँ आये थे तो उन्होंने यह बतलाया था कि उन के यहाँ जो छोटी स्टेट्स हैं उन में भी उन की अपनी भाषा में विज्ञान की पढ़ाई होती है। जाजिया में जाजियन भाषा में विज्ञान की पढ़ाई होती है, कजाकिस्तान के अन्दर ३० प्रतिशत विद्यार्थी ऐसे हैं जो कजाकी भाषा में विज्ञान की पढ़ाई करते हैं। दूसरे देशों को छोड़िये, हमारे अपने देश में गुजरात सरकार ने मेडिकल और इंजीनियरिंग को छोड़ कर जितनी भी विज्ञान की पढ़ाई है उस को गुजराती के माध्यम से आरम्भ कर दिया है और धीरे धीरे वह प्रतिवर्ष उसमें एक एक पग बढ़ाते चले जा रहे हैं। तब केन्द्र के शिक्षा मंत्री की यह युक्ति गले के नीचे नहीं उतरती है कि वह हमारे देश में विज्ञान की पढ़ाई हिन्दी के माध्यम से नहीं कर सकते। अगर शिक्षा मंत्री के मस्तिष्क में इस प्रकार की धारणा बैठ जायेगी तो मेरा अनुमान है कि हम कभी भी अपनी भाषा में अपना काम आरम्भ नहीं कर सकेंगे।

दूसरी जो सब से बड़ी बात श्री चागला ने अपने मद्रास के भाषण में कही थी वह यह कि जब तक हिन्दी समर्थ नहीं होती तब तक

अंग्रेजी को कमजोर नहीं होना देना चाहिए । यह युक्ति उसी प्रकार की है जिस प्रकार से कभी अंग्रेज भारत को स्वतंत्रता देने के सम्बन्ध में कहा करते थे कि जब तक हिन्दु-स्तानी इस योग्य न हो जायें तब तक स्वाराज्य उन्हें नहीं सौंपा जा सकता है ।

मैं पूछना चाहता हूँ आखिरकार हिन्दी को समर्थ बनाने का दायित्व किस पर है ? जब शिक्षा मंत्रालय, जोकि करोड़ों रुपये का बजट पास कराना चाहता है, उसे समर्थ नहीं बना सकता, तो और कौन उसे इस योग्य बनायगा कि वह अंग्रेजी का स्थान ले सके ।

एक बात मैं और प्रश्न के रूप में बड़ी गम्भीरता के साथ पूछना चाहता हूँ । वह यह है कि क्या मंत्री बदल जाने के साथ सरकार की नीतियों में भी परिवर्तन हो जाता है ? डा० के० एल० श्रीमाली ने कई बार संसद् में यह घोषणा की थी कि विश्व-विद्यालयों की शिक्षा का माध्यम क्षेत्रीय भाषायें बनेंगी, शिक्षा मंत्रियों के सम्मेलन में भी उन्होंने यह कहा और अपने बहुत से भाषणों में भी यह कहा । लेकिन नए शिक्षा मंत्री ने यह कहना आरम्भ कर दिया कि विश्वविद्यालयों में शिक्षा का माध्यम क्षेत्रीय भाषाएं नहीं हो सकतीं । क्या डा० श्रीमाली की घोषणा व्यक्तिगत घोषणा थी या वह सरकारी नीति की घोषणा थी ? यदि वह सरकारी नीति की घोषणा थी, तो दूसरे शिक्षा मंत्री को भी उस पर दृढ़ रहना चाहिए और उसे व्यावहारिक रूप देने का यत्न करना चाहिये ।

एक बात हिन्दी के सम्बन्ध में मैं और कहना चाहता हूँ । सरकार हिन्दी के प्रचार की घोषणा तो करती है, लेकिन हिन्दी के प्रचार के सम्बन्ध में वह कितनी सतर्क है इसका एक उदाहरण अभी मेरे सामने आया । अहिन्दी भाषी राज्यों को केन्द्र से हिन्दी के लिए छात्रवृत्तियां दी जाती हैं । सन् १९६३-

६४ में इन छात्रवृत्तियों के लिए ५ लाख ८ हजार रुपया दिया गया । पीछे मुझे दक्षिण भारत के कुछ राज्यों का भ्रमण करने का अवसर मिला, तो मैंने देखा कि एक कालिज में दो से अधिक लोगों को यह छात्रवृत्ति नहीं मिलती । सन् १९६४-६५ के लिए इस रकम को बढ़ा कर ५ लाख ६२ हजार कर दिया गया है । लेकिन जहां अहिन्दी राज्यों में हिन्दी के प्रचार के लिए शिक्षा मंत्रालय यह धन राशि दे कर हिन्दी के प्रचार का दावा करता है, वहां शिक्षा मंत्रालय हैदराबाद की केन्द्रीय अंग्रेजी शाला के लिए कितना धन देता है । सन् १९६३-६४ में इसके लिए ४ लाख रुपया दिया गया और सन् १९६४-६५ में इसके लिए १० लाख २२ हजार रुपया रखा गया है, और घोषणा यह की जाती है कि सरकार हिन्दी को देश में शीघ्र व्यावहारिक बनाना चाहती है । मुझे आप यह कहने की आज्ञा दीजिए कि शिक्षा मंत्रालय में अभी भी वही पुरानी मनोवृत्ति बनी हुई है और हमारे संविधान की मान्यताओं के अनुरूप वह बदल नहीं बन पायी है ।

अगर आप को हिन्दी को सचमुच शीघ्र व्यावहारिक रूप देना है तो दक्षिण भारत में कम से कम एक हिन्दी माध्यम का विश्व-विद्यालय अवश्य खोलना चाहिये । मैं अपने व्यक्तिगत अनुभव के आधार पर यह कहना चाहता हूँ कि उधर के अनेक छात्रों की यह इच्छा है कि वे हिन्दी माध्यम से उच्च शिक्षा प्राप्त करें, लेकिन उसके लिये कोई व्यवस्था नहीं है ।

दूसरे इस सम्बन्ध में मेरा यह सुझाव भी है कि दक्षिण भारत के जो हिन्दी के अध्यापक हैं उनका ल.स में एक दो बार सम्मेलन उधर बुलाया जाये जिससे पता चले कि उनकी क्या कठिनाइयां हैं और उनसे इस सम्बन्ध में सुझाव लिए जा सकें कि उस क्षेत्र में हिन्दी को कैसे अधिक व्यावहारिक रूप दिया जा सकता है ।

[श्री प्रकाशवीर शास्त्री]

तीसरी बात जो मैं कहना चाहता हूँ वह यह है कि अब तो शिक्षा के बारे में सारा दायित्व शिक्षा मंत्रालय पर ही है, पहले तो वैज्ञानिक अनुसंधान मंत्रालय अलग था, लेकिन अब वह भी शिक्षा मंत्रालय में शामिल कर दिया गया है। पीछे राज्यों के मुख्य मंत्रियों ने मिल कर यह बात तै कर दी थी कि भारत की सब भाषाओं को एक दूसरे के निकट लाने के लिए देवनागरी लिपि को सामान्य लिपि के रूप में स्वीकार कर लिया जाय, मैं जानना चाहता हूँ कि इस सर्वसम्मत निर्णय को व्यावहारिक रूप देने में शिक्षा मंत्रालय को क्या कठिनाई है। इस दिशा में अब तक कोई पग क्यों नहीं उठाया गया ? सब भारतीय भाषाओं को निकट लाने के लिए यह भी अच्छा हो, जैसे आप अन्य कोष तैयार करवा रहे हैं, एक ऐसा भी कोष तैयार कराया जाय जिसमें वे शब्द रखे जायें जो अनेक भारतीय भाषाओं में एक से चलते हैं। मैं इस बात पर फिर जोर देना चाहता हूँ कि आप को देवनागरी को सामान्य लिपि के रूप में चालू करने के लिए पूरा यत्न करना चाहिये।

इससे मिलती जुलती एक बात मैं संस्कृत के सम्बन्ध में कहना चाहता हूँ। हमारे प्रधान मंत्री कई जार कह चुके हैं कि संस्कृत हमारे देश की भाषाओं की जननी है। शिक्षा मंत्रालय और दूसरे मंत्रालय भी प्रधान मंत्री का मुँह देख कर अपनी नीति निर्धारित करते हैं। तो जब प्रधान मंत्री संस्कृत के सम्बन्ध में यह राय रखते हैं तो आपने इस संबंध में क्या पग उठाये हैं ? आपने संस्कृत के विकास के लिए क्या किया है। अगले वर्ष में संस्कृत के विकास के लिए केवल २ लाख २० हजार रुपया बजट में रखा गया है यह राशि बहुत थोड़ी है। मैं चाहता हूँ कि इसको बढ़ाया जाये इस सम्बन्ध में मैं एक उदाहरण भी आपके सामने रखना चाहता हूँ। तिरुपति संस्कृत विद्यापीठ के लिए सन

१९६३-६४ के बजट में डढ़ लाख रुपया रखा गया था। लेकिन सन १९६४-६५ में उसके लिए एक नया पैसा भी नहीं रखा गया। यह है संस्कृत के लिए सरकार की आत्मीयता का सूचक।

15.24 hrs.

[Mr. SPEAKER in the Chair]

संस्कृत के विकास के लिए सूदूर भारत में जो संस्था अच्छा काम कर रही थी उसके लिए इस साल कुछ भी नहीं रखा गया।

तीसरी पंचवर्षीय योजना में संस्कृत के विकास के लिए ६ लाख रुपया रखा गया था। उसमें से गत वर्ष तक केवल ७५ हजार रुपया खर्च किया गया। क्या इस तरह संस्कृत का विकास किया जा सकेगा। क्या इसी तरह देश की विभिन्न भाषाओं को एक दूसरे के निकट लाया जायेगा।

जहां तक नए शिक्षा मंत्री का सम्बन्ध है मुझे एसी कोई जानकारी नहीं है कि वे शिक्षा शास्त्री भी हैं और मारा देश भी इस बात को ऐसा ही समझता है। यह मैं मानता हूँ कि वह एक अच्छे न्यायाधीश हैं। लेकिन वह एक शिक्षा शास्त्री हैं इस विषय में मेरी जानकारी नहीं के बराबर है। उनके एक एक न्यायाधीश होने के नाते मैं आपके द्वारा उन की अदालत में अपना एक केस रखना चाहता हूँ और आशा करता हूँ कि उप शिक्षा मंत्री जो मेरी इस बात को उनके कानों तक पहुंचा देंगे। गत वर्ष हम ने देश की दो शिक्षा संस्थाओं को राष्ट्रीय महत्व की संस्थाएं घोषित किया था, एक तो दिल्ली की जामिया मिल्लिया इस्लामिया और दूसरा गुरुकुल कांगड़ी। गुरुकुल कांगड़ी में एम० ए० तक शिक्षा दी जाती है और भी कई विषयों की फ़ैकल्टियां वहां खोली गई हैं, जबकि जामिया मिल्लिया में केवल बी० ए० तक की पढ़ाई होती है और बी० एड० की शिक्षा दी जाती है। लेकिन

पिछले वर्ष गुरुकुल कांगड़ी को ३० हजार रुपया दिया गया और जामिया मिल्लिया को जितना घाटा होगा उसकी पूर्ति का दायित्व शिक्षा मंत्रालय ने अपने पर ले लिया। इस वर्ष के बजट में गुरुकुल कांगड़ी को एक लाख ११ हजार रुपया दिया गया और जामिया मिल्लिया को ११ लाख रुपया दिया गया। मैं जानना चाहता हूँ कि क्या कारण है कि गुरुकुल कांगड़ी को, जहाँ एम० ए० तक शिक्षा दी जाती है और जहाँ कई विषयों की फैंकल्टीज खोली गई हैं, केवल १ लाख ११ हजार दिया जाय और जामिया मिल्लिया को जहाँ केवल बी० ए० तक पढ़ाई होती है ११ लाख रुपया दिया जाये और एक लाख शायद भवन बनाने के लिए दिया गया है। मैं समझता हूँ कि चांगला साहब क्योंकि न्यायाधीश हैं इसलिए वह अपने मंत्रालय द्वारा अन्याय नहीं होने द सकते, और वह जानते हैं कि किस को कितना दिया जाना चाहिए और किस की कितनी आवश्यकता है? न वह किसी के दबाव में आ कर ही कोई निर्णय करेंगे यह भी हमें मालूम है क्योंकि हमने देखा कि श्री टी० टी० कृष्णमाचारी के केस में उन्होंने दूध का दूध और पानी का पानी अलग कर दिया था। लेकिन अगर दिल्लो आ कर वह किसी अन्य आधार पर निर्णय करने लगे हों तो मैं नहीं कह सकता।

सरदार सुरजीत सिंह मजीठिया ने जो बात कही उसी के सम्बन्ध में मैं एक मिलती जुलती बात और कहना चाहता हूँ। भारत वर्ष की जनगणना के अनुसार १३ प्रतिशत व्यक्ति केवल शहरों में रहते हैं और ८७ प्रतिशत व्यक्ति गांवों में रहते हैं। मैं जानना चाहता हूँ कि ये जो ८७ प्रतिशत व्यक्ति गांवों में रहते हैं इन में से कितने खिलाड़ी चुने जाते हैं! आप की देहातों में से भी अच्छे खिलाड़ियों की चूनना चाहिए।

अन्त में मैं एक बात देश में चल रही राष्ट्रीय अनुशासन योजना के सम्बन्ध में

कहना चाहता हूँ। यह संस्था जो अच्छा काम कर रही है उसके लिए शिक्षा मंत्री को चारों ओर से बधाइयां मिल रही हैं। लेकिन मेरे विचार में यह कार्य मन्द गति से ही रहा है। अगर इसी मन्द गति से यह कार्य होता रहा, जैसाकि शिक्षा मंत्रालय की योजना है तो शायद आप को अपने लक्ष्य तक पहुंचने में बीस या पच्चीस साल का समय लगे। इसलिए मेरा सुझाव है कि इस योजना को अधिक व्यावहारिक रूप दिया जाय और अधिक ट्रेनिंग केन्द्र बनाए जायें जिस से देश को संकट काल में सहायता मिल सके।

दूसरी बात मैं कहना चाहता हूँ अलीगढ़ मुस्लिम विश्वविद्यालय के बारे में। इतनी लम्बी चौड़ी रिपोर्ट आने के बाद और शिक्षा मंत्री के यह कहने के बाद कि वहाँ उस को व्यावहारिक रूप दिया जा रहा है, हम देखते हैं कि अब भी नियुक्तियों के सम्बन्ध में पक्षपात बरता जा रहा है। प्रवेश के सम्बन्ध में कोई नियम नहीं है। यह रिपोर्ट आने के बाद भी ये चीजे वहाँ ज्यों की त्यों चल रही हैं। इस सम्बन्ध में मैं केवल एक ही उदाहरण आप के सामने रखना चाहता हूँ। एक व्यक्ति जिस को शिक्षा मंत्रालय ने पी० एच० डी० के लिए अमरीका भेजा इलियोनिस विश्वविद्यालय में, और वहाँ बीस विद्यार्थियों में से जो प्रवेश पाना चाहते थे जो चार विद्यार्थी अनुत्तीर्ण घोषित किए गए, उनमें से जो एक था और जो वापस लौटा दिया, उस को वहाँ प्रोफेसर नियुक्त कर लिया गया जबकि सिलेक्शन कमेटी ने अपनी रिपोर्ट उसके खिलाफ दी थी। पहले उपकुलपति ने चलते चलते उस व्यक्ति को नियुक्त कर दिया और आने वाले उपकुलपति ने उन के निर्णय की पुष्टि कर दी। तो हमारे विश्वविद्यालयों में, जोकि विद्या के मन्दिर हैं, और जिन पर करोड़ों रुपया जनता का खर्च किया जाता है, अगर ये चीजे चलती रहेंगी तो उसका शिक्षा के विकास पर कैसा बुरा प्रभाव पड़ेगा।

[श्री प्रकाशबीर शास्त्री]

एक बात मैं और कहना चाहता हूँ कि आप अपने देश से दूसरे देशों में भाषण देने के लिए जिन व्यक्तियों को भेजते हैं उनको तो जरा संभाल कर भेजा कीजिए। अभी एक घटना घटी। हमारे देश के एक बहुत बड़े व्यक्ति हैं जिनको आस्ट्रेलिया डेढ़ महीने के लिए संस्कृति और इतिहास पर भाषण देने के लिये भेजा गया। यह वे व्यक्ति हैं जिन्होंने "फर्स्ट निजाम" नामक २७६ पृष्ठ की एक पुस्तक लिखी है जिसका मूल्य है साढ़े १७ रुपये। इस पुस्तक में जो आपर्पितजनक चीज है वह यह है कि इन्होंने इसमें लिखा है कि मराठे मुगलों को देखकर एम भाग जाते थे जैसे भेड़िए को देख कर भेड़े। इसमें यह भी लिखा है कि भटियारियों ने मराठों के घोड़े लूट लिए। तो इतिहास की घटनाओं को जिस व्यक्ति ने इस गलत प्रकार गलत चित्रित किया हो उसे शिक्षा मंत्रालय ने डेढ़ महीने तक इतिहास पर भाषण देने के लिए आस्ट्रेलिया भेजा। क्या ऐसे व्यक्ति विदेशों में हमारे गौरव का रक्षा कर सकेंगे ?

सब से अन्त में मैं सी० एम० आई० आर० के डाइरेक्टर जनरल के बारे में एक बात कहना चाहता हूँ। मैं जानना चाहता हूँ कि वह महानुभाव जिनके कन्वें पर इतना बड़ा दायित्व है महीने में दिल्ली कितने दिन तक रहते हैं ?

Shri S. Kandappan (Tiruchengode):
It is unfortunate that even in a representative Parliament like ours, there are certain genuine grievances that are not fully realised perhaps due, to lack of representation. One such complaint that I would like to bring to the notice of the Minister of Education is about the negligence in the study of classical Tamil by the Ministry of Education.

Out of fourteen languages listed in the Eighth Schedule to our Constitution, we know that Sanskrit is a classi-

cal language. What most of the hon. Members do not know is that there is a modern Indian language in the list which has a rich literature dating from a hoary past, which is as classical as Sanskrit. One of the former Education Ministers of the Union, the late Maulana Abdul Kalam Azad recognised this truth, and while inaugurating the First All India Conference on Letters, as early as March 15, 1951, in New Delhi, had made the following remarks:

"The fourteen languages recognised by the Constitution include Sanskrit and Tamil. Sanskrit is, of course, in a class by itself and is rightly recognised as one of the most developed of classical languages. Tamil also has a rich and ancient literature and its poetry has been and deserves to be translated into foreign languages. We must, however, remember that Tamil is really a classical language."

These were the words of the late Maulana Abdul Kalam Azad.

It is gratifying to note that the First Education Minister of the Union recognised the classical nature of Tamil, but, unfortunately, the matter ended there. No step has been taken so far to promote the study of classical Tamil even in Tamilnad. It may be interesting for you to learn that for the twentieth century Tamilian, his ancient literature is all Greek and Latin. Only a very few who have taken Tamil language and literature for their special studies are in a position to go through the gems which we call as the Sangam literature. A grammar of classical Tamil, *Tolkappiam*, according to some historian five thousand years old but considered by no student of history of literature to be younger than three thousand years, is truly a repository of ancient culture. Unless this text together with two anthologies, namely *Ettuthokai* and *Pathuppattu* and two

epic dramas, namely *Silappadikaram* and *Manimekala* are properly explored, all our oriental studies will be incomplete, and we cannot write an ancient Indian history worth the name.

So, I would plead with the Union Ministry of Education to constitute a Central Board on the model of the Sanskrit Board to promote Tamil studies. I am sure Government would not feel shy of broadening the scope of Indian culture.

So many hon. Members have referred to the problem of language in our educational system, particularly, to the medium of instruction, and have made out a strong plea to adopt the mother-tongue as the medium of instruction in all stages. Sir, permit me to say that in no other country do we find the educational system so chaotic as it is in our country today. We send our children to schools to learn and the institutions are there to impart knowledge, but instead we find our youth straining every nerve to learn the vocabulary and structure of three or even more languages as if all future Indians are going to be linguists.

The learning of a language is necessitated because it is the only vehicle of thought and an inevitable medium for the acquisition of any kind of knowledge. And nobody has ever denied the truth that the best medium could be one's own mother-tongue. I need not labour on this point, since Government have categorically stated that all national languages are to be used as media in their respective areas. But I doubt very much whether Government honestly believe in what they profess to hold. If they do, may I ask what the necessity is for providing Hindi medium in the non-Hindi-speaking areas? Can Government conscientiously deny that their plea for including education in the Concurrent List is not for the sake of starting Hindi schools all over the country, suppressing all other national languages? We all know that a boy or

girl chooses his or her studies with a view to his or her future. When the future is assured only with Hindi, the inevitable temptation will be to attend Hindi medium institutions. Where will it lead to? Only the Hindi-speaking people will be the chosen race as the Romans of old, to taste the fruits of freedom; others, specially those from the South, will be perpetual slaves, faithfully serving under the new Hindi masters as they did previously for the old English masters.

Here, may I ask one pertinent question? Why is there this problem of Hindi? If it is purely a matter of administrative convenience, English will be more effective and suitable. Its usage could be kept to a minimum as a link between the national languages intra-nationally, and could be used solely for international communications. After all, India is not going to lead an isolated life on this terrestrial globe.

When an hon. Member from Andhra Pradesh was pleading for English, there was a voice from our side of the House saying that it was a shame. If it is a shame to plead for the retention of English, it is equally a shame for those who come from Andhra Pradesh or Madras to ask for Hindi also. Between these two, we have to choose, and that is the unfortunate position in which we are placed.

An Hon. Member: Choose none.

Shri S. Kandappan: The only reasonable argument for the advocacy of Hindi is based on sentiment. The phonetic similarity in the words 'India', 'Hindi', or 'Hindu' does not connote any underlying connection between them. The fact that I am an Indian does not make Hindi my mother tongue by any stretch of imagination.

[Shri S. Kandappan]

Here, I would like to quote a few sentences from Dr. V. K. R. V. Rao. He has said:

"Language after all is not merely a medium of communication; it is also the repository of the life and culture of the people. Surely, we do not want to denationalise India in the name of strengthening its national unity."

Government may do well to take note of this and to give all the nationalities in India a real sense of freedom, not freedom from the British to serve under the 'Hindians'. But unfortunately, that is what is precisely happening in India today. Aiming at uniformity in the name of unity, to say the least, is a political fraud of the majority over the dumb minorities.

I would like to illustrate this point by a concrete example. In the Centrally administered territory of the Andaman and Nicobar Islands, there are about 100 primary and secondary schools, and lakhs of rupees are being spent every year there for the promotion of education. Thousands of Tamilian settlers are there living with their families, and I am shocked to find that there is not a single school where Tamil is taught in the Andamans, even at the primary level. They are being compelled to learn Hindi by the dictatorial Chief Commissioner there. His authority is all-pervading and apprehended by the poor settlers there. I would like to know from the hon. Minister of Education whether it is obligatory on the part of the Tamilian settlers there to dissociate themselves completely from their mother-tongue for the honour of calling themselves Indians. I want an immediate probe into this matter, and I am prepared to prove the charges that I have made here. Before I conclude, I would like to place on record that the Tamilian sentiment is very strong on this language issue, and request

the Government in the name of Chinnaswamy who burnt himself alive a day before the Republic Day this year in Tiruchirappalli to protest against the onslaught of Hindi, to drop or suitably amend the pernicious language clause in the Constitution which confers a supreme status on Hindi. It is a blot on the Constitution, and discriminatory and unfair to the non-speaking Indians. I and our party consider that all the expenditure incurred in the name of promoting Hindi is a criminal waste and a drain on our economy.

Let me remind this House, in the name of 'Anna' our revered leader, that it is neither democratic nor socialistic, and we will, as a self-respecting race, will never put up with it.

Shri Sham Lal Saraf: Mr. Speaker, Sir, while supporting the Demands of the Ministry of Education, I appreciate very much the expansion that has taken place in education all over the country at all levels, though one thing remains yet to be done, namely, consolidating the position achieved wherever education has reached. I have had occasions to tour round the country, even the remotest parts, and I am happy to find that full and equal opportunities have been provided to all classes of people without distinction of caste, colour or creed for education, and they can go to any level and any stage in education which they want.

So much has been said by hon. Members who preceded me that I will not take the time of the House in dilating on those points. But I will speak on three or four points which strike me as very important.

The first relates to the importance for scientific research. As my hon. friend, Shri Vidyalankar said yesterday, I also personally am very much interested in scientific research. Our Government has, no doubt under the inspiring leadership of our Prime Minister, taken a lot of interest in

setting up a chain of scientific institutions for scientific research. But this time what we find is that the name 'Scientific Research' has been struck down from the name of this Ministry. If my hon. friend, the Deputy Minister will listen to me for a minute, I would like to tell him that I have had occasions to go round the world to a number of countries and the conclusion that I have come to after seeing things there is that they have gone far far ahead of us whereas now we have even taken the nomenclature 'Scientific Research' from the name of the Ministry. In order to create that fervour that is associated with this and that should be there, I would submit with all the emphasis at my command that the Ministry may be redesignated as 'Ministry of Education and Scientific Research', so that the people here, in the field, in the factories and in the research laboratories all over may know that our country means to make great strides in science alongside the bigger countries of the world who may have bigger achievements in scientific research to their credit. A country like India inhabited by 450 million people should also occupy its proper place in the scientific map of the world.

Recently, a number of things have been done in our Atomic Energy Department of which every one of us should feel proud. Therefore, I would submit through you that our Government should reconsider this position and give the proper designation to this Ministry renaming it as Ministry of Education and Scientific Research. That will be very appropriate. That is what all of us want.

Last year, when the Demands of the Ministry were under discussion here, some of us who participated in the discussion raised a cry about certain aspects of the working of the laboratories. I am very happy that our Prime Minister and the then Minister in charge immediately reacted very favourably and appointed a

Committee to go into the matter—if I am correctly informed—of the working of these laboratories all over the country. I do not know whether its report has been submitted. I hope the hon. Minister, when he replies to the debate, will tell us something about what the position now is with regard to the working of these laboratories and whether he is absolutely satisfied about the constitution, running and operation of these scientific institutions.

To tell you an instance, I had occasion to read a few reports during the last week. I find in other countries in the world, the authorities encourage scientists and entertain them irrespective of age. But here a case has come to my notice which causes some concern. A young man, who is now-a-days working in the Pimpri factory, who is a D.Sc., Ph.D., in addition to a number of other things to his credit plus the highest honour he earned in USA in research on some medicinal plants or something like that, was rejected for this reason 'that you are a young man yet' I would like to suggest to the Minister that where such matters are concerned, considerations of age, caste, creed or anything of that kind should not stand in the way of their services being utilised. Let us create that fervour, that atmosphere and that climate which alone will encourage scientists to give of their best and enable our country to make rapid strides in this field.

Another thing I have to say is with regard to textbooks. Reference has been made by some friends to certain things. I would only mention here what I feel about it. The prices of text books are never reasonable. The quality of printing has very much deteriorated. Thirdly, books are not available always at all centres where they should be available. There are printing errors. The paper used for printing books is absolutely of poor quality. These matters may be looked into.

[Shri Sham Lal Saraf]

Another aspect requiring investigation is the question of monopoly in printing. If there is competition in this field, we can get better quality work done.

Another very important matter is about indiscipline among students. My little personal experience shows that wherever the space is less and students more, wherever pupil-teacher ratio is not in order, wherever the schools are not fully equipped, wherever the quality of teaching is not up to the mark, we see indiscipline prevailing. I will not be able to go into details. But these may be looked into.

Then again—as has been said by some friends here—in certain institutions teachers and professors have been appointed who are not well versed in their subjects. What will be the result? Indiscipline.

Shri Tyagi also mentioned about political influence on students. If I am not mistaken, wherever these teachers' constituencies exist, they should be done away with. The inroad politics has made into the student world through the medium of these teachers' constituencies to legislative bodies have not only divided students in their studies into warring camps but have also brought about indiscipline.

Then there is the question of educated unemployment. Personally, I am not absolutely satisfied with the present day policy of education. Of course, I can have no time to speak on it. But I would say this that in order to forge a proper educational policy for the country, Government has to see that different streams come and different streams leave at different stages in education. This is a very important point. Streams join and streams leave the main stream at different stages of education so that there will not only be no waste in education but the products of education go into different vocations in life.

Another point is about sports. Some of my friends have already spoken on it. One basic thing I would like to emphasise is this: that Government should take more and more interest in organising these sports federations and sports councils. What is the position today? Most of the members of the sports council are official members. As an hon. friend said, sportsmen in the interior of the country are not encouraged. If you have non-officials on these bodies, like my hon. friend, Sardar Majithia and our friend, the Maharajkumar sitting over there,—men who have devoted their lives for the promotion of sports in this country—we can have much better results. So these sports federations and sports councils should be reconstituted giving tuted giving representation to proper men, particularly the non-official element. Then it might be possible for us to conduct our sports activities and acquit ourselves in various games in a better manner.

I asked a question of the Education Ministry as to what preparations they were making for our country's participation in the coming Olympics at Tokyo. The reply was that it was being done by the sports council. I am not satisfied with this reply. May I say that the Education Minister must take a lead in this matter? He should feel that sports are as important as reading in a college or any other institution. Therefore, I hope he will infuse new life into these institutions and see that our teams are properly organised so that they can acquit themselves creditable in various events.

श्रीमती कमला चौधरी (हापुड़) :
 अध्यक्ष महोदय, मैं आप की कृताज्ञ हूँ कि आप ने मुझे समय दिया है। मैं शिक्षा मंत्रालय की मांगों का समर्थन करना चाहती हूँ। इसके साथ साथ मैं मंत्री महोदय तथा उपमंत्री महोदय का भी स्वागत करती हूँ।

शिक्षा के सम्बन्ध में बहुत से माननीय सदस्यों ने अपने विचार प्रकट किए हैं। जब से हमारा देश स्वतंत्र हुआ है तब से आज तक यह मांग जनता की तरफ से बराबर की जाती रही है कि कोई निश्चित पद्धति हमारी शिक्षा की होनी चाहिए। इसमें कोई सन्देह नहीं है कि शिक्षा पद्धति में बहुत दोष हैं और वे दोष आज प्रत्यक्ष रूप में हम को दिखाई दे रहे हैं। हमारे जो स्नातक विश्वविद्यालयों से निकलते हैं उन में अनुशासनहीनता बढ़ती जा रही है। उन्हें शिक्षा में पाण्डित्य प्राप्त नहीं हो रहा है। क्या ऐसी शिक्षा पाने वालों के बल पर, हमारी जो नई पीढ़ियाँ शिक्षित हो कर आने वाली हैं, उनके बल पर देश के किसी कन्याणकारी भविष्य की आशा की जा सकती है? मैं नग्नतापूर्वक निवेदन करना चाहती हूँ कि आज समय आ गया है जब हमारी सरकार का निश्चित मत शिक्षा के सम्बन्ध में होना चाहिये।

सब से पहली आवश्यकता मुझे यह मालूम पड़ती है कि शिक्षा का भार राज्यों के ऊपर न हो कर, केन्द्रीय सरकार पर हो, चाहे वह प्रारम्भिक शिक्षा हो या माध्यमिक शिक्षा हो या उच्च स्तर की शिक्षा हो, केन्द्रीय सरकार के द्वारा प्रचालित होनी चाहिये। केन्द्र को यह भार अपने ऊपर लेना चाहिये।

शिक्षा में सब से बड़ी कमी जो मुझे आज प्रतीत होती है वह कमी यही है कि हम अभी तक यह तय नहीं कर पाये हैं कि शिक्षा का माध्यम क्या हो। मुझे स्मरण है कि हमारे गुरुदेव रवीन्द्र नाथ ठाकुर ने इस विषय में अपना मत प्रकट किया था और कहा था कि नौ वर्ष की अवस्था तक हमारे लड़के लड़कियों की शिक्षा का माध्यम उन की मातृभाषा होना चाहिए न कि एक विदेशी भाषा। गांधी जी ने भी आज से ४५ वर्ष पूर्व 'यंग इंडिया' में लिखा था कि अगर मैं एक निरंकुश शासक के अधिकार प्राप्त कर सकता तो सब से पहले वह कहता कि हम अपने लड़के लड़कियों को एक विदेशी भाषा के माध्यम

में पढ़ाने को तैयार नहीं हैं और मैं अध्यापकों को कहता कि या तो तुम यह परिवर्तन बहुत शीघ्र लाओ, वरना तुम नौकरी से बरखास्त कर दिये जाओगे। ये सब विचार हमारे सामने होते हुए भी, हम इस दिशा में कोई उल्लेखनीय पग नहीं बढ़ा पाये हैं। शिक्षा की यह शोचनीय अवस्था देख कर मुझे वह पिठनी बात याद आ जाती है कि आज हमारी अपनी सरकार है, देश के संचालन का भार राष्ट्रीय सरकार के ऊपर है लेकिन फिर भी शिक्षा पद्धति में परिवर्तन नहीं हो रहा है। मैं यह तो नहीं कहती कि कोई विकास ही नहीं हुआ है। विकास हुआ है लेकिन वह विकास इतना कम है कि आज देश में शिक्षा के प्रति असन्तोष बढ़ता जा रहा है। प्रत्येक व्यक्ति आज इस जागृति के युग में यह चाहता है कि हम अपने बच्चों को अच्छी एवं उच्च शिक्षा दें। लेकिन उनकी कठिनाइयों को आप को समझना चाहिये, देखना चाहिये। मैं समस्त देश की बात न कर के केवल अपने जिले की बात कहना चाहती हूँ। मेरे उत्तर प्रदेश की स्थिति भी इसी प्रकार की है। हमारे यहां छोटे स्कूल जो हैं जिन को प्रारम्भिक शिक्षा के स्कूल कहा जा सकता है, वे नगरपालिकाओं द्वारा चलाये जाते हैं, ग्रामों में वे स्कूल जिला परिषदों के द्वारा चलाये जाते हैं। उनका स्तर इतना निम्न है कि कोई भी पढालिखा व्यक्ति उन में अपने लड़कों को तालीम दिलाना नहीं चाहता है। लेकिन वे विवश हैं। उनके पास इतना धन नहीं है कि कोई और प्रबन्ध कर सकें। वे अपने बच्चों को कहां पढ़ाएँ, आज यह समस्या उन के सामने है। शहरों में भी यही स्थिति है। नगरपालिकाओं के जो प्रारम्भिक स्कूल हैं, उन में लोग अपने बच्चों को पढ़ाना नहीं चाहते हैं। जो निजी स्कूल हैं, कानवैत पद्धति के स्कूल हमारे देश में हैं, उन में लोग अपने बच्चों को पढ़ाते हैं। बड़े दुख का विषय है कि उन की भाषा का माध्यम भी हमारी अपनी भाषा नहीं है, अंग्रेजी है। आज लोग परेशान हैं। वे समझ नहीं पा रहे हैं कि आखिर हम अपने बच्चों की किस

[श्रीमती कमला चौधरी]

तरह से शिक्षा दिलायें। उसी का कारण है कि जो नई पीढ़ी निकल रही है वह अपनी भाषा में पाण्डित्य प्राप्त नहीं कर पा रही है।

मुझे बड़ी खुशी हुई रिपोर्ट देख कर जहाँ उन्होंने एक कई योजना का संकेत दिया है। लेकिन मैं बड़ी नभ्रता से कहना चाहती हूँ कि कहीं वह संकेत संकेत ही न रह जाय, कहीं ऐसा न हो कि उस पर चलने में हमारी सरकार के सामने विवशता उत्पन्न हो जाय। 'हरिजन' में गांधी जी का लिखा हुआ एक वाक्य मुझे याद आता है जिसमें उन्होंने कहा था कि जिस प्रकार हमने अंग्रेजी राज की जड़ें उखाड़ कर फेंक दी हैं, उसी तरह हमें अंग्रेजी की भी जड़ें उखाड़ कर फेंकनी हैं। आज लोग इस बात को भूलें क्यों जा रहे हैं, इसका मुझे दुःख है। विद्वानों का जो मत है, उस पर चला क्यों नहीं जाता है, यह मैं समझ नहीं पा रही हूँ। कुछ विद्वानों का मत है भाषा के विषय में राजनीति आ गई है। इस कारण से मातृ-भाषा या क्षेत्रीय भाषाओं में प्रगति नहीं हो रही है, परिवर्तन नहीं हो रहा है। मैं समझती हूँ कि हमारी सरकार की जो संकुचित नीति है भाषा सम्बन्धी उसका लाभ विरोधी पार्टियाँ उठा रही है। लेकिन जो सच बात है वह यही है कि आज तक हम अपनी कोई नीति निर्धारित नहीं कर पाये हैं। इस ओर आप का ध्यान जाना चाहिये।

अब मैं स्त्री शिक्षा के सम्बन्ध में कुछ कहना चाहती हूँ। पिछले कुछ बरसों में सरकार को यह प्रबन्ध कर देना चाहिये था कि यहाँ के पुरुषों के साथ साथ स्त्रियाँ भी शिक्षा से वंचित नहीं रहेंगी। बड़े खेद के साथ मुझे कहना पड़ना है कि सरकार स्त्री शिक्षा का उचित प्रबन्ध इस बीच में नहीं कर सकी। देश की अधिकांश जनता ग्रामों में रहती है, ग्रामों में लड़कियों के स्कूल नहीं पाए जाते हैं। आज जागृति के युग में लोगों

में शिक्षा आ चुकी है। प्रत्येक यह समझ गया है कि स्त्री शिक्षा उत्तम एवं अनिवार्य होनी चाहिये। वह बहुत आवश्यक है। लेकिन लोग विवश हैं कि यहाँ वे उनको पढ़ायें जबकि लड़कियों के लिए स्कूल नहीं हैं। जो बॉर्ड के द्वारा ग्रामीण इलाकों में स्कूल चलाये जाते हैं वहाँ छांटों कक्षाओं तक ही लोग लड़कियों को भेज देते हैं। छठी सातवीं कक्षा पास करने के बाद हमारी कन्याओं के सामने यह समस्या उत्पन्न हो जाती है कि आगे वे तालीम कहाँ हासिल करें। अगर तहसील या टाउन एरिया में कोई इन्टरमिडिएट कॉलेज है तो आपको लड़कियों को भेजने में दिक्कत नहीं आएगी और अगर मिलेंगे भी तो वहाँ छात्रावास नहीं होंगे। कितने लोग हमारे देश में ऐसे हैं जिन के पास इतना धन है कि वे छात्रावास में रह कर पढ़ाई का खर्चा उठा सकें? शिक्षा का भारी खर्चा उनके लिए उठाना असम्भव है। मैं प्रार्थना करती हूँ कि स्त्री शिक्षा की उपेक्षा मंत्री महोदय न करें। शिक्षा को आप अनिवार्य करें। साथ ही मेरा यह भी निवेदन है कि शिक्षा का सम्पूर्ण भार हमारी केन्द्रीय सरकार अपने ऊपर ले।

बड़ी प्रसन्नता की बात है कि पश्चिमी बंगाल, आंध्र प्रदेश, असम, गुजरात, मध्य प्रदेश और पंजाब में अनिवार्य शिक्षा के कानून पास हुए हैं। मेरे विचार में हमारी केन्द्रीय सरकार को समस्त देश के लिए स्वयं इस प्रकार का कानून बना देना चाहिये।

मुझे बड़ी खुशी है कि मंत्री महोदय ने स्वतंत्रता संग्राम के सेनानियों का इतिहास इतने दिनों बाद तैयार कराने की योजना बनाई है। सम्पूर्ण देश की बात तो मैं नहीं कह सकती लेकिन उत्तर प्रदेश और विशेषकर अपने जिले की बात मैं कह देना चाहती हूँ। मेरे जिले में जो स्वतंत्रता संग्राम के सेनानी थे, उनके ऊपर मैंने कुछ थोड़ा खोजपूर्ण काम

किया था। हमारे जिले में साढ़े पांच हजार के लगभग ऐसे व्यक्ति थे जो जेल गए थे। उन में से केवल बारह सौ व्यक्तियों का परिचय मैं एकत्र कर पाई थी। हमारे यहां के सूचना विभाग ने उन्हीं बारह सौ व्यक्तियों का परिचय ले कर प्रदेश सरकार के पास भेज दिया है। मुझे भ्रदेशा है, इसलिए मैं उसका विवरण दे रही हूं कि कहीं ऐसा न हो कि यह इतिहास सीमित ही रह जाए और अगर यह सीमित रह गया इस पर पूरी खांज नहीं की गई तो इसका परिणाम यह होगा कि हम अपने शहीदों के प्रति जो आज स्वर्ग में हैं, अन्याय कर बैठेंगे। इस लिये मेरा तन्त्र निवेदन है कि इस कार्य को बड़े विस्तार के साथ खोजपूर्ण ढंग में करने की कृपा की जाये।

16 hrs.

हमारे बहुत से मित्रों ने सदन में इस बात को प्रकट किया कि हम राष्ट्रीय मंगठन करना चाहते हैं। लेकिन उस में भी यह हमारी शिक्षा का दोष है कि हम इस मंगठन को दृढ़ नहीं कर पाये हैं। मेरा एक मुझाब मंत्री महोदय को है कि इस काम के लिये आज बहुत जरूरी है कि वे दिल्ली में एक इस प्रकार का सर्व-भाषा सम्मेलन स्थापित करें जिस से कि सभी क्षेत्रीय भाषाओं को जो हमारे यहां के राज्यों एवं क्षेत्रों की भाषायें हैं उनका परस्पर निकट आने का अवसर मिले।

साथ ही शिक्षा का तथा संस्कृत का बड़ा घनिष्ठ संबंध है। इसका विषय मैं दो बातें नहीं कही जा सकता, दे कि स्वतन्त्रता के इस में स्वतन्त्रता के वातावरण में हम अपनी संस्कृति से पिछड़े जा रहे हैं। मेरा निम्न निवेदन है कि इस कमी का कारण दिखाई देता है कि हमारी क्षेत्रीय भाषाओं की उपेक्षा है। क्षेत्रीय भाषायें विश्वविद्यालय में शिक्षा का माध्यम नहीं है और न स्कूलों में उनका ज्ञान कराया जाता है। अधिक समय न ले कर मैं मंत्री महोदय से निवेदन करूंगी कि वे इस दोषों का समाप्त करने का चेष्टा करें।

श्री किशन पटनायक (सम्बलपुर) : अध्यक्ष महोदय, कुछ सदस्यों ने कहा कि शिक्षा के क्षेत्र में राजनीति नहीं आनी चाहिये। इस विषय पर मैं अपनी राय अभी नहीं दूंगा लेकिन मैं यह पूछूंगा कि क्या न्याय और कानून के क्षेत्र में राजनीति ले जाना मुनासिब चीज है। मैं यह नहीं कह सकता हूं कि कहां तक श्री चागला की नियुक्ति से न्याय और कानून के क्षेत्र राजनीति घुस गई है, लेकिन फिर भी मैं यह आशा करूंगा कि छागला साहब शिक्षा में कम से कम न्याय लायेंगे।

पहले मैं साक्षरता और प्राइमरी शिक्षा के संबंध में कुछ कहूंगा। मैं शिक्षा मंत्री का ध्यान इस रिपोर्ट की तरफ दिला रहा हू जहां प्राइमरी शिक्षा के बारे में कुछ आंकड़े हैं। मैं कहना चाहता हू कि वे आंकड़े गलत हैं। यह तो सिर्फ प्राइमरी शिक्षा में कितने छात्र हैं इसका आंकड़ा दिया गया है ३५० लाख। लेकिन हकीकत यह है कि यहां शिक्षकों का कोई आंकड़ा नहीं दिया गया है प्राइमरी स्कूल कितने हैं इस का भी कोई हिसाब नहीं दिया गया है। देखा जाये तो कुल मिला कर शिक्षक हैं सात लाख। सात लाख प्राइमरी शिक्षक क्या साढ़े तीन सौ लाख बच्चों को पढ़ा सकते हैं। एक प्राइमरी शिक्षक के हिस्से में करीब ५० लड़के हो जाते हैं। इस हिसाब से एक प्राइमरी शिक्षक इतनी कम तन्स्वाह पर कभी भी ५० लड़कों को पढ़ा नहीं सकता है। इस हिसाब से एक प्राइमरी शिक्षक इतनी कम तन्स्वाह पर कभी भी ५० लड़कों को पढ़ा नहीं सकता है। इस हिसाब से जब तक शिक्षकों की संख्या नहीं बढ़ती है स्कूलों की संख्या नहीं बढ़ती है तब तक इस ढंग का आंकड़ा कोई महत्व नहीं रखता है। आप देखिये कि हर साल क्या होता है। एक भरती दिवस मनाया जाता है गांव गांव में और उस दिन प्राइमरी स्कूलों के जितने मास्टर हांते हैं वे गांवों में घुम कर बच्चों को इकट्ठा कर के स्कूलों को ले जाते हैं और रजिस्टर में

[श्री किशन पटनायक]

उनके नाम चढ़ाते हैं। उसी हिसाब से शिक्षा मंत्रालय अपने आंकड़े तैयार करता है। इस ढंग से जो आंकड़ा दिया जाता है वह बिल्कुल बेमनलब है, और मैं फिर से मंत्रालय का ध्यान इस तरफ खींचूंगा कि यह हिसाब गलत है और वह इस का सुधारे।

दूसरी बात यह है कि बालिग साक्षरता यानी एडल्ट एजुकेशन बिल्कुल बढ़ नहीं रही है। यह एक अजीब चीज है। यह शर्म की बात है कि हिन्दुस्तान में दूसरी पंचवर्षीय योजना के बाद भी साक्षरों का प्रतिशत २३ है। मंत्री साहब जानते होंगे कि स्कूल, कालेजों और यनिवर्सिटी में ३० या ३३ से कम नम्बर होने पर लड़का फेल माना जाता है। इस हिसाब से हिन्दुस्तान के शिक्षा मंत्रियों की यह सब से बड़ी असफलता रही है कि अभी तक ३० प्रतिशत या ३३ प्रतिशत या ५० प्रतिशत तक साक्षरता नहीं बढ़ पाई है इस का कारण क्या है। कोई भी शिक्षा मंत्री हिन्दुस्तान का अगर इमानदार होने के साथ साथ ज़ोशीला भी हो तो उसे यह प्रण करना चाहिये कि अगले पांच साल के अन्दर जरूर वह हिन्दुस्तान से निरक्षरता दूर कर देगा, सब को साक्षर बना देगा। जो मंत्री इतना न कर सके वैसे मंत्री और मंत्रालय के रहने से इस देश को कुछ भी फायदा नहीं हो सकेगा।

एक माननीय सदस्य : आप ऐसा कई सकते हैं।

श्री किशन पटनायक : अगर हम पर जिम्मेदारी आ जायेगी तो हम जरूर कर देंगे, पांच साल के अन्दर। साक्षरता को बढ़ाने के लिये जिस पद्यति से साक्षरता की कोशिश की जा रही है उस ढंग से कभी वह बढ़ नहीं सकती है। साक्षरता बढ़ाने के लिये पांच या सात साल के लिये एक साक्षरता सेना बनानी चाहिये। हजारों स्कूलों के विद्यार्थियों को लेकर शिक्षकों को लेकर आप छुट्टियों में गांवों में घूमें। ऐसी एक सेना बनाइये

और इस सेना के द्वारा सारे देश में साक्षरता पैदा कीजिये। जब तक प्राइमरी शिक्षा और साक्षरता, जहां कि शिक्षा भवन की नींव है, विशाल, व्यापक और मजबूत नहीं बनती है तब तक विश्वविद्यालयों के बारे में बड़ी बड़ी बातें कहने से कोई फायदा नहीं होगा। जब तक प्राइमरी शिक्षा और साक्षरता व्यापक नहीं होती है तब तक विश्वविद्यालयों से केवल नौकरशाह बनने के लिये पर्याप्त मध्या में शिक्षित व्यक्ति निकल सकते हैं, वैज्ञानिक बनने के लिये नहीं, साहित्यिक बनने के लिये नहीं, निर्भीक विचारक बनने के लिये नहीं। जब तक प्राइमरी शिक्षा और साक्षरता व्यापक नहीं होती है तब तक हिन्दुस्तान में प्रतिभा का विकास नहीं हो सकता है।

प्राइमरी शिक्षा में जो वर्गीकरण है उस को भी जल्दी खत्म किया जाये, उस में एकरूपता लाई जाये। मैं तो उस दिन का इन्तजार कर रहा हूँ। क्या मैं इन माननीय मंत्रियों से यह उम्मीद कर सकता हूँ कि जल्दी ही वह दिन आयेगा जब राष्ट्रपति और मंत्री का बच्चा और भंगी का बच्चा एक किस्म के प्राइमरी स्कूल में जायेगा, अलग अलग किस्म के नहीं। कम से कम ६ और ११ साल के बीच के बच्चों में ऊंच नीच का भेद नहीं होना चाहिये। हिन्दुस्तान के जितने बच्चे ६ से ११ साल के बीच के हैं उन में भेद नहीं होना चाहिये, उन में ऊंच नीच नहीं होना चाहिये। हर एक बच्चे को एक किस्म की शिक्ष मिलनी चाहिये। इस चीज को हासिल करने के लिये जितने भी पब्लिक स्कूल हैं उन को आप को खत्म करना पड़ेगा, जितने खर्चीले स्कूल हैं उन को भी खत्म करना होगा, म्यूनिसिपल स्कूल और सेंट्रल स्कूल इन सब के सब वर्गीकरणों को मिटा कर एक किस्म के स्कूल में राष्ट्रपति के बच्चे को और भंगी के बच्चे को पढ़ने के लिये भेजा जाय, ऐसा दिन जल्दी आना चाहिये।

इसी से सम्बन्धित है माध्यम की समस्या। अंग्रेजी के माध्यम की समस्या इस समस्या से बहुत जुड़ी हुई है। वह कैसे। आज आखिर साक्षरता क्यों नहीं बढ़ रही है, वालिग साक्षरता क्यों नहीं बढ़ रही है। इसका एक कारण यह है कि हिन्दुस्तान का कोई आदमी अगर अंग्रेजी के माध्यम से साक्षर बनेगा तो वह किस काम में लगेगा। वह किराी काम में नहीं लग पायेगा। किसी भी सम्य देश में, और मैं समझता हूँ कि मेरा अपना देश शिक्षा के सम्बन्ध में असम्य है किसी भी सम्य देश में अगर एक आदमी साक्षर बन जाता है और वह परिश्रमी है तो वह घर में बैठ कर किताबें पढ़ कर इंजीनियरिंग और इतिहास में योग्यता हासिल कर सकता है। लेकिन हमारे देश में कोई भी साक्षर आदमी घर में बैठ कर ऐसा नहीं कर पायेगा क्योंकि यहाँ पर माध्यम अंग्रेजी है। विश्वविद्यालय की और किसी बड़ी परीक्षा को पास करने के लिये उसे अंग्रेजी का आश्रय लेना पड़ता है। इसलिये माध्यम के बारे में बोलते हुए मैं कह देना चाहता हूँ कि शिक्षा मंत्री ने मद्रास में जो भावण दिया है उसकी तरफ कार्फा सदस्यों ने ध्यान आकर्षित किया है, और मैं भी करता हूँ। अगर हिन्दुस्तान में शिक्षा और संस्कृति का विकास करना है तो पहले भाषा की समस्या हल होनी चाहिए। जब तक भाषा की समस्या नहीं सुलझती तब तक हिन्दुस्तान में शिक्षा और संस्कृति का विकास होना असम्भव है।

शिक्षा मंत्री ने मद्रास में जो बयान दिया है उसके सम्बन्ध में चेतावनी देते हुए मैं कहे देता हूँ कि वह हिन्दी और दूसरी भारतीय भाषाओं के बीच दुश्मनी पैदा न करें। अगर दुश्मनी पैदा करनी है तो अंग्रेजी और भारतीय भाषाओं के बीच दुश्मनी पैदा कीजिये। हिन्दी भाषा और दूसरी भारतीय भाषाओं के बीच दुश्मनी पैदा करने की कोशिश न कीजिए।

इसके साथ, मैं आपके जरिए, हिन्दुस्तान में जो मुसलमान हैं उनसे एक निवेदन करना

करना चाहता हूँ कि वे उरदू हिन्दी को एक भाषा समझें, हिन्दी और उरदू में द्वेष पैदा करके भाषा की समस्या को ज्यादा न उलझाएँ।

अब मैं शिक्षा के माध्यम के सम्बन्ध में कुछ कहना चाहता हूँ। शिक्षा मंत्री ने कुछ दिन पहले लोक सभा में जो एक प्रश्न का उत्तर दिया था उसकी तरफ मैं आपका ध्यान खींचना चाहता हूँ। उस समय यह चर्चा हो रही थी कि बच्चे परीक्षाओं में क्यों ज्यादा सख्या में असफल होते हैं। एक सदस्य ने यह प्रश्न उठाया था कि क्या अंग्रेजी की वजह से ज्यादा लड़के फेल हो जाते हैं, अंग्रेजी में फेल, इसी लिए परीक्षा में फेल, क्या अंग्रेजी इन असफलताओं का एक बहुत बड़ा कारण है और क्या मातृभाषा शिक्षा का माध्यम होने से ज्यादा लड़कों को सफलता नहीं मिलेगी। उस समय शिक्षा मंत्री ने कहा था कि मैं मानता हूँ कि मातृभाषा के माध्यम से अगर पढ़ाई होगी तो आसानी होगी, शिक्षा में आसानी होगी; लेकिन हम लोगों को देश की एकता के बारे में भा संचना होगा। यह कितनी अजीब चीज है कि शिक्षा में जिसमें आसानी आती है, वही चीज देश की एकता में बाधक बनती है। यह कैसा तर्क है? क्या इसका मतलब यह है कि जो चीज शिक्षा में बाधक है, वह देश की एकता में आसानी लाएगी? मैं समझता हूँ कि जहाँ तक माध्यम का सवाल है, शिक्षा मंत्रों का दिमाग सुलझा हुआ नहीं है। इस लिए मैं उनका ध्यान देश के तीन सब से अच्छे शिक्षाविदों को ओर खींचना चाहता हूँ, वे हैं, श्री ईश्वर चन्द्र विद्यासागर, श्री मोहनदास करम चन्द्र गांधी और रवीन्द्र नाथ ठाकुर। इन्होंने शिक्षा के माध्यम के बारे में जो कुछ कहा है उसकी शिक्षा मंत्री पढ़ें। शिक्षा के दर्शन के बारे में हिन्दुस्तान में लिखा हुआ सब से बड़ा ग्रन्थ है 'टुवर्ड्स यूनिवर्सल मैन'। इसको रवीन्द्र नाथ ठाकुर ने लिखा है। इसमें से मैं एक वाक्य माध्यम के बारे में पढ़े देता हूँ। इसमें लिखा है :

'मुझ से कहा जाता है कि हिन्दुस्तान में दिमागी एकता लाना मुश्किल है

[श्री किशन पटनायक]

क्योंकि इस देश में बहुत सारी भाषाएँ हैं। मगर हर देश को अपने सवालालत खुद ही सुलझाने होंगे। दुनिया की जितनी भी सम्यताएँ थीं या हैं सभी मुश्किल परिस्थितियों की बुनियाद पर बनायी गयी हैं।”

इस बात को अगर शिक्षा मंत्री और सरकार समझ जाएंगे तो यह भाषा का इन जल्द हल हो जाएगा।

अन्त में मैं एक बात विज्ञान के बारे में कहना चाहता हूँ। विज्ञान की प्रगति इस देश में नहीं हो पा रही है। इसके लिए कुछ खास कारण है। एक तरफ तो उतगधिकार के लिए ज्योतिषियों से मलाह लो जा रही है और दूसरी तरफ रोग दूर करने के लिए महामृत्युंजय का जाप कराया जा रहा है। इसके अलावा जैसा कल हमने बताया था, वैज्ञानिक और औद्योगिक परिषद में यह क्या हो रहा है इसकी कुछ मित्रों का हमने दी थी। जो नए डाइरेक्टर जनरल आए हैं उन्होंने अपने कमरे को सभ्य सजा के लिए एक लाख रुपया खर्च किया है। इसका हिसाब मिनिस्टर साहब के जवाब में आ जाना चाहिए।

और बातों को छोड़े देता हूँ। आखिर में मैं विश्व भारती के बारे में कुछ कहना चाहता हूँ।

अध्यक्ष महोदय : अब आप खत्म करें, आपका समय हो गया।

श्री किशन पटनायक : अध्यक्ष महोदय, आप जानते हैं कि अक्सर मैं घंटी बजने के पहले ही बैठ जाता हूँ, लेकिन आज मैं घंटी बजने के बाद भी कुछ समय बोलना चाहता हूँ।

विश्व भारती के सम्बन्ध में इस रिपोर्ट में दो तीन पैराग्राफ हैं। लेकिन विश्व भारती की जो रिपोर्ट है उसमें आधा हिस्सा इमारतों

के निर्माण के बारे में है। यह चीज विश्व-भारती की शोभा नहीं देती क्योंकि रवीन्द्र नाथ ठाकुर के सामने, जिन्होंने विश्वभारती बनाया था, इमारतों का नक्शा इतना नहीं था। उनकी निगाह में तो प्रकृति और मनुष्य का मुख्य स्थान था। अब क्या हो रहा है! जब से मौजूदा वाइसचांसलर शान्तिनिकेतन में गए हैं तब से वहाँ क्या काम हो रहा है, यह मैं बिना किसी का नाम लिए बताना चाहता हूँ।

अध्यक्ष महोदय : आप किसी का नाम न बताएँ।

श्री किशन पटनायक : मैं बिल्कुल किसी का नाम नहीं लूँगा।

एक काम तो उन्होंने यह किया है कि जितने मुख्य अध्यापक थे जो कि श्री रवीन्द्र नाथ के सहकर्मी थे उनका निकाल दिया गया, उनको विश्वभारती से डिमांस कर दिया गया, और कई लोगों को इस्तेफा देने के लिए मजबूर कर दिया गया। अगर आप चाहेंगे तो आपको इस बारे में शिकायतें मिल जाएँगी। इसके अतिरिक्त पल्लो शिक्षा संस्था को जिस पर लाखों रुपया खर्चा किया जा चुका था, खत्म कर दिया गया। इसका कारण यह था कि उस संस्था के जो अध्यापक थे वे उपकुलपति के दास नहीं बनना चाहते थे। उनको निकाल दिया गया।

अध्यक्ष महोदय : आपको यहाँ ऐसी बातें नहीं करनी चाहिए। आप अक्सर अपने भाषण में इस तरह के किसी किस को ले आते हैं। पार्लियामेंट का काम इन केसेज पर विचार करना नहीं है। मैंने आप से इस बारे में कई बार कहा है।

श्री किशन पटनायक : मैंने किसी व्यक्ति का नाम नहीं लिया। मैंने केवल यह कहा है कि एक संस्था जिस पर ए.ए.के.शन

मिनस्ट्री जाखों रुपया खर्च कर चुकी है उसक खत्म कर दिया गया ।

इसके साथ साथ मैं यह भी कहना चाहता हूँ कि यहाँ निर्माण तो बढ़ रहा है लेकिन विद्यार्थियों को मंझ्या घटती जा रही है । मेरा मुझाव है कि विश्वभारतो के बारे में एक जूडोशियल एनक्वायरो करवाना चाहिए ।

Shri M. C. Chagla: Mr. Speaker, Sir, may I in the first place express my deep gratitude to the hon. Members who have made kind references to me? I am indeed very grateful to them.

It is almost axiomatic today to say that education is the most important investment a country can make. It is an investment in human beings. India has vast physical resources. We have minerals, iron, coal, etc. We can produce power. We have large rivers. But we have also a very large man-power—460 millions.—and, to my mind, the utilisation of our human resources is infinitely more important than the utilisation of our physical resources. May I point out to this House that even our economic development our very industrialisation, is bound up with our progress in education. But education is much more than that.

The Prime Minister, on the 15th August, 1947, used an expression which has not only become famous, but historic. He said that the country had an assignment with the destiny and 15th August had arrived for the assignment to be kept. May I say this that education is the working out of that destiny? Education must be a reflection of the social and economic purpose which we have set before us.

When you look at the figures, you will find that in our country, investment in education is very poor, I will give you the figures which will surprise this House. We are spending Rs. 346 crores on education in 1963-

64 which works out at Rs. 7.4 per head of population. In 1963-64, the total governmental expenditure, both Central and State, was Rs. 3,035 crores Educational expenditure, thus, works out at 11.4 per cent on education. Compare this with other countries. Japan, for instance, spends 21.4 per cent of its total governmental expenditure on education. Let us look at it in a different way. In 1963-64, India spent only 2.3 per cent of its national income on education. This is about the lowest in the world and we are sharing this honour—if it is an honour—only with Pakistan and Indonesia. Japan spends 5.9 per cent of its national income on education. The United States of America spend 6.2 per cent. England spends 5.3 per cent, the German Federal Republic 4.9 per cent and the USSR, which is forging ahead, is spending 7 per cent of its national income on education. I need hardly emphasise the fact that there can never be too much spending on education. The young boys and girls of today are the hope of the future, the guarantee of our progress towards a prosperous and just society.

Now, Sir, I might make a reference to the re-organisation of the Ministry. As you know, the Ministry is now one. We had two ministries, the Ministry of Scientific Research and the Ministry of Education. They have now been combined into one. I take the view that this is a very welcome step. It is a logical and rational step. There was an irrational bifurcation between the two ministries. My hon. friend, Shri Mukerjee, asked: does it mean downgrading of science? I say, no. It is upgrading of science because I cannot understand how you can keep scientific research outside the purview of education. What would education be if in its content you do not have science? Therefore, my hon. friend there need not have any apprehension that we will attach less importance to science, as I shall presently point out when I come to the question of science.

[Shri M. C. Chagla]

In my opinion, this country cannot progress and will not progress unless we attach the greatest importance to science. Well, I do not always go to USSR for comparison, but may I give this comparison in this case? Why is it that USSR has shown this pre-eminence? It practically started from scratch. If you look at the educational system of USSR—and I have been talking recently to the two ministers who came here—you will find that it is because from the very start they had a crash programme in science. They started science in schools for all boys and girls and one feature of education was scientific education. That is why USSR occupies its pre-eminent position today. In my opinion, if we want to do the same, if we want to go ahead, we must also attach greatest importance to science.

I have just now talked about the re-organisation of the Ministry. May I say one thing more? My ambitions are not yet satisfied. I want all educational activities to be under one umbrella and there should be no fragmentation of education. We still have agricultural and medical education under different umbrellas. I assure you, I do not want to extend my empire; I have quite enough work on my hands. But I think in the interests of education, fragmentation is wrong. You cannot deal with education in parcels or in different blocks. You must look at education as one integrated whole and you will never achieve that position unless, as I said, all educational activities are brought under one umbrella.

Then, the story of education in the last few years has been a wonderful story of expansion. If you look at the first three Plans, you will find an unprecedented expansion in all sectors, specially in technical and professional education. I do not want to weary the House with figures, but may I just give a few figures. Take

elementary education age group 6 to 14. In 1950-51 there were 223 lakh students. In 1965-66 we expect 630 lakhs, an increase of 186 per cent. In secondary education, the age group 14-17, the enrolment was 12.2 lakhs in 1950-51. In 1965-66 we expect an enrolment of 52.6 lakhs, an expansion of 331 per cent. In colleges of arts, science and commerce the enrolment in 1950-51 was 3.3 lakhs. In 1965-66 the expectation is 12.2 lakhs, an increase of 270 per cent. In technical, professional and vocational education in 1950-51 the enrolment was 98,000. In 1965-66 the expectation is 4,60,000 an increase of 369 per cent the highest increase in any sector of education.

I am not one of those who is worried about expansion. Expansion is something which is in the right direction. I think in a democracy every boy and girl has a right to be educated. Poverty is no crime and poverty should not debar or prevent a student or a child from going to school or college if he or she wants. We have a large scheme of merit-cum-means scholarships. If children do not have the means, well they get merit scholarships provided they have done well in their schools or colleges. The State must provide for the education of every child which asks for education. The State cannot and should not plead that there is no room in educational institutions. Therefore, I am attaching a great deal of importance to correspondence courses and evening classes so that those who cannot afford to go to schools or colleges or full-time colleges, can learn through correspondence courses or through evening classes.

Education should not be the prerogative of the rich. I want that in this country every student who wants to learn, who has the capacity to learn, should be given the necessary education. That is the first and primary duty of the State. If we have not

got enough buildings, let us have correspondence courses. If people cannot go to full-time colleges, let us have part-time or evening colleges.

Shri Tyagi: Is there any age-limit?

Shri M. C. Chagla: No age-limit. But my hon. friend is far too well educated to need any more education.

I have heard a lot of criticism in this country against correspondence courses and part-time classes or institutions. But if you look at the figures, for the United Kingdom and the USSR the House would be surprised at the large number of students who are now being educated in those countries through these methods.

Hon. friends will remember—I do not know whether they will—that Mr. Harold Wilson, the Leader of the opposition in England, as soon as he was elected the leader, said, "If Labour comes into power, we will have a university of the air". What he meant was that he would teach students through the radio without their going to any institution at all so that education should spread as far as possible.

But you will find that in spite of these figures that I have given you, India is still not a fully educated country. Far from it. We have yet to provide compulsory education to the age group 6—14. Only 80 per cent of the children in the age group 6—11 are at school and only 32 per cent in the age group 11—14. The number of girls attending school is still less. It is not a very pleasant picture. Only 18 per cent of the children in the age group 14—17 attend secondary schools. In advanced countries the goal now is to provide universal secondary education.

May I here pay my compliment to the Government of Madras? The other day when I was in Madras the Chief Minister told me that he had

just then carried in the Legislature a measure by which education would be free right upto Matriculation. I sincerely hope that other States will follow that noble example.

Shrimati Yashoda Reddy: Andhra has done it as far as girls are concerned.

Shri M. C. Chagla: I am very glad. I will assure my hon. friends that I attach more importance to education for girls than for boys.

Shri Tyagi: That is unconstitutional.

Shri M. C. Chagla: Unless we educate our girls.....

Mr. Speaker: Then, like Andhra, hon. Minister is also partial towards women.

Shri Tyagi: That is unconstitutional; there cannot be distinction.

Shri M. C. Chagla: That is an old partiality I cannot get over.

Even in university education our enrolments are much below those in advanced countries. Facilities for vocational, technical and professional education at the secondary and college stages are probably the lowest in the world and so, expansion must go on probably at even a faster rate.

But having achieved this expansion the time has come when we should also think of quality and of consolidation. Forces have been generated which cannot prevent expansion from going on and we will reach the target laid down in the Constitution within a reasonable period of time. But, as I said, we must now take stock, look around us and see what has happened as far as quality is concerned. For national development, I need hardly say, we want both quantity and quality. I have heard some hon. Members say, what does quantity matters? What do aca-

[Shri M. C. Chagla]

demic standards matter? What does scholarship matter? With respect, I do not agree with them.

How are we going to achieve quality? That will have to be done through better teachers with better scales of pay and old-age benefits, better general education and professional training, better conditions of service and social status, improved curricula, textbooks and teaching methods; provision of adequate buildings and equipment; better supervision and more aid to students through school meals, schools health service, supplies of books and clothing and scholarship where necessary. Ultimately our aim should be to provide institutions in India which would compare favourably by any international standard.

Why do our students go up to United States, United Kingdom USSR? It is because they find that they have better institutions there, better atmosphere for research, better facilities. I want a day to come when in India we will have the same facilities for the highest training that are to be found today in the United States, United Kingdom or USSR.

Something was said about scholarships. We have accepted it as our policy that we must search for talent and encourage it. This means the initiation of a large programme of scholarships. I think, one hon. Member said that it was rather disappointing. I have got the figures and they do not bear out his pessimism on the subject. In 1963-64, the scholarships for scientific and technical education cost us Rs. 56.44 lakhs and the number of scholarships given were 2720. The budget provision for 1964-65 is 67.13 lakhs and the number of scholarships is 3,500. On scholarships in general education, a sum of Rs. 472.14 lakhs was spent in 1963-64 and the number of scholarships was 1,00,500. In this year's budget we have provided Rs. 53.80 lakhs and

the number of scholarships is 1,11,500. Apart from the general scholarships, every students of the scheduled caste and the scheduled tribe gets a scholarship at the university stage. The number of such scholarships was only 655 in 1947. It is now more than 60,000 because we must bring up our fellow countrymen who are described as scheduled castes. I have always felt that we owe them a deep debt. We have treated them badly in the past and I think we must make atonement for what we did in the past.

Apart from the national scholarships we also give loan scholarships. But we are now going to take a decision on this. These loan scholarships are very harsh on the students. If you give a loan to a student and expect him to start repaying it by instalments as soon as he earns, it is a burden which he carries, and I do not want a youngman to start life with this debt. I have been told that in the Ramakrishna Mission, they give scholarships but they take a moral assurance from the boy that if he can, he will pay it back or he will help one student to be educated. I am informed these moral assurances have worked a very well. A large number of students to whom they are giving scholarships have stood true to their word and have carried out these moral assurances.

Then, there are a large number of Indian students who go abroad every year on scholarships instituted in collaboration with other countries. Similarly many foreign students come to India for special studies under our scholarship programme on an exchange basis. An hon. Member there said: Why do we spend so much money on giving scholarships to students from abroad? May I point out that our students receive scholarships of ten times the value of the scholarships we are giving? The scholars who come to this country are

from African countries and Asian countries and I think this is a great help to bring about better international relations. I hope a day will not come when we will not be able to throw open our doors to our friends in Africa or in Asia. As far as the secondary stage is concerned, the provision of scholarships is the responsibility of the State Governments. Here much greater action is needed. But the problem is being examined.

Now, Sir, the next question I will deal with is the question of training of teachers. The crux of the qualitative improvement of education about which I have been speaking is the training of teachers. I need hardly say that the quality of students depends on the quality of teachers.

I agree with the criticism which was made here that the teachers are very badly paid. I know it. I sympathise with them. I think that theirs is a very hard lot. But what can we do? The Ministry is prepared to give 50 per cent grant to any State which will raise the salaries of the teachers. Some States have responded to it; some have not, and I shall give the reason why they have not responded, when I come to deal with the question of matching grants. In the universities, we are giving 80 per cent grant for raising the salaries in the university colleges and 50 per cent in the other colleges.

I think that the only way to push ahead with our education is to have a 'crash programme' of teacher-training, and I assure this House that I shall do all I can to bring about improvement in teacher-training.

Dr. M. S. Aney (Nagpur): How many colleges have taken advantage of that concession?

Shri M. C. Chagla: I have not got the figures here, but it is a fairly large number. There has not been so much difficulty about university colleges, though there has been some difficulty about affiliated colleges because, as I

said, this matching programme causes the difficulty.

At the elementary stage, the main weaknesses are two. There is a great shortage of training facilities and the quality of training institutions leaves much to be desired. A detailed programme has been drawn up, under which training facilities will be extended from 160,000 seats to 360,000 seats in five years, and at the end of the Fourth Plan, the annual output of teachers from training institutions would be about equal to the additional demand for teachers. Simultaneously, the quality of institutions would be improved and they would be brought in close relationship to training institutions at the secondary level.

I am also anxious to start a new experiment. I do not know how it will work, but I attach great importance to it, and that is to start correspondence courses for teachers. We want what is known as in-service training; while the teachers are actually teaching, they should go to institutions and do some work, but it is very difficult. But if we can have a successful correspondence course so that the teachers can learn at home and improve their education or improve their knowledge, it would be a very fine scheme.

A State institutions of education has been established in every State. Its responsibility will be to improve elementary education with special emphasis on teacher-training. Similar action is contemplated at the secondary stage also. In consultation with State Governments, we propose to examine the possibility of building up an organisation, both at the Centre and in the States, for the maintenance and co-ordination of standards in teacher-training and for fostering the development of teacher-training institutions. If necessary, this organisation may have a statutory character to enable it to function fruitfully in relation to universities and the University Grants Commission.

[Shri M. C. Chagla]

Now, I come to the question of secondary education. In my opinion, this is the most vital sector in education. It prepares students for universities and also for middle-level responsible positions in all developmental sectors. As I look at the picture today, our problem is this. There is too much pressure on the universities. Practically every boy who passes the higher secondary examination wants to go to a college because he has no other avenue. Therefore, the duty of the State is to give to the students alternative avenues. Then only you will be able to take away the pressure from the universities. Let me give an analogy. Why do we want industrialisation in this country? We want it because we say there is too much pressure on land. We want our people to go and enter industries, small industries or big industries. It is exactly the same position in education. There was only one avenue in British times and there was no other avenue, and everybody went to the college. But today we must provide alternative avenues and facilities to our students. The proportion of students taking vocational courses at the secondary stage is only 12 per cent, the lowest in the world. More and more students have to be diverted to technical avenues through the following measures.

Let me tell you what measures we have taken. Junior technical schools have to be increased. These are 76 now. An equal number will be set up in the next two years. There are 13 polytechnics for girls now. During the next two years, their number will be increased to 24. Other vocational courses have to be introduced. The Centre must evolve a broad national policy in secondary education within which States could evolve their own pattern to suit local conditions.

Now I was told about a uniform policy in education. I shall deal with this a little later. But you are aware of the difficulties. It is a State subject. We call Education Ministers' Conferences, we discuss this at vari-

ous levels. Various decisions are arrived at. But I am afraid they are not always implemented. But we have now achieved a broad pattern of secondary education, and that broad pattern is this: Before the Mudaliar Commission's Report, the schooling period in different parts of the country was different, although the output was considered equivalent.—10 years for all northern States, 11 years in composite Bombay, and the southern States and Bihar and Orissa, and 12 years Assam. The spirit of the recommendations of the University Education Commission and of the Mudaliar Commission was that at the school level the content should be strengthened and diversified. Secondly, students entering colleges should be maturer in age and knowledge. With these objects in view, the following pattern of education was recommended by the Mudaliar Commission: Primary period of study 4 to 5 years; middle school 3 years; secondary 4 years and the first degree course 3 years. On the basis of this recommendation, the C.A.B.E. recommended the following pattern as the pattern of education to be adopted: elementary education 8 years; higher secondary education 3 or 4 years integrated course and first degree course 3 years.

Therefore, the pattern which we have adopted in Delhi is 11 years of secondary training and 3 years for the first degree course, although we have put forward as a distant objective that the period of study in schools should be 12 years, and 3 years for the first degree that is, 15 years in all.

May I say this, that it is not so much the years that are spent in secondary school that matter as the content of the education you must give. You may have twelve years or thirteen years, but the question is, what is the curriculum, what is the content of the education? What are you teaching your boys? The other consideration is that our boys go to the university when they are not sufficiently mature. I think in an English University they cannot get in unless they are 18. Same is the case in Ame-

rican Universities. Here there is no age limit. A boy can go to college at 14 or 15.

Shri K. C. Sharma (Sardhana): In Delhi, it is 17.

Shri Barrow: 16.

Shri M. C. Chagla: Some States have an age limit; others have not. As far as my State, Maharashtra, is concerned, a boy can just pass matric and enter college.

The Ministry has started a scheme of Central schools meant primarily for the children of defence personnel and civilian employees of Government. It would also serve the floating population and those who desire such education. The target is to set up 100 schools in different parts of the country. These schools would have Hindi|English as media of instruction. 20 schools with 12,000 students have already been set up, and 37 more will be set up next year.

It is necessary to develop selected Central schools as very good institutions, internationally comparable on the lines of the centres of advanced study which are being set up by the UGC at the university stage.

My hon. friend Shri Pattnayak said: why should you have schools which differ from one another? You must have a dead level of uniformity.

Shri Kishen Pattnayak: I said at the primary level.

Shri M. C. Chagla: I am sorry, then I misunderstood him. I am very glad to hear that the hon. Member does not disagree with our policy.

At the secondary level we should have some first class schools.

Shri Kishen Pattnayak: I would expect an answer to that.

Shri M. C. Chagla: The UGC now is concentrating on what it calls cen-
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tres of advanced study. It picks out a particular faculty in a university, and says: this is fairly advanced, we will spend a lot of money and make it a first class faculty. Similarly, our idea is to pick out certain schools, and make them first class schools, where you have the highest standard, but—this is an important 'but'—they will not be meant for the rich, they will not be pockets of privilege. We will send to these schools our best students. If they are poor, we will give them scholarships. Therefore, the House should rest assured that if we start these schools, if these schools are public schools, it is not for the purpose that they should be intended for the aristocracy or oligarchy or the rich people.

An. Hon. Member: Of course, they are.

Shri M. C. Chagla: The next thing that has got to be done is that textbooks have to be improved. Progress has been handicapped at present by vested interests. It is necessary to prepare textbooks at the national level. The National Council of Educational Research and Training is preparing textbooks for secondary schools with the best talent available at the national level. These will be circulated to the States, who may adopt them with necessary modifications. Textbooks are being prepared in history, mathematics, physics, geography, commerce, agriculture, chemistry, biology and technology.

I would like to deal with the criticisms made by Shri Masani about textbooks. I am a great believer in experiments in education. You must have experiments, otherwise you cannot advance. As in science, there must be experiments in any subject. But I also attach great importance to textbooks, because they leave an imprint upon the minds of young boys and girls, an imprint which would last for ever. And I want textbooks to be so prepared that the young boy or girl realises the unity of India, its great cultural and spiritual heritage, its

[Shri M. C. Chagla]

philosophy, its policies, its great national leaders.

I agree that textbooks must be adjusted to regional considerations. As I just stated, in all these subjects we are preparing first class text books, and sending them out to the States, asking them to translate them in the regional languages, so that we have some sort of uniformity, and we are sure of what we are teaching our boys.

Turning a little more in detail to what Shri Masani said about textbooks, I do not agree with my hon. friend that the situation would be better if it was left to private enterprise.

Shri Ranga (Chittor): Also.

Shri M. C. Chagla: I do not think there is any point in suggesting that the standards have gone down because there is a sort of State monopoly. What we need is that both the State and other publishers should send the textbooks, and there should be a proper Textbook Committee, which should decide which is the best book to be prescribed.

Shri M. R. Masani (Rajkot): Quite right. There should be competition.

Shri M. C. Chagla: The quality of textbooks depends upon—let me put it this way—four factors: the subject knowledge of the specialist working at the highest level, the skill and experience of the best classroom teachers, the collaboration of the best illustrators and the best production by printers and the use of best paper. Unless these four factors combine, you cannot get a first-class textbook. What we are doing in Delhi is to combine these four to produce the finest textbooks that educational research can make possible.

Shri Ranga: Here it sounds well.

Shri M. C. Chagla: Let us see what we have done about text books at the university stage. We are working with three countries, Uni-

ted States, United Kingdom and USSR to produce cheap text books for universities. The hon. Member said that a book on medicine costs Rs. 40-50. I am conscious of it; I know how difficult it is for students to get text books. I know how people queue up in the library to get one or two copies that are there; it is a shame and a scandal. We are trying our best to see that we have cheap reprints through the help of these countries. . . (An Hon. Member: It can be done). It can be done and it will be done. As regards the secondary stage, I have already mentioned that we have set up panels of the best experts and text books are being prepared. In the elementary stage, I am sorry that no work has been undertaken so far and the work has been left to the States; we have advised the States that they should produce text books on a no-profit-no-loss basis and a recent survey showed that except for one State, all the other States were following this policy and charging a small margin of profit. . .

Shri Ranga: Yet, prices are going higher and higher.

Shri M. C. Chagla: Quite; I think one legitimate criticism Mr. Masani made is that prices are high and therefore they have pirate editions. The main solution is to bring the prices down when it would not be profitable for anybody to pirate these editions or plagiarise them. There is something more that we have done. We have been able to obtain a gift of 200 tons of paper from Australia and 8000 tons from Sweden and this paper has been sent to the States to print the text-books so that they could be sold cheaply. We have been able to get three printing presses from West Germany; they would be set up at Mysore, Bhubaneswar and Chandigarh and used for production of books. When these presses start functioning they will help to improve the quality of the text books and to cut down the prices.

I was rather surprised to hear the sentiment that legal compulsion will

not be the answer because you cannot legislate against human nature, I suppose that Mr. Masani legitimately could use that argument with regard to prohibition. I do not know that pirating of books was part of human nature . . . (Interruptions). The deputation from Bihar to which Mr. Masani referred waited on me; I pointed out them that we should get the law amended. Penal Code was a concurrent subject and the State of Bihar can easily make the offence cognisable; they can take it up and legislate. Apparently Mr. Masani has got the facts and the easiest thing in the world would be to suggest to the States to make his offence cognisable. What is happening today—this is what I was told—is that bookstalls have got these books; they could not be arrested because they answer: we do not know that they were pirate editions. If it is made cognisable, the bookshops can be raided and you will be able to put down this evil.

Reference was made by an hon. Member to the establishment of a Secondary education commission on the lines of the University Grants Commission. I welcome that idea; I have been thinking on those lines and my view is that the only way to upgrade secondary education, to improve its quality, is to have a commission like the University Grants Commission. The University Grants Commission has done a splendid job under its very able chairman, and but for that Commission I do not know what would have happened to the standard of education in colleges and universities. But the difficulty is, the Constitution. I do not know whether we can have a Secondary Education Commission. The University Grants Commission was established because of entry 66 of the First List Schedule VIII of the Constitution, which talks of higher education. But whether we can have a similar Commission for secondary education which is not higher education is a matter to be considered.

17 hrs.

Shri Ranga: Why should we wait? Let the Centre give satisfaction to the extent that power is given to it. Why should it encroach upon everybody else and say we are more efficient than the State Governments? We are just as inefficient as they are.

Shri M. C. Chagla: Subject to this, we do propose to take up some projects, and help them as centrally-sponsored projects. I assure my hon. friend there that we will not interfere with the States if the States are prepared to do a good job of education.

Shri Ranga: They are doing it according to their judgement.

Shri M. C. Chagla: I now come to the question of Hindi. Let me first give an assurance to this House which some times looks at me with suspicion on this subject, that I will give my full support, full-hearted support, to the propagation of Hindi in this country. That is the Constitution and we must all be loyal to the Constitution.

Shri Kishen Pattnayak: Why don't you make Hindi and other Indian languages the medium of instruction at the university level?

Shri M. C. Chagla: I am going to deal with that question. I request the hon. Member to be a little patient.

Mr. Speaker: He is too young to have patience?

Shri M. C. Chagla: Let me point out what schemes we have undertaken for the purpose of supporting the propagation of Hindi. We have under preparation a consolidated glossary of technical terminology; rather, it is published. Then, the terminology in seven basic science subjects has been finalised and is under print. Work on other subjects is in progress. We have a large programme of producing books in Hindi and the first list covers more than 300 books; the progress has been rather slow in the past, but it will be considerably expedited from the next

[Shri M. C. Chagla]

year onwards. We give grants to the State Governments for appointment of Hindi teachers in the primary, middle and secondary schools and for the establishment of training colleges for Hindi teachers in non-Hindi areas.

There is a complaint that the propagation of Hindi is slow but we must carry the whole country with us. There is something more that we have done in this matter. We are producing literature in Hindi, especially scientific books, and we have extended the scheme to other Indian languages also, and we are assisting the States to produce similar literature provided they agree to adopt the terminology evolved by us as far as possible.

Then we are making free gifts of select Hindi books which we purchase in bulk to schools, libraries and colleges in the non-Hindi States. We are engaged on a project of preparing a Hindi encyclopaedia in ten volumes, three of which have been published. Then we have a scheme of translation and publication of the best books in one Indian language to another and publication of outstanding books on culture.

Now, may I make two appeals to my Hindi-speaking friends if they really want to see to the propagation of Hindi? The first is this. They must be more tolerant towards the non-Hindi speaking areas.

Shri Tyagi: Agreed.

Shri M. C. Chagla: The second is—that concerns me personally—please try and make Hindi a simpler language. When Ganhiji spoke of the common language, he used the word Hindi-Hindustani. His idea was that the language which we must evolve is a language which should be understood by the common man. Let us ask ourselves honestly: Is the Hindi that we have evolved the language of the common man?

Shri Ranga: The words used by Mr. Prakash Vir Shastri are easier for us

from the south to understand than the kind of Hindi that I find in the north.

Shri M. C. Chagla: Take the English language. There was a time—my hon. friend who is a great scholar of English will bear me out—when we had a classical period—the Johnsonian period with Latin expressions; the longer the expression, the better the language. Today any English student will tell you that simpler the language, the better the English. I think that is what we must do for Hindi. After all, we want Hindi to be the language of this country and we must have a language which is understood by the large majority of our people.

Shrimati Yashoda Reddy: As Mr. Ranga pointed out, the language spoken in the north is more Persianised or Urduised. The Hindi spoken by Mr. Prakash Vir Shastri contains more of Sanskrit words and that language appeals to us, because the South Indian languages have greater percentage of Sanskrit.

Shri M. C. Chagla: Let us take the words from different languages. Let us take words which are in common currency. Let us not eliminate words because they come from one language or another; if they have become part of our common currency, we must accept them.

Shrimati Yashoda Reddy: Let us wait till then.

Shri M. C. Chagla: One word about culture, because I happen to be not only Minister of Education, and Scientific Research but of Culture also. I have not got much to say about it. As you know, we have three Akademis which are helping to propagate culture in this country. I have just appointed a committee to have the working of these Akademis reviewed. I do believe that when you have autonomous bodies or independent bodies set up, we must have reviewing committees appointed from time to time, consisting of outsiders, who can review the work done. It is not in any sense

of criticism, but outsiders can see more of the picture than people inside. They can make new suggestions and so on. I wish to pursue this as a matter of policy that the workings of autonomous bodies under the Ministry will be reviewed from time to time. In this I will be a striking sympathetic chord in the heart of my hon. friend, Shri Tyagi, who is a great believer in it.

We are also taking steps to encourage contemporary artists. I think their lot is a very poor one. I am not one of those who believe that an artist must live in a garret and starve. Those days are gone. There are many gifted artists, who really need encouragement by the State.

I need hardly point out that our programmes of cultural exchanges with different countries help to project the image of India abroad.

I now turn to technical education. Progress has been achieved in technical education in a very large way. In 1947, the number of institutions for first degree were 38. At the end of 1966, i.e., at the end of the third Plan, the number will be 129. The annual admission capacity was 2840. In 1966 it will be 25,000. The number of polytechnics and other diploma institutions was 53; in 1966, it will be 287. The annual admission to these institutions which was 3670 will increase to 50,000. There were hardly a few post-graduate students in 1947; in 1966, the number will be 2,000. It is proposed to develop technical education further and three main schemes are under consideration, namely, to increase the size of engineering institutions, because a big institution is more useful and economic than a small one, selecting bright students and ploughing them back into the engineering institutions for the teaching profession and manufacturing the equipment required in India itself.

Coming to science, the adoption of science and technology—again this is

axiomatic—is essential for the elimination of poverty and regeneration of social order. The teaching of science has to be strengthened both at the school and college stages. This implies not only acquisition of scientific knowledge but also the building up of scientific attitudes which are empirical, rational and secular. I think one important result of a widespread teaching of science is that we acquire a scientific outlook, which means a rational outlook, which means we test everything by objective evidence and not by dogma or ideology or from *ex cathedra* statements.

Science talent has to be discovered at an early stage and provided with adequate opportunity for full development. The National Council of Educational Research and Training is operating a scheme for discovering scientific talent under which students of secondary schools who have a special aptitude are selected and awarded scholarships. The scheme was first tried in Delhi and was very successful. It has now been extended to the whole of India, so that we pick out young people from secondary schools if we find a scientific aptitude in them, give them scholarships and give them the best training possible. These will be our scientists of the future.

C.S.I.R. is the organisation at the top for the development of scientific research. It has 28 laboratories and has grown into a big organisation. The development of C.S.I.R. will have to be planned. In particular, it will have to be brought closer to industry so that science can be harnessed for industrial progress. On the other hand, it will have to be brought closer to the universities also.

Shri Ranga: You may make its work also to be reviewed by an independent committee.

Shri M. C. Chagla: I have answered that point, I think, in the Rajya Sabha today. We have appointed a very high-powered reviewing committee.

[Shri M. C. Chagla]

Two of its members are two distinguished scientists from U.K. we shall be getting a report within a month or two. I heard some criticisms about C.S.I.R. from some hon. Members. I will ask them to have patience. When hon. Members see this report, they will realise what fine work this organisation has done, what fine work our 28 laboratories are doing and what wonderful research has been carried out in these laboratories. I need not say it myself, because you may say that I am interested. But when you get this objective report—not a single member of the reviewing committee has anything to do with the laboratories of the CSIR, they are all outsiders—then you will realise what work has been done.

The hon. Member made a reference to the Director-General. I have heard about this and I shall lay a statement on the Table of the House. It is said that the Director-General has spent a lakh of rupees on furnishing his room. This is absolutely unfounded. I have gone into the matter and I have seen the figures myself. For the satisfaction of my hon. friend and also other hon. Members of this House, I will lay a statement on the Table showing what was spent on furnishing the room.

Shri Kishen Pattnayak: What about irregularities in promotions and appointments?

Shri M. C. Chagla: There are no irregularities. I have a statement here which shows that every director was appointed through a high-powered selection committee.

Shri Kishen Pattnayak: The members of the selection committee are nominated.

Mr. Speaker: Order, order.

Shri M. C. Chagla: If my hon. friend will come to me, I will give him the names of the members of the selection committee, and he will be the first to admit that the members...

Mr. Speaker: There the hon. Minister is wrong, that the hon. Member will admit.

Shri M. C. Chagla: Then I shall proceed to the next point. I am coming to a rather controversial matter, but I must deal with it frankly here and that is about the question of medium of instruction. By natural evolution, regional languages must become the media of instruction in the universities. There can be no doubt about it. If you have your mother tongue as medium of instruction in primary schools and secondary schools it must follow that, by natural evolution, regional languages must become the media of instruction in the universities.

Perhaps hon. Members do not know that USSR has got a more difficult linguistic problem than we have. We have 14 official languages whereas they have 15. However, they have solved the problem. The regional languages are allowed in every Republic of the Union, but—and this is an important 'but'—the overall language is the Russian language. Every citizen learns the Russian language and, therefore, they have no problem of inter-communication. The Russian language being compulsory, every one in the USSR has to learn that language, whether at the school stage or at the university stage, and the problem that faces us here does not arise in that country.

Shri R. S. Pandey (Guna): But Russian is not an imported language. Here we have an imported language.

Shri M. C. Chagla: I assure you that I am fully aware of that criticism. If Hindi can become the overall language like Russian, there will be no problem. We can go ahead with the regional languages in the universities, and Hindi will be spoken all over India and we will have a language of inter-communication between State and State, between university and university and between scholar and scholar.

श्री प्रकाशवीर शास्त्री : इसको इस लायक बनायेगा कौन ? यह किस की जिम्मेवारी है ?

श्री रघूनाथ सिंह चागला साहब बनावेंगे ।

श्री म० क० चागला : दो मिनट मुझे दीजिये, मैं बता देता हूँ । मैं आपको समझा देता हूँ कि क्या पालिसी है । बाद में अगर आप चाहें तो क्विटसिज्म कर सकते हैं ।

Now, the South and Bengal are not prepared to accept it. I wish hon. Members of this House will go to Bengal—I have recently been there—and see the feelings there, see the atmosphere there. We have to carry the South and Bengal with us. They are part of India. We cannot go ahead without the South and Bengal joining us in the progress. Therefore, Hindi will only succeed provided, as I said earlier, we use persuasion and not compulsion.

Now, let me put forward this proposition. Hindi is not yet ready to be the medium of instruction in the universities, especially in science, because we have not got the books. As I said we must go ahead, prepare the text-books, make preparations. If you ask me today honestly to say whether Hindi can be the medium of instruction in the colleges, my answer if I were to be honest would be "No" because we have not got the text-books.

Shri J. P. Jyotishi (Sagar): Why not you entrust it to somebody?

Shri M. C. Chagla: We are doing the work.

Now, take sciences. Even if we have text-books, it is not enough. We want the journals, which we have in English. We must have people writing in Hindi on scientific subjects. We must have a scientific approach in

Hindi, which is not there. We must work for it. But let us have patience. We do not want to ruin our standards in scientific education by being impatient. That being the position, English must continue as link language only so long as Hindi is not ready.

Dr. M. S. Aney: The hon. Minister must explain how to work for it.

Shri M. C. Chagla: I shall say how to work for it. Apart from link language, it is an international language of great importance. Nobody disputes the position that English occupies in the world today. It is not our language, we must have our language, I can understand it.

Shri Ranga: It has become our language.

Shri M. C. Chagla: Knowledge is a great asset which this country has. Let us not throw away that asset.

Shri R. S. Pandey: Millions of people in the villages do not know English.

Shrimati Yashoda Reddy: Neither do they know Hindi.

Shri R. S. Pandey: 22 crores of people are speaking Hindi.

Shri Ranga: What about the rest out of 45 crores? (*Interruption*).

Shri R. S. Pandey: The majority of people are speaking Hindi.

Mr. Speaker: Let us hear the reply. The hon. Members should have patience.

Shri M. C. Chagla: I am not speaking of the millions of people who speak Hindi, Telugu, Tamil and Bengali. I have said that in the primary school and secondary school the mother tongue should be the medium of instruction. I am talking of a million people who go to the university. The question is, how do we impart education to that group? I am now

[Shri M. C. Chagla]

dealing with that and not with the 22 crores of people.

An hon. Member: What about the official work?

Shri M. C. Chagla: Even the regional languages are not ready to play the role of medium of instruction. Ask any State. They will tell you why they have continued English. They say, "It is because we are not ready".

Shri Ram Sewak Yadav (Barabanki): The Centre is imposing it.

Shrimati Yashoda Reddy: This is what comes out of intolerance.

Shri Morarka (Jhunjhunu): Make Tamil compulsory for them.

Shri M. C. Chagla: Therefore, the transition from English to regional languages in the universities must be slow, deliberate and careful, slow in the sense . . .

Shri Ram Sewak Yadav: Dead slow.

Shri M. C. Chagla: I do not say, dead slow.

Shri Ram Sewak Yadav: You do not say but you act according to that.

Dr. Ranen Sen (Calcutta East): How can a Bengali boy accept Hindi as the medium of instruction in the university? Why should he?

Shri M. C. Chagla: I am not saying that. He will have Bengali as the medium; but, I hope, Bengal will also study Hindi so that Hindi will be the link language as English is . . . (Interruption).

May I say that my emphasis on improved standard of English will not prejudice the development of Hindi or regional languages? My view is that all three languages—regional language, English and Hindi—must be learnt well. Any language

that is worth studying is worth studying well.

Let me pass on to a less controversial subject. May I say a word about matching grants? We must devise some other method of helping the States. We are prepared to give them 50 per cent matching grant but they cannot find the other 50 per cent. As I said, the lot of teachers remains the same. We are prepared to give 50 per cent or more for hostels, and girls' education, but the States say, "Where do we find the other 50 per cent?" Even when we are prepared to give hundred per cent, the States say, "You will give hundred per cent for the five-year plan period, but we will have to find this after five years; we cannot commit ourselves." Therefore, we are thinking about some method whereby we can help the causes which we think are important without resorting to this expedient of matching grants.

Before I conclude—I am sorry, I have taken a little longer—there are a few points which came up during the debate and which I may deal with. One is the question of sports. Both Shri Deo and Shri Alva spoke about sports.

Shri Ram Sewak Yadav: Shri Majithia also.

Shri M. C. Chagla: I attach the greatest importance to sports and I agree that sport has rather been neglected. But may I point out this? As regards the cricket test matches, I think, some criticism was made. The Ministry has nothing to do with it. But it is impossible to accept, as Shri Alva suggested, that all the students in India should be able to watch test matches. No country can build a stadium as large as that. The proper thing is to have cheap seats. I know, in Bombay, we have a very large Brabourne Stadium and there is a whole block meant for students. I take it the same thing is in Delhi.

There are millions of students and they must watch cricket—I agree—but how are we going to do that?

Dr. P. S. Deshmukh (Amravati): Television.

Shri M. C. Chagla: I hope, the time will come when we will have that.

Dr. P. S. Deshmukh: It is a pity that we have no television.

Shri Tyagi: Cinema films also.

Shri M. C. Chagla: Now what are we doing as regards playing fields? I agree that playing fields are perhaps more important for boys and girls than anything else. In the Second Plan there was a provision of Rs. 32 lakhs to educational institutions for playing fields. This was a Central scheme and provided for hundred per cent assistance to Government institutions and 75 per cent to other institutions. In the Third Plan, the scheme was transferred to the State sector. I am sorry to say that the result is that playing fields have suffered by this being transferred to the States sector during the Third Five Year Plan period.

We are giving these Arjuna awards. For the year 1963 we gave seven outstanding sportsmen awards in their own field. We also have this National Institute of Sports which is training coaches. These coaches have been absorbed in the States' Sports Councils. The Institute also conducts courses in badminton, basket ball, football, gymnastics, hockey, swimming, tennis, table tennis, volleyball and wrestling. Some mention was made about mountaineering. The Ministry of Defence in collaboration with the Government of West Bengal have set up the Himalayan Mountaineering Institute at Darjeeling which is doing excellent work.

Now, my friend Shri Tyagiji mentioned about the social Welfare Board. Let me tell him that I have taken a decision that the Social Wel-

fare Board should be an autonomous body. I shall be coming to this House very soon with a necessary legislation. Therefore, the Board will be subject to parliamentary criticism and it will not be an amorphous body about which Shri Tyagiji has said.

The other suggestion made by my hon. friend was that teachers should be Government servants or public servants so that they should be kept out of politics. I have every sympathy with this suggestion. I will certainly look into it. I think, the position today is that teachers in Government schools and colleges are public servants who cannot take part in politics, but I do not see why teachers in private schools where Government gives aid should also not be made public servants and kept out of politics. I will look into it and see what the legal position is.

Shri Tyagi: Thank you.

Shrimati Savitri Nigam (Banda): On a point of information, Sir. In his very delightful and encouraging speech which the Minister has made, I find that . . .

Mr. Speaker: He has not finished yet.

Shrimati Savitri Nigam: . . . no mention has been made regarding the education of the cripple and the handicapped people and the future expansion plans.

Shri M. C. Chagla: I have got only an hour. I have already exceeded the time. If I should have dealt with all the subjects, I would have needed two or three hours.

Shri Tyagi: She is trying to handicap him.

Shri M. C. Chagla: My hon. friend Shri Tyagiji has raised the question about moral instruction. I might point out that we have taken action on the recommendations of the Shri

[Shri M. C. Chagla]

Prakash Committee. We have written to the State Governments pointing out what they should do. Then, we have published *Achhi Adaten* published by the National Publishing House for the middle schools and "Tales of All Times" for the secondary stage. We are about to bring out a book on the Lives of 14 Great Leaders of the World and an abridged edition of the book "Essential Unity of All Religions" by Dr. Bhagwandas and also a book on the Life of Swami Vivekananda which will give all his speeches. So, we are doing whatever we can.

A reference was made by my hon. friend there about the Ford Foundation. Let me make this position clear.

Shri Tyagi: There was one point about the all-India Service of Education.

Shri M. C. Chagla: I am coming to that. I shall deal with it. Now, it is the policy of the Government not to permit any university or any educational institution to approach any foreign body for funds unless the matter is cleared, through the Ministry of Education and the Ministry of External Affairs. So, my hon. friend is wrong if he thinks that any university can write to the United States or the U.S.S.R. or Germany or France and get money.

Shri H. N. Mukerjee: I quoted a report in the Calcutta newspaper that the Calcutta University is already in communication with the Ford Foundation which has made certain decisions which have been communicated to them.

Shri M. C. Chagla: But that must have been cleared. I understand a committee which was asked for by the Calcutta University was to look into the administration and examination system of the Calcutta University. There are no strings attached to it. There is no question of the Ford Foundation interfering with the autonomy of the Calcutta University. We

will not permit that. I assure you, whenever the Ford Foundation has given its assistance, it has been without any political strings and let us appreciate the work which the Ford Foundation has done. It has helped many good causes, both in Delhi and outside. But I assure my hon. friend that this does not mean that we accept any interference or that we allow the Ford Foundation to attach any strings to the assistance that it gives.

Some criticism was made about the Gurukul Kangri, Hardwar and the Jamia-Milia, Delhi and the difference in aid given to them. The fact of the matter is that the Jamia-Milia has been recognised for a long time. And it has been receiving assistance, both for maintenance and development, in full. The Gurukul has only been recognised this year. I think, and the University Grants Commission will now help it as much as possible. Till then, the help that could be given to the Jamia obviously could not be given to the Gurukul.

I am coming now to my last point, and that is about planning for the future. Education is one sphere where planning is absolutely essential. We think of planning only in the economic context. We think of steel mills and hydro-electric schemes and so on but if ever there was a subject where we should plan, it is education, because we are moulding the destiny of millions of boys and girls, our future citizens. Recently, a commission was appointed in England under the chairmanship of Lord Robbins and they have looked forward to 1980 and tried to find out how many universities will be needed for the students and how many scientific institutions will be needed. So, in 1964, they are thinking of 1980. That is planning, and that is what we should do in our country.

Therefore, we have set up a Central Planning Group with a membership of fifteen persons, not merely to plan

for the Fourth Plan but to look ahead to 1980 and take a perspective view of our education.

There is also one thing more which we have done. Several Members here have referred to the inadequacy of our present-day educational system. It has been said that the system has not changed in any essential respect from what it was in the days of the British rule in India. Perhaps, there is some force in that criticism. While I do not agree with the extreme view that nothing whatsoever of any significance in the field of education has been done since Independence, I do think that we need to do some creative thinking about the totality of our educational system, its objectives and content, its place in the national life of our society and its role in providing human resources for the uplifting of our social, cultural and economic life.

One great difficulty in our approach to this problem has been a tendency to look at the educational system in parts, thereby missing the relationship between the parts and the integration of these parts into a coherent and meaningful whole. In the course of planning for specialised sectors, there is always the danger of fragmentation, and this has certainly taken place in our educational development. We have tried to deal separately and often in complete isolation with the different sectors of our education such as elementary education, secondary education, university education and specialised education.

In my opinion, it is now necessary to undertake a thorough review of our educational system in its entirety. Such a review should include a survey of educational growth in the past and the problems encountered and also deal with the requirements of the present and of the future. This study should relate education more closely with the other sectors of our national life and in this way help in evolving an adequate realistic and up-to-date

system of education with clear objectives and goals. Too many of our committees and reports have dealt with living problems in terms of figures of enrolment and expenditure and planned targets in isolated sectors. Too little attention has been paid to the content and objectives of education and the role of education in our national life. We have to do a lot of serious thinking on this matter and study the entire problem in great depth. I, therefore, propose to appoint a Commission or Committee of top specialists in the field of education to have a thorough review of the entire educational system on the lines I have indicated. As we have to mould our educational system not only on the roots of our own culture and civilisation, but also for the requirements of the future, in which science and technology will loom larger and larger and where a study of educational experiments going on in other parts of the world would be very useful, I propose to invite a few eminent educationists from other countries to assist in the task. This Commission or Committee may have to work for about a year or longer with the support of adequate research units provided by the National Council of Educational Research and Training. I propose to announce the composition of this body in the very near future.

In other words, I want to have a stock-taking. I think it is good from time to time to assess what progress you have made, what mistakes you have committed, where you have gone wrong, whether you have taken one way instead of the other, what we should do in future and so forth. I hope we should be able to do it with the help of this Committee. I hope to get their report within 12 or 14 months. Then we will get a picture of education as a whole. It will be a picture of education in India today and of education in India tomorrow.

Shri Tyagi: Indian Educational Service?

An hon. Member: Everything will come.

Shri M. C. Chagla: The Mudaliar Commission dealt only with secondary education. Dr. Radhakrishnan's Commission dealt only with university education. I want this Committee to look at education as a whole, primary, secondary, university, technical—all aspects of education.

I must admit I am taxing our patience and that of the House. But I have a few more points to make. An important question has been raised about Education being brought into the Concurrent List. The reason for this is that we must have a common national pattern for our education and a common national policy. Now, I do not understand the reason for the reluctance of the States. I am not suggesting it should be a Union subject. I am only suggesting it should be a Concurrent subject. That means the Centre will step in only when the States do not discharge their obligations.

Take the case of social reform in this country. Marriage, divorce, succession are all Concurrent subjects. But no social reform would have been possible in this country if the Centre had not legislated. It could legislate only because these are concurrent subjects. If they were State Subjects, I do not know how long it would have taken for this country to make social progress.

Therefore, in my opinion, in the field of education also, if we want to make real progress, it has to be a Concurrent Subject. But we must carry the States with us, not only because we should not go against their wishes, but constitutionally, as you know, we cannot proceed, unless we amend the Constitution, unless it is ratified by not less than one-half of the States.

But as a first step, I think, as my hon. friend said, an all-India Educa-

tional Service will have to be organised. I am very glad to state that now a majority of States—practically all the States—have agreed in principle to the setting up of an all-India Educational Service. It may be that some States will accept certain posts; others will have different kinds of posts. But I think the time has come when we should make a beginning. And this would be an important beginning which will help us to make Education a really national subject.

I think I have dealt as far as possible with the broad outlines of education and have tried to answer most of the criticisms advanced.

Shri Tyagi: Most convincingly.

Shri M. C. Chagla: I am thankful to the House for the consideration shown to me.

Mr. Speaker: Should I put all the cut motions together or separately?

Some hon. Members: Together.

Mr. Speaker: I shall now put all the cut motions together.

All the cut motions were put and negatived.

Mr. Speaker: The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March 1965, in respect of the heads of demands entered in the second column thereof against Demands Nos. 8 to 14 and 114 relating to the Ministry of Education".

The motion was adopted.

[The motions for Demands for Grants which were adopted by the Lok Sabha are reproduced below—Ed.]

DEMAND No. 8—MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 79,07,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Ministry of Education'."

DEMAND No. 9—EDUCATION

"That a sum not exceeding Rs. 33,52,90,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Education'."

DEMAND No. 10—ARCHAEOLOGY

"That a sum not exceeding Rs. 1,17,61,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Archaeology'."

DEMAND No. 11—SURVEY OF INDIA

"That a sum not exceeding Rs. 3,81,42,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Survey of India'."

DEMAND No. 12—BOTANICAL SURVEY

"That a sum not exceeding Rs. 25,99,000 be granted to the

President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Botanical Survey'."

DEMAND No. 13—ZOOLOGICAL SURVEY

"That a sum not exceeding Rs. 23,80,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Zoological Survey'."

DEMAND No. 14—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 10,82,61,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Other Revenue Expenditure of the Ministry of Education'."

DEMAND No. 114—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 5,13,33,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Capital Outlay of the Ministry of Education'."

17.40 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Friday, March 13, 1964/Phalguna 23, 1885 (Saka).