

12-18 hrs.

ESTIMATES COMMITTEE

THIRTIETH REPORT

Shri Dasappa (Bangalore): I beg to present the Thirtieth Report of the Estimates Committee on the Ministry of Irrigation and Power (Power):

Central Water and Power Commission (Power Wing).

Central Electricity Authority.

Central Electricity Board.

Central Board of Irrigation and Power (Power)—Power Research Institute.

Shri Vishram Prasad may now continue his speech. He has already taken 11 minutes. Ordinarily, only 10 minutes are allowed. He may take two or three minutes more.

Shri Surendranath Dwivedy (Kendrapara): He is the only speaker from our Group.

Mr. Speaker: Even then, he cannot take 15 minutes.

Shri Vishram Prasad (Lalganj): Previous speakers have been given 15 minutes.

Mr. Speaker: He should compare the strength of his Group with other Groups also.

Shri Hem Barua (Gauhati): You have been very considerate about that.

12.18½ hrs.

BUSINESS OF THE HOUSE

The Minister of Parliamentary Affairs (Shri Satya Narayan Sinha): With your permission, Sir, I rise to announce that Government business in this House during the week commencing 25th March 1963, will consist of:—

1. Consideration of any item of business carried over from today's Order Paper.
2. Discussion and Voting on the Demands for Grants relating to the Ministries of Health, Irrigation and Power, Labour and Employment, Home Affairs, and Works, Housing and Rehabilitation.

श्री विश्राम प्रसाद : अध्यक्ष महोदय, मैं कल साइंटिफिक और टेकनिकल शिक्षा के बारे में बोल रहा था। मैं आज आपके सामने कम्पलसरी मिलिटरी ट्रेनिंग के बारे में कहूंगा। जो कुछ कदम हमारी सरकार ने उठाए हैं ठीक हैं फिर भी मैं चाहता कि हर कालिज और हर स्कूल में कम्पलसरी मिलिटरी ट्रेनिंग की व्यवस्था हो जानी चाहिये। मेरा सुझाव है कि स्कूलों और कालिजों में एक मिलिटरी ट्रेनिंग का कम्पलसरी कोर्स होना चाहिये जिससे कि चीनी खतरे का सामना करने के लिये हम तैयार रह सकें।

12-19 hrs.

DEMANDS FOR GRANTS*—contd.

MINISTRY OF EDUCATION—contd.

Mr. Speaker: The House will now proceed with further discussion and voting on the Demands for Grants under the control of the Ministry of Education, together with further discussion on cut motions moved.

हरिजन, शोडयूल्ड कार्ट्स और शोडयूल्ड ट्राइव्स के अनुदानों पर मुझे कहना है कि जैसा कि यूनिशन पब्लिक सर्विस कमिशन को रिपोर्ट है तथा उनकी सीटों के रिजर्वेशन का ध्यान रखते हुए, उनकी सीटें जो अभी तक पूरी नहीं होती हैं, उसको भी ध्यान में रखते हुए मैं एजुकेशन मिनिस्टर से खर्च करना कहेगा कि जिस तरह

*Moved with the recommendation of the President.

के ट्रेनिंग स्कूल आई० ० एस० के लिये लाहाबाद और मद्रास में खोल रखे है, उसी तरह के ट्रेनिंग सेंटर्स और जगहों में भी खोले जायें ताकि उनके रिजर्वेशन का जो कोटा है वह पूरा हो सके। उनको स तरह के ट्रेनिंग स्कूल खोलकर प्रोत्साहन देना चाहिये ताकि जहां भी उनका कोटा पूरा नहीं है वहां अपना कोटा पूरा करें। २,२२,६३००० उनकी आबादी और रिजर्वेशन को ख्याल में रखते हुए बहुत ही कम है।

हिन्दी के बारे में मुझे यह कहना है कि संविधान के अनुच्छेद ३५१ के अनुसार संघ की राजभाषा हिन्दी को विकसित करना और समृद्ध बनाना भारत सरकार का कर्तव्य है। रिपोर्ट के देखने से पता चलता है कि सरकार द्वारा जो कुछ कदम स तरेफ उठाये गये हैं वह बहुत ही शिथिल है। आप अगर दरअसल हिन्दी को प्राथमिकता देना चाहते हैं और सको सही मायनों में राष्ट्रभाषा बनाना चाहते हैं तो स के लिये आपको बहुत आगे तक कदम उाना पड़ेगा।

सुना गया है कि सेंट्रल गवर्नमेंट इम्प्लाइज के लिये हिन्दुस्तान भर में १०० पबलिक स्कूल खोले जा रहे हैं। इस संबंध में मैं शिक्षा मंत्री महोदय का ध्यान दिल्ली के मौडर्न स्कूल, बाराखम्भा रोड, नई दिल्ली की तरफ दिलाना चाहता हूँ। उस स्कूल के बारे में मुझे बहुत सी शिकायतें मिली हैं कि वहां पर और स्कूलों के मुकाबले में फीस अधिक चार्ज होती हैं। स में मिनिस्ट्री के कुछ लोगों का भी हाथ है। वेस्ट्रा क्लासेज पैसा पंदा करने के लिये लगती है। सुनने में यह आया है कि उस स्कूल द्वारा जो बहुत से असंगत कारनामे होते हैं उनमें मिनिस्ट्री के कुछ लोगों का भी हाथ है। सलिये मेरी प्रार्थना है कि अगर इस तरह के पबलिक स्कूल गवर्नमेंट खोलने जा रही हैं तो इस स्कूल का इंतजाम ठीक करके

से दिल्ली के लिये अवश्य लेने की कृपा करें।

मैं सके बाद अध्यक्ष महोदय, आप का ध्यान पबलिक एकाउन्टस कमेटी की १९६२ की आठवीं आडिट रिपोर्ट की तरफ दिलाना चाहता हूँ। सेंट्रल सोशल वेलफेयर बोर्ड को बने दो साल हो गये। आडिट की रिपोर्ट है कि उसका कांसीट्रूशन लीगल है। यह भी लिखा गया है कि संविधान के अनुसार इसको पया देना गबन के खतरे से खाी नहीं है। रुपये का कैसे गबन की गड़बड़ चलता है उसके बारे में मैं आप को बतलाऊँ कि सोशल वेलफेयर बोर्ड के चेअरमैन ने १ मार्च १९६१ को पेरमेंट आफ पे एण्ड एलाउन्सेज के लिये ५६३५ पये का सैल्फ चैक इश्यु किया जोकि २६-६-६१ को नक़्श आ। एक और ५७०६ रुपये का सैल्फ चैक उनको १ अप्रैल, १९६१ को इश्यु हुआ जो कि २६-६-६१ को इनकैश हो गया। कैशियर ने यह टोगल पया केश बुक रजिस्टर में नहीं चढ़ाया और वह तमाम रकया गबन ही गया। सके ऊपर पुलिस का केस चला और कोर्ट का फंसला हुआ मगर पता नहीं कि आज तक उस सिलसिले में क्या हो रहा है ?

इस के बाद में त्रिपुरा में कुछ इमारतें बनने के संबंध में निवेदन करना चाहता हूँ। सन १९५७-५८ में त्रिपुरा में कुछ इमारतें बननी थीं। वे केस में जो स्कूल की इमारतें बननी थीं उसके लिये जितने रुपये की ग्रांट थी उससे १००००, रुपये अधिक खर्च हुए। ज्यादा रुपया जो स तौर से खर्च हुआ उसकी देखभाल करने के लिये कोई टेकनिकल स्टाफ उस के सुपरविजन के लिये नहीं था। ६ केसेज में तो कोई फोरमल एप्रोप्रीयटी भी कन्ट्रोल से नहीं हुआ। कोई अर्नेस्ट मनो या सिक्यूरिटी भी केदार से नहीं जमा कराई गई। पी० डबलू० डी० की देखरेख में भी वे नहीं बनीं। कोई मेजरमेंट की फि.अ.बी भी

[श्री विश्राम प्रसाद]

नहीं रखी गई। कोई कम्पलीशन सर्टिफिकेट भी कायदे से दृश्य नहीं किया गया। बस इधर उधर से सीफिकेशन व सर्टीफिकेट इकट्ठा करके पेमेंट हो गया।

दिल्ली एंडमिनिस्ट्रेशन के बारे में मैं बतलाना चाहता हूँ कि उसने अपनी मनमानी से २०० रुपये से ४०० रुपये तक की कुछ जगह सैंशन कर लीं जबकि मिनिस्टरी आफ एन्जुकेशन के सन् १९५० के आर्डर के अनुसार दिल्ली एंडमिनिस्ट्रेशन केवल १२० से ३०० तक की ही जगहें क्रीएट कर सकता था। यह गलती सन १९५७ में पकड़ी गई लेकिन सन १९६० तक इसी स्केल से पेमेंट होता रहा। पब्लिक एकाउन्स कमिटी के बार बार कहने पर भी कि ऐसी चीजें नहीं होनी चाहियें, उसके बावजूद भी २० मास्टर और रख लिये गये।

एक्सट्रा एक्सपेंडिचर और एक्सट्रा पेमेंट को एक बात में आपको और बतलाना चाहता हूँ कि एक सैंड सेक्रेटरी वाशिगटन डी० सी० इन्वैसी में मई, १९६० में नियुक्त हुए। उनका प्रोमोशन फर्स्ट सेक्रेटरी में किया। उनको फर्स्ट सेक्रेटरी के तौर पर वर्क करने को इजाजत होगई तो महाशय फर्स्ट सेक्रेटरी के एलाउन्स ड्रा करने लगे। पहले सेक्रेटरी को नक्रीज्ड रेट एलाउन्स नहीं था लेकिन वह बढ़ा हुआ भत्ता ड्रा करने लग गये। जब यह चीज मालूम हुई, आर्डर भी १४ जून को मिला मगर उस के बावजूद भी सेक्रेटरी साहब ने १६ जून को ३०० डालर महीने का घर दो साल के लिये ले लिया और लीज भी तय कर ली।

अध्यक्ष महोदय : माननीय सदस्य एक, एक केस इस तरह से यहां पर नहीं ले सकते हैं जब तक कि उसके लिये उन्होंने एडवांस नोटिस मिनिस्टर साहब को न दिया हो।

श्री विश्राम प्रसाद : यह तो मैं पब्लिक एकाउन्स कमिटी की रिपोर्ट से कह रहा हूँ।

अध्यक्ष महोदय : यह सब पब्लिक एकाउन्स कमिटी की रिपोर्ट में है ?

श्री विश्राम प्रसाद : जी हां, रिपोर्ट में है। १४ जून को उन्हें इसके लिये क्विटी भी मिल जाती है कि आप इस तरह नहीं कर सकते लेकिन इसके बावजूद १६ जून को उन्हें ३०० डालर पर मंथ के हिसाब से दो साल के लिये एक मकान तय कर लिया। सरकार ने फरवरी १९६१ में रंगुलराइज कर दिया। इस तरह से मिनिस्टरी को १०६६१ रुपये अधिक देने पड़े। बजाय इसके कि वह रुपया उनसे वसूल होता या और कोई एक्शन उनके खिलाफ लिया गया होता, वह रंगुलराइज कर दिया गया।

मैं एक बात और आपसे भर्ज करना चाहता हूँ। मिनिस्टरी के एक अफसर ने १.२८ लाख रुपया २२-३-५२ और ३१-३-५२ के बीच कोआपरेटिव क्रेपट स्कूलों के लिये निकाला। और यह रुपया कैंरेंट एकाउन्ट में रखा गया। १.२८ लाख में से १.१३ लाख रुपये का पेमेंट जनवरी १९५५ तक अर्थात् तीन वर्ष में हुआ। अगर वह पया बजाय कैंरेंट एकाउन्ट में रखने के गवर्नमेंट एकाउन्ट में रखा गया होता अगर गवर्नमेंट के खजाने में रहता तो वह सूद वगैरह की शबल में बढ़ता रहता लेकिन ऐसा नहीं किया गया।

स पये पर ३ से ४ फीसदी का सूद भी इन ८, १० सालों में मिलना था। तना ही नहीं अब उसको कर्ज न समझ कर आउट-राइट ग्रान्ट के रूप में ट्रीट किया जायगा। इतना ही नहीं न स्कल को २,३६,००० रुपया मिनिस्टरी आफ रिहैबिलिटेशन मिनिस्टरी ने भी दिया। उसके बाद फिर

मिनिसटर: आफ एजुकेशन ने इनको १,२७,८५० दिया। अब उसका कोई हिसाब नहीं है। क्या दिया गया और उसका क्या भवसद है। अब उसका लम्प-सम्प ग्रांट के रूप में ट्रांजिक्वायड किया जा रहा है। १४५०० पर्यन्त ३ मार्च १९५९ को इर्थात् सात साल बाद गवर्नमेंट के खजाने में रिफंड हुआ। इन चर्चों के ऊपर आइडल रिपाट में कहा गया है और सरकार को इन पर ध्यान म्यान देना चाहिये।

आखिर में मैं केवल एक बात और कह कर अपनी बात समाप्त करूंगा। सन् १९५१ के सेंसस के मुताबिक इस देश में २८ करोड़ और ३९ लाख के लगभग लोग अशिक्षित थे जब कि सन् १९६१ के सेंसस के अनुसार इन की संख्या बढ़ कर ३३ करोड़ और ३९ लाख के लगभग हो गई है। मैं चाहूंगा कि देश में शिक्षा को बढ़ाने के लिये लिटरेसी को बढ़ाने के लिये अधिक तेज कदम उठाये जायें ताकि यह देश शिक्षा की तरफ और अधिक तेजी से बढ़ सके।

Shrimati Jyotsna Chanda (Cachar): Mr. Speaker, Sir, at the outset I should draw the attention of the House to the fact that the time allotted for this discussion is only four hours. It seems that the Business Advisory Committee has felt that it is not an important thing but I feel that education is the basis of everything, our character and what not.

Mr. Speaker: The Business Advisory Committee allotted four hours and the House finally approved of it. At that time she did not object.

Shrimati Jyotsna Chanda: I was not present then.

Mr. Speaker: That cannot be any excuse.

Shrimati Jyotsna Chanda: Sir, I should express my gratitude to the

Government that they have taken up the scheme for increasing the remuneration of the primary teachers by 50 per cent financial assistance to the State. I believe that all the State Governments would implement the scheme immediately in their own States so that the low paid teachers will get some relief. While I am mentioning about the primary education, I find that conventional type of education is still going on side by side with basic education. A regrettable thing, at least in Assam, is that the advocates of basic education such as Ministers and high officials send their children to missionary schools at Shillong and sometimes we are questioned by the ordinary people particularly in the villages whether basic education is meant for the poor alone. We have no answer to them. I find from the 1962-63 report that school meals are supplied in Kerala and Madras and 65 lakhs of children are provided with mid-day meals. This House is fully aware that in the present economic condition of our country, most of the parents cannot provide two square meals to their children. It leads to malnutrition and also to disease. It seems the Government proposes to expand the school meal scheme to hundred lakhs of children by the third Five Year Plan, but I feel a big number of children will be left out of the benefit of the scheme, if this scheme is introduced in this matter.

Sir, we gather from the report that in the secondary stage, more stress has been given on the improvement of the quality of education rather than on expansion. The improvement of the quality of education can only be made if sufficient number of trained teachers are available in the country. I may give the instance of my State, Assam; the required number of trained teachers are not available for this purpose. So, I request the Government to establish a few more training colleges or institutions for this purpose.

[Shrimati Jyotsna Chanda]

I would like to draw the attention of the House to the fact that in the secondary stage of education, one student will have to learn, apart from other subjects, at least four languages. Particularly in my State of Assam, a tribal boy or a non-Assamese boy will have to learn his mother-tongue through which he is educated in the primary stage, Hindi as Rashtra Bhasha, English and the regional language. I feel it is too much for a boy of 12 to 14 years of age. It has also been decided in the Zonal Council that university education will be imparted in regional languages. If this practice is adopted, our boys and girls will be handicapped. In a sense, it will be a barrier to them if they want to be admitted in any other university.

Sir, it will not help integration; but I feel it will mean disintegration. I find from the report that special programmes for girls' education received Central assistance on a cent per cent basis and these have been included in the State sector of the third Five Year Plan. Rs. 1 crore has been set apart for this. I believe due to the emergency, no cut will be made to that allocation of money.

I find that the National Council for Women's Education has set up a curriculum committee, and the report of that committee is awaited. I wish they have given a great deal of thought regarding women's education, as I feel it requires reorientation. I would urge upon the Government to give more stress on technical education in view of the emergency. The required number of technical persons are not available in our country. At least in my State of Assam, one polytechnic institute which exists in my district, Cachar, has to carry on without the required number of teachers for a long time. The demand for one engineering college and one medical college to be established in our region, that is,

Cachar, has been pressed on the Assam Government for the last few years. I feel that they will cater to the needs of Mizo Hills, Manipur, Tripura, North Cachar Hills and Cachar. I request the Central Education Ministry to consider the legitimate demands of that region and establish one regional engineering college and one medical college in that area.

So many programmes have been launched in regard to social education by the Education Ministry which is more welcome at this critical hour. It may not be out of place to mention here that the Social Welfare Board, particularly in my State of Assam, is to be congratulated on the work that they have done since the Chinese aggression. The Government has given much thought to physical education. It is now compulsory in all schools. The National Discipline Scheme centre at Sariska, Alwar, is doing something remarkable. I feel that only such kind of things can bring emotional integration and such kind of training centres should be opened in all States.

For the propagation and development of Hindi and Sanskrit schemes have been initiated by Government and we welcome it. Unless more propagation and development are made, we cannot expect Hindi to be able to take the place of English in the near future.

It may not be out of place to mention that *Adhyakshyas* and *Adhyapakas*, that is Principal and Lecturers, of Sanskrit schools in Assam are low paid. Even the students passing from those schools get more pay when they join the higher secondary schools as teachers. We expect that such kind of anomaly should be removed in no time.

Financial assistance is given to the displaced students from Pakistan. But to my information, I find that

the Assam Government has stopped this assistance to displaced students since the Rehabilitation Ministry does not exist in Assam.

Sir, I would not take any more time and conclude here.

Shri Mohsin (Dharwar South):
Sir, I rise to support the demands of the Ministry of Education. Education plays a very important role in the progress of the country. It is here that we train the younger people who are to be future citizens and who would be the future parliamentarians and rulers. So, it is necessary that we give more attention to the children who are in the field of education.

The Mudaliar Commission which surveyed secondary education has defined the task of education in these terms:

"Training of character, improvement of practical and emotional efficiency and the development of literary, cultural and artistic interests, which are necessary for the full development of the human personality."

This can be said as well regarding education in general and not only of secondary education. We have to see whether the education that is being given today really helps us to train the character and to improve the practical and vocational efficiency and the development of literary, cultural and artistic interests which are necessary for the development of the human personality. We are to think in this perspective.

It is true that there is much progress in the educational field in the sense that there are more literate persons today than before. Yesterday one hon. Member pointed out that in spite of such progress which is mentioned in the report, there are more illiterate persons. It may be so in number as the total population has increased; but the percentage of lite-

racy has certainly gone high. If you look into the statistics before us today, according to the 1961 census definitely the percentage of literacy in India is more than what is was before. In the primary education stage, we have actually crossed the target. In the middle school education, we are crossing the third Plan target, if we look to the figures of 1961-62 and 1962-63. In the later stages of high school and university education also, we are sure that we are crossing the target. But with all this, can we say that there is sufficient progress achieved in the quality in the primary, secondary and university stage? What is the condition of the schools in general as you find today? There are these primary schools full of boys and girls, but no amenities are provided in most of the schools. They do not have the necessary equipment. They do not have sufficient teachers. They do not have the buildings. Leave alone the buildings; let them be taught in the open air. But they do not even have the maps and charts and even the books. They are simply clubbed in a certain place and they are not given the education which ought to be given to them.

Sir, we are proud that we are giving education to a large section of the student population in the country. But we are not educating them in the way it ought to have been done. It has been a farce, so to say. It is true that many schools have sprung up. But the quality of education has definitely gone down. This is evident from the fact that there are reports showing that the graduates who appear before the Public Service Commissions in the various States and the Union Public Service Commission are below standard. Lately I heard that even the health conditions of the students who appeared before the authorities recruiting personnel to the defence services under the emergency commission scheme and other categories have been found to be very bad. It was reported that their

[Shri Mohsin]

academic standard has also definitely gone down. You will have to think of some improvement at this stage.

It is said that there are many progressive achievements made in the educational field. One such thing is the mid-day meals that are being provided in the schools. In the year 1960-61 40 lakh students were provided with this meal, at present 65 lakh students are being provided and by the end of the Third Five Year Plan it is stated that 100 lakh students will be covered. To find out whether this programme has actually been successful you have to go to the remotest villages. The funds are not being utilised properly. The mid-day meals which are purported to be given, they are not actually given because the voluntary contributions are not forthcoming and the contributions by the States are also not provided. The Centre is giving only one-third of the expenditure. What about the balance two-thirds? The result is, the amount sanctioned by the Centre now is utilised for some other purposes and the children are left without nutritious food.

The third thing is about school text-books. We see that many students who attend schools do not have the requisite text-books. Of course, primary education is free. But free education does not mean that they have got text-books also. India is a very poor country. There are people who cannot afford to send their children to schools, leave alone purchasing text-books for them. Therefore, some arrangement will have to be made for free distribution of text-books at least in the primary stage.

While I am on this question of text-books, I would like to say that there should be some change in the syllabus and also in the selection of subjects. In the present history books we find many things which are detrimental to the integrity of the nation and which disturb the young

mind. Our Indian history in the past is not so good. It is full of communal hatred and fights between rulers belonging to different communities. I am quite sure when these text-books are read by young children they will definitely prejudice the young minds, develop a certain opinion in them about our past history and also develop a sort of hatred between different communities or regions. Such portions of the history will have to be discarded. Let us write the history of the recent years, of great men who have worked for communal harmony and maintain the integration of India. Let those persons who want to specialise in the subject History at university stage read the history of India as a whole. But it is not necessary to bring such text-books on history in the elementary stage or even the high school stage.

I have to say a few words regarding girls' education. There has not been any appreciable progress in this direction. In the primary stage you find 60.6 per cent of the girls in the country attending schools, but in the middle group it is only 16.5 per cent and in the secondary stage it is 6.9 per cent. That shows that girls, when they reach the age of 11 years, have no tendency to go to schools. It may be due to various reasons. One important factor is that the system of education which is given to the girls is not proper. We are treating the boys and girls alike and giving them the same kind of education. With all respect to the lady Members here, I would say that the place of a lady or a girl is the home. We should remember that the object of giving her education is to make her a good housewife, a good mother who will not neglect her child. Of course, I do not mean that they should not become legislators or that sort of thing. But, I am sure the lady Members here will agree with me when I say that they ought not to

neglect their homes. Many a time we find children become wayward because the mothers did not give them much care. Whether the mothers go into the social field or the political field, it will be admitted by all that they should not neglect their homes and the education that has to be given to the girls and women should be to see that they become good mothers and good housewives.

Then I will say a few words about university education. The formation of linguistic States has created certain difficulties for the linguistic minorities. We are thinking of changing the medium of instruction in the universities to the regional languages. But what about the linguistic minorities who are seen in almost every State? While I do not want to enter into any controversy as to whether it should be Hindi or English, I do feel that there should be some universities in every State which will cater to the needs of the linguistic minorities.

It is a good thing that loan scholarship scheme has been started this year. Many students would be taking advantage of it. Still, there might be many students who may not get it because the funds are limited. I would say that we should create a situation where no student shall be denied education merely because of financial difficulties. Every student, however poor he might be, should be afforded university education in whatever field he might like to choose. Let there be a system to provide free education for the poor children who secure at least high second class or first class marks in the matriculation examination.

Mr. Speaker: Now let us hear some mother. Shrimati Laxmi Bai:

श्रीमती लक्ष्मी बाई (विकाराबाद):
अध्यक्ष महोदय, एजुकेशन मिनिस्टर साहब ने जो अच्छा काम किया है, उसके लिये मैं उनको बधाई देना चाहती हूँ।

अभी अभी हमारी बहन कह रही थी कि इसके लिये टाइम कम दिया जाता है। मैं कहना चाहती हूँ कि इसके लिये टाइम ही कम नहीं दिया जाता है बल्कि पैसा भी कम दिया जाता है। फाइनेंस वाले या प्लानिंग वाले, जो जबर्दस्त होते हैं, जो ताकतवर होते हैं, उनको तो पैसा ज्यादा दे देते हैं लेकिन जो कमजोर होते हैं जो बगावत नहीं करते हैं, उनको पैसे कम देते हैं। एजुकेशन मिनिस्ट्री ऐसी है जो बगावत नहीं कर सकती है, उस में नम्रता अधिक है। और बजट में जो उस के लिए फंडज थे, घटा कर १ करोड़ ६६ लाख रुपया कर दिया गया है। मैं मानती हूँ कि देश पर संकट है और हमारा देश संकट में से हो कर गजर रहा है और इस संकट का मुकाबला करने के लिये हमें पैसे की आवश्यकता है। हम सब मिनिस्ट्रीज के बजटों को बढ़ा रहे हैं और हम ने केवल मात्र एजुकेशन को ही इतना कम इम्पार्टेंट समझ लिया है, कि इसके हम पैसे कम कर सकते हैं।

अभी माननीय सदस्यों ने कहा कि परसेंट जो लिट्टेसी का है, वह कम है, एफीशेंसी कम हो गई है और बच्चों में डिस्प्लिन नहीं है, उन में बगावत करने की भावना घर कर रही है। ये सब बातें सही हैं। लेकिन मैं तो समझती हूँ "सर्वे गुणाः कांचनमाश्रयन्ते"। पैसे के बगैर कुछ नहीं हो सकता है। एक तो एजुकेशन मिनिस्ट्री को कम पैसा मिला है और सरकार की नजर सिर्फ इसी मिनिस्ट्री पर ही पड़ी है, लेकिन मैं देखती हूँ कि एजुकेशन मिनिस्ट्री की नजर भी केवल ग्लूब एजुकेशन पर पड़ी है और उस पर जो खर्च किया जाता था, उसको कम कर दिया गया है। सब की नजर एजुकेशन मिनिस्ट्री पर पड़ती है और एजुकेशन मिनिस्ट्री की नजर ग्लूब एजुकेशन पर कम जाती है। मुझे खुशी है कि एक प्रामिज

[श्रीमती लक्ष्मी बाई]

हमारे साथ किया गया था। लेकिन मुझे दुख है कि उसको अभी तक पूरा नहीं किया गया है। पिछले साल नेशनल काउंसिल फार एजुकेशन आफ विमन वाले प्राइम मिनिस्टर साहब के पास गए थे और उनसे प्रार्थना की थी कि जो ग्यारह करोड़ इस काम के लिये रखा गया है इसको बढ़ा कर सत्रह करोड़ कर दिया जाये। उन्होंने ऐसा करने का वायदा किया था। पिछले साल जब इस मिनिस्ट्री की डिमांड्स पर बहस हो रही थी तो उसका जवाब देते हुए मिनिस्टर साहब ने भी इसके बारे में वादा किया था और कहा था कि इसको जरूर करेंगे। लेकिन अभी तक कुछ नहीं किया गया है। अब भगवान की मार देखिये कि ११ करोड़ को भी घटा कर साढ़े दस करोड़ कर दिया गया है, यानी पचास लाख कम कर दिया गया है। मैं आप की तवज्जह दिलाना चाहती हूँ कि कुछ दिनों से हमारे मिनिस्टर साहब ने सेंट्रली स्पांसर्ड स्कीम्स चलाई है। लेकिन जो हमारी स्टेट्स हैं वह गर्लस एजुकेशन के वास्ते दिल खोल कर काम नहीं करती हैं। और कुछ तगड़ी स्टेट्स इसके लिये कोई स्कीम भेजती हैं तो यहाँ पर उन की ताईद नहीं होती है। आप को इस के लिये जरा ताकत से काम करना चाहिये। युनिवर्सिटी ग्रान्ट्स कमिशन को आप करोड़ों रुपये देते हैं लेकिन वहाँ पर गर्लस एजुकेशन के वास्ते कोई रिस्पास नहीं है। आप के दिल में गर्लस एजुकेशन के लिये श्रद्धा है, आज गर्लस एजुकेशन ज्यादा बढ़ रही है इस लिये उन की एजुकेशन के लिये स्कीम्स लाने की ओर आपका ध्यान रहना चाहिये।

मैं आपको बतलाना चाहती हूँ कि हमारे लिये गर्लस एजुकेशन कितनी इम्पोर्टेंट है। दूसरे मुल्कों वाले अपनी औरतों को बहुत

ताकत समझते हैं। हजारों औरत यहाँ आकर अपने स्कूल बनाती हैं, लोगों के दिनों को कन्वर्ट करती हैं, औरतों को ट्रेन करती हैं और यहाँ पर चालीस या पचास साल काम करने के पश्चात् अपने देश वापस चली जाती हैं। मैंने पहले भी सवाल पूछना चाहा, लेकिन अध्यक्ष महोदय, आप मेरी तरफ देखते भी नहीं, न कभी समय देते हैं। मैं आपको बतलाना चाहती हूँ कि चाइना वालों ने कोशिश कर के, प्लैन कर के हमारे बांडर पर दस हजार औरतें भेज दीं कि पाकिस्तान और हिन्दुस्तान में जाना है और वहाँ बसना है, यहाँ के लोगों को कन्वर्ट करना है, शादी करना है और बच्चे पदा करना है। वह लोग इस तरह से काम करते हैं। लेकिन हमारे यहाँ औरतों को बहुत महत्व नहीं दिया जाता। पुराने जमाने में हमारे यहाँ की औरतें कोई भी यूनिवर्सिटी नहीं जाया करती थीं, कोई भी डिग्री नहीं लिया करती थीं, लेकिन फिर भी अपने बच्चों को बड़ी ऊंची शिक्षा दिया करती थीं। अभी हम लोग राजेन्द्र बाबू ऐसे आदमी के लिये अफसोस कर रहे थे कि वे चले गये, जब गांधी जी मरे थे तब भी पंडित जी के मुंह से यह शब्द निकले थे :

"The light has gone from our lives. There is darkness everywhere."

ऐसी ज्योति देने वाले जो लोग होते हैं उनको ऐसा बनाने वाला आखिर कौन है ? उनकी मायें उनको सिखाया करती हैं। गांधी जी को उनकी मां ने सिखाया था कि भगवान की पूजा करो, सबेरे उठ कर नहाओ। उसी प्रकार से वे खाने के पहले पूजा किया करते थे। उसके बाद भोजन करा था। कथा, कालक्षेप, रामायण, पुराण भागवत सब कुछ पढ़ा करते थे। कारण यही है कि मायें अपने बच्चों को देव शक्ति से बांध

कर रखती थीं इन नियमों से । आप लाख यूनिवर्सिटी या कालेज खोल दें लेकिन काबू में रखने वाली मायों ही होती हैं । मंने बचपन में देखा कि यहां पर साइमन कमिशन आया था, उस समय यहां के लोगों ने बगावत की थीं लेकिन वह केवल राजनीति में थी । बच्चों में आजकल बगावत की जैसी भावना होती थी । उनकी कल्चरल ट्रेनिंग होती थी, वे प्रिंसिपल्स आफ एथिक्स पढ़ते थे । उस समय की औरतें स्कूलों और कालेजों में पढ़ने नहीं जाती थीं लेकिन उन को सब कुछ कंठस्थ होता था जो कि बच्चों को बतलाती थीं, उनको भजन सुनाती थीं और अच्छी अच्छी आदतें उनकी डालती थीं । अभी मंने सुना कि लखनऊ के लड़कों ने जाकर रेल में दंगा किया । इसका कारण यह है कि आज कल के स्कूलों में अच्छा वातावरण नहीं, एजुकेशन के अन्दर एथिक्स का कोई स्थान नहीं है । आज कल की शिक्षा बच्चों को नास्टिक बना रही है, उनको भगवान के अस्तित्व का पता नहीं है । उनकी और कोई ध्यान नहीं दिया जा रहा है, न तो सोसायटी में, न घर में और न स्कूल में । इसीलिये आज कल इन्डिसिप्लिन ज्यादा हो रही है । इसलिये आज सोसायटी को बदलने की जरूरत है । इसके लिये ग्ल्स की एजुकेशन के ऊपर ज्यादा ध्यान दिया जाना चाहिये ।

अध्यक्ष महोदय : मोहसिन साहब ने यही तो शिकायत की थी अभी । वह यह कह रहे थे कि मातायें पार्लियामेंट में आ जाती हैं और बच्चे पीछे रह जाते हैं ।

श्रीमती लक्ष्मीबाई : मैं तो खुद ही कह रही हूँ कि आप औरतों को अच्छा बनाने के लिये काफी पैसा नहीं देते । वैसे मैं १०० बच्चों को संभाल रही हूँ । मैं आप से कहना चाहती हूँ कि :

“यत्र नार्यस्त पूजयन्ते रमन्ते तत्र देवता ’

यहां पर औरतों की पूजा होती है, मान होता है, उनको गौरव दिया जाता है वहां देवता भी खुश होते हैं । जहां पर यह नहीं होता वहां पर कुछ नहीं होता । मैं आपसे कहना चाहती हूँ कि यदि औरतों की तरफ ध्यान दिया जाय तो औरत एफिशियेंसी में किसी से कम नहीं हैं । आज वह इन्स्टिट्यूशनज चलाती हैं, महकमों में काम करती हैं, रेलवे स्टेशन पर काम करती हैं, इस प्रकार जहां कहीं भी काम करती हैं, पूर्ण सफल रहती हैं । फिर भी आप बजट में रुपया लेकर भी औरतों की एजुकेशन को इम्पाटेंस नहीं देते ।

जब तीसरी योजना बनी थी तब उसमें एजुकेशन के लिये ६८० करोड़ ६० लाख रुपये थे, लेकिन घटते घटते वह ३७० करोड़ ६० लाख रुपये रह गये । उसमें भी ग्ल्स एजुकेशन के लिये बहुत कम रुपया रखा गया है । वाजिब प्रपोज़न तो उनके लिये रखना चाहिये था । उनके आधे से ज्यादा बोट्स होते हैं, ५२ परसेंट यहां की पापुलेशन उनकी होती है लेकिन यहां पर उनको एक तिहाई या चौथाई भी हिस्सा नहीं दिया जाता । उनको मुश्किल से ८ या १० परसेंट दिया जाता है । इसी वजह से आज बच्चों की और लड़कियों की खराबी हो रही है । उन पर पूरी तौर पर पैसा खर्च नहीं करते हैं । आज एजुकेशन के सिलसिले में सेंट्रली स्पांसर्ड स्कीम्स चलती हैं उनके लिये आपने ११ करोड़ ६० लाख रुपये रखे हैं । लेकिन उसमें से भी पूरा रुपया खर्च नहीं हो रहा है ।

हमारे फाइनेंस मिनिस्टर सौभाग्य से यहां बैठे हुये हैं । मैं उनसे कहना चाहती हूँ कि लास्ट इअर एजुकेशन के बजट पर २१ करोड़ ६० लाख रुपये रखा गया था । उसमें अब की १ करोड़ ६६ लाख रुपये की कमी कर दी गई है ।

अध्यक्ष महोदय : आपका समय अब पूरा हो गया ।

श्रीमती लक्ष्मीबाई : मैं फाइनेंस मिनिस्टर से कहना चाहती हूँ कि आपको जो भी पैसे की कमी पड़ती है वह आप और मंत्रों में से कमी कर के पूरा कर लें। आप ऐडमिनिस्ट्रेशन के खर्चों में से पूरा कर ले लेकिन एजुकेशन से, खास तौर से गर्ल्स एजुकेशन में से नहीं लिया जाना चाहिये।

इसके बाद मैं संस्कृत और हिन्दी के अध्यापकों के बारे में कहना चाहती हूँ। आप उनको आगे लाने के लिये कुछ और कोशिश करें। इंडेण्डेंस के पहले तो उनकी हालत खराब थी ही लेकिन उसके बाद भी हम देखते हैं उनकी ओर कोई ध्यान नहीं दिया जाता। आज संस्कृत पढ़ने वाले विद्यार्थी यह सोचते हैं कि पढ़ने के बाद वह क्या करेंगे। इसलिये लोग संस्कृत से दूर ही रहते हैं। मैं कहना चाहती हूँ कि जब तक उनकी आप ईक्वल रिस्पेक्ट नहीं देते, सबके बराबर तन्वाह नहीं देते, उस वक्त तक कुछ होने वाला नहीं है।

अध्यक्ष महोदय : आपका समय समाप्त हो चुका है अब आप खत्म कीजिये।

श्रीमती लक्ष्मीबाई : आप बजट में तो पैसा कम कर ही देते हैं, यहां बोलने तो दीजिये। जो विषय ऐसे हैं जिन पर अधिक भावगों की आवश्यकता नहीं है, उनके लिये आप ज्यादा समय देते हैं, पांच पांच घंटे देते हैं लेकिन एजुकेशन के लिये चार घंटे देते हैं क्योंकि आप उसको बहुत इम्पोर्टेंट नहीं समझते।

आप के जो कंडेन्स कोर्सेज चल रहे हैं वे बहुत अच्छे चल रहे हैं और मैं मंत्री महोदय को इसके लिये बधाई देती हूँ। लेकिन उन की पूरी रिपोर्ट्स नहीं आ रही हैं। सन् १९६०-६१ की रिपोर्ट्स आई हैं। इस मामले में बिहार भी पीछे है और उड़ीसा भी पीछे है, वह आगे नहीं आ रहे हैं। इस की तरफ ज्यादा तबज्जह देनी चाहिये।

हमारे कुछ स्पेशल प्रोग्राम्स चलते हैं जैसे कि यूथ फॉस्टिवल्स हैं, यूथ होस्टल हैं। इनको बन्द कर दिया जाये। मैंने आप के बजट को देख लिया है। इन चीजों में कमी कर के गांधियन लिटरेचर के प्रचार के लिये पैसा दिया जाये क्योंकि इस मद में बहुत कम पैसा रक्खा गया है। इस के लिये सिर्फ ७९,००० ६० रक्खे गये हैं। इस के अनुसार कई ऐसी चीजें हैं जो कि औरतों की बाबत हैं। मैं चार साल से मुपलसल चिल्ला रही हूँ कि हमारी औरतें १२ बजे से ३ बजे तक घर में खाली रहती हैं। उन गृहणियों को उस समय में कुछ सिखलाने के लिये अलग से प्रबन्ध होना चाहिये। गांधियन प्रिंसिपल पर सारा काम होना चाहिये। यह जो लिटरेचर है उस के लिये बड़े अच्छे लोगों को सब जगह पर मेज कर प्रचार करवाइये। जब साइमन कमिशन भारत में आया था उस वक्त मैं स्टूडेंट थी। उस के खिलाफ प्रचार करने के लिये बड़े-बड़े नेता आते थे। यही चीज इस समय भी होनी चाहिये।

बहनों के लिय मिड डे स्कूल आप को चलाने चाहिये।

अध्यक्ष महोदय : बच्चों को यह तो सिखाया नहीं गया है कि वे घंटी की भी परवाह न करें। श्री बैरो।

Shri Barrow (Nominated—Anglo-Indians): Mr. Speaker, Sir, I would consider myself unchivalrous if I did not underline what the two hon. lady Members have stated—the complete inadequacy of the time to discuss the Education budget and also the inadequacy of the funds. May I put it in another way: We are asked to pass the budget in a desultory debate of four hours,—a budget of 20 crores of rupees, that is, about Rs. 5 crores an hour, Rs. 8 lakhs a minute or over Rs. 12,000 a second. I would respectfully ask you, Sir, to have this position examined; this is a heavy responsibility which devolves on the House.

There must be some procedure or convention whereby the House breaks up into Committees and goes into and examines in detail the estimates and the expenditure of different Ministries.

Mr. Speaker: There can be only one remedy. If the House decides not to examine all the Ministries every year and takes up a few Ministries every time, then they can have as much time as they like. They might spend 20 hours on one Ministry, but they might take only six Ministries or seven Ministries in one year. In that case, we can spend that much time. That is the only remedy. But if the House wants that all the Ministries should be taken up each year, should be brought under this investigation, then we have to be content with that.

Shri Barrow: Sir, the House of Commons does break up into Committees and I would respectfully suggest that something similar should be done here. As I said, passing grants at over Rs. 12,000 a second is a great responsibility. I do not want to lose much of my time on this Sir, I shall deal with some educational problems highlighted by the National Emergency.

12 hrs.

I believe even if I am guilty of uttering a platitude, that education has a vital role to play in this national Emergency. I propose to show later on, how because of educational chaos, our war effort is suffering. I believe, that some immediate action is necessary to bring about a certain amount of educational cosmos in the existing educational confusion.

My hon. friend Shri H. N. Mukerjee—I am sorry, he is not here—has pleaded that the Central Ministry should not encroach or impinge upon the autonomy of the States in the matter of education. I believe that the Minister or his Ministry have ignored a significant and important recommendation of the Emo-

tional Integration Committee—the Emotional Integration Committee made its recommendation just before the base and Treacherous Chinese attack upon India. I believe that now, as never before, is there need not only for a national policy in education, but for implementation of that national policy. Sir, this is what the Emotional Integration Committee has said in Chapter IV para 9:

“However, 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—(These were peace-time circumstances, if I may add)—to evolve an effective national policy in education, the implementation of which will help to bring the States and Union Territories closer together. To evolve such a policy, we strongly recommend that, in any matter of educational policy of an all-India character, the Centre on its own motion, or at the instance of the States or statutory bodies like the University Grants Commission, should confer with the State Governments and other interested parties and arrive at a decision in consultation with them. Such a policy arrived at by a majority decision shall then become an all-India policy and all States shall necessarily follow it. We also recommend that the Union Education Ministry should set up suitable machinery at the Centre to watch the progress in the implementation of such policies and should suggest in consultation with the State Governments concerned any

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other measures needed to implement such a policy. We further recommend that all necessary constitutional changes should be made in order to implement this suggestion."

The recommendation does not ask that education should come into the Union List; the recommendation does not ask that education should be brought into the Concurrent List; it merely asks that where a decision on a matter of all-India importance is taken by a majority, it should become obligatory on the part of the States to follow that decision. This recommendation which I consider very vital, with the rest of the report is being placed before the Central Advisory Board. I would humbly suggest that the Central Board is not the proper authority to take a decision on this matter. Whether politicians who persuade themselves that they are educationists, or educationists who enter policies, all of them, have the human frailty of succumbing to lust for power. I do not think that the Central Advisory Board which is most concerned will be able to take an objective decision.

Shri Surendranath Dwivedy: Does my hon. friend mean to say that they are more concerned with politics?

Shri Barrow: They are concerned with keeping power in their hands, and I say that anyone who enters politics whether he is an educationist or not succumbs to this lust for power; that is what I am trying to point out. Such a decision should be taken first by the Union Cabinet, and after that, it should be put to the National Integration Conference where the Chief Ministers are present, and then this recommendation should be implemented. I believe, that the Education Minister

should give the highest priority to this recommendation. It has affected our war effort. I will, Sir, give instances of this. In our educational mosaic, the greatest medley of pieces is found in secondary education. We have in some States a ten year pattern; in some a eleven-year pattern; in some States we have a twelve-year pattern; in some States we have a eleven-year high school pattern. What is the effect on the war effort.

If you see the qualifications for the recruitment of airmen, you will find that an airman can be recruited if he has a matriculation or equivalent certificate. Therefore, a boy who has studied in an area where there is the higher secondary of the eleven-year pattern or in the type of school with which I am connected, cannot be recruited as an airman because he has not got a tenth standard certificate from an external body. The position is even worse where Emergency Commissions for the Army are concerned. For some reason—I do not know why the Defence Ministry has fixed the qualification as the Intermediate. In some States, there is no Intermediate, and I say this—I am sorry my hon. friend Shri H. N. Mukerjee is not here . . .

Mr. Speaker: He has come now.

Shri Barrow: I am glad he has come.

I say this that the boys coming from residential schools, whether they are Anglo-Indian schools or Public schools, who have not taken the intermediate examination but who have done the eleven-year course are fine material for the Armed Services; they form the finest material especially for the officer cadres of the Armed Services.

My hon. friend Shri H. N. Mukerjee says that those schools teach them good table manners. I say that even if they only teach good table manners, I think they would have achieved something; not only because table manners are at a discount in the Country, but because goodness in any form is a virtue; in any form, goodness is a virtue, even in table manners.

Shri Surendranath Dwivedy: He is a product of those table manners.

Shri H. N. Mukerjee (Calcutta Central): No, I am not.

Shri Barrow: Let my hon. friend Shri H. N. Mukerjee peruse the Roll of Honour of those who died in the battle-fields against the Chinese Aggressor; let him peruse the list of not only of men but women who have come out of the so-called Convents,—let him look up the lists of the officers who are serving at present and fighting in the most hazardous conditions, and he will realise that there are hundreds of these men and women from these residential schools. I am not concerned with what schools people come from, as long as they know how to serve their Country in the hour of danger, I am certain, if Shri H. N. Mukerjee has not got the grace to honour them, the Nation will.

So, I would ask the Minister to please have these two smaller questions examined. Why is the Defence Ministry insisting on these qualifications? If candidates coming from schools where there is no tenth standard external examination then the certificate of the headmaster should be accepted. Where the Emergency Commissions for the Army are concerned, let them bring the qualification down to the higher secondary or the school certificate with which I am connected. The larger problem of implementing this recommendation of the Emotional Integration Committee is one of the things to which I think the Minister should address himself,

and address himself without any further delay.

Coming to other matters connected with the national emergency, I must congratulate the Ministry on the number of useful booklets that they have brought out which have been distributed to schools in the Union Territories. I believe also that these books have been sent to State Governments. I am connected with 300 schools and I have received commendation and praise from these schools for these booklets. These booklets will help the children to realise their responsibility in this emergency. Not only that, they will also revitalise the ordinary class-room techniques and procedures.

In this connection, I would like to refer to the National Discipline Scheme. Here I am sorry I have to strike a discordant note. All other Members, including Prof. Hiren Mukerjee—for whom I have very great respect and sincere affection—have praised the National Discipline Scheme. I am not against the Scheme. In itself, it has some very good points, but I am glad that it has been integrated with the Physical Education Scheme. I believe that physical education is absolutely essential for character-building, self-reliance and physical fitness. I have no doubt that modern physical education schemes are an absolute essential,—You can add a few features of the National Discipline Scheme, but the National Discipline Scheme by itself cannot replace good physical education schemes. I have been an educationist for 35 years. I have a certain amount of experience where this is concerned and I feel absolutely certain that this integrated scheme is a step in the right direction. All I would ask the Minister to do is to change the name of the scheme so that the scheme should be put into proper perspective and that the correct emphasis should be placed on physical education. I would ask him to call it the Emergency Scheme for Physical Education and National Discipline, and

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not the other way around. I would ask him also to have this under one Directorate. I am making this suggestion for a very good reason. There are 35,000 physical education teachers in India today. You can call them PETs for short. There are only about 3,200 National Discipline Scheme instructors. It is these 35,000 persons with a good background and good training who will have to implement this new scheme. They should feel that this scheme is their scheme and that physical education is being given the proper emphasis.

Then I want to draw the attention of the Minister to the NCC in Public Schools. I have had complaints time and again that the NCC in Public Schools is a very uninteresting programme. These are some of the adjectives that have been used—spiritless, vapid, uninteresting, dull. The boys in Public schools have a much better than usual physical education courses. The NCC Programmes, especially their camps, are the most uninteresting. From the time they come to the time they come away, they prepare for the final parade.

I would also ask the Minister to examine the objectives of the NCC in Universities. If the objective of the NCC in Universities is to provide officers for the Armed Services, then I say that compulsory NCC in Universities will be a good thing; but I cannot believe that all our University students are going to become officers in the Armed Services. If the NCC in Universities for our second line of defence, it will be a good thing; but if the NCC is introduced for discipline only, then I would ask the Minister to have this position examined by experienced educationists.

In this connection, I want to refer to the question of Sports. My hon. friend, Shri Jaipal Singh, is not here. He seems to be the 'Member for accidents'; Railway accidents and when there was an 'accident' to our Hockey

team in Rome, he was asked to produce a report. But what has happened to this report? There is also the Jameson report on the "accident" to our hockey in Jakarta. We are shortly sending a team to the South of France; next year we will try to regain the title when the Olympic Games are held. We must be given an opportunity to examine these reports as soon as possible.

Then, Sir, I want to refer to the Science Talent Scheme. The Minister will probably know, if not Members of his Ministry will know that I have been giving as much help as possible to this scheme. It is being treated as a pilot project in Delhi. I would ask him to examine the details of this scheme. There will be alternative essay papers in Hindi and English. I have nothing against this, but I do believe this, that if this science talent is to be developed, then the candidates who are selected must have a good knowledge and understanding of English.

Here I feel I must refer once again to my esteemed friend, Prof. Mukerjee. In his impeccable English and his almost Oxford accent, he dubs English as a foreign language, by his tone he tries to stigmatise it as a foreign language. As a member of the Anglo-Indian community I must say that it is hurtful; as a thinking man I say it is illogical. The plain position is this. Whilst English is foreign in origin, for 200 years or more it has been the mother tongue of the Anglo-Indian community. It is, therefore, an Indian language, because the Anglo-Indian community is an Indian community; this conclusion has the *imprimatur* of the Bombay High Court.

Reverting to the Science Talent Scheme, I would ask the Minister to see that a paper is set on the Use and Understanding of English. I believe this is absolutely essential for the development of potential science talent, and I have the support of no less a

person than the Prime Minister in this. I will read an extract from a speech he delivered to the Vice-Chancellors' Conference.

Shri Bade (Khargone): Do you mean to say.....

Shri Barrow: I am not giving way to my hon. friend.

He said:

"Now in scientific work, probably Russian is more advanced than any other language; it probably comes next to English in the volume of work produced. So, we have to produce people knowing these various languages but, as I said, inevitably it is both advantageous for us and facts of the situation warrant it that we must use the English language we know already, and concentrate on English as a window to the outside world of knowledge.... I do not think it is good enough to say that English should be a language of understanding and no more. I do not know how you understand a language without understanding the language properly. You may understand a school book or some simple sentences, but in order to appreciate either a scientific book or literary book, you have to know it rather well—the language, and we should aim at a thorough study of the languages we take up."

श्री रणंजय सिंह (मुसाफिरखाना) : अध्यक्ष महोदय, मैं आपका बड़ा ही अनुगृहीत हूँ कि आप ने मुझे शिक्षा मंत्रालय की बजट मांगों पर अपने विचार प्रकट करने का मौका दिया। मैं अध्यक्ष महोदय, आपके द्वारा शिक्षा मंत्रालय को बधाई दूंगा कि उतने बहुत से ऐसे कार्य किये हैं जिनकी कि प्रशंसा की जा सकती है।

शिक्षा के सम्बन्ध में मैं थोड़ा ही निवेदन करूंगा। अब शिक्षा का अभिप्राय तो यह है कि लोग शिक्षित हो कर अच्छी से

अच्छी बात सीखे और देश के लिये वह लाभदायक सिद्ध हों, देश के वह उपयोगी नागरिक बनें। लेकिन खेद का विषय है कि वर्तमान शिक्षा प्रणाली अभी उसी पुरानी लाई मैकाले की शिक्षा प्रणाली के ढंग पर ही बहुत कुछ चल रही है, कुछ संशोधन अवश्य हुआ है लेकिन अभी तक प्रायः उसी प्रकार से चली आ रही है। लाई मैकाले का यह उद्देश्य था कि भारतवासी अंग्रेजी की शिक्षा प्राप्त करें लेकिन साथ ही साथ उनके विचार ऐसे बदल दिये जाय कि वे रंग में तो भले ही भारतीय रहें परन्तु और सब चीजों में विदेशी हो जायें। इसके साथ ही उनका यह भी उद्देश्य था कि भारतवासी अंग्रेजी सरकार की दासता को भी स्वीकार किये रहें। उनमें स्वाधीनता की भावना उत्पन्न न होने पाये। इसलिये मैं निवेदन करूंगा कि आज की शिक्षा प्रणाली में आमूल चूल परिवर्तन करने की आवश्यकता है। सब से पहले स्वामी दयानन्द सरस्वती ने लाई मैकाले को उत्तर दिया। उन्होंने केवल यही नहीं कहा कि वह शिक्षा-प्रणाली इस देश के लिये अनावश्यक और अनुपयुक्त है और इस लिये उस के स्थान पर कोई दूसरी शिक्षा-प्रणाल हो, अपितु उन्होंने एक ऐसी पठन-पाठन प्रणाली के प्रचार तथा प्रसार का सुझाव दिया और उस के सम्बन्ध में एक योजना प्रस्तुत की, जो न केवल हमारी प्राचीन भारतीय संस्कृति के अनुसार है, अपितु वर्तमान समय में भी इस देश के लिये लाभदायक और अनुकूल है।

आज हमारे यहां शिक्षा के क्षेत्र में जो कुछ भी गड़बड़ी जान पड़ती है, कहीं कहीं पर हमारे विद्यालयों में स्वतंत्रता के नाम पर स्वच्छंदता एवं उच्छृंखलता का जो प्रदर्शन होता है, वह सब क्यों हो रहा है और अनुशासन की रक्षा क्यों नहीं हो रही है? मैं समझता हूँ कि इस के कई कारण हैं।

[श्री रणंजय सिंह]

शिक्षा के क्षेत्र में जहाँ अन्य अनेक सुधारों की आवश्यकता है, वहाँ में यह भी निवेदन करूँगा कि सहशिक्षा की प्रणाली उचित नहीं है। वह न केवल हमारे देश के, अपितु कहीं के भी अनुकूल नहीं है। उस के कारण बहुत सी अवांछनीय बातें पैदा हो रही हैं। इस लिये हम को इस विषय में गम्भीरता से विचार कर के उचित सुधार करने का प्रयास करना चाहिये। सहशिक्षा के बारे में स्वामी दयानन्द ने बताया है—कुछ अपने मन से नहीं, अपितु प्राचीन शास्त्र और इस देश की परम्परा और संस्कृति के अनुसार उन्होंने यह विचार प्रकट किया है—कि कन्या-पाठशालाएँ अथवा कन्याओं के गुरुकुल और लड़कों के गुरुकुल कम से कम दो दो कोस अथवा चार चार मील की दूरी पर रहने चाहियें और बालकों को बचपन से ही ब्रह्मचर्य के साथ सदाचार की शिक्षा दी जाय, ताकि वे अपने चरित्र का निर्माण करें और बड़े होकर आदर्श नागरिक बनें। इस प्रकार से जब उन का चरित्र उत्तम होगा, तो उन में अनुशासन भी होगा और उन में सभी प्रकार के गुणों का समावेश होगा और विद्यार्थीगण आज कहीं कहीं पर जो ऐसे ऐसे कार्य करते हैं, जिन से दुख होता है, उन घटनाओं की पुनरावृत्ति भी नहीं होगी।

इस के साथ ही मैं यह भी निवेदन करना चाहता हूँ कि प्राचीन पठन-पाठन-प्रणाली का नाम लेने से यह नहीं समझना चाहिये कि हमारे विद्यार्थियों को वर्तमान समय की शिक्षा न दी जाये, उन्हें आज-कल की आवश्यक बातें न बताई जायें, उन बातों से उन को अनभिज्ञ रखा जाये। यह अभिप्राय नहीं है। मेरा तात्पर्य यह है कि उनको वर्तमान समय के अनुकूल उचित और पूर्ण शिक्षा दी जाये और उन को आधुनिक समय के उद्योग आदि भी सिखाए जायें। साठ मँकाले की शिक्षा-प्रणाली का उद्देश्य यह था कि छात्र

केवल नौकरी पाने के लिये पढ़ें और विद्या-उत्पन्न एवं ज्ञान प्राप्त करना उन का लक्ष्य न हो। अगर प्राचीन पठन-पाठन प्रणाली का प्रचार होगा और उसके साथ ही विद्यार्थियों को आधुनिक ज्ञान भी उपलब्ध कराया जायगा, तो वे समझेंगे कि जहाँ वे विद्या, ज्ञान और बल प्राप्त कर रहे हैं, वहाँ वे धन भी प्राप्त करेंगे।

हमारे यहाँ विद्या का यह उद्देश्य बताया गया है :

विद्या ददाति विनयं
विनयाद्याति पात्रताम् ।
पात्रत्वाद्धनमाप्नोति
धनाद्धर्मः ततः सुखम् ॥

विद्या हम में विनय और नम्रता का भाव उत्पन्न करती है, लेकिन आज उस का सर्वथा अभाव दिखलाई देता है, क्योंकि विद्या इस उद्देश्य से नहीं दी जा रही है। प्रायः—सब जगह नहीं, प्रायः—जोग केवल मात्र धन को प्राप्त करने के लिये, पैसा कमाने के लिये, पढ़ते हैं। विद्या हमें विनय देगी और उस के पश्चात् हम में योग्यता और पात्रता आयगी। जब हम में योग्यता होगा, तब हम धन भी प्राप्त करेंगे और जब धन होगा, तो हम धर्म का पालन करेंगे और अगर धर्म होगा, तो हमें सुख भी प्राप्त होगा। हमारे यहाँ विद्या के ये उद्देश्य बताये गये हैं। अगर हम इन उद्देश्यों को ले कर चलें, तो हमारे देश का बहुत कल्याण हो सकता है।

स्वामी दर्शनानन्द जी महाराज ने, जो कि साठ मँकाले के पश्चात् आदि गुरुकुल प्रणाली के संस्थापक थे, आज से साठ वर्ष पूर्व छपी हुई अपनी पुस्तक में लिखा था कि वर्तमान शिक्षा-प्रणाली भ्रष्टाचार का प्रसार करेगी, क्योंकि इस में खर्च, व्यय इतना अधिक है कि जोग अपने बच्चों को पढ़ाने के लिये

इतना पैसा नहीं पा सकेंगे। अगर कोई व्यक्ति अपने एक बच्चे को पढ़ाएगा, तो अपने दूसरे बच्चों, पौत्रों आदि को पढ़ाने के लिये उन को पैसा नहीं मिलेगा। उस के सामने दो ही मार्ग होंगे—या तो वह उन को न पढ़ाये, भयवा वह किसी न किसी प्रकार से धन प्राप्त करे। इसलिये पता नहीं कि पैसा पाने के लिये वह किन किन उपायों का अवलम्बन करे। मैं निवेदन करना चाहता हूँ कि वर्तमान शिक्षा-प्रणाली बहुत महंगी है और इस में इस प्रकार का क्रान्तिकारी परिवर्तन किया जाये कि इस पर व्यय कम हो और इस से लाभ अधिक हो।

जहाँ तक सदाचार का सम्बन्ध है, मेरी प्रार्थना है कि इस बात का पूर्ण ध्यान रखा जाये कि किसी भी विद्यालय के क्षेत्र में, चाहे वह अंग्रेजी भाषा का हो और चाहे और किसी भाषा का, नशे के सेवन का पूर्णतया बहिष्कार रहे। वहाँ पर कोई धूम्रपान भी न करने पाये। इस प्रकार का कोई प्रतिबन्ध न होने का परिणाम यह है कि विद्यार्थी बचपन में ही धूम्रपान और अन्य नशों में पड़ जाते हैं। इस के साथ ही अश्लील और शृंगार-विषयक चित्रों का विद्यालयों में प्रवेश न होने दिया जाये। जहाँ तक हो सके, बाहर सड़कों पर भी ऐसे चित्रों को अगर न लगाने दिया जाये, तो इस से भी लाभ होगा, क्योंकि आम लोगों और विशेषतया विद्यार्थियों पर ये चित्र कोई अच्छे भाव पैदा नहीं करते हैं।

ग्रामीण क्षेत्रों में विशेषतया शिक्षा का प्रसार किया जाये। इस से देहात के लोगों को शिक्षा प्राप्त करने में सुविधा होगी और साथ ही व्यय भी कम होगा। इस प्रकार पढ़-लिख कर वे अपने घरों में ही काम कर सकेंगे और उन का उद्देश्य यह नहीं होगा कि पढ़-लिख कर वे कहीं नौकरी करने जायें।

चूँकि अधिक समय नहीं है, इस लिये मैं थोड़े शब्दों में कुछ सुझाव देना चाहता हूँ। मैं इस क्षेत्र में बाल्यावस्था से ही कार्य कर रहा हूँ। इस लिये अपने विचार रखने के लिये मुझे अधिक समय चाहिये था। यदि मैं उधर होता, तो शायद मुझे अधिक समय मिलता, लेकिन चूँकि काफ़ी माननीय सदस्यों ने बोलना है, इस लिये मैं जल्दी समाप्त कर देता हूँ।

श्री यशपाल सिंह (कैराना) : इधर आने के लिये निमंत्रण है। माननीय सदस्य इधर आ जायें।

श्री रणजय सिंह : मैं केवल समय के बारे में कह रहा हूँ।

मैं निवेदन करूँगा कि हमारे विद्यालयों में देशी व्यायाम पर अधिक ध्यान दिया जाये।

पहले गुरुकुलों के लिये छः लाख रुपये खर्चा किया था। उसके लिए बहुत धन्यवाद। लेकिन अब उस में कमी कर के तीन लाख कर दिया गया है। मंत्री महोदय को इस तरफ भी ध्यान देना चाहिये।

मैं मंत्री महोदय से प्रार्थना करूँगा कि वह शिक्षा के सम्बन्ध में ऐसी योजना बनायें कि विद्यार्थियों को वास्तविक लाभ हो और उच्छ्वेदता दूर हो और हमारे देश के बालक बीर, योग्य, बलवान और धनवान बनें; जिस से बड़े हो कर वे राष्ट्र की सेवा कर सकें और हमारे देश की अछड़ी अछड़ी योजनाओं को सफल करने में सहायक हो सकें।

इन शब्दों के साथ मैं श्रीमान जी को धन्यवाद देता हूँ शिक्षा और मंत्री जी को बधाई देता हूँ।

Shri A. T. Sarma (Chatrapur): Mr. Speaker, Sir, I wholeheartedly support the Demands for Grants under the Ministry of Education. The Education Ministry has been taking keen into

[Shri A. T. Sarma]

rest to implement the programmes in all fields of education, namely, elementary, secondary and college education, and it has been achieving good results. It grieves me to learn that a little cut has been made in the allotment on education. During the first World War, the British Cabinet made a cut in the allotment for education and the consequences were very severe. Therefore, during the Second World War, they not only gave up that policy, but enhanced the allotment for education. I know our Minister is fully aware of this fact and I would request him to see that the progress in education is not handicapped due to such cuts in this emergency and to try to restore the same.

My hon. friend on the other side said that the Government is afraid of the non-employment of primary teachers and so it does not want to encourage the same in the elementary stage. He said that a Member of the Planning Commission said to a deputation from Calcutta like that. But the facts mentioned in our report do not tally with the observations of the hon. Member. Government has been taking all steps to improve elementary education and anticipates a dearth of 80,000 teachers. Therefore, I doubt whether there is any validity in the statement made by the hon. Member opposite; I think it is far from facts.

The Centre has to maintain the standard in the degree courses. So far as university education is concerned, I am sorry to state that no standard has been maintained. The University Commission under the Chairmanship of Dr. Radhakrishnan has recommended that the three-year degree course should be introduced, but the same has not been materialised *in toto*. Even now there are some universities which have not introduced the three-year degree course. Besides, even in the case of those universities which have introduced it, there is no mean-

ing in introducing it, because they have only divided the four year's course into two stages—a pre-university course covering one year and a three-year course in the degree stage. So, the intention of the University Commission has not been materialised so far as the three-year degree course is concerned.

Another trouble has arisen in the secondary stage. Now there are two types of secondary schools. One is ordinary secondary schools and another is higher secondary schools. There is diversion and there is no uniform standard in the secondary stage also. So, I request the Ministry to be firm and to maintain uniform standards throughout the country in the secondary stage.

There is another problem about the medium of instruction. Till now no final decision has been taken in the matter. We know that the professors of all colleges are over-anxious that there should be a change. There is no doubt about it, but the Government must take steps in this direction. Unless the Government takes bold steps, this cannot be materialised. Even if a final decision is taken now, it will take 10 or 20 years to materialise the same. So, I request the Government that the University Grants Commission may be asked to take proper steps and to come to a final conclusion. At least in areas where Hindi is predominant, Hindi should be finalised as the medium of instruction. It is the language of our State. It should be the official language or at least an associate official language. We should encourage Hindi, and text books in Hindi should be published. I know India is not lacking in eminent scholars, scientists, lawyers, mathematicians and philosophers. If a decision is taken in this matter, these eminent scholars will exercise their brains and produce good text-books in a short period. There are publishers who are anxious to publish these text-books, because the publication of text-books is a highly

remunerative job. I would, therefore, suggest that some decision should be taken in this matter also.

There is another thing which deserves due consideration, and that is the revision of the courses in the college stage. I fully know that the University Commission has recommended the introduction of Indian text-books as far as possible. But no action has been taken yet in this matter. For instance, our graduates are taught western philosophy, economics, mathematics and other subjects. There are text-books of Eastern outlook on these subjects in Sanskrit. If Sanskrit books are not accessible to graduates, they may be translated and taught. I would, therefore, request the Government to try, through the UGC, to introduce Indian books of Eastern outlook as far as possible in the college stage.

About history, Sir, our present Indian history is not a true history. It is a creation of the imperialistic authors. They have depicted the Indian facts otherwise. So our Indian history is full of mistakes. I would draw the attention of the Education Ministry to this matter and request them to revise the Indian history.

I will give you one example. According to us, there existed a king by name Vikramaditya. Everyone knows that he was the greatest king in India. An era runs in his name. According to the historians there was no king by name Vikramaditya at all. Therefore, Sanskrit literature should be taken as the authority and it should be proved that there was a king by name Vikramaditya and our history should be written accordingly. So also, the revolution of Jhansi and the events of the Black Hole of Calcutta and other things should be depicted, and facts otherwise depicted in our present Indian history should be eliminated. I would like to draw the attention of the Education Ministry to this matter also.

I want to say a few words about Sanskrit education. It is also a fact that the Ministry has been taking keen interest to improve the Sanskrit education and to improve the status of Sanskrit pandits. But the aids intended for Sanskrit pandits are not accessible to the pandits in rural areas. I would, therefore, request the Education Ministry to give good publicity to this matter. There is one anomaly in the matter of payments to the actual Sanskrit pandits and the professors in colleges and teachers in high schools. The real pandits who teach Sanskrit in Sanskrit institutions are not paid properly, whereas the teachers who teach Sanskrit in the schools and colleges are paid much more. I am not envious about the payments made to lecturers and professors in the colleges, but I only request that the same status should be given to the actual pandits who teach Sanskrit in the Sanskrit schools and colleges. In conclusion, if you will allow me two minutes more, I will speak about my own constituency.

Mr. Speaker: Why should he consider it as least important and take it up last of all?

Shri A. T. Sarma: Orissa, Kerala and Assam have only one university each while the other States have more than two universities each. So, education in the post-graduate courses in these States is marred. Therefore, I would request the Education Ministry to grant at least one more university to each of these three States. In this connection, I may state that our State Government has appointed a commission which has recommended that at least two universities should be started, one at Berhampur and another at Sambalpur. I hope this will receive favourable consideration from the Education Ministry.

Mr. Speaker: I will give a few minutes to Shri P. R. Chakraverti before I call the Minister.

Shri P. R. Chakraverti (Dhanbad): While speaking on Education, I am

[Shri P. R. Chakraverti]

reminded of the remarks of Ashta Vakra who was reported to have stated in self "how wonderful, wonderful am I" in spite of his eight deformations. I know the unenviable position of the Minister of Education, pitted as he is, between the Concurrent List, the State List and the Central List in the Seventh Schedule to the Constitution where the subject of education is enumerated. I would strongly insist that in view of the remarkable changes which are noticeable in the present arena of education, so far as university education is concerned, it must be taken out of the State List and incorporated in the Concurrent List. There is a lot of anomaly now.

For example, Gujarat has three universities—Baroda University, Gujarat University and Vallabhbhai Patel University. When I went to Gujarat I found that the medium of instruction in one is Gujarati, in another Hindi, and English in the third one. Wonderful state of affairs indeed for a small State where the total population is equal to the increase every year for the whole country in the form of births. There must be some uniform policy.

It is really anomalous that while the University Grants Commission is expected to maintain standards, the universities are being created by the States. I understand that the Patna university has now introduced a system whereby, though the medium of instruction is Hindi, there is option to appear for the examination up to 1965 for B.A., B.Com., Intermediate etc. either in Urdu, English, Hindi or Bengali. How can one express himself in elegant phrases unless the medium of instruction and that of the examination are in the same language? It is an anomalous position, and everywhere it continues like that. So, I would like to strengthen the hands of the University Grants Commission, and also the Minister of Education, by suggesting an amendment to the Constitution—the Seventh Schedule.

So far as universities are concerned, there are lots of noticeable changes in view of the changing pattern of society. The needs of the community demand change. It has been remarkably suggested by a great educationist of England, John Sargent, that having had no university experience themselves, the so-called products of the affluent society are hardly to be blamed if the primary object of sending their sons and daughters to colleges is to enable them to acquire some commercially valuable qualifications that will help them to get on in life.

It is a very limited conception of university education. What is expected of universities is not simply to equip students to make a living but to develop an integrated individual with the depth that comes from direct and intimate knowledge of the classics, of the humanities and also scientific education.

The allergy which some of us, in the eastern side of India, feel towards Hindi fades out when we listen to the nice cadence, rhythmic music, sobriety and solemnity with which Shri Prakash Vir Shastri speaks here or another Shastri speaks in the Upper House. Why? Because it is the elegance in the language that touches me. I really wondered to find when I was in Gujarat that the Gujarati-speaking people, speaking such nice clear and musical language taking to a different language, as the medium of instruction, while using own language to communicate their thoughts to their children. Being a teacher for more than a decade, I would definitely say that it is the regional language which must be the medium of instruction. If you want your children to be brought up and to reach the stage of cultured manhood, a full human being, they must have their education in the regional language. In Patna University, they have made it a condition that if 75 per cent of the material is available in the language in

which instruction has to be given, then it will be allowed as such. How can that be possible?

It is essential that one must realise that one who is profoundly based in his own language can easily learn another language.

In my European tour, any body—I do not mean Dr. Shrimali or Prof. Humayun Kabir—whom I met, spoke in the minimum in four languages. Because they know one language, it allows them entry into the portals of others. Shrimati Soundaram Ramachandran may know that, in the Arvind Ashram in Pondicherry, children are accustomed to speak in four languages, namely, Tamil, English, French and Bengali. All the children are accustomed to speak in four languages. So, you must have a regular groundwork in one language.

Then, the study of classics must be made compulsory. We had the study of Sanskrit compulsory in our school days and we learnt Bengali. Because of Bengali I can switch on to any language including Chinese, which I had occasion to learn a little. So, it is essential that the study of Sanskrit must be made compulsory and the medium of instruction must be the regional language and then one can go in for two languages, namely, Hindi and English. It is so easy to learn four languages once we decide that we must learn them. Our allergy towards Hindi started with something else. It was the association of ideas that accounted for it.

Unfortunately, the rich language of Bengali has nothing to fall back upon, if one has to reprimand another. If the husband, say, Professor Hiren Mukerjee or Shri C. K. Bhattacharyya, is angry with his wife, I mean, Shrimati Mukerjee or Shrimati Bhattacharyya, he has to take to another language; he has to speak either in Urdu or in Hindi. That is the state of affairs in Bengali. Evidently, the Bengalis think that if anybody learns

Hindi, he learns it for reprimanding others . . . (Interruption).

Shri C. K. Bhattacharyya (Raiganj): May I ask what is the experience of the hon. Member himself . . . (Interruption).

Shri P. R. Chakraverti: I know your experience. So, we Bengalis thought that Hindi was a language to be used for brandishing sticks, because our jail warders or sepoy used to brandish sticks with abuses in Hindi. Now, when I listen to the phonetic words of Shri Shastri, Shri Bhakt Darshan and others, I am enamoured of the enrapturing Hindi cadence. And, I tell my Bengali-speaking friends that they may with profit learn Hindi; thereby they will enrich their own language, which they are so proud of.

So, my specific suggestions are three. Firstly, the teachers of universities must have training or reorientation just like the school teachers, who have to go in for B.Ed. or M.Ed. Secondly, universities also must attain some form of uniformity through an amendment of the Constitution. Thirdly, the lecture hours must be reduced, so that two days a week are left to students to develop their own personality and initiative by way of their independent study and thinking. They stand feel that they are not overburdened with the learned lectures of the teachers all the days in the week. The period is for 45 minutes. In Calcutta University, a teacher has to teach 150 boys in one class. He comes to the class, takes the roll, that takes 10 minutes off, then 5 minutes are taken in coming and going; so 30 minutes are left and one does not know what the students learn. So, if you want, you can increase the period of lectures from 45 to 60 minutes but the number of lectures or periods must be reduced and at least two days must be left free for the students to have some development of individual initiative and independent way of thinking.

The other day, in reply to my question, the hon. Minister said that there

[Shri P. R. Chakraverti.]

will be some objective questions in the question papers, namely, 10 per cent or 15 per cent. I welcome it; it is a new venture. I share my feelings with the Minister because I belong to the same community to which he belongs, that is, the fraternity of teachers. So, I may assure him that in that sphere of educational activity, he will get my full support provided he sets his mind thinking on those lines which I have suggested in the short time that I have been allowed.

The Minister of Education (Dr. K. L. Sbrimali): Mr. Speaker, Sir, I wish to thank the hon. Members who have said some kind words about the work which the Ministry has done during the course of the year. The problems of Indian education are of such a great magnitude and our resources are so limited that whatever we do can never be considered as adequate.

Prof. Hiren Mukerjee and several other Members were greatly concerned about the development of elementary education. It is quite true that we have not succeeded in fulfilling the Constitutional Directive. In the Third Five Year Plan, we are, however, making a gigantic effort and, as the hon. Member will see, our achievement in the first two years of the Plan has been very satisfactory and, in fact, we have exceeded the targets. It was our plan to enroll 153 lakhs of additional children in classes 1 to 5. During the first two years we have already enrolled 71 lakhs of additional children in primary schools. In that way, we have exceeded our targets. This emergency has created some financial stringency and in some of the States, I am afraid, the allocations are not adequate to meet the growing demands of education at the elementary stage. We are greatly concerned about this matter and we have been constantly in touch with the State Governments. We have told the State Governments that whatever may happen, the tempo-created in the first two years should not be slowed down and every effort

must be made to keep the enrolment figures as envisaged in the Third Five Year Plan. The Ministry has given a number of suggestions, such as, adoption of double shift system at least in classes 1 to 2, increasing the number of work days in schools and, wherever necessary and possible, even increasing working days. I am hoping that by the end of the Third Five Year Plan, we shall be able to fulfil the targets that we have laid before us in spite of the emergency and the financial difficulties which have come in our way. I am hopeful about this matter because there is a realisation in the country, that education is of vital importance not only for developing our productive capacity but also for the immediate problems of defence.

Several lady Members made references with regard to girls education. I would like to assure them that we will do everything that is possible to bring as many girls as possible in the educational institutions. In fact, we have told the State Governments that they will get hundred per cent assistance from the Central Government as far as girls education is concerned. Moreover, we have also told them that the funds earmarked for girls education cannot be used for any other purpose. If they do not spend money on girls education, that money would not be diverted.

Dr. Mahishi and some other Members said that our school meals programme should develop further. In this matter also we have now undertaken a national programme for provision of school meals to school children. During the Third Five Year Plan it is our intention to bring in 10 million of children which would be about 20 per cent of the children enrolled at the primary stage. The programme is being extended on a large scale in Punjab, Andhra Pradesh, Rajasthan and Madhya Pradesh and during the next year, in Mysore and Uttar Pradesh, and gradually we wish to cover all the States and in that way nearly

cover 20 per cent of children at the primary school stage. The House is aware that we are giving all possible inducements to children who come to schools and free distribution of books is one of them. We have received generous gifts from Australia and Sweden. We needed paper badly in these difficult times. I am glad to say that during the Third Five Year Plan, we would be able to distribute free books to a large number of needy children.

12.55 hrs.

[MR. DEPUTY-SPEAKER in the Chair].

At the secondary stage, we are going to take some special measures, during the next year and in the coming years, to improve the quality of education. Prof. Hiren Mukerjee and several other Members referred to the lowering of standards. This question of standards is a relative matter and the University Grants Commission has appointed a committee which is going into the question. We are concerned in taking constructive steps to improve the quality of education and I would like to enumerate some of the steps which we propose to take during the next year and the following years.

Now, the immediate problems of defence as well as our problems of industrial development require a large number of scientific personnel. We must develop science rapidly if our country is to keep pace with the scientific progress that is taking place in other countries. So far, we have given little attention to the development of science teaching at the secondary stage and I propose to take a number of measures to improve science teaching at that stage. We have entered into an agreement with UNESCO and they are going to give a very substantial assistance for this programme. The assistance is coming from the Government of USSR. It is a very substantial assistance for promotion of science education, both at the secondary stage and at the university stage.

We are proposing to set up a department of science at the Centre here which will undertake studies related to the development of science and mathematics curricula, and also it will work out new methods of teaching science. We are also proposing to set up a workshop which will produce prototypes of simple laboratory apparatus and lecture demonstration equipment which can then be produced on a large scale by commercial and other undertakings. Our effort will be that this laboratory apparatus will use as far as possible indigenous material and for this workshop we are getting some experts from USSR.

The House is aware that the Ministry of Education has set up four regional training colleges which will start working from next July. These training colleges are not ordinary training colleges. They are going to cater to the needs of teachers of science technical and vocational subjects. So far, our training colleges provide a course of one year to two years. These colleges will provide a course of four years, an integrated course, which will not only give them instruction in the methods of teaching but will also give them techniques of teaching of scientific and technical subjects. There will also be a short course of one year to improve the standard of existing science teachers. This coming summer, we will set up a number of Summer institutes with the co-operation of the Universities. These Universities will start summer courses for science teachers. The Universities which are co-operating are Delhi, Punjab, Poona and Madras. We are getting scientists from the Universities of India as well as of the U.S.A. They will all help us in organising the Summer institute. During the course of the next few years, it is our endeavour that this Summer institute should become an integral part of the University education. More Summer institutes will be set up in course of time.

[Dr. K. L. Shrimali.]

13 hrs.

Shri Barrow referred to the scheme of pilot project for discovering scientific talent which has been tried in Delhi. We propose to extend the scheme to other States also during the next year. As far as the University Stage is concerned, the University Grants Commission has appointed a number of Reviewing committees which are at present examining the standards of our syllabus and will make the necessary recommendations.

The House is aware that last year at this time, I mentioned that we propose to set up Centres of advanced studies to encourage higher level research at the post-graduate stage. I am glad to say that four centres have already been established, two at the Delhi University in theoretical Physics and Chemistry, one in collaboration with the Tata Institute of Fundamental Research and the Bombay University and one at the Calcutta University. During the next year, more such centres will be opened and in the Third Plan, we will have about 20 to 30 such centres functioning. The main purpose of these centres is to stimulate research at a higher level, to give opportunity to advanced scholars, to develop research programmes in various subjects.

Another field in which we propose to give special attention during the next year is the Text book programme, Shri Swamiji, Shri Mohsin and Shri H. N. Mukerjee made reference to the low standard of text books. I must say, I am ashamed at the book that was referred to by Swamiji, which was from the department of Education Delhi. The books produced last year in Delhi were of very low standard. I had said that they were all rubbish and should be thrown into the wastepaper basket. The Ministry made an enquiry and I do not know what the Commissioner has done. I am sorry that the books are still lying in the market and are being used by stu-

dents. I must say I am ashamed about this.

श्री श्रीकारलाल बरवा : श्रीमान् ।

Dr. K. L. Shrimali: Sir, I don't like to be interrupted. The question can be asked later. That would be better instead of interrupting me at this stage.

The National Council of Educational research has undertaken a very comprehensive programme for the production of quality text books. We have set up a Central committee on Educational literature which has appointed a panel of experts and they are preparing now textbooks on physics, chemistry, biology, mathematics, general science, geography, history and Hindi, practically all the school subjects. The drafts of these books will be available during the course of the year. The first book will be an experimental edition. It will be circulated to all educational institutions publishers, authors and they will have an opportunity to give their opinion about these books. Whatever constructive suggestions they make will be incorporated and then, the books will be finalised. So that, people will have an opportunity to criticise each of these books. The final edition will, of course, be produced after incorporating all the suggestions. The purpose is not to have any kind of competition either with the publishers or with the State Governments in this matter. Our main purpose is to produce some quality books. We hope that good books will automatically drive out bad books. It is with that faith that we are producing these books and these books will be in the market next year.

Shri H. N. Mukerjee also said in his speech that we were not making adequate efforts to produce books in our own languages. I might inform him that so far as scientific and technical literature is concerned, the Ministry is now engaged in producing books in practically all fields of text books,

standard works, reference books, dictionaries, popular books including books for children. I may also inform the House that we have recently set up a Bureau of text book production which is working with the Commission for Scientific and Technical Terminology. This Commission, with the help of the Text book Bureau is now engaged in preparing and translating standard works and popular books. We hope to produce nearly 50 books at the end of the coming financial year. In addition to this, the Commission is also farming out the work to individuals. Several original works will also be produced in our own languages. In the field of reference literature, I hope books will be available and subject dictionaries will be available up to the pre-degree stage in physics, chemistry, mathematics, botany, and agriculture, whose compilation is almost complete. Similarly, we are also preparing a Hindi-English version of a consolidated glossary which has already been published. I might also inform the House that we have got the copyright for 111 books—standard books—and translation work is going on in various Universities which have agreed to join in this endeavour. I might also inform the House that we have decided to set up five cells during the coming financial year in which writing original works as also translation of some works will be carried on a whole time basis by qualified professors, readers and lecturers. That was a suggestion made by Dr. Govind Das. We have already negotiated with two Universities at Banaras and Delhi. Cells will be set up very shortly where whole time professors and lecturers will be engaged in writing original books and also in translating standard works. We have also decided to set up three more cells in Rajasthan, Madhya Pradesh and Bihar.

In addition to this, we are also attempting to produce books for common readers. We have requested publishers to bring out 115 books. We have approved the manuscripts which they

sent to us. We can hope that next year, these popular books will be available to readers. Dr. Govind Das also made a suggestion that outstanding literary works in non-Hindi languages should be brought out especially in southern languages. I accept the suggestion and we shall bring out such books next year.

Shri H. N. Mukerjee, I think, criticised the working of the National Book Trust. I must admit that the Book Trust has not, so far, fulfilled our expectations. But, recently, the Book Trust has been re-organised and a Review committee has been appointed which went into the working of the Book Trust thoroughly. Now, we have decided to bring out a series of books on 'India: Land and People'. Outstanding authors have been engaged by the Book Trust to write these books, and the series will deal with books in geography, geology, botany, zoology, agriculture, anthropology, archaeology, history and culture and literature.

Dr. M. S. Aney (Nagpur): May I just ask one question on this point?

Dr. K. L. Shrimali: I shall be grateful if my hon. friend would kindly note down his question and ask the question at the end. I shall finish within the time allotted to me and then I shall answer questions.

The third field in which we propose to make special efforts to improve the quality of education is the teacher-education. The teacher is the pivot of the whole educational system, and unless we take special measures not only to bring in good quality of teachers, or recruit better quality of teachers but also improve our professional training, no improvement in education can take place. We propose to take a number of measures to improve the quality of teachers' education.

The House is aware of the loan scholarships scheme to the tune of about Rs. 9 crores, which we wish to operate during the next three years.

[Dr. K. L. Shrimali]

It will start next July. One good feature of this scheme is that it will attract talented people in the teaching profession, because by putting in one years' service in the teaching profession, they will get a rebate of 10 per cent, and within eleven years, that is, if they put in ten years' service in the teaching profession, the loan will be wiped off, and they will have an opportunity to go up to the highest stage in education.

The House is aware that we have also during the last few years made various efforts to improve the service conditions of teachers....

Shri A. P. Jain (Tumkur): Will you kindly give us some more details about this loan scholarship scheme? It is a very laudable scheme, and you have done a good work by having that scheme.

Dr. K. L. Shrimali: We shall give the full details. The details are being worked out in the Advisory Board. This is one measure which I think will bring in more talented people in the teaching profession. In addition to that, the House is aware that we have taken a number of measures to improve the service conditions of teachers.

The average salary of a primary school teacher now is Rs. 100. I am not satisfied with this. We shall continue to make efforts to improve the salaries. In fact, we have told the State Governments that they can get 50 per cent of assistance from the Central Government for whatever salaries....

Shri P. K. Ghosh (Ranchi East): May I just ask one question? How the hon. Minister got the figure of Rs. 100. I know that the average pay of a school teacher in Bihar is only Rs. 60.

Dr. K. L. Shrimali: I am not yielding I shall answer all questions at the end.

Mr. Deputy-Speaker: Order, order. The hon. Member cannot go on unless the hon. Minister yields.

Dr. K. L. Shrimali: It will be much better if hon. Members will reserve all their questions till the end.

We have told the State Governments that they could get 50 per cent of assistance from the Central Government if they increase the salaries. And we have been continuously taking various measures such as the Triple Benefit Scheme, the Scholarships for the children of teachers, the National Foundation of Teachers and so on. All these measures have been taken with a view to ameliorate and improve the service conditions of teachers, and to attract better quality of teachers in the teaching profession.

I mentioned about these regional colleges. In the regional colleges also we shall give full stipend to the teachers who are admitted. They will all be scholarship-holders, and they will get full assistance from Government so that they can have good training for a number of years. With these regional colleges which we have set up, and which are also being assisted by the USSR under the United Nations Expanded Programme of Technical Assistance and also by the USA, we hope that we shall be able to improve the quality of teachers considerably.

There is a demand from the States that more such colleges should be opened, but with our limited resources we are now confining ourselves only to these four regional colleges.

In addition to this, we have taken a number of measures to improve the quality of education, for example, the in-service training of teachers. The House is aware that we have set up extension centres of the training colleges, and we are now covering about 11,500 secondary schools under this extension programme. Under the extension programmes, the teachers' colleges organise study groups, discus-

sions, refresher courses etc. and it helps the teachers to keep in touch with the latest developments in education. This experiment has been very successful and, therefore, encouraged by this success, we propose now to set up extension centres at the primary teachers' colleges also. And next year, we propose to set up 30 such centres at the primary teachers' colleges

At the University stage, the House is probably aware that the Rashtrapati was good enough to pass on the Rashtrapati Bhavan property at Simla to the Ministry of Education some time back. We propose to set up a Central Institute of Advanced Studies at Simla, and this institute will organise refresher courses and summer schools for university teachers. I hope our first summer school can be held next summer. This will provide facilities for research by teachers and other scholars in the social sciences, humanities and other subjects.

In addition to this, we have set up a number of training colleges for Hindi teachers. We have also set up a Central Institute of English at Hyderabad. We have also set up an institute for training teachers in Sanskrit at Tirupati, which is now training teachers of Sanskrit. So, practically all the subjects, the technical subjects, the classics, English, all those subjects which are not at present being taken care of by the State Governments will be taken care of by the Central Government, and we are doing this work with the full collaboration of the State Governments.

I think it was Shri Kishen Pattnayak who said that the Ministry of Education had done very little to provide equality of opportunity. I am sorry that he went to the extent of saying that all the Departments of Education and the Ministry of Education should be wound up and he said that they had done no work during the last few years in promoting equality of opportunity. I should like to refer to

only one scheme, namely our scholarships scheme.

In 1947, the total expenditure on scholarships for the country as a whole was only Rs. 22 lakhs, but by 1961 we shall be spending Rs. 19 crores. With our limited resources, this is not a very mean achievement. With the scholarships we have now, the State scholarships, the national scholarship schemes which give 2400 scholarships every year, and the loan Scholarships scheme which we propose to launch from next July, which will cover about 70,000 loan scholars, we shall have covered nearly 50 per cent of the meritorious students. This is a very big step that we have taken. I know that we have still to go a long way. In U.K., for instance, the percentage of State scholars is 80. The Prime Minister is anxious that the economic barrier should not stand in the way of the highest type of education that should be available to our scholars, and we want to break these economic barriers as far as the students are concerned. This is the one single step which is going to benefit a large number of needy students who in the past could not take advantage of higher education on account of poverty. So, I hope my hon. friend Shri Kishen Pattnayak will study these facts a little more carefully before making that kind of statement.

There are two more matters to which I wish to refer. The House will remember that last year we amended the Delhi University Act, and a correspondence course was started. There were some misgivings in the minds of the Members at that time, but I would like to inform the House that the report which we have received from the Department of Correspondence Courses in the Delhi University has been very encouraging. There have been very few drop outs. The majority of students are in the group 21—35. They are all grown-up people who are engaged in some kind of work. And the House

[Dr. K. L. Shrimali]

would be interested to know that some of these young men today are on the front, protecting our borders, and they are also taking correspondence courses.

Looking at the encouraging results we have got, we propose to open more correspondence courses at other universities. I am quite sure that the House would welcome this development.

We recently appointed a Committee under the chairmanship of Dr. Kothari to go into the question of evening colleges. It has made recommendations which Government have accepted. We are proposing to open evening colleges in other universities also. There are evening colleges in Delhi, but even with our limited resources, we propose to open at least one college in each State. The Central Government will give the same assistance as State Governments are giving for these evening colleges.

Government are greatly exercised about the problem of eradication of illiteracy from this country, to which several Members referred. In fact, only recently we addressed a letter to all Education Ministers in States to give serious consideration to this problem. It is true that the percentage of our literacy has increased to some extent; it was 16.61 in 1951 and 23.7 in 1961. But actually, the number of illiterate people is more than it was in 1951. In 1951, the number was 3011 lakhs and in 1961 it is 3350 lakhs.

We have given a great deal of thought to this problem. There are only two ways to tackle this problem. One is to expand primary education as rapidly as possible. Secondly, we should also tackle this problem of adult illiteracy. We have requested State Governments to mobilise all the students and teachers of universities and ask them to go to the villages in summer vacations. We have no funds at our disposal at present; neither the State Governments nor

the Central Government have resources for adult education programmes. In most countries, adult education has been a voluntary movement, except of course in countries where people have been forced to go and work in villages. I do hope that this appeal which we are making to students and teachers will find ready response and our educated people will go to the villages and educate our people. There seems to be no other way.

One hon. Member referred to compulsory military training. I would like to inform the House that steps are being taken to train all physically fit students at the collegiate stage in the NCC and NCC Rifles. The response from the States has been very encouraging. As soon as the Defence Ministry has found it possible to train the necessary personnel for imparting this training and has collected the necessary equipment, the NCC would be made compulsory in colleges. At the school stage, as the House is already aware, we are promoting the National Discipline Scheme. I am glad that most of the Members have welcomed the good features of the scheme. We propose to open new centres at various places. Two centres for this training have already been opened, one at Meerut and the other at Panchkula in Punjab. More are expected to be opened shortly. We hope to cover all the school population under this programme of the National Discipline Scheme. It is a very massive programme reorienting nearly 15,000 physical education teachers and training 3,200 discipline scheme instructors to acquaint them with the integrated syllabus. Besides that, 6,450 fresh instructors will be trained and made available to States.

The National Council of Educational Research has also recommended to the States to set up a school defence corps programme which along with study gives emphasis to productivity. I need not go into the details of this because we have sent these pamphlets

which the Council has put out to all members. They will find it is there.

All the other agencies which are working with the Ministry like the Central Social Welfare Board were geared to serve the needs of defence. During the emergency, they did a lot of good work for the jawans, to help their families, to prepare necessary garments etc. for them. This is a brief account of some of the new schemes or new directions in which we propose to move next year.

There are some points which I would like to answer. One is regarding Banaras Hindu University. Shri Kishen Pattanayak referred to it. He asked if the autonomy of the University is going to be restored. The University is an autonomous body. It is true that the Executive Council is a nominated body. The House will remember that I introduced a Bill in the last session, but because it could not be disposed of, the Bill had to be held back. I should have introduced the Bill earlier, but I was advised by the University Grants Commission to wait for the Model Legislation Committee's report so that we could incorporate any suggestions they make, so that both for Aligarh and Banaras we could have model legislation which could be adopted by other States as well. It is for that reason that I have held it back.

Prof. Hiren Mukerjee spoke about affairs in Vishva Bharati in Sriniketan. I am sorry that the University has been facing some difficulty in the last few days. But I hope Prof. Mukerjee would condemn the misbehaviour of the students and the various things which they did at Sriniketan. The Vice-Chancellor had to take very drastic action. I think he was fully justified in taking action he did against those who misbehaved. That the students at Sriniketan should have misbehaved is incredible and inconceivable. I would not like to enumerate the various things they did. But it is a disgraceful story.

There was some discussion as to whether education should be a concurrent subject or a State subject. During recent years, there has been some discussion on this matter. The National Integration Conference at its meeting in September|October 1961 recommended that education should be a concurrent subject. Strong views were expressed on that subject. I do not know whether Prof. Mukerjee was there. Since then this subject has come up in one form or another. At the last meeting of the Consultative Committee, a majority of members expressed very strong views and felt that the Central Government should exercise greater responsibility in the field of education. As far as the Central Government are concerned, personally I think we have, in the field of education—specially after the judgment of the Supreme Court—sufficient power, and if the Central Government have funds at their disposal, they can exercise that responsibility effectively. Probably there may not be any need for any change in the Constitution. At present, we are finding that the State Governments are fully co-operating and collaborating in education. The only difficulty is with regard to funds. Neither the States nor the Centre have adequate funds. Provided we can get more funds, I have no doubt in my mind that State Governments will show fuller collaboration. I have not found a single example where State Government have complained—though there are some wise people who continue to say that the Central Government are encroaching on the rights of State Governments—that we are encroaching on their rights. In fact, the State Governments have welcomed all the work that has been done by the Ministry in the past. Since the Consultative Committee felt strongly about this matter, we appointed a committee under the chairmanship of Shri P. N. Saprú to go into this question, to suggest if anything has to be done in this matter.

Shri Mukerjee also raised the question with regard to national archives.

[Dr. K. L. Shrimali]

Himself being a historian and a professor of history, naturally he is interested in archives. We appointed a committee. It has taken some time because we had to consult various agencies—the State Governments, the Members of the Indian Historical Records Commission, and the various Ministries here. We have now received the opinions of the Governments, and we are drafting a Bill which I hope to introduce soon. If there is delay, it is because of the emergency, as soon as this Bill is passed, the archives will be flooded with a large number of records, and we have no place to keep those records. So, we should have some building where we can keep them. That is the only difficulty that is standing in the way. I hope to introduce the Bill in the near future.

I think I have covered all the points which were raised during the course of the debate. If any points have been left out, it is not because they are in any way less important, but I think my time is over.

I am extremely grateful to all the hon. Members who have appreciated the humble work which the Ministry has done, and I should like to thank them once again.

श्री प्रकाशवीर शास्त्री (बिजनौर):

उपाध्यक्ष महोदय, मैं एक प्रश्न करना चाहता हूँ और अगर उचित समझा जाए तो उसका उत्तर दे दिया जाए। गत वर्ष आपने बोलते हुये लोक सभा और राज्य सभा में भी विश्वविद्यालयों के शिक्षा के माध्यम के सम्बन्ध में शिक्षा मंत्रालय की कुछ नीति की घोषणा की थी; परन्तु ऐसा प्रतीत होता है कि विश्वविद्यालय अनुदान आयोग का जो एक प्रतिक्रियावादी रुख है, उससे आपकी घोषणा बीच में ही रह गई है। अब उस सम्बन्ध में क्या आपने कोई निर्णय किया है ?

डा० का० ला० श्रीमाली : यह सही नहीं है। जो नीति निर्धारित हुई थी वह नीति कब करीब सब लोगों ने मंजूर कर ली है। चीफ मिनिस्टर्स कान्फ्रेंस, वाइस-चांसलर्स कान्फ्रेंस और अभी हाल में जो इंटर-यूनिवर्सिटी बोर्ड मिला था, उन सब ने जो प्रस्ताव पास किये थे, 'शनल इंटिग्रेशन कौंसिल' ने पिछली बार, उनको मंजूर कर लिया है। अब तो सिर्फ प्रश्न यह रहा है कि क्या कदम उठाना चाहिये ताकि हम साहित्य तैयार कर सकें। जो कुछ मैंने बयान दिया है साहित्य निर्माण करने के लिये वह यह साबित करता है कि जहाँ तक कंट्रोवर्सी का सम्बन्ध है, वह तो खत्म हो गई है। अब तो काम करना है। इस सम्बन्ध में मिनिस्ट्री ने आगे एक कदम बढ़ा लिया है।

श्री श्रीकारलाल बेरवा : बोर्ड से जब किताबें पास हो कर आती हैं तो क्या बजह है कि उन में गलतियाँ रह जाती हैं। गलत किताबें निकाल कर बच्चों को क्यों पढ़ाई जाती हैं, इसका मैं उत्तर जानना चाहूँगा ?

डा० का० ला० श्रीमाली : गलती ई और उसकी जांच भी हुई। सभी ने गलती की मालूम होती है।

श्री श्रीकारलाल बेरवा : बोर्ड में जब पास होती हैं—

उपाध्यक्ष महोदय : ग्रांडर, ग्रांडर।
Does any hon. Member want any cut motion to be put separately? No.

Now I put all the cut motions to the House.

The cut motions were put and negatived.

Mr. Deputy-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, 1964, in respect of the heads of demands entered in the second column thereof against Demands Nos. 14, 15, 16 and 117 relating to the Ministry of Education."

The motion was adopted.

[*The motions of Demands for Grants which were adopted by the Lok Sabha are reproduced below—Ed.*]

DEMAND No. 14—MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 40,41,000 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, 1964, in respect of 'Ministry of Education'."

DEMAND No. 15—EDUCATION

"That a sum not exceeding Rs. 15,44,58,000 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, 1964, in respect of 'Education'."

DEMAND No. 16—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 2,26,49,000 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, 1964, in respect of 'Other Revenue Expenditure of the Ministry of Education'."

DEMAND No. 117—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 1,46,000 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, 1964, in respect of 'Capital Outlay of the Ministry of Education'."

MINISTRY OF SCIENTIFIC RESEARCH AND CULTURAL AFFAIRS

Mr. Deputy-Speaker: The House will now take up discussion and voting on Demand Nos. 81 to 87 and 137 relating to the Ministry of Scientific Research and Cultural Affairs for which three hours have been allotted.

Hon. Members desirous of moving their cut motions may send slips to the Table within 15 minutes indicating which of the cut motions they would like to move.

I would request hon. Members to confine themselves to ten minutes each.

DEMAND No. 81—MINISTRY OF SCIENTIFIC RESEARCH AND CULTURAL AFFAIRS

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 34,27,000 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, 1964, in respect of 'Ministry of Scientific Research and Cultural Affairs'."

DEMAND No. 82—ARCHAEOLOGY

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 1,01,66,000 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, 1964, in respect of 'Archaeology'."