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Wednesday, March 11, 1964
Phalguna 21, 1885 (Saka)

LOK SABHA DEBATES

Seventh Session
(Third Lok Sabha)



सत्यमेव जयते

LOK SABHA SECRETARIAT
New Delhi

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LOK SABHA

Wednesday, March 11, 1964/Phalguna
21, 1885 (Saka)

The Lok Sabha met at Eleven of the
Clock.

[MR. SPEAKER in the Chair]

ORAL ANSWERS TO QUESTIONS

Phyto-Chemical Plant

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- *522. {
 Shri Warrior;
 Shri Vasudevan Nair;
 Shri Daji;
 Shri D. J. Naik;
 Shri S. C. Samanta;
 Shri Subodh Hansda;
 Shri N. R. Laskar;
 Shri Maheswar Naik;
 Shri D. C. Sharma;
 Shri A. V. Raghavan;
 Shri Pottekkatt;
 Shri Ramachandra Ulaka;
 Shri Dhuleshwar Meena.

Will the Minister of Petroleum and Chemicals be pleased to refer to the reply given to Starred Question No. 641 on the 18th December, 1963 and state:

(a) whether the Indian Drugs and Pharmaceuticals Ltd. have since submitted any report regarding the establishment of a Phyto-Chemical Plant in Kerala State; and

(b) if so, the details thereof?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): The matter is still being examined by the Indian Drugs & Pharmaceuticals Limited.

Shri Warrior: May I know whether Government's attention has been 2411(Ai) LSD—1.

drawn to the statement by the leader of the Soviet Parliamentary Delegation which has been here that this plant is feasible and viable and that it can be established in Kerala very soon?

Shri Alagesan: I am sorry to say that I missed that statement and I did not see it. But, as I said, the matter is at present under examination by the Indian Drugs and Pharmaceuticals Ltd.

Shri Warrior: May I know by what time Government expect to have a worth-while project established in Kerala for phyto-chemicals?

Shri Alagesan: The economics of it is a little difficult. The initial cost of the 'top tea prunings' as they are called has gone up, and that has put the economics of the project out of gear and that is why we are considering it.

Shri Ramachandra Ulaka: In view of the fact that the whole plant has to be drastically remodelled, may I know whether any new method has been suggested by the Soviet experts, and if so, the details thereof?

Shri Alagesan: At one time, it was considered that mere tea-waste alone would be enough and a process could be evolved for that purpose. The Soviet people were consulted about it and they said that they would take a year to make research and finalise the process and give it to us. But even that is under consideration, because the cost of the tea-waste also seems to be rather on the high side.

Shri Dhuleshwar Meena: May I know the nature and extent of aid offered by the Soviet Government for setting up this plant in Kerala State?

Shri Alagesan: We have not reached that stage. Of course, they were prepared to help in the project. There are three other projects where they have helped, and they are under various stages of construction.

Shri Sham Lal Saraf: At the time of the visit of the Soviet experts' delegation in 1958, this was also one of the four projects about which they were sure and which they said could be taken up and should be taken up. In view of the experience that has been gained after having set up three projects, may I know why there is delay in getting this project into execution?

Shri Alagesan: I have already answered this question. First, the project itself was based on a certain cost of the tea prunings, 'top tea prunings' as they are called, but the cost of that has gone up very much now. So, the resultant cost of the product is bound to be much higher than that of the imported one or even of the internally manufactured one.

C.S. & I.R. and Indian Institute of Petroleum

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*523. { **Shri Vishram Prasad:**
Shri R. G. Dubey:
Shri Mohan Swarup:

Will the Minister of Education be pleased to state:

(a) whether it is a fact that 33 per cent of the posts in all the National Laboratories under the Council of Scientific and Industrial Research and 20 per cent in the Indian Institute of Petroleum remain vacant because qualified scientists are not available; and

(b) the steps Government propose to take to fill up such vacancies?

The Minister of Education (Shri M. C. Chagla): (a) and (b). The relevant information is being collected and will be laid on the Table of the House.

श्री विश्राम प्रसाद : क्या यह सही है कि काउंसिल आफ साइंटिफिक एंड इंडस्ट्रियल रिसर्च के अन्दर बहुत सी पोस्ट्स, करीब एक दर्जन पोस्ट्स जो डिप्टी डायरेक्टर और डायरेक्टर की हैं, वे डायरेक्टर जनरल की मर्जी के अनुसार भर दी गई हैं, उनकी मर्जी के अनुसार उनका सिलैक्शन और प्रॉमोशन हो गया है ?

श्री म० क० चागला : सब प्रॉमोशन जो हुई हैं वे सिलैक्शन कमेटी की एप्रुवल के बाद हुई हैं। कोई भी एक्वाइंट-मेंट सिलैक्शन कमेटी के बगैर नहीं हुई है।

श्री विश्राम प्रसाद : क्या यह सही है कि इस काउंसिल में जो रिसर्च वर्कर हैं, उन में ६४ साल तक की उम्र के लोग भी हैं और उन को डायरेक्टर जनरल की मर्जी के मुताबिक रख लिया जाता है, यदि हां तो इस के लिए सरकार क्या सोच रही है ?

श्री म० क० चागला : जो कायदा है वह यह है कि ६० बरस पर डायरेक्टर को रिटायर होना चाहिये। ६० साल की उम्र के आगे हर साल एक्सटेंशन देनी होती है और ६२ साल तक वह जा सकता है। तीन या चार डायरेक्टर जो आउटस्टैंडिंग साइंटिस्ट्स हैं वे ६० के ऊपर की उम्र के हैं, बाकी के सब ६० के नीचे की उम्र के हैं।

Shrimati Savitri Nigam: Has the hon. Minister received any complaint that there are many posts lying vacant amongst the present establishment and also that justice has not been done to many of the present staff?

Shri M. C. Chagla: I have no complaint that justice has not been done to any member.

As regards posts being vacant, we call the selection committee as soon

as possible and every vacant post is filled with the help of the committee.

Shri P. Venkatasubbalah: Is it a fact that the unattractive salaries being offered to the scientists have led to this dearth of hands?

Shri M. C. Chagla: No, the salaries offered are very good. Our scientists are very patriotic and I have not known of a single case where a scientist is not prepared to accept the salary which has been offered to him.

श्री सिद्धेश्वर प्रसाद : क्या सरकार का ध्यान इस बात की ओर गया है कि सी० एस० आई० आर० के एक बड़े अधिकारी के कमरे को सजाने में बहुत सा खर्चा किया गया है, यदि हाँ, तो यह कहां तक मच है ?

Shri M. C. Chagla: No, Sir. If the hon. Member wants, I will lay a statement on the Table as to what was spent on furnishing the room.

श्री प्रकाशवीर शास्त्री : फनिचर भी हैदराबाद से आया है ।

Shri Hari Vishnu Kamath: Has Government tried to ascertain how many of our qualified and trained scientists are working abroad, and if so, in which countries? Has Government offered any incentives to them to attract them back to the service of our motherland?

Shri M. C. Chagla: Yes, Sir. We maintain a scientists pool which is functioning extremely well. Our scientists abroad have in large numbers agreed to be in the pool. Once they are in the pool, jobs are found for them either in the laboratories or in universities.

Shri Hari Vishnu Kamath: My question was: how many are working abroad and in which countries, and what is being done to bring them back.

Mr. Speaker: Would it be possible to name the countries and state the number in each?

Shri Hari Vishnu Kamath: In that case, what efforts are being made to bring them back?

Shri M. C. Chagla: Incentives are offered. They are placed in the scientists pool. We give them a salary and try to place them either in laboratories or in universities.

Shri Hari Vishnu Kamath: They are working abroad. Is there any attempt to bring them back?

Shri M. C. Chagla: We are bringing them back by offering these inducements.

Shri Kapur Singh: Does Government maintain a register of the scientists' exodus? If so, does the information available justify a formal probe into the matter of this exodus as had recently been done in U.K.?

Shri M. C. Chagla: Yes. Every Mission abroad—I know this of London and Washington personally—maintains a scientists register which is transmitted to Delhi. We maintain a list of scientists abroad and offer them posts or placement in the scientists pool. They accept and come here and work in the pool till a permanent job is found either in a laboratory or in a university.

As regards to the second part of the question, there is no question of our scientists going there to stay there. They go to study and improve their knowledge.

Shri Hari Vishnu Kamath: No, no. Some of them settle there.

Mr. Speaker: Does the list disclose that there is a very large number which would justify a probe into this matter, that somehow they must be remaining there and there is something defective?

Shri M. C. Chagla: I would not say that there is a very large number abroad which would justify any further steps.

Shri Warrior: Has Government made any enquiry into the service condi-

tions of the scientists in private laboratories in India?

Shri M. C. Chagla: I do not know what he means by 'private laboratories'. The laboratories functioning under the CSIR are not private.

Shri Warrior: Private laboratories attached to refineries, petroleum works and other institutions.

Shri M. C. Chagla: I am not aware of private laboratories, I am aware of laboratories which are maintained under CSIR.

श्री किशन पटनायक : क्या यह सही है कि इस आपात काल के अन्दर भी सी० एस० आर्इ० आर० के डायरेक्टर जनरल के कमरे की साज सज्जा के लिए करीब एक लाख का खर्चा हुआ है ? अगर नहीं, तो क्या मंत्री महोदय उसका ठीक हिसाब बतायेंगे ?

अध्यक्ष महोदय : यह तो आप बजट डिमांड्स के वक्त डिसकस कर सकते हैं ।

Shri Tyagi: Could the hon. Minister give this House an idea of some important original researches made during this period in any of his laboratories or institutions?

Shri M. C. Chagla: I assure the hon. Member that many important discoveries have been made. During the emergency our laboratories made discoveries which made it possible not to import many things which we were importing from abroad. If the hon. Member wants, I can give him a list.

श्री शिव नारायण : मैं यह जानना चाहता हूँ कि इन २० पर सेंट बेकैसीज में क्या आप उन यंग साइंटिस्ट्स को भी मौका देंगे जो यहाँ की यूनिवर्सिटियों में काम करते हैं ?

श्री मु० क० चागला : हम यंग साइंटिस्ट्स को खास तौर पर मौका देंगे ।

Shri Hem Barua: May I know whether the attention of the hon. Minister has been drawn to statements made by our scientists working abroad, particularly in the USA, to the effect that working conditions are better there and that they get autonomy and freedom for research, and therefore they do not want to come back to India; if so, what steps Government have taken to remove these difficulties that they have themselves expressed?

Shri M. C. Chagla: I partially agree with the hon. Member that the conditions of research, the atmosphere of research and the facilities are better in the United States than in our country, but we are doing our best to improve these conditions, so that scientists from abroad should be induced to come back and work in this country.

Shri Hari Vishnu Kamath: Your resources are not as large as theirs.

Shri Maheswar Naik: May I know whether any facilities are being made available to fresh graduates from universities for training in these institutions?

Shri M. C. Chagla: If science graduates are available from the universities, certainly we give them an opportunity to join our laboratories.

प्राण दण्ड

*५२४. श्री भागवत झा आजाद : क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या विधि आयोग ने प्राण दण्ड के सम्बन्ध में अपनी सिफारिशें दे दी हैं ; और

(ख) यदि हाँ, तो क्या सिफारिशें की गई हैं ?

प्रह कार्य-मंत्रालय में राज्य-मंत्री (श्री हाथी) : (क) जो नहीं ।

(ख) प्रश्न नहीं उठता ।

श्री भागवत झा गजावत : क्या प्राण दंड की सजा को समाप्त करने पर विचार किया जा रहा है ?

श्री हाथी : ला कमिशन इस पर विचार कर रहा है ।

Mr. Speaker: Shri Kamath. He brought forward a Bill.

Shri Hari Vishnu Kamath: Is it a fact that a pro-Pakistani or a joint Sino-Pakistani spy-cum-saboteur ring is actively operating in our country,

Mr. Speaker: He should come to the question.

Shri Hari Vishnu Kamath: I am coming. I am linking it up.

Mr. Speaker: Why should it come so late, it should come straightaway.

Shri Hari Vishnu Kamath: I am sorry, unless the background is made clear, the question will not be intelligible.

Mr. Speaker: I will appeal to the hon. Member that if he goes to the background, it may extend to so much that the whole hour might be taken up.

Shri Hari Vishnu Kamath: Does Government propose, during this emergency, when an active Sino-Pakistani spy-cum-saboteur ring is actively operating in our country, and rampant corruption is sapping the morale of our public life and administration, to introduce or retain, in the interests of national security and of clean public administration, capital punishment for treason and for grossly blatant forms of corruption? It is a question on capital punishment.

Mr. Speaker: I have heard that. Now he has finished? (Laughter)

Shri Hari Vishnu Kamath: It is not a matter for laughter. My hon. colleague Shri Hem Barua once earlier asked about capital punishment for treason. That is what I am saying

now, whether the Government propose during the emergency to introduce or retain it for treason and grossly blatant corruption, and if not, what are the reasons therefor.

Mr. Speaker: That is not relevant here, I am afraid.

Shri Hari Vishnu Kamath: Why, Sir? May I have a little light on this?

Mr. Speaker: If every supplementary that I disallow is to be argued, I cannot proceed. I am really conscious of my failings, I have many drawbacks, but the House has charged me with some responsibility where I have to take quick decisions. If I keep myself paralysed simply by this consciousness that I am wrong, then I cannot take decisions. If every decision that I take is questioned here and if I have to enter into arguments, and then reply, it would be difficult for me. Then I cannot work at all. Therefore, I may be allowed that protection at least, that freedom, that I might—(Interruption).

Shri Tyagi: We always respect your decisions.

Shri Hari Vishnu Kamath: If it pleases you, you may throw some light and give reasons. I am not going to force you. Far be it from me to force you. If my request is accepted, it is all right.

Shri Tyagi: May I, Sir, on behalf of the House say that the House unanimously respects your rulings always. There is no grouse on that account. (Interruption).

Shri Hari Vishnu Kamath: That was not in question at all.

Shri Kapur Singh: It is a very simple matter. What you have said is commonsense, and there is no contradiction.

Mr. Speaker: I get further encouragement if the House agrees.

Shri U. M. Trivedi: Was it necessary at all? I do not think it was.

We have always respected your decisions.

Mr. Speaker: Then what is the question? Should I take it out of the record?

Shri Kapur Singh: Sir, there is an insinuation . . .

Mr. Speaker: There is no insinuation.

Shri Kapur Singh: He was raising his fingers at us.

श्री शिव नारायण : आपके कहने के बावजूद भी . . .

Mr. Speaker: Order, order. If they are raising their fingers at the hon. Member, the Member himself is raising himself.

Shri Hem Barua: In reply to a question of mine as to why persons indulging in treasonable activities in this country are not hanged, the hon. Prime Minister said we are considering the question of abolishing capital punishment. Now, may I know why the Government are considering the abolition of capital punishment even though we find that some of our people are engaged in activities against the interests of this country?

Mr. Speaker: He has tried to bring it in a different form. The question is whether the Law Commission has submitted its recommendation with regard to capital punishment. How can we bring in other offences here?

Shri Hari Vishnu Kamath: We shall bring it up later on by separate question.

Mr. Speaker: I would not have any objection if the hon. Member brings it later on.

श्री प्रकाशवीर शास्त्री : क्या मैं यह जान सकता हूँ कि केन्द्रीय सरकार ने प्राण दंड को समाप्त करने के लिए राज्य सरकारों से भी कुछ परामर्श मांगे हैं ? यदि हाँ, तो राज्य सरकारों के इस विषय में क्या परामर्श प्राप्त हुए हैं ?

अध्यक्ष महोदय : यह तो सिर्फ ला कमीशन के बारे में सवाल है ।

श्री हाथी : ला कमीशन रिकमेंडेशन करेगा ।

National Discipline Scheme

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*525. { **Shrimati Savitri Nigam:**
Shri Subodh Hansda:
Shri M. L. Dwivedi:
Shri Prakash Vir Shastri:
Shri Sidheshwar Prasad:
Shri D. C. Sharma:
Shri E. Madhusudan Rao:

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

(a) the progress made in the popularisation of National Discipline Scheme during 1962-63;

(b) the number of new schools and Institutions which have started this scheme during the above period; and

(c) the decision taken in regard to the integration of this scheme with Auxiliary Cadet Corps?

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): (a) and (b). A statement is laid on the Table of the House.

STATEMENT

1317 NDS instructors were trained at the NDS Training Institute at Sarisks (near Alwar). Another Training Institute for NDS Instructors was opened at Barwaha (near Indore) in February, 1963, 119 new schools having a student population of about 3 lakhs were covered during the year.

(c) The matter is still under consideration.

Shrimati Savitri Nigam: May I know whether the two institutions to train the instructors are enough to fulfil the target for introducing the national discipline scheme in various schools?

Shri Bhakt Darshan: Sir question of opening some more centres for training these instructors has been before the Government and at least one more centre somewhere in the South is going to be opened shortly.

Shrimati Savitri Nigam: Every-time, we are given this reply, that the question of integration of this scheme with the Auxiliary Cadet Corps is under consideration. I would like to know how much more time it will take and in how many girls' schools it will be integrated?

Mr. Speaker: There are two distinct questions. Only one might be answered.

Shri Bhakt Darshan: Sir about the integration of the ACC with the National Discipline Scheme, discussions are going on between the representatives of the Ministry of Education and the Ministry of Defence, and our Minister is shortly going to meet the Defence Minister in this connection.

Shrimati Savitri Nigam: May I know

Mr. Speaker: No.

Shrimati Savitri Nigam: You allow three questions.

Mr. Speaker: No.

Shri Hem Barua: It was about women's education.

Mr. Speaker: When it is his authority he might show his indulgence to women!

श्री सिद्धेश्वर प्रसाद : मैं यह जानना चाहता था कि जबकि सदन में प्रतिरक्षा मंत्री और तब के शिक्षा मंत्री दोनों ने आश्वासन दिया था कि राष्ट्रीय अनुशासन योजना और सहायक सेना योजना को मिलाने के लिए शीघ्र से शीघ्र कार्रवाई की जायगी, तब किन् बातों को ले कर मतभेद हो गया है कि सरकार इस बारे में अभी तक किसी निर्णय पर नहीं पहुंच सकी है ?

श्री भक्त दर्शन : श्रीमन्, मतभेद की कोई बात नहीं है। इस बीच में मिलने का अवसर नहीं आ पाया है। माननीय सदस्य को ज्ञात होगा कि इन बीच में मंत्रालय में परिवर्तन होता रहा है—इस वजह से भी इस विषय पर पूरी तरह से विचार नहीं किया जा सका।

श्री प्रकाशवीर शास्त्री: राष्ट्रीय अनुशासन योजना के केन्द्र जिनमें व्यक्तियों को ट्रेनिंग किया जाता है, क्या उनकी संख्या में कुछ कमी हो गयी है ? यदि हां, तो उन की संख्या बढ़ाने के लिए क्या किया जा रहा है, और क्या उत्तर प्रदेश में भी राष्ट्रीय अनुशासन योजना की ट्रेनिंग के लिए कोई केन्द्र खोलने पर विचार किया जा रहा है ?

श्री भक्त दर्शन : श्रीमन्, राष्ट्रीय अनुशासन योजना के प्रशिक्षकों के लिये केवल दो केन्द्र थे और वे मौजूद हैं। केवल उन केन्द्रों की संख्या में कमी हुई है जिनमें शारीरिक व्यायाम के शिक्षकों की ट्रेनिंग दी जा रही थी। अब उत्तर प्रदेश में राष्ट्रीय अनुशासन योजना का एक प्रशिक्षण केन्द्र खोलने के सवाल पर विचार किया जा रहा है।

Shri A. V. Raghavan: May I know whether the progress in the Kerala State has been slow as compared to other States and if so, the reason for that?

Shri Bhakt Darshan: I am sorry the State Government of Kerala has not accepted our recommendation. They are considering the proposal.

Shri Kunhan: The hon. Deputy Minister stated that two new centres in the south are going to be opened. May I know the names of the places?

Shri Bhakt Darshan: Sir, it will not be desirable for me to disclose the names at this stage.

श्री कछवाय : राष्ट्रीय अनुशासन योजना के सम्बन्ध में क्या सब प्रान्तों को लिखा

गया है, यदि हां, तो कब तक यह प्रारम्भ हो जायेगी ?

श्री भक्त दर्शन : श्रीमन्, १७ राज्यों में इसे प्रारम्भ किया जा चुका है केवल दो या तीन राज्य बाकी रहते हैं जहां कि यह पूरी तरह से प्रारम्भ नहीं हुई है, जैसे कि केरल और बिहार में। उनके साथ पत्र-व्यवहार चल रहा है और हमें आशा है कि शीघ्र ही वह भी इसे स्वीकार कर लेंगे और वहां भी यह चालू हो जायेगी।

श्री गुलशन : प्राइमरी शिक्षा का प्रबन्ध पंचायतों के हवाले कहीं किया गया है, यदि हां, तो उसका क्या नतीजा निकला है ?

श्री भक्त दर्शन : श्रीमन्, यह सवाल माननीय सदस्य का दूसरे प्रश्न से सम्बन्धित है जोकि इस के बाद आने वाला है।

श्री यशपाल सिंह : क्या सरकार बतला सकती है कि प्रोपेरेशनली कितना टाइम राइफल ट्रेनिंग में दिया जाता है और कितना टाइम कलचरल प्रोग्राम में चला जाता है ?

श्री भक्त दर्शन : श्रीमन्, मैं समझा नहीं।

अध्यक्ष महोदय : माननीय सदस्य कहते हैं कि वांट कर बताया जाय कि कितना टाइम राइफल ट्रेनिंग में सर्फ होता है और कितना समय कलचरल प्रोग्राम में खर्च किया जाता है ?

श्री भक्त दर्शन : श्रीमन्, इस के बारे में मैं निश्चित सूचना इस वक्त नहीं दे सकता लेकिन मेरा यह अंदाजा है कि विकास के सभी अंगों पर पूरा पूरा ध्यान दिया जाता है।

Shri P. Venkatasubbalah: May I know whether it is a fact that the National Discipline Scheme has not become popular for the reason that the several educational institutions which have already introduced this have not got the necessary equip-

ment and if so, what arrangement has been made in this regard?

Shri Bhakt Darshan: Sir, all the pay and emoluments are being paid by the Central Government. The question of subsidising the private institutions, therefore, does not arise.

श्री शिव नारायण : क्या यह सही है कि इस राष्ट्रीय अनुशासन योजना के अन्तर्गत लड़के और लड़कियों की शिक्षा साथ साथ चलती है, यदि हां, तो उन की संख्या क्या है ?

श्री भक्त दर्शन : जी नहीं। जहां तक विद्यार्थियों का सम्बन्ध है लड़कियों के विद्यालयों में स्त्री शिक्षिकाएं रखी जाती हैं जबकि लड़कों के विद्यालयों में पुरुष शिक्षक रखे जाते हैं। अलबत्ता जो इंस्ट्रुक्टर्स होते हैं उन की ट्रेनिंग के लिये अलग अलग प्रबन्ध नहीं होता है और उनको एक साथ ट्रेन किया जाता है।

Shri Bishwanath Roy: May I know whether any step is being taken for enforcing the scheme in the educational institutions in the rural areas and if so, what is the percentage of the institutions which are being covered by this scheme?

श्री भक्त दर्शन : इस में कोई सन्देह नहीं है कि सभी विद्यालयों में इसे अभी जारी नहीं किया जा सका है पर इसके लिए हमारे प्रयत्न जारी हैं और हम यह आशा करते हैं कि कुछ वर्षों के अन्दर प्रत्येक विद्यालय में इसे जारी कर दिया जायेगा।

श्री उ० सू० त्रिवेदी : मंत्री महोदय ने अभी कहा था कि विकास के सभी अंगों की तरफ ध्यान दिया जाता है तो क्या इस स्कीम में नाचना, गाना, तबला बजाना और सिनेमा करना आदि भी विकास के अंग हैं और यह सब चीजें भी वहां सिरसा में की जाती हैं ?

श्री भक्त दर्शन : जहां तक कि सिनेमा का प्रश्न है मैं समझता हूं कि इसका कोई सम्बन्ध नहीं है और मैं ने कहीं भी इसके बारे में नहीं सुना है। हां, जो कलचरल प्रोग्राम है वह भी युवकों के व्यक्तित्व के विकास करने के लिए होता है अलबत्ता उस की एक सीमा होनी चाहिए।

Shri Hem Barua: May I request the Minister not to use that type of Hindi like
“व्यक्तित्व के विकास . . .”

श्री आंकार लाल बोरवा : श्रीमन्, मैं जानना चाहता हूं कि इस में लड़कों और लड़कियों की शिक्षा में क्या कोई अन्तर किया गया है या दोनों के लिए एक सी शिक्षा है ?

श्री भक्त दर्शन : मोटे तौर से राष्ट्रीय अनुशासन योजना का एक ही कार्यक्रम है, लेकिन कुछ बातें लड़कों को ही सिखलाई जाती हैं, तो कुछ बातें लड़कियों को विशेष तौर से सिखलाई जाती हैं।

प्राथमिक शिक्षा

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*५२६. { श्री सिद्धेश्वर प्रसाद :
श्री गो० महन्ती :
श्री सरजू पाण्डेय :

क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि अड़तीसवें अखिल भारतीय शिक्षा सम्मेलन ने यह मांग की है कि प्राथमिक शिक्षा का दायित्व पंचायतों को न सौंपा जाये;

(ख) इस पर सरकार की क्या प्रतिक्रिया है; और

(ग) इस सम्मेलन में अन्य किन विषय पर चर्चा की गई थी ?

शिक्षा मंत्रालय में उपमंत्री (श्री भक्त दर्शन) : (क) सरकार को इसकी कोई

जानकारी नहीं है, क्योंकि सम्मेलन की कार्यवाहियां अभी प्राप्त नहीं हुई हैं।

(ख) और (ग). प्रश्न नहीं उठता।

[(a) Government has no knowledge because the proceedings of the Conference have not been received.

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

श्री सिद्धेश्वर प्रसाद : क्या सरकार यह बतलाने की कृपा करेगी कि यह अखिल भारतीय शिक्षा सम्मेलन कब हुआ था और उसकी रिपोर्ट आने में विलम्ब होने का क्या कारण है ?

श्री भक्त दर्शन : श्रीमन्, यह कांफ्रेंस २५ से लेकर २९ दिसम्बर, सन् १९६३ तक बड़ौदा में हुई थी। यह एक गैर सरकारी संस्था है और इस का सरकार से कोई सम्बन्ध नहीं है। अधिक से अधिक हम यह कर सकते हैं कि उनको हम इस बारे में याद दिलायें।

श्री रामसेवक यादव : क्या इस सम्मेलन में प्राइमरी शिक्षा को लोगों तक पहुंचाने के लिए कोई इस प्रकार का विचार प्रकट किया है कि एक शिक्षार्थी सेना भरती की जाय और दस साल के अन्दर अन्दर सभी लोगों को शिक्षित कर दिया जाय ?

श्री भक्त दर्शन : श्रीमन्, हमें उनकी रिपोर्ट ही अभी तक नहीं मिली है इसलिए मैं इसका कैसे उत्तर दे सकता हूं।

श्री सिद्धेश्वर प्रसाद : श्रीमन्, क्या सरकार का ध्यान इस बात की ओर भी गया है कि जब राज्य सरकारों के पास प्राइमरी शिक्षा को संविधान के मताबिक लागू करने के लिए पैसा नहीं है तो पंचायतों के हाथ में अगर प्राइमरी शिक्षा को सौंप दिया जाएगा तो उसका क्या नतीजा निकलेगा ?

श्री भक्त दर्शन : श्रीमन्, इस सम्मेलन का जब सिफारिशें अथवा रिपोर्ट आयेगी तब उस पर विचार किया जायगा। इस समय मैं यही कह सकता हूँ।

श्री काशी राम गुप्त : क्या सरकार का स्वयं का यह विचार है कि पंचायतों को यह प्राइमरी शिक्षा न दी जाय ?

श्री भक्त दर्शन : श्रीमन्, इस सम्बन्ध में जहाँ तक मेरी जानकारी है कोई रिपोर्ट हमें उनसे नहीं मिली है।

Shrimati Renuka Ray: Was any representative of the Government invited to this conference; if so, may I know whether he has brought back any informal report?

Shri Bhakt Darshan: Sir, as far as I know, no representative of the Ministry was present.

Shri Warrior: May I know whether the All India Panchayat Parishad in its conference had requested the Government that the primary school education should be left to the panchayats?

Shri Bhakt Darshan: I have no information, Sir.

Dr. Ranen Sen: Is it a fact that some of the State Governments have demanded that the panchayats should not be entrusted with this task of primary education?

Shri Bhakt Darshan: Sir, I cannot say anything off-hand; I will have to find out.

Shri Kapur Singh: Apart from the recommendations of this conference and apart from any concrete proposals that the Government might have before them in this behalf, have the Government any reasons to believe that the panchayats have proved as unsuitable organs for handling primary education?

Shri Bhakt Darshan: I do not think this arises out of this question, Sir.

Shri Kapur Singh: This is the only question which arises out of this.

Mr. Speaker: He says that they will make up their mind after the report is received.

Shri Kapur Singh: I want to know whether, apart from any concrete proposals, they have any reasons to believe like this.

Mr. Speaker: If they give that information at this moment, what would they do with the report?

श्री बड़े : क्या यह शासन की पालिसी है कि प्राइमरी एजुकेशन जहाँ म्यूनिसिपैलिटी हो वहाँ म्यूनिसिपैलिटी को सौंप दी जाय और जहाँ पंचायत हो वहाँ पंचायत को इसका काम दे दिया जाय ?

श्री भक्त दर्शन : इस पर जैसा मैंने निवेदन किया, जहाँ तक मेरी जानकारी है इस सम्बन्ध में कोई गहराई से विचार नहीं हुआ है। जब उनकी सिफारिशें व रिपोर्ट आयेगी तब इस पर ध्यान दिया जायगा और कोई निर्णय लिया जायगा।

Shri D. J. Naik: There are certain States, particularly Gujarat and Maharashtra, which have handed over primary education *panchayat samitis*. May I know what is the experience of those States and whether those States have conveyed their experience to the Central Government?

Shri Bhakt Darshan: I am sorry, I have not got that information with me.

श्री डॉ० शर्मा : अभी मंत्री महोदय ने बतलाया कि दिसम्बर के महीने में यह सम्मेलन बड़ौदा में हुआ था और अब यह मिडिल ऑफ मार्च भी हो गया है तो क्या वह ऐसा नहीं समझते कि उस सम्मेलन की प्रोसीडिंग्स आने में काफी देर हो चुकी है ?

श्री भक्त दर्शन : श्रीमन्, मैंने निवेदन किया है कि यह बिलकुल एक विशुद्ध गैर सरकारी संस्था है। हमारा सम्बन्ध केवल

इतना है कि हमसे उन्होंने कुछ अधिक सहायता मांगी थी जो कि हमने उनको दे दी। अब अधिक से अधिक यही हो सकता है कि हम उनको स्मरणपत्र भेजें और उनसे वह रिपोर्ट मंगवायें।

Domestic Fuel Gas

*527. **Shri P. C. Borooh:** Will the Minister of Education be pleased to refer to the reply given to Starred Question No. 640 on the 18th December, 1963 and state:

(a) the broad outline of the Plan and the zones envisaged thereunder for the production and distribution of domestic fuel gas; and

(b) the recommendations since made by the Expert Committee in this behalf?

The Minister of Education (Shri M. C. Chagla): (a) The Plan envisages production and supply of fuel gas to urban areas with a population of over one lakh. The sources of generation taken into consideration are natural gas, naphtha gas, gas from coal and gas from petroleum. The Zones envisaged in the Plan are:

1. Lower Gangetic Valley.
2. Upper Gangetic Valley.
3. Western Ghat.
4. Southern India.
5. Godavari Valley.
6. Mahanadi Valley.
7. Vidharba Area.
8. Rajasthan Area.
9. Brahmaputra Valley.

(b) The Committee has not yet considered the Plan.

Shri P. C. Borooh: May I know how much of this gas is being burnt out as waste in the various oil fields and refineries in the country and what is its value? May I know what is the quantity burnt out in the Assam oil region?

Shri M. C. Chagla: I would like to have notice to answer that ques-

tion. If the hon. Member wants the figures I can get them.

Shri P. C. Borooh: May I know whether any scheme has been drawn up for the utilisation of the refinery gas at Nunmati; if so, whether any offer has been received? If any offer has been received, may I know what is the decision of the Government on it?

Shri M. C. Chagla: As far as this question is concerned the only information that I can give is what I have given. Besides that, I can say that the Central Fuel Research Institute had prepared a plan and that plan has been considered by the Petroleum association and now they are considering the report of that institute.

Shri P. Venkatasubbaiah: Has the attention of the Government been drawn to the fact that in Gujarat where this gas is much in demand for domestic purposes high rates are charged and so it is not possible for them to utilise this gas and this is burnt out?

Shri M. C. Chagla: No Sir, the attention of the Government has not been drawn to this report.

Shrimati Savitri Nigam: Has any attention been paid by the Government to find out ways and means to utilise the gas which is being burnt and wasted in Bhakra Nangal and various other factories?

Shri M. C. Chagla: Two committees were appointed for this purpose to find out the best utilisation of the natural gas and its distribution to the public. The petroleum association has considered the report and the matter is now under Government's consideration.

Shri Bhagwat Jha Azad: How is it that the gas produced for purposes at Barauni refinery is not to be sup-

plied to the nearest town of Patna but is expected to be given to all the other towns in India?

Shri M. C. Chagla: The answer is tied up with the consideration of the report. I may assure the House that we are considering all possible steps to improve the distribution of natural gas.

Shri Heda: Since there is more than one company producing domestic fuel gas, why are they not allowed to compete with each other and give better service in various places wherever this gas is available?

Shri M. C. Chagla: I would like to have notice.

Dr. Ranen Sen: In view of the fact that there are several private companies that are producing domestic fuel and certain State Governments are also producing and supplying domestic fuel gas, is it under the contemplation of the Government to integrate all the schemes into a common and uniform all-India scheme?

Shri M. C. Chagla: That is one of the matters under consideration.

श्री शिव नारायण : मैं यह जानना चाहता हूँ कि इस गैस के एक सिलिंडर की क्या कीमत है ।

Shri M. C. Chagla: I am afraid I cannot answer that question.

श्री विश्वाम प्रसाद : अंकलेश्वर आयल-फ्रील्ड और कैम्ब में यह गैस बहुत मात्रा में तैयार होती है । गुजरात वालों की यह शिकायत है कि उनको यह गैस नहीं मिल पाती है । जो गैस रोजाना जला दी जाती है, क्या यह मंत्रालय उसको होम यूज के लिए देने पर विचार कर रहा है ?

श्री मु० क० चागला : मैं इससे ज्यादा नहीं कह सकता हूँ कि इस सवाल पर विचार हो रहा है ।

Drilling in Jwalamukhi

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*528. { **Shri Maheswar Naik:**
Shri Subodh Hansda:
Shri S. C. Samanta:
Shri Sudhansu Das:
Shri Daljit Singh:

Will the Minister of **Petroleum and Chemicals** be pleased to state:

(a) whether it is a fact that drilling operations for the exploration of oil in Jwalamukhi area are going to be resumed during 1964 on contract basis; and

(b) if so, the terms thereof?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) No, Sir. The Oil and Natural Gas Commission will itself undertake drilling at Jwalamukhi.

(b) Does not arise.

Shri Maheswar Naik: Is it a fact that drilling operations in Jwalamukhi had been abandoned for sometime and if so why?

Shri Humayun Kabir: Drilling operations in Jwalamukhi were suspended after going down to about 3600 metres. But at that depth the rigs which the ONGC had at the time could not go beyond that and fresh rigs were secured and we propose to go down much deeper.

Shri Maheswar Naik: Are the prospects of getting oil at Jwalamukhi as bright compared to the expenditure which we are likely to incur?

Shri Humayun Kabir: In the matter of oil exploration one has always to take some risk. I may slightly correct what I said. In Jwalamukhi there were also a number of structural wells which were not very deep. In well No. 1 there was some pressure of gas and well No. 2 proved dry. Now, we propose to go down very much deeper. I am sure the hon. Member will share with me the hope that this time we will be successful.

Dr. Ranen Sen: Is it a fact that the previous exploration at Jwalamuki was with collaboration of an American firm and, if so, what were the results?

Mr. Speaker: He has just now given all the information.

Dr. Ranen Sen: He has not answered the first part of the question.

Shri Humayun Kabir: The first deep well was spudded by the ONGC in April 1957. I do not find any reference to any American collaboration for that.

Education and Employment Opportunities

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*530. { Shri Sidheshwar Prasad:
Shri D. C. Sharma:
Shri P. R. Chakraverti:

Will the Minister of Education be pleased to state:

(a) the up-to-date progress made by the Committee appointed to examine the role of education in relation to employment opportunities; and

(b) when its report is likely to be submitted?

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): (a) and (b). The Committee has been wound up and its work has been transferred to the Central Planning Group recently constituted by this Ministry.

श्री सिद्धेश्वर प्रसाद : श्रीमन्, क्या सरकार के ध्यान में यह बात आई है कि यद्यपि शिक्षा के सम्बन्ध में तरह तरह की योजनायें बनाई जाती हैं, किन्तु हमारे जो विद्यार्थी शिक्षा प्राप्त कर के निकलते हैं, उनको रोजगार देने का कोई भी प्रबन्ध नहीं है ; यदि हां, तो इस समस्या के समाधान के लिये सरकार ने क्या तरीका अपनाया है ?

श्री भक्त दर्शन : यह प्रश्न शिक्षा मंत्रालय के सामने हमेशा रहा है। यह जो बड़ा ग्रुप बनाया गया है, यह बात भी उसके

विचाराधीन है और वह इस पर विचार करेगा।

श्री सिद्धेश्वर प्रसाद : मैं यह जानना चाहता हूँ कि अभी जिस समिति को समाप्त कर दिया गया है, क्या उसने कोई अन्तरिम सिफारिशें भी की थीं ; यदि हां, तो वे सिफारिशें क्या हैं।

श्री भक्त दर्शन : दुर्भाग्यवश उस समिति की कोई बैठक नहीं हो पाई थी।

डा० गोविन्द दास : जहाँ तक हमारी शिक्षा-पद्धति का सम्बन्ध है, वह विषय बार-बार उठा है और हमारी शिक्षा पद्धति में इस प्रकार के मूल परिवर्तनों के लिए कई बार कहा गया है। मैं यह जानना चाहता हूँ कि इस सम्बन्ध में कब से विचार हो रहा है और कब इसके बारे में निर्णय होगा—या हमको निर्णय की आशा नहीं करनी चाहिए।

श्री भक्त दर्शन : मैं स्वीकार करता हूँ कि इस पर विचार करने में काफी समय लग गया है, लेकिन अभी माननीय शिक्षा मंत्री जी की अध्यक्षता में जो ग्रुप बनाया गया है, हमें आशा है कि जल्दी ही उसके द्वारा इस विषय पर विचार किया जायेगा और जल्दी निर्णय किया जायेगा।

श्री कछवाय : मैं यह जानना चाहता हूँ कि प्रति वर्ष कितने विद्यार्थी शिक्षा लेकर निकलते हैं और उनमें से कितनों को काम दिया जाता है।

श्री भक्त दर्शन : इसके लिए मूझे सूचना चाहिए।

श्री बड़ै : क्या यह सच है कि टैक्निकल स्कूलों से शिक्षा प्राप्त करने के बाद स्टूडेंट्स को दो दो, तीन तीन साल तक नौकरी नहीं

मिलती है, इस प्रकार की शिकायत मध्य प्रदेश सरकार से आई है ?

श्री भक्त दर्शन : जहाँ तक सरकार की जानकारी है, टेक्निकल विद्यालयों से निकले हुए छात्रों को जल्दी ही रोजगार मिल जाता है। लेकिन अगर माननीय सदस्य के पास कोई विशेष शिकायत हो, तो वह बता सकते हैं।

Shri Kapur Singh: Is it intended to co-ordinate the entire educational system of India to opportunities of employment or only specific levels and layers thereof?

Shri Bhakt Darshan: I would request the hon. Member to await the report.

Shri Muthu Gounder: Is the Government aware that however much one is educated, unless he knows Hindi he has got less opportunities to enter into the Central Government service? Is it a fact? Has the Government enquired into it?

Shri Bhakt Darshan: I do not know how that is connected with this question.

Mr. Speaker: I have not followed the question. That is why I did not say anything.

Shri Muthu Gounder: There are no opportunities, at least not equal opportunities, unless one knows Hindi. Has it not come to the notice of Government?

Shri Bhakt Darshan: It has not come to the notice of the Government so far.

डा० पं० शा० देशमुख : हमने अखबारों में पढ़ा है कि नये एडुकेशन मिनिस्टर साहब ने कोई दो सौ, तीन सौ कमेटीज़ बंका कर दी हैं। मैं यह जानना चाहता हूँ कि क्या इस कमेटी का भी उनमें शुमार है, क्योंकि अभी तक उसकी कोई बैठक नहीं हुई है।

श्री भक्त दर्शन : अध्यक्ष महोदय, मैं इसमें संशोधन करना चाहता हूँ कि कुल मिला कर शिक्षा मंत्रालय के अन्तर्गत १२० समितियाँ थीं। उनमें से ५० समितियों को अब तक समाप्त किया जा चुका है। और भी समितियों के बारे में विचार हो रहा है और आशा की जाती है कि... (Interruption.)

अध्यक्ष महोदय जब कमेटी बनाने हैं, तो एतराज किया जाता है और जब उनको समाप्त किया जाता है, तो भी एतराज दिया जाता है।

श्री रामसेवक यादव : वह शिक्षा की समाप्त न करें

अध्यक्ष महोदय : वह शिक्षा को नहीं, समितियों को समाप्त कर रहे हैं।

श्री भक्त दर्शन : श्रीमन् मैं निवेदन कर रहा था कि शिक्षा मंत्रालय के अन्तर्गत १२० समितियाँ थीं। उन में से ५० को समाप्त किया जा चुका है और शेष के बारे में विचार किया जा रहा है। शीघ्र ही उन के भाग्य का भी निर्णय किया जायेगा। यह समिति भी उसी सूचः में है।

Calcutta Police Force

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*531. { **Shri P. C. Borooah:**
Shri Bishanchander Seth:
Shri Dhaon:
Shri B. P. Yadava:
Shri P. R. Chakraverti:
Shri Maheswar Naik:

Will the Minister of Home Affairs be pleased to state:

(a) whether the Central Government propose to help the West Bengal Government to strengthen and modernise the Calcutta police force; and

(b) if so, the nature of assistance proposed to be rendered to the West Bengal Government?

The Minister of State in the Ministry of Home Affairs (Shri Hathi):

(a) No such proposal is under consideration for the present.

(b) Does not arise.

Mr. Speaker: Shri P. C. Borooah—he is not standing up—next question.

Some hon. Members rose—

Mr. Speaker: When no such proposal is under consideration, what is to be asked? Further, the Demands of this Ministry are coming up soon.

Shri Hem Barua: Sir, it is an important question.

Mr. Speaker: Here I have to make one remark which I made earlier also. When a member sponsors or gives notice of a question, the usual practice in other countries is that he alone is allowed to put pressure or ask more questions. But here those who do not give notice rather put greater pressure. We have adopted this practice. I am not shutting that out. We are allowing that and I propose to continue that. But when the question is put by a Member and he does not want to put any supplementary question—my attention is only towards that side and I do not look at that moment towards others—then I go to the next question. I might have not looked to the other side. When I found that he was not prepared to rise and put a supplementary, I proceeded to the next Question.

Shri Hem Barua: May I make a submission?

Dr. Ranen Sen: This is a very important question.

Mr. Speaker: I know. The Demands are also coming up.

Shri Hem Barua: May I make a submission?

Mr. Speaker: Only submission; not a question.

Shri Hem Barua: It is a fact that in the House of Commons the Members whose names do not appear in the list are not allowed...

Shri Hari Vishnu Kamath: No, no.

Mr. Speaker: It is rare. I disclosed the other day that the average number of supplementaries there is 1.2 to 1.5.

Shri Nath Pai: That only shows that the Lok Sabha is far more watchful than the House of Commons.

Shri Hem Barua: You have not given opportunity to those who are interested in the subject. I would submit very humbly that that shows how alert the Members of the Lok Sabha are.

Mr. Speaker: That has already been said by Mr. Nath Pai.

Shri Hem Barua: What happened about this question is—although it is a very important question—somehow you did not look at this side. That was the trouble.

Mr. Speaker: That I admit. I have explained to the hon. Members that I did not look towards that side. My attention was entirely on the sponsor and when he did not rise, I passed on to the next question. (*Interruption*).

Mr. Speaker: I would ask the hon. Members to just excuse me.

Shri Hari Vishnu Kamath: This matter may be discussed after the Question Hour.

Mr. Speaker: Next question.

Shri P. C. Borooah: What happened to my question, Sir?

Mr. Speaker: The whole discussion went on that account. Now he says, what happened to his question. (*Interruptions*). Next Question.

Himalayan Medicinal Herbs

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*534. { Shri Vishwa Nath Pandey:
Shri D. C. Sharma:
Shri Maheswar Naik:

Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether it is a fact that Government propose to use the Himala-

yan herbs which grow in abundance in Badrinath and other parts of the Uttar Pradesh for making drugs by public sector undertakings; and

(b) if so, when and at what public sector undertaking?

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): (a) and (b). There is no specific proposal under consideration of Government for utilising the herbs grown in Uttar Pradesh. The question of utilising them as well as plant products grown in other States depends on the final decision to be taken in regard to the Phyto chemical plant project.

श्री विश्वनाथ पाण्डेय : क्या उत्तर प्रदेश की सरकार ने कोई ऐसा आवेदन भेजा है कि हिमालय में अच्छी जड़ी बूटियों पाई जाती हैं और उन जड़ी बूटियों का प्रयोग होना चाहिये और इस वास्ते यह कारखाना खुलना चाहिये ?

Shri Alagesan: The Chairman of the Pharmaceuticals and Drug Co. visited various State Governments and had consultations about raising farms of medicinal plants and herbs in their respective areas. I have no information as to what definite proposals the U.P. Government placed before him. But he held consultations with them and when time comes it will be taken into consideration.

Shri Bishwanath Roy: May I know whether the medicinal herbs found in the area mentioned in the Question are being exported for medicine preparation in some other country?

Shri Alagesan: I am not aware of it. I would like to have notice.

Shri D. J. Naik: There is one medicinal herb in Spiti and Lahaul named as Kuth. May I know whether it is being exported or not?

Shri Alagesan: I am not able to say about that.

डा० गोविन्द बास : जहां तक हिमालय का संबंध है, हिमालय केवल एक राज्य में नहीं है, अनेक राज्यों में है। ऐसी स्थिति में क्या इस विषय पर केन्द्र कृष्ट विचार करेगा और इसको राज्यों पर नहीं छोड़ेगा ?

Shri Alagesan: That is what I said. The Chairman of this Company had consultations with the representatives and authorities of the various States with reference to raising these farms.

Shri Maheswar Naik: May I know whether any special efforts have been made by the Central Government to find out medicinal herbs which are found to be very efficacious ayurvedically and whether they are going to be utilised in any way?

Shri Alagesan: Yes, Sir; the idea is that the herbs should be utilised for manufacture of medicines etc. But when the decision is taken with reference to the Phytochemical plant we will know what products will be made there and what herbs and medicinal plants will be required. Then it will be time to establish these farms in consultation with the State Governments.

Shri Sham Lal Saraf: In view of the fact that supplies of drugs from forests have not been regular may I know if Government will encourage setting up of farms in the States under the direct guidance of the Centre?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): The hon. Member is probably aware that an organisation, called the Central Indian Medicinal Plants Organisation, briefly known as CIMPO was set up. It is one of the main objects of CIMPO to investigate into the question of production of medicinal herbs in different areas and also to establish farms.

श्री जगदेव सिंह सिद्धान्ती : आयुर्वेद के जानने वालों और परम्परा से जिन को जड़ी बूटियों का ज्ञान है, जो पेशेवर काम

करने वाले हैं, उन से औषधियां बनाने के काम में सहयोग लेने का क्या विचार है ?

Shri Humayun Kabir: This is an entirely different question. The question being done about these Himalayan herbs. This is a much broader question about Ayurvedic practitioners.

श्री यशपाल सिंह : ऋषिकेश में जो कारखाना इस वक्त खोला जा रहा है, उसके मातहत यह मैडीसनल हर्ब्स का काम भी कुछ सँभाला जाएगा या यह अलग रहेगा ?

Shri Humayun Kabir: We have already answered the question in an indirect way, that CIMPO will be the organisation mainly connected with the collection and production of these herbs and after that wherever necessary they will be utilised. It may be in one of the research laboratories or in an actual pharmaceutical firm.

श्री कपूर सिंह : हिमालय पर्वत की कोई ऐसी जड़ी बूटी सरकार के ध्यान में आई है कि जिस के प्रयोग से मनुष्य अन्तर्ध्यान हो सकता है ?

अध्यक्ष महोदय : मैं तो उसे खुद-आमदीद कहूँगा क्योंकि सप्लीमेंटरी बहुत नहीं होंगे ।

Shri Kapur Singh: It is mentioned in the ancient texts.

Shri Humayun Kabir: The question has disappeared on his own admission.

Shri Radhelal Vyas: May I know whether any assessment has been made of the herbs that are grown in the Himalayas and, if not, why it has not been done?

Shri Humayun Kabir: It is a very broad and general question. A number of herbs have been processed and some of them are being produced. For example, use of *rauwolfia serpentina* has been established throughout the world. At the moment some studies
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are going on about a root which is supposed to have curative effects in cancer. But a general question like that cannot be answered in the Question Hour.

Shri Hem Raj: May I know whether any survey has also been made so far as Himachal Pradesh and the Punjab Hills are concerned about medicinal herbs which are found there?

Shri Humayun Kabir: As I stated earlier, CIMPO has been set up precisely for that purpose. The question should be addressed to the Ministry of Education.

Spy Ring in Calcutta

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{ **Shri Hari Vishnu Kamath:**
Shri Yashpal Singh:
Shri P. C. Borooah:
 *535. { **Shri P. R. Chakraverti:**
Shri Bibhuti Mishra:
Shri Maheswar Naik:
Shri Prakash Vir Shastri:

Will the Minister of **Home Affairs** be pleased to state:

(a) whether reports have been received about the existence and operation of a Pakistani or joint Sino-Pakistani spy ring in Calcutta and other parts of West Bengal; and

(b) if so, the measures taken or being taken by Government to deal with the same?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) No such reports have been received by the Central Government recently.

(b) It will not be in the public interest to disclose the measures taken by Government to deal with espionage activities.

Shri Hari Vishnu Kamath: Has the attention of the Government been drawn to the proceedings of the West Bengal Legislative Council on the 24th February last, 15 days ago, where allegations and categorical statements were made that Pakistani nationals were working in the Port Trust, the

Railways, the Electric Supply and Transport system, who were in league openly or secretly, overtly or covertly with Pakistani agents or Sino-Pakistani agents and who were aided and abetted by the Pakistan High Commission in India; if so, is there any basis for these reports and what action is being taken to meet the situation?

Shri Hathi: I do not think it will be proper for me to reply to the question whether these people have been taking part, whether we are keeping a watch on their activities, on whom we are keeping a watch, whether we are keeping a watch on what they are doing and so on, but I may say that Government are keeping a close watch on the activities of the persons suspected, and suitable measures are being taken.

Shri Hari Vishnu Kamath: During this national emergency, when instances of Pakistani espionage and subversion have been brought to the notice of Government in some cases at least, do Government propose, in the interest of national security, to introduce the drastic death penalty for treason, espionage and sabotage?

Shri Hathi: That would be a question about capital punishment. I cannot reply to that....

Mr. Speaker: Capital punishment is not barred everywhere.

Shri Hathi: But, here, it is a question where the law will have to be amended.

Shri Tyagi: It is a non-violent Government.

Shri Hari Vishnu Kamath: I would appeal to you, Sir, to come to my rescue and to the rescue of the House. This is a very important and vital matter concerning the national interest, and you are as much exercised as, if not more than, we are about this matter. At this moment when we are being hemmed in on both sides by China and Pakistan, it is but meet and proper that Govern-

ment should take it seriously and prescribe the death penalty for treason.

Mr. Speaker: At the most, the hon. Member wanted to bring to the notice of Government the suggestion which he has made. He has pointed out the gravity of the situation. The hon. Home Minister has heard it as well as the whole House, myself and the country. Everybody has heard that.

Shri Hari Vishnu Kamath: I would implore you to impress the importance of this matter on Government.

Shri Nanda rose—

श्री यशपाल सिंह : क्या भारत सरकार

अध्यक्ष महोदय : भारत सरकार को बोलने दीजिये । मैं आप से कहता हूँ कि आप बैठ जाएँ, भारत सरकार खड़ा हो गयी है ।

The Minister of Home Affairs (Shri Nanda): This is not a matter on which there can be any difference in the outlook on any side of the House. The gravity of the matter certainly is fully realised. Even if it were not on a very large scale as is apprehended, even a little of it is bad, and, therefore, every possible step has to be taken to combat it. We are engaged in that. Any suggestions, therefore, should be really welcome.

Shri Hari Vishnu Kamath: All right, the hon. Minister may consider it.

श्री यशपाल सिंह : क्या यह सही है कि रूस हमारा हमदर्द देश है और यहां से सैकड़ों पासपोर्ट रूस के लिये बनते हैं, और जो लोग रूस जाते हैं वे बड़ी आसानी से चीन पहुंच जाते हैं, और चीन से लौट कर यहां जासूसी करते हैं ? यदि हां, तो क्या, सरकार इस बात पर गौर कर रही है कि जिन को रूस के लिए पासपोर्ट दिये जायें उन के लिए यह शर्त रखी जाए कि वे वहां से चीन नहीं जा सकेंगे ?

अध्यक्ष महोदय : आप चं.न, रूस, सब जगह गए लेकिन कलकत्ता का जिक्र नहीं किया । सवाल तो कलकत्ते के बारे में है !

श्री प्र० प्र० शर्मा : यह सवाल महत्वपूर्ण है, इसका जवाब आना चाहिये ।

श्री यशपाल सिंह : मैं ने तो सिर्फ यही कहा है

अध्यक्ष महोदय : आप ने तो सजेशन दिया है कि इस का ध्यान रखा जाए ।

श्री यशपाल सिंह : क्या सरकार यह बतला सकती है कि जो लोग रूस जाते हैं उन के साथ यह रेस्ट्रिक्शन होता है कि वे वहां से चीन नहीं जा सकेंगे ताकि वे वहां से आ कर कलकत्ता में जासूसी न कर सकें ?

अध्यक्ष महोदय : मेम्बर चाहते हैं कि इस का कोई जवाब दिया जाए ।

Shri Hath: When these persons go out, naturally, the object of their going out, the intentions, their previous history etc. are all taken into consideration, and if there is any suspicion about any of those people they may be stopped.

Mr. Speaker: Members only want that they should not be permitted to go. . . .

Shri Hath: We shall consider that also.

Shri Surendranath Dwivedy: The hon. Minister has said that Government have not received any reports recently about the operation of the spy ring. Is the hon. Minister in a position to categorically deny that during the recent riots the spy ring was very active and functioning in Calcutta and nearabout areas?

Shri Hath: It is not that there was no spying; the activities are going on, but there is not any recent report of Pakistani-Sino spying activities recently, but the activities are going on, and Government, are, of course, fully aware of that, and we are taking steps.

Shri Hari Vishnu Kamath: On a point of clarification. He said. . . . (Interruption.)

Mr. Speaker: How many Members are speaking?

Shri Hari Vishnu Kamath: First the Minister said that there are 'no recent reports'. Now he says 'they are going on'. That means, they have got reports. That is what it means in the English language, I think.

Mr. Speaker: Order, order.

Shri Hath: The question was whether there was any report about Pakistani or joint Sino-Pakistani spying activities. I said that recently we have no reports of joint Sino-Pakistani spying activities being greater. As I said, we are taking all steps to watch the activities of these people who are suspect. I do not deny the existence of this thing.

श्री प्रकाश शीर शास्त्री : क्या भारत सरकार को कुछ इस प्रकार के पत्र या जापन कलकत्ता नगर से मिले हैं कि जिन में यह लिखा गया है कि कलकत्ते में कुछ इस प्रकार की राजनैतिक पार्टियां हैं जिन के व्यक्ति चीन से मिल कर जासूसी करते रहे हैं? यदि हां तो क्या सरकार ने इस चीज की जानकारी ली है और जानकारी लेने के बाद किसी निर्णय पर पहुंची है ?

श्री हाथी : ऐसी कोई इत्तला नहीं है ।

Shri P. C. Borooah: At a time when minorities in Pakistan are being killed, at a time when minorities are fleeing into India and at a time when tension. . . .

Mr. Speaker: He prefaces his question with these statements. I have that complaint against many other hon. Members. Shri Borooah is also joining that list. He should put the question straight.

Shri P. C. Borooah: I bow to you.

When tension is very high, are Government aware that 5,000 Pakistani nationals of majority origin have entered India with regular visas, and do Government not consider this as

endangering the security of the country?

Shri Hathi: I could not follow. They have come to India?

Mr. Speaker: He said 'Do Government consider'? Everything that follows would be a matter of opinion only.

Shri C. K. Bhattacharyya: Has the attention of Government been drawn to the proceedings before a Magistrate at Alipore which appeared in the Calcutta papers yesterday about the confession of a Pakistani spy transferred from Karachi to Rawalpindi, from Rawalpindi to Chittagong and from Chittagong to West Bengal and now in Calcutta, giving details of his operations?

Shri Hathi: I have not seen that report today.

Shri Himatsingka: Is the hon. Minister aware that Pakistani nationals are in a position to immobilise the whole of Calcutta port because most of the port employees are Pakistani nationals?

Mr. Speaker: That is information given.

Shri Tyagi: Are Government not aware of thousands of Pakistani infiltrants who are operating both in Bengal and Assam as well as in Kashmir? Have they received any reports about them? Are they keeping a watch on them?

Shri Nanda: Yes. Government are fully aware of the hazard involved, and they are fully watching the situation from that point of view.

Shri Harish Chandra Mathur: Is it not correct that the Chief Minister of West Bengal publicly stated that there was a strong spy ring in Calcutta and that the police force should be strengthened to deal with it? May I know what was the hon. Minister's own assessment when he visited that place? How many people did he get rounded up in this connection when he got rounded up thousands of people to quell the riots?

Shri Nanda: There have been cases in the past. They have been brought to courts. In some cases, there have been convictions. Therefore, this activity is there. It cannot be denied.

Shri Harish Chandra Mathur: May I know whether the Chief Minister's statement is correct? He said there was a strong spy ring, and that the police force should be strengthened.

Shri Nanda: Recently, there has not been any.

Shri Tridib Kumar Chaudhuri: There have been reports in this connection about the undesirable activities of the Deputy High Commissioner of Pakistan in Calcutta. Have the West Bengal Government made any suggestions in regard to restricting his movements?

Shri Nanda: There is no suggestion before us.

SHORT NOTICE QUESTION

अम्बाला जेल में एक संसद सदस्य के साथ किया गया व्यवहार

S.N.Q. ७. { श्री बड़े :
श्री रामेश्वरचन्द्र :
श्री श्रीकार लाल बेरवा :
श्री रामसेवक यादव :
श्री किशन पटनायक :

क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि श्री हुकम चन्द कछवाय, संसद् सदस्य, हाल में अम्बाला जेल में थे ;

(ख) क्या संसद् सदस्यों को जेल में "ए" क्लास दिया जाता है ;

(ग) यदि हां, तो श्री हुकम चन्द कछवाय को उक्त सुविधा न देने का क्या कारण है ;

(घ) क्या यह भी सच है कि उन के साथ मारपीट की गई तथा उन्हें जबरदस्ती अण्डे खिलाये गये; और

(क) यदि हां, तो सरकार ने इस बारे में क्या कदम उठाये हैं ?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) Yes, Sir.

(b) and (c). According to the Punjab Jail Manual under-trial prisoners will be of two classes only, namely, (i) those who by social status, education or habit of life have been accustomed to a superior mode of living and (ii) others, that is to say, one class will correspond to class A and B of convicted prisoners, the other to Class C. Shri Kachhavaiya was accorded the better class treatment of the two categories, he was given the better class.

(d) No, Sir.

(e) Does not arise.

श्री बड़े : क्या यह बात सच है कि श्री हुक्म चन्द कल्लवाय, संसद् सदस्य, २१ तारीख के पहले जहाँ पागल लोग रक्खे जाते हैं उन के पास में उन को रक्खा गया था ?

Shri Hathi: No, Sir, that is not the information which we have received on enquiry from the Punjab Government.

श्री बड़े : क्या यह बात सच है कि उन्हें जबरदस्ती खाना खिलाया गया और यह जो फोर्स फीडिंग की गई उस में कौन कौन चीजें डाली हुई थीं और उस के लिए श्री कल्लवाय ने ऐतराज किया था या नहीं ।

Shri Hathi: The information that we have received is that he was on fast and he was fed, and the special diet with which he was fed that day was the same that he was taking from the beginning.

अध्यक्ष महोदय : उनका कहना है कि उस में अंडे डाले गये जो कि वह नहीं खाते थे ।
I have sent it to the Home Ministry.

Shri Hathi: It is the special diet which was prescribed, and which he was being given. It contained milk, eggs,....

श्री बड़े : अंडे थे न ?

Shri Hathi: Yes, there were aggs. I am reading the information which I have got from the Punjab Government, saying that egg, butter, fruit juice and vitamin tablets were given to him from the first day, and that he was taking it with full knowledge of the fact that it was there.

Shri Bade: One question more.

Mr. Speaker: Shri Hem Barua.

Shri Hem Barua: May I know if it is not a fact that four criminals in the prison were let loose on Shri Kachhavaiya, who gave him a very good thrashing, and the result of that was that the cot on which Shri Kachhavaiya was lying broke down; if so, whether Government have enquired—we have a right to demand that—into this particular matter of this organised goondaism let loose on the hon. Member,....

Mr. Speaker: Order, order. I have forwarded all that.

Shri Hem Barua: If I may very humbly submit, it is your moral duty also. Being the hon. Speaker of the House, you have to look after our physical, mental and moral uplift and all that. Therefore, may I know whether you have taken up this matter with the Government?

Mr. Speaker: I might not be able to look after the mental uplift of the Members, but so far as the other things are concerned, I really have taken care. I have already forwarded that, and I hope I will get a reply.

Shri Bade: Let me assure the House that the Speaker has completely co-

operated. You have done, Sir, everything which is in your power and I thank you for that.

Shri Hathi: I may say that I have got the letter which you were pleased to forward and we are making enquiries into that.

Shri Hem Barua: I am sorry, Sir; I did not know that you are taking so much interest.

Shri Kapur Singh: May I ask for a categorical and unambiguous reply to the query as to whether or not it is a fact that the hon. Member was detained in a sector of the Ambala jail which is exclusively reserved for and inhabited by those who are mentally deranged?

Shri Hathi: No, Sir; they say that he was kept in a cell which was near the hospital and subsequently when he wanted different accommodation, he was shifted there; not in the sector reserved for mentally deranged or such people.

Shri Kapur Singh: Will you make further enquiries?

Shri Hathi: Yes.

श्री प्रकाशवीर शास्त्री : श्री हुकम चन्द कछवाय ने अम्बाला जेल से छूटने के बाद क्या गृह मंत्री को कोई पत्र लिखा है, यदि हाँ, तो उन की उन शिकायतों के सम्बन्ध में गृह-मंत्री महोदय ने कोई जांच करवाई है और जांच करने के पश्चात् क्या ऐसा निर्णय किया है कि भविष्य में संसद् सदस्यों से इस प्रकार का व्यवहार कोई भी राज्य सरकार नहीं कर सके ।

श्री हाथी : एक पत्र उन्होंने ने भेजा है और एक पत्र स्पीकर साहब ने भी भेजा है । हम ने पंजाब गवर्नमेंट को उस पर रिपोर्ट

देने के लिए भेज दिया है ।

श्री रामसेवक यादव : अभी मंत्री महोदय ने कहा कि पंजाब गवर्नमेंट ने जो रिपोर्ट भेजी है उस में यह कहा है कि शरू से ही माननीय सदस्य कछवाय को अंडे और दूसरी कुछ चीजें मिलती थीं और उन की जानकारी भी थी । श्री कछवाय का कहना है कि वह अंडा लेते ही नहीं और इसी तरीके से मारपीट की भी घटनाएं हैं जिसमें एक पक्ष कहता है कि मारपीट हुई जबकि दूसरा पक्ष उससे इंकार करता है तो ऐसी स्थिति में क्या माननीय गृह मंत्री कोई एक न्यायिक जांच बिठाने का विचार कर रहे हैं ताकि असलियत का पता लग जाये ?

श्री हाथी : पहले जो क्वैश्चन आया था और एक दूसरे आनरेबल मॅम्बर ने जो चिट्ठी लिखी थी उन के ऊपर पंजाब सरकार

अध्यक्ष महोदय : चूंकि यह एक पालियामेंट के मॅम्बर का सवाल है इसलिए न्यायिक जांच या तहकीकात का सवाल नहीं होता है लेकिन मैं इतना जरूर कहना चाहता हूं कि इसमें कोई खास तहकीकात सरकार करायें क्योंकि पालियामेंट के मॅम्बरों से जो सलूक किया जाय उसका पता होना चाहिए और उसके बारे में तहकीकात जरूर होनी चाहिए और होम मिनिस्टर साहब उसे करायें ।

Dr. M. S. Aney: May I know if the jail authorities persisted in giving him eggs after he took objection to it?

Mr. Speaker: Their position is that he had been given eggs earlier and he was accepting the same.

Shri Bade: He never knew that it was there; when he came to know, then he objected to it.

श्री यशपाल सिंह : क्या यह सही है कि जल मुनुएल के मुताबिक ए० क्लास कैंदी सिर्फ चारदीवारी के अन्दर रहते हैं और उन को किसी सोलिटरी सेल में बंद नहीं किया

जाता है तो श्री कछवाय को इस तरीके से क्यों बन्द करके रक्खा गया जिस तरह से कि चोर डाकुओं को रक्खा जाता है ?

श्री हाथी : पंजाब गवर्नमेंट की जो जेल नियमावली है उसके अनुसार वहां ए० बी० और सी०, यह तीन श्रेणियां न होकर केवल दो कैटेगरीज होती हैं, एक आर्डिनेरी श्रेणी और दूसरी उत्तम श्रेणी होती है। श्री कछवाय के साथ उत्तम श्रेणी का व्यवहार किया गया था।

श्री उ० मू० त्रिबेदी : जिन जंगली आदमियों ने उनको अंडे खिलाये क्या उनके खिलाफ कोई कार्यवाही की जायेगी ?

अध्यक्ष महोदय : इससे क्या खुशी होगी।

Shri U. M. Trivedi: When a man was not taking eggs, why was he forced to take eggs? Why should his religious sentiments be offended? Are we to tolerate it when our religious sentiments are wounded?

Mr. Speaker: I did not ask him to do anything that he likes. I am only putting it to him that the position that has been stated by the Punjab Government is that since he was admitted to that place he had been taking the same diet that was administered to him, on which he was forcibly fed. That is the position. Now, if that is wrong, that is a different thing.

श्री रामेश्वरानन्द : अध्यक्ष महोदय, प्रजातन्त्र में सबका समान अधिकार है, परन्तु खान-पान के सम्बन्ध में सब को स्वातन्त्र्य है। माननीय सदस्य, श्री कछवाय, को बलपूर्वक अंडे दिये गये। चूँकि वह शाकाहारी हैं इसलिए उनको बलपूर्वक अंडे देने से उनकी धार्मिक भावनाओं को ठेस पहुंचाई गई है। जिन लोगों ने ऐसा किया है, क्या सरकार उन को कोई दण्ड देने का यत्न कर रही है ?

अध्यक्ष महोदय : इसके बारे में वह तहकीकात कर रहे हैं।

श्री श्रींकार लाल बरवा : माननीय सदस्य, श्री कछवाय, को जेल में जन्म-कैदियों से मर-

वाया गया और जब वह घायल हो गए, तो दो कम्पाउण्डर और एक डाक्टर रात-भर उनके पास रखे गए। क्या माननीय मन्त्री जी के पास डाक्टर की रिपोर्ट आई है; यदि हां, तो वह क्या है और क्या वह उस रिपोर्ट को सदन में रखेंगे ?

अध्यक्ष महोदय : इसके बारे में पता लगाया जाये, क्योंकि मेरे पास भी एलिगैशन आई है कि डाक्टर एटेंड करने आए। मिनिस्टर साहब इस बारे में भी पता लगायें कि आया डाक्टर ने कोई रिपोर्ट दी है।

श्री श्रींकार लाल बरवा : डाक्टर की रिपोर्ट क्या है ?

अध्यक्ष महोदय : शायद वह उनके पास न हो।

श्री श्रींकार लाल बरवा : है—उनके पास रिपोर्ट आई है।

Shri Hathi: I have got some information: then the doctor said that there was no physical injury at all.

Shri Bade: Pain in the stomach and in the back.

Mr. Speaker: पेन के बारे में डाक्टर क्या कह सकता है? Order, order. Shri Bade is a lawyer and he has been practising in the courts. (Interruptions). Order, order. Not five Members at one time. I would not allow any one of them.

श्री रामसेवक यादव : पर्सनल इन्जरी का मतलब क्या है ?

अध्यक्ष महोदय : आर्डर, आर्डर। जो माननीय सदस्य इस तरह मेरी इजाजत के बगैर सवाल पूछेंगे, मैं उनको जवाब दिये जाने की इजाजत नहीं दूंगा।

श्री रामसेवक यादव : पर्सनल इन्जरी का मतलब माननीय मन्त्री जी क्या समझते हैं ?

अध्यक्ष महोदय : इसका जवाब न दिया जाये। श्री काशीराम गुप्त।

श्री काशीराम गुप्त : पंजाब सरकार पर यह आरोप है कि उसने श्री कछवाय के बारे में ग़लत बयानी की है। तो क्या भारत सरकार अपने किसी विश्वसनीय आफ़िसर के द्वारा यह सारी जांच करायेगी, या केवल पंजाब सरकार की रिपोर्ट के आधार पर चलेगी ?

एक माननीय सदस्य : कैरो साहब से जांच करवायेंगे।

Shri Hathi: We shall first get the information from the Punjab Government and then see.

श्री प्रकाशवीर शास्त्री : अध्यक्ष महोदय, आप हॉम मिनिस्टर साहब को कह दीजिए कि वह अपने पत्र और पंजाब सरकार से उसका उत्तर आने पर इस सदन के सामने रखें, ताकि हमको पता चल सके कि उन्होंने क्या लिखा है और पंजाब सरकार ने उसका क्या जवाब दिया है।

अध्यक्ष महोदय : इसको वाद में परस्यू किया जा सकता है।

श्री रामेश्वरानन्द : अध्यक्ष महोदय, पंजाब सरकार अपराधी है और वही जांच करेगी, क्या यह न्याय है तो फिर डाकुओं से भी उनकी रिपोर्ट ले लिया करें।

अध्यक्ष महोदय : माननीय सदस्य बैठ जायें। डा० लोहिया।

डा० राम मनोहर लोहिया : माननीय सदस्य, श्री कछवाय, कहते हैं कि उन्हें जल में पीटा गया। पंजाब सरकार कहती है कि ऐसा नहीं हुआ। और यह मामला एक हफ्ते से ज्यादा समय से चल रहा है। माननीय सदस्य जो कहते हैं, उसको कम से कम मेरे जैसा आदमी ज्यादा स्वीकार करेगा, वनिस्वत पंजाब सरकार की बात के। और मैं स्पष्टतः हूँ कि माननीय मन्त्री जी पर भी यही असर पड़ता होगा। मैं उनसे पूछना चाहता हूँ

कि क्या ये आठ दस दिन सारी जांच करने के लिए काफ़ी नहीं थे और क्या वह यह मामला अगले एक दो दिन में सदन के सामने ले आयेंगे।

अध्यक्ष महोदय : क्या यह मुमकिन है कि सरकार एक दो दिन में इसको ला सके ?

श्री हाथी : इतनी जल्दी नहीं हो सकता है। पंजाब सरकार का जवाब आने के बाद हम कुछ कह सकेंगे।

But I may say that so far as the hon. Member of this House is concerned, we have the greatest respect for all the Members of this House. So, so far as we are concerned, we will get all the information which you have been pleased to ask—and see what the letter contains. So far as we are concerned, we have no hesitation whatsoever. (Interruption).

Mr. Speaker: Papers to be laid on the Table. No further questions. That is all.

श्री बागड़ी : अध्यक्ष महोदय...

अध्यक्ष महोदय : माननीय सदस्य अब बैठ जायें। अब मैं और सवालों की इजाजत नहीं दे सकता हूँ।

श्री बागड़ी : अध्यक्ष महोदय, यह पंजाब वालों का ज्यादा सवाल है। इसलिए पंजाब वालों को अबसर दिया जाये।

अध्यक्ष महोदय : आर्डर, आर्डर। मैंने इस सवाल के लिए पन्द्रह मिनट दे दिये हैं, क्योंकि यह हमारे एक अपने मेम्बर का सवाल था। अब मैं और सवालों की इजाजत नहीं दे सकता हूँ।

श्री बागड़ी : अध्यक्ष महोदय, मैं तो यह पूछना चाहता हूँ कि जब वहाँ का मुख्य मंत्री खुद मुलजिम है, तो वह एक्वायरी क्या करेगा।

श्री बलजीत सिंह : अध्यक्ष महोदय, जब हम इस बारे में सवाल पूछना चाहते हैं, तो हमें

क्यों नहीं मौका दिया जाता है ? हमें भी अवसर दीजिए ।

अध्यक्ष महोदय : माननीय सदस्य बैठ जायें ।

श्री दलजीत सिंह : जब उनको इतनी शिकायतें हैं, तो जेल में श्री कछवाय जी का वजन कैसे बढ़ गया बताया है ? (Interruptions.)

अध्यक्ष महोदय : अब माननीय सदस्य बैठ जायें ।

श्री बड़े : अध्यक्ष महोदय, यह रिकार्ड है कि माननीय सदस्य का वजन बढ़ा हुआ नहीं है । श्री कछवाय यहाँ हैं । आप उनका वजन खे सकते हैं । (Interruptions.)

अध्यक्ष महोदय : आर्डर, आर्डर । अब माननीय सदस्य बैठ जायें ।

श्री श्रीकार लाल बोरवा : उनका वजन १४ पौण्ड घट गया है । (Interruptions.)

श्री रामेश्वरानन्द : अध्यक्ष महोदय, आपके सामने वह कह रहे हैं कि वजन बढ़ गया है । सदन में इतना झूठ बोला जा रहा है, किन्तु आप उसके लिए कुछ नहीं कर सकते हैं । आप हम को "आर्डर, आर्डर" कह रहे हैं । जिसने यह बात कही है, उनको आप कुछ भी नहीं कहते हैं ।

श्री बड़े : अध्यक्ष महोदय (Interruptions.)

अध्यक्ष महोदय : क्या पार्टी के लीडर साहब श्री बड़े को काबू में रखेंगे या नहीं ?

श्री दलजीत सिंह : हम चाहते हैं कि डाक्टर की रिपोर्ट सदन के सामने रखी जाये ।

श्री बड़े : अध्यक्ष महोदय, आप मेरी बात को सुन लीजिए । (Interruptions.)

Mr. Speaker: I would not allow such a controversy to continue. When I am asking, he must sit down. I have been asking Mr. Bade four or five times to sit down, but he does not listen at all.

Shri Bade: He was saying something....

Mr. Speaker: I have asked him also to sit down and I have not allowed that question to be answered. (Interruptions) If he does not listen to me, then I will have to do something else. Papers to be laid on the Table.

श्री रामसेवक यादव : एक व्यवस्था का प्रश्न है ।

श्री बागड़ी : एक व्यवस्था का प्रश्न है ।

श्री श्रीकार लाल बोरवा : माननीय सदस्य ने जो कुछ कहा गया है, वह सफ़ेद झूठ है ।

अध्यक्ष महोदय : इस वक्त व्यवस्था का कोई प्रश्न नहीं है ।

श्री रामसेवक यादव : श्रीमन्, इसी के बारे में ।

अध्यक्ष महोदय : अगर व्यवस्था का प्रश्न मेरे बोलने से उठा है, तो मैं उस की इजाजत नहीं दे सकता हूँ । माननीय सदस्य बैठ जायें । इस वक्त कोई व्यवस्था का प्रश्न नहीं है ।

श्री रामसेवक यादव : अध्यक्ष महोदय, आप सुन लें कि व्यवस्था का प्रश्न क्या है ।

अध्यक्ष महोदय : मैं कैसे सुनूँ ? एक बात खत्म हो चुकी हो और दूसरी बात शुरू न हुई हो, तो फिर व्यवस्था का प्रश्न किस बात पर उठ सकता है ? इस हालत में कोई व्यवस्था का प्रश्न नहीं उठ सकता है ।

श्री रामसेवक यादव : अध्यक्ष महोदय . .

अध्यक्ष महोदय : आर्डर, आर्डर । जब एक बात खत्म हो चुकी हो और दूसरी बात शुरू न हुई हो, तो कोई व्यवस्था का प्रश्न नहीं उठ सकता है ।

श्री रामसेवक यादव : श्रीमन्, इसी सम्बन्ध में निवेदन है । अगर आप एक सैकंड में मुन लेंगे, तो क्या हर्ज होगा ?

अध्यक्ष महोदय : मैं श्रीर सुनने के लिए तैयार नहीं हूँ। माननीय सदस्य अब बैठ जायें।

श्री रामसेवक यादव: श्रीमन्, यह बहुत ग्रहम प्रश्न है।

अध्यक्ष महोदय : कितना ही ग्रहम क्यों न हो—जब मैंने सवाल खत्म कर दिया है, तो मैं श्रीर नहीं सुनूंगा।

श्री रामसेवक यादव : श्रीमन्, एक जवर्दस्त बात कही गई है और वह रिकार्ड में मौजूद रहेगी।

अध्यक्ष महोदय : मैं माननीय सदस्य से दरखास्त करूंगा कि वह बैठ जायें। मैंने इस सवाल को खत्म कर दिया है। अब मैं इसके बारे में कुछ नहीं सुनूंगा। मैंने श्री कृष्णमाचारी को बुलाया है।

पेपर्स टु बि लेड आन दि टेबल।

डा० राम मनोहर लोहिया : अध्यक्ष महोदय, मैं इस सम्बन्ध में कुछ नहीं कहना चाहता हूँ, लेकिन मैं आप से अर्ज करता हूँ...

अध्यक्ष महोदय : मैंने अर्ज कर दिया है कि अब वह सवाल खत्म हो गया है और मैंने श्री कृष्णमाचारी को पेपर्स ले करने के लिए बुलाया है।

डा० राम मनोहर लोहिया : अध्यक्ष महोदय, मैं इस विषय के सम्बन्ध में नहीं...

अध्यक्ष महोदय : मैंने श्री कृष्णमाचारी को बुलाया है। पेपर्स ले होने के बाद मैं आपको इजाजत दे दूंगा।

WRITTEN ANSWERS TO QUESTIONS

Gujjar Welfare Board

*529. **Shri G. Mohanty:** Will the Minister of Home Affairs be pleased to state:

(a) the functions and constitution of Gujjar Welfare Board set up by Government; and

(b) whether the community for which this Board has been set up is represented in the Board?

The Deputy Minister in the Ministry of Home Affairs (Shrimati Chandrasekhar): (a) The functions of the Gujjar Welfare Board are (i) to examine the problems of Gujjars, (ii) to suggest schemes for their betterment and, in particular, (iii) to ensure that, in dealing with the problems of Gujjars, a uniform and coordinated policy is followed in Jammu and Kashmir, Punjab, Uttar Pradesh and Himachal Pradesh.

The Board consists of the following:

- (i) Minister in the Ministry of Home Affairs—*Chairman*.
- (ii) Prime Minister, Jammu and Kashmir.
- (iii) Chief Ministers, Punjab and Uttar Pradesh.
- (iv) Lt. Governor, Himachal Pradesh.
- (v) Commissioner for Scheduled Castes and Scheduled Tribes.
- (vi) Shri Moh'd Shafi.
- (vii) Shri Mamdin Gujjar.
- (viii) Shri Dharam Dev Shastri.

(b) Yes; Shri Shafi and Shri Mamdin Gujjar belong to the Gujjar Community.

Lawrence Schools

*532. **Shri Ramanathan Chettiar:** Will the Minister of Education be pleased to state:

(a) the composition of the Board of Management of Lawrence Schools in India; and

(b) whether there has been any representation from the public about the non-representation of certain interests, and if so, what?

The Minister of Education (Shri M. C. Chagla): (a) Board of Management of each of the two Lawrence

schools comprises three representatives of the Central Government and four members nominated by the Government of India.

(b) Yes, Sir. Two representations were received from two individuals—one suggesting the nomination of four members from amongst parents on the Board of Governors, Lawrence School, Sanawar and the other regarding nomination of one member from the local Badaga Community on the Board of Administration, Lawrence School, Lovedale.

Deputation of Officers to Jammu & Kashmir

*533. **Shri S. M. Banerjee:** Will the Minister of Home Affairs be pleased to state:

(a) whether it is a fact that the Jammu and Kashmir Government have requested the Centre to loan the services of some officers to man some administrative posts; and

(b) if so, the number of officers who have been or are likely to be deputed?

The Minister of Home Affairs (Shri Nanda): (a) and (b). On the request of the Government of Jammu and Kashmir the services of two officers have already been made available by the Government of India and the Government of Punjab to fill the posts of Commissioner and Chief Secretary respectively. The Government of Jammu and Kashmir have informed us that they will let us know in due course the particulars of the other officers whom they require.

History of Freedom Movement

*536. **Shri E. Madhusudan Rao:** Will the Minister of Education be pleased to state:

(a) whether the work of writing History of Freedom Movement has been completed;

(b) if so, when the book will be printed; and

(c) the cost thereof?

The Minister of Education (Shri M. C. Chagla): (a) No, Sir.

(b) The first volume was published in January, 1961. The manuscript of the second volume may go to Press shortly.

(c) A sum of about Rs. 2,58,813 has been spent on the compilation of the First and Second Volumes of the History, till the 31st January, 1964. In addition, a sum of Rs. 22,500 was spent on the printing and production of the First Volume.

Science Talent Search

*537. { **Shri Warior:**
Shri Daji:
Shri Vasudevan Nair:
Shri Bishanchander Seth:
Shri B. P. Yadava:
Shri Dhaon:
Shri Vishram Prasad:
Shri Yashpal Singh:

Will the Minister of Education be pleased to refer to the reply given to Starred Question No. 634 on the 18th December, 1963 and state:

(a) the progress made in the selection of students under the "Science Talent Search" Scheme of the National Council of Educational Research and Training; and

(b) the list of students selected State-wise?

The Minister of Education (Shri M. C. Chagla): (a) and (b). A Science Talent Search examination was held on the 23rd February, 1964 at over 300 centres in the Country except in the States of Jammu & Kashmir and Kerala. These two States could not participate due to some of their administrative difficulties. The answer books are being received and sorted out for being sent to the examiners. The result is likely to be announced by the first week of July, 1964.

Reviewing Committee for C.S. & I.R.

*538. { Shri Sidheshwar Prasad:
Shri D. C. Sharma:

Will the Minister of Education be pleased to state:

(a) whether the Reviewing Committee for the C.S. & I.R. has submitted its report; and

(b) if so, the main recommendations thereof; and

(c) if not, the reason for the delay?

The Minister of Education (Shri M. C. Chagla): (a) Not yet, Sir.

(b) Does not arise.

(c) The Committee started functioning only in November, 1963.

Playing of National Anthem in Cinema Houses

*539. **Shri Hari Vishnu Kamath:** Will the Minister of Home Affairs be pleased to state:

(a) whether it is a fact that Government have directed that our National Anthem be played at the close of every show in cinema houses;

(b) whether reports have been received that some members of the audience at times do not accord the National Anthem the respect which is its due; and

(c) If so, the action taken or proposed to be taken in the matter?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) On the recommendation of the Public Relations Committee of the National Defence Council, instructions were issued that the National Anthem should be played in cinema houses at the end of the afternoon matinee and first evening (6.30 P.M.) shows.

(b) Some reports of this nature have been received.

(c) The State Governments have been requested to take suitable steps to educate the public in this regard, *inter alia* by seeking the co-operation of the Press and the cinema owners who may display suitable slides explaining how the audience should behave while the Anthem is being played.

Oil Prospects in Kutch Area

*540. **Shri Vishwa Nath Pandey:** Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether it is a fact that the French Petroleum Institute has explored the possibilities of oil in the off-shore area around Kutch; and

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

The Minister of Petroleum and Chemicals (Shri Humayun Kabir) (a) No, Sir.

(b) Does not arise.

Correspondence Course at Delhi University

*541. { Shri Sidheshwar Prasad:
Shri Sezhiyan:
Shri Maheswar Nalk:

Will the Minister of Education be pleased to state:

(a) whether the correspondence course at Delhi University has worked satisfactorily;

(b) if so, whether it is also being introduced in science and other faculties; and

(c) whether suitable steps have been taken to make it popular?

The Minister of Education (Shri M. C. Chagla): (a) The experiment of Correspondence Courses at Delhi University was started from September, 1962 session and the first batch will pass out in September, 1965. It is therefore too early to say whether the courses have worked satisfactorily.

(b) Does not arise.

(c) Yes, Sir.

Section Officers

1038. **Shri Vishram Prasad:** Will the Minister of Home Affairs be pleased to state:

(a) the number of Section Officers (Class I) belonging to Scheduled Castes community in the Central Secretariat Service; and

(b) the period for which they have been working in this Grade?

The Minister of State in the Ministry of Home Affairs (Shri Hathi)...

(a) 10

(b) 7—10 years' service.

Enrolment of Students

1039. **Shri Sidheshwar Prasad:** Will the Minister of Education be pleased to state:

(a) whether it is a fact that the enrolment at the Elementary and Secondary stage has exceeded the targets fixed for 1962-63;

(b) if so, the targets fixed and the achievements attained respectively;

(c) whether it is also a fact that the provisions for additional buildings and teachers have not been increased accordingly and if so, the reasons therefor; and

(d) their effect on the standard of teaching and the steps being contemplated to meet the situation and maintain standards?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) Elementary: 33.42 lakhs (Target) 41.6 lakhs (Achievement).

Secondary: 4.01 lakhs (Target) 4.19 lakhs (Achievement).

(c) Yes. Due to reduction in allocations to education because of the national emergency.

(d) To avoid deterioration in standards, a special Central grant of

Rs. 2 crores was sanctioned by Government of India in 1963-64 to State Governments for appointment of additional teachers.

विश्वविद्यालयों में प्रवेश

१०४०. श्री सिद्धेश्वर प्रसाद : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) १९५०-५१ में प्रवेशिका परीक्षा में उत्तीर्ण होने वाले विद्यार्थियों में से कितने प्रतिशत विद्यार्थियों को विश्वविद्यालयों / उच्च शिक्षा संस्थाओं में प्रवेश मिला ;

(ख) १९६०-६१ में ऐसे विद्यार्थियों की संख्या तथा उन का प्रतिशत क्या रहा ;

(ग) १९६५-६६ के लिए इस संबंध में क्या अनुमान लगाया गया है ;

(घ) चौथी योजना काल में इस संख्या तथा प्रतिशत में कितनी वृद्धि होने का अनुमान है ; और

(ङ) आगामी वर्षों में उच्च शिक्षा में प्रवेश पाने के लिए विद्यार्थियों की बढ़ती हुई संख्या को न निराश होना पड़े और न अन्य आवश्यक सुविधाओं के अभाव में शिक्षा का स्तर गिरने पाये, इसके लिए जो उपाय सोचे जा रहे हैं, उनका व्यौरा क्या है ?

शिक्षा मंत्री (श्री मु० क० चागला) :

(क) और (ख) --

(१) मैट्रिक में पास होने वालों की संख्या (१९५०-५१) २,३८,१०१

(२) पूर्व-विश्वविद्यालय/इंटर-मीडिएट का प्रथम वर्ष (कला और विज्ञान) में दाखिला (१९५१-५२) १,३६,३२५

(३) मैट्रिक में पास होने वालों की संख्या (१९६०-६१) ५,६१,९५४

(४) पूर्व-विश्वविद्यालय/इंटर-मीडिएट का प्रथम वर्ष (कला और विज्ञान) में दाखिला (१९६१-६२)

३,२८,३८८

दाखिले के उपर्युक्त आंकड़ों में वे विद्यार्थी भी शामिल हैं जिन्होंने १९५०-५१ और १९६०-६१ में मैट्रिक की परीक्षा पास की थी। चूंकि मैट्रिक पास करने वाले तथा उसके पश्चात् अगली कक्षा में दाखिल होने वाले विद्यार्थियों के सम्बन्ध में अलग से कोई सूचना नहीं रखी जाती है, इसलिए ऐसे विद्यार्थियों की प्रतिशततः बताना संभव नहीं है। फिर भी उपर्युक्त दो वर्षों के लिए विश्व-विद्यालयों में दाखिल तथा मैट्रिक में पास होने वाले विद्यार्थियों की कुल प्रतिशतता क्रमशः ५७.३ और ५८.४ है।

(ग) अनुमान है कि १९६५-६६ में विश्वविद्यालयों में दाखिले की संख्या १३.०२ लाख होगी।

(घ) दाखिले तथा प्रतिशतता में अनुमानित बढ़ोतरी क्रमशः लगभग ६ लाख और ४६ प्रतिशत होगी।

(ङ) बढ़ती हुई संख्या की व्यवस्था तथा स्तर कायम रखने के लिए संख्या संबंधी तथा गुणात्मक सुधार के लिए विश्वविद्यालय अनुदान आयोग विश्वविद्यालयों तथा कालेजों को सहायता की व्यवस्था करता है। शिक्षा के स्तर को कायम रखने के लिए जो विभिन्न कार्यवाहियों की गई हैं उन में से मुख्य-मुख्य हैं :—

अध्यापकों के वेतनमानों में संशोधन, त्रिवर्षीय डिग्री पाठ्यक्रम का आरम्भ, पुस्तकालय और प्रयोगशाला की सुविधाओं में सुधार, छात्रवक्तियों तथा अधिछात्रवक्तियों का आरम्भ, यात्रा अनुदान, उच्च अध्ययन केन्द्रों की स्थापना, ग्रीष्म स्कूलों तथा सेमिनारों का आयोजन, अध्यापकों को अनुसंधान अनुदान,

अध्यापकों की बदला-बदली तथा स्टाफ क्वार्टरों और छात्रावासों की व्यवस्था।

Andaman Labour Force

1041. **Shri A. S. Saigal:** Will the Minister of Home Affairs be pleased to refer to the reply given to Unstarred Question No. 1405 on the 3rd April, 1963 and state the amount of bills for each of other broad categories of work done by the Andaman Labour Force during 1962-63?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): The amount of bills on account of the cost of labour supplied for other broad categories of work is as under:—

	Rs.	n.P.
Chargeable Departments	27,735	60
Non-chargeable (Service) Departments	11,085	00
Private persons	2,060	80
Arrangements in connection with the celebrations of national days and other important functions.	7,190	40
Fencing and cleaning of Government quarters.	73,753	60

Institute of Library Science

1042. **Shri Rama Chandra Mallick:** Will the Minister of Education be pleased to state—

(a) the number of persons who have got the M. Lb. Sc. degree from the Institute of Library Science till the end of 1963;

(b) the number of persons so far deputed by the Government of Orissa to undergo this advanced training in librarianship; and

(c) the number of persons given scholarships by the Central Government to undergo this training in foreign Universities?

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): (a) 42.

(b) None so far.

(c) None under the Government of India Schemes during the last five years.

Library Science in Teachers' Training Colleges

1043. Shri Rama Chandra Mallick: Will the Minister of Education be pleased to state the number of Teachers' Training Colleges which have actually started implementing the scheme in the Third Five Year Plan period to start teaching provision in library science to train school librarians in various Teachers' Training Colleges in India?

The Minister of Education (Shri M. C. Chagla): The information is being collected and will be laid on the Table of the House.

College Librarians

1044. Shri Rama Chandra Mallick: Will the Minister of Education be pleased to state the total amount advanced by the University Grants Commission to various universities in India to raise the status of college librarians, both Government and non-Government affiliated to the respective universities, during 1962-63 and 1963-64 so far?

The Minister of Education (Shri M. C. Chagla):

University	1962-63	1963-64 (so far)
	Rs.	Rs.
Agra	200	320
Andhra	1,322.98	1,225
Gauhati	412.50	Nil
Gujarat	538.58	Nil
Madras	1,308.75	1,936.25

Library Schools in U.P.

1045. Shri Sarjoo Pandey: Will the Minister of Education be pleased to state the total amount advanced by the Central Government to the Government of Uttar Pradesh as loan or grant during the last five years to open schools which are having libraries or which train librarians?

The Deputy in the Ministry of Education (Shri Bhakt Darshan): No loan or grant has been sanctioned separately for this purpose by the Central Government during the last five years. According to the procedure in vogue, Central grant on Centrally Assisted Schemes, included in the State Plans, is sanctioned in lump-sum and not scheme-wise.

Committees

1046. { Shrimati Laxmi Bai:
Shri Hem Raj:

Will the Minister of Home Affairs be pleased to state:

(a) the total number of Committees and sub-Committees under his Ministry; and

(b) the total number of Members on these Committees?

The Minister of State in the Ministry of Home Affairs (Shri Hathi): (a) 34.

(b) 390.

Polytechnics in Andhra Pradesh

1047. Shri E. Madhusudan Rao: Will the Minister of Education be pleased to state:

(a) the total number of polytechnics for boys and girls, with location of each, functioning at the end of December, 1963 in Andhra Pradesh;

(b) whether there is any proposal to increase this number during 1964-65; and

(c) if so, the details thereof?

The Minister of Education (Shri M. C. Chagla): (a) At the end of December, 1963, 22 polytechnics were functioning as below:—

Normal Polytechnics.

1. Government Polytechnic, Hyderabad.

2. Andhra Polytechnic, Kalimada.
3. Government Polytechnic, Vijayawada.
4. Government Polytechnic, Warangal.
5. Government Polytechnic, Viskhapatnam.
6. Government Polytechnic, Mahboobnagar.
7. S. V. Government Polytechnic, Tirupathi.
8. Government Polytechnic, Proddatur.
9. Government Polytechnic, Nizamabad.
10. Government Polytechnic, Anantapur.
11. M. B. T. S. Government Polytechnic, Guntur.
12. Government Polytechnic, Nellore.
13. E. S. C. Government Polytechnic, Nandyal.
14. Government Polytechnic, Sriakulam.
15. Government Ceramic Institute, Gudur.
16. Government Mining Institute, Kothagudem.
17. Hyderabad Polytechnic, Hyderabad.
18. Sri M.V.M. Polytechnic, Tanuku.
19. Government Mining Institute, Gudur.
20. Krishnadevaraya Polytechnic, Wanaparthy.

Girls Polytechnics.

21. Girls' Polytechnic, Hyderabad.
 22. Government Polytechnic for Girls, Kakinada.
- (b) and(c). The Third Five Year Plan of the State envisages establish-

ment of two more Girls' polytechnics. Detailed Schemes for the polytechnics including their location are awaited from the State Government.

Golf

1048. { Shri Karni Singhji:
Shri Lalit Sen:

Will the Minister of Education be pleased to state whether in view of the recent all India Golf Championships in which Indian caddies did exceedingly well, Government propose to subsidize the training of these caddies as also giving them free one set of golf clubs each to enable them to stand at par with foreign visiting golfers?

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): The Indian Golf Union has not made any request to the Government in this regard so far. As and when a proposal is received, it will be considered by the Government in consultation with the All India Council of Sports on its merits.

Indian Contingent to Tokyo Olympic Games

1049. { Shri Karni Singhji:
Shri Lalit Sen:

Will the Minister of Education be pleased to state:

(a) whether Government have any proposals for providing adequate foreign exchange to the Indian contingent proceeding to Tokyo Olympic Games in October, 1964; and

(b) if so, the details thereof?

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): (a) and (b). The Indian Olympic Association had indicated in September, 1963, its tentative requirement of foreign exchange worth Rs. 1,29,000 for sending the Indian contingent to participate in the Olympic Games, 1964. A decision in the

matter will be taken by Government, when the selection of participants is finalised and a firm proposal is received.

Panel for Section Officers

1050. Shri Jodhe: Will the Minister of Home Affairs be pleased to state:

(a) whether a panel was drawn up of left-over candidates from the Assistant Superintendents' Examinations in 1959 and 1960 for promotion to the grade;

(b) when it is expected to make appointments from the panel; and

(c) when it is likely to be fully utilised?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): (a) to (c). It has been decided that the list of left-overs of the 1959 and 1960 examinations to be included in the Select List for the Section Officers' Grade should be prepared in consultation with the Union Public Service Commission in batches every year, to the extent of requirements during the five year period as specified in the Central Secretariat Service Rules, 1962. The first such appointments to the Select List from this list will be made when the results of the Section Officers' Grade limited competitive examination, 1963, are available.

Cultural Grants to Orissa

1051. Shri Yashpal Singh: Will the Minister of Education be pleased to state:

(a) whether any grants have been given by the Union Government to the Government of Orissa for cultural schemes during 1963-64;

(b) if so, the details thereof; and

(c) the amount proposed to be given to Orissa during 1964-65?

2411 (A) LSD—3.

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) Name of Scheme	Amount Rs.
1. Preparation of Who's Who of persons who took part in the struggle for freedom.	1,362.00
2. Inter-state Exchange of Cultural Troupes.	7,000.00
3. Sponsoring of cultural Troupes for the entertainment of Armed Forces in Forward Areas.	3,800.00
4. Re-organisation & Development of Museums.	50,000.00 (allocated)
5. Development of Modern Indian Languages.	40,000.00 (allocated)

(c) The quantum of grants to Orissa Government during 1964-65 will depend upon specific proposals received from the State Governments.

Junior Technical Schools in Orissa

1052. Shri Ramachandra Ulaka: Will the Minister of Education be pleased to state:

(a) the number of such technical schools opened in Orissa so far;

(b) the number of such technical schools proposed to be opened during the remaining period of the Third Five Year Plan; and

(c) the places where they would be located?

The Minister of Education (Shri M. C. Chagla): (a) No Junior Technical School has been opened in Orissa, so far.

(b) and (c). The State Government proposes to set up six Schools near industrial areas viz. Choudwar, Sambalpur, Rayagada, Rourkela, Rajgangpur, Barbil and Talcher, during the rest of the Third Plan period.

Indo-Swiss Training Centre at Chandigarh

1053. { Shri Yashpal Singh;
Shri Bhagwat Jha Azad:

Will the Minister of Education be pleased to state:

(a) whether the Indo-Swiss Training Centre opened in December, 1963 at Chandigarh has started functioning;

(b) the broad outline of the training programme; and

(c) the number of persons being trained at the Centre at present?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) The programme of the Centre is:

(i) To conduct a three years' training course in precision mechanics;

(ii) To give training to selected craftsmen already in the scientific instruments industry;

(iii) To undertake, as far as the training programme permits, production of selected instruments and job orders in the workshop of the Centre; and

(iv) To advise units of Indian Instruments Industry.

(c) 36.

Government Servants Conduct Rules

1054. **Shri Yashpal Singh:** Will the Minister of Home Affairs be pleased to state:

(a) whether Rules 4-A and 4-B of the Government Servants Conduct Rules have since been amended; and

(b) whether, according to the new amendment, Government employees would be free to join social, cultural of trade union organisations, whether recognised by Government or not?

The Minister of Home Affairs (Shri Nanda): (a) and (b). A copy of the notification dated 13th December, 1963, amending Rules 4-A and 4-B of the Conduct Rules, is placed on the Table of the House. [Placed in Library. See No. LT-2499/64]. It will be seen therefrom that Government servants can join an Association the objects or activities of which are not prejudicial to the interests of the sovereignty and integrity of India or public order or morality.

Tea Research Association

1055. { Shri P. C. Borooah;
Shri P. R. Chakravarti;
Shri Vishram Prasad;
Shri M. Rampure;
Shri Koya:

Will the Minister of Education be pleased to refer to the reply given to Unstarred Question No. 1482 on the 11th December, 1963 and state:

(a) whether the Memorandum of Association and the Rules and Regulations of the Tea Research Association have since been framed;

(b) if so, the precise constitution and functions of the Association; and

(c) whether the Association has since been set up?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) The Association will consist of Founder Members; Ordinary Members; Nominated Members; and any other kind of members who may be decided upon by the Association. Under the former two categories, proprietors, partnerships and companies (public or private) engaged in the production of tea will be members. Nominated Members, not exceeding six, will be persons representing the Government; the Council of Scientific and Industrial Research; the Tea Board and the Indian Tea Association.

(c) Yes, Sir, the registration formalities are under way.

District Gazetteers

1056. Shri Hem Raj: Will the Minister of **Petroleum and Chemicals** be pleased to state;

(a) the names of the districts which have completed and published their District Gazetteers so far, Statewise;

(b) whether any time-limit has been fixed for their completion; and

(c) to whom the work has been entrusted in the districts?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir):

(a) A list of the District Gazetteers either completed or published so far is laid on the Table of the House [Placed in Library. See No. LT-2500/64].

(b) Gazetteers for all the districts in the Indian Union are expected to be published by the end of the Fourth Five-Year Plan.

(c) The work has been entrusted to the Gazetteer Units of the respective States and Union Territories.

State Gazetteers

1057. Shri Hem Raj: Will the Minister of **Petroleum and Chemicals** be pleased to state:

(a) the States which have completed their State Gazetteers and published them; and

(b) whether any time-limit has been fixed for its completion by the States?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir):

(a) and (b). It has been accepted in principle that there should be a separate series of State Gazetteers, but work on the project has not yet been taken up; nor has any time table been laid down.

Ammunition

1058. Shri G. S. Musafir: Will the Minister of **Home Affairs** be pleased to state:

(a) whether it is a fact that only ammunition numbers 2-4-6-7 are

being manufactured by Government in a very small quantity;

(b) whether it is a fact that gun ammunition in letters such as LG and SG and ammunition for pistols, revolvers, and rifles of different bores is not manufactured at all in India; and

(c) whether it is also a fact that all weapons such as guns, rifles, pistols and revolvers with the public have become useless due to non-availability of ammunition for them?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): (a) 12 bore cartridges in sizes Nos. 2, 4, 6 and 7 are being manufactured at the rate of approximately 2.5 to 3 lakhs per month. Apart from this, cartridges .22 Rim-fire Ball are also being produced at an approximate rate of 1.5 million per month.

(b) The types of ammunition mentioned are not under manufacture at present. Proposals are, however, under consideration for the manufacture of L.G. and S.G. cartridges for shot-gun.

(c) The information is being collected from authorities concerned and will be placed on the Table of the House when received.

मृत्यु दण्ड में परिवर्तन

१०५६. श्री रामसेवक यादव : क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि राष्ट्रपति ने १९६२ और १९६३ में उत्तर प्रदेश के कितने व्यक्तियों के मामले में मृत्यु दंड को कम कर के कारावास कर दिया ।

गृह-कार्य मंत्रालय में राज्य मंत्री (श्री हाथी) : सन् १९६२ में उत्तर प्रदेश के १५ व्यक्तियों का और सन् १९६३ में ७ व्यक्तियों का मृत्यु दण्ड राष्ट्रपति द्वारा आजीवन कारावास में परिवर्तित किया गया ।

U.S. Research Grant to India

1060. **Shri Vishwa Nath Pandey:** Will the Minister of Education be pleased to state:

(a) whether it is a fact that some research grants in the field of education in India have been recently approved by U.S. Office of Education; and

(b) if so, the total amount of such grants?

The Minister of Education (Shri M. C. Chagla): (a) Yes, Sir.

(b) Rs. 7,76,135.00.

State Government Officers in Centre

1061. **Shri Birendra Bahadur Singh:** Will the Minister of Home Affairs be pleased to state:

(a) whether it is a fact that several State Governments have urged the Centre to release their officers now on deputation with the Central Government;

(b) the names of the State Governments which have written to the Centre about it; and

(c) whether the Centre has taken any decision in this regard?

The Minister of Home Affairs (Shri Nand Lal) (a) to (c). During the last six months, Governments of Bihar, Madras, Maharashtra, Mysore, Orissa and Rajasthan have written about release of 10 officers. Decision has been taken to return 5 while in the case of 3 others, their further retention has been agreed to by the State Governments concerned. The cases of remaining two officers are under consideration in consultation with State Governments.

Teaching Panjabi in Delhi Schools

1062. **Shri G. S. Musafir:** Will the Minister of Education be pleased to state:

(a) the number of schools in Delhi State being run by the Delhi Municipal Corporation and Government

where Panjabi is being taught in Class I as medium of instruction;

(b) the number of similar schools where Panjabi is being taught in Class VI as one of the optional subjects;

(c) the number of schools being run by Delhi Municipal Corporation and Government where Panjabi is being taught in Higher Secondary Schools; and

(d) the list of the schools mentioned in (a), (b) and (c) above?

The Minister of Education (Shri M. C. Chagla):

(a) (i)	Delhi Municipal Corporation Schools	12
(ii)	Government Schools	Nil
(iii)	Government aided schools	12
(b) (i)	Corporation Schools	Nil
(ii)	Government Schools	30
(iii)	Government aided schools	2

(c) On the assumption that the question relates to the teaching of Punjabi at the Higher Secondary stage:

(i)	Corporation Schools	Nil
(ii)	Government Higher Secondary Schools	13
(iii)	Government aided Higher Secondary Schools	12

(d) Four lists are laid on the Table of the House. [Placed in Library. See No. LT-2501/64].

दादा साहेब खारपडे की डायरियां

१०६३. श्री इ० मधुसूदन राव : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि लोकमान्य तिलक के विश्वस्त सहकारी दादा साहेब खारपडे (विदर्भ) की महत्वपूर्ण डायरियां भारत के पुणतत्व विभाग ने ले ली हैं ;

(ख) यदि हां, तो उन की संख्या कितनी है ; और

(ग) इन डायरियों से देश को क्या लाभ होगा ?

ज्ञाना मंत्री (श्री म० क० चागला) :

(क) जी हां ।

(ख) ४७।

(ग) इन डायरियों में जिस सामग्री का समावेश है वह लोकमान्य तिलक और खारपडे के जीवन और तत्कालीन समय से संबंधित है, इसलिए समकालीन इतिहास के विद्यार्थियों के लिए यह बहुत महत्वपूर्ण है ।

Elections to Municipal Board, Port Blair

1064. Shri A. S. Saigal: Will the Minister of Home Affairs be pleased to state:

(a) whether it is a fact that elections to the Municipal Board, Port Blair (Andaman Islands), which are due in April, 1964, are being postponed; and

(b) if so, whether Government are aware of the opposition to such postponements by many important sections of the residents in that municipal area?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): (a) Under the existing Regulation the term of office of an elected or nominated member of the Municipal Board is three years. On the recommendation of the Home Minister's Advisory Committee, this is being raised to four years, and the promulgation of the draft amendment Regulation is under consideration.

(b) A section of the people represented that the term of the existing Municipal Board not be extended, but the Advisory Committee of the Home Minister for the islands unanimously recommended that the existing Board should also be covered by the amending Regulation.

Regulations Re: Andamans

1065. Shri A. S. Saigal: Will the Minister of Home Affairs be pleased to state the present stage of consideration of the draft Prohibition Regulations and the Land Tenure Regulations sent up by the Andaman and Nicobar Islands Administration for promulgation by the President of India and the reason for the delay, if any, in finalising them?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): The proposals are under consideration and are likely to be finalised after they are placed in the next meeting of the Home Minister's Advisory Committee for the islands. As the proposals involved complicated issues they had to be thoroughly gone into.

Legal Aid to SCs and STs

1066. Shri Daljit Singh: Will the Minister of Home Affairs be pleased to state:

(a) whether legal aid has been given by the Punjab Government to Scheduled Castes and Scheduled Tribes during 1963-64; and

(b) if so, the amount spent so far during the same period?

The Deputy Minister in the Ministry of Home Affairs (Shrimati Chandrasekhar): (a) Legal aid has been given by the Punjab Government to the members of the Scheduled Castes during the year 1963-64. There is, however, no scheme for the grant of legal aid to the Scheduled Tribes in the Punjab.

(b) Rs. 4,500.

Cases Pending in Punjab High Court

1067. Shri Daljit Singh: Will the Minister of Home Affairs be pleased to state:

(a) the number of cases pending in the Punjab High Court at present; and

(b) the number out of them which

have been heard and on which judgment has not been delivered so far?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra): (a) and (b). The information is being obtained and will be laid on the Table of the House.

Crickets Pitches in India

1068. Shri Ram Harkh Yadav: Will the Minister of **Education** be pleased to state:

(a) whether it is a fact that the standard of pitch for cricket in India is inferior to that of other countries; and

(b) if so, the remedial measures contemplated in the matter?

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan):

(a) No, sir.

(b) Does not arise.

महिलाओं के लिये छात्रवृत्तियां

१०६६. { श्रीमती चावदा :
श्री वाडीवा :

क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या केन्द्रीय शिक्षा मंत्रालय की विभिन्न योजनाओं के अन्तर्गत कुछ छात्रवृत्तियां महिलाओं के लिए सुरक्षित हैं ; और

(ख) यदि हां, तो कुल छात्रवृत्तियों में से कितने प्रतिशत ?

शिक्षा मंत्री (श्री सु० क० चागला) :

(क) कोई नहीं ; छात्रवृत्तियां योग्यता के आधार पर दी जाती हैं ।

(ख) प्रश्न नहीं उठता ।

Central Secretariat Service

1070. Shri P. Venkatasubbaiah: Will the Minister of **Home Affairs** be pleased to state:

(a) whether any examination has been made to determine the extent of

stagnation at the level of Grade I and above of the Central Secretariat Service;

(b) if so, the result thereof; and

(c) the measures contemplated to give incentive for greater in-put and creating a feeling of prospective opportunities?

The Deputy Minister in the Ministry of Home Affairs (Shri L. N. Mishra):

(a) and (b). No special examination was made, but on receipt of a representation it was noticed that 240 officers of Grade I and 70 of Selection Grade of CSS are drawing the maximum of their grades.

(c) The scales of pay for these Grades have been prescribed after taking into account the duties and responsibilities and all other relevant considerations. Promotions to higher posts depend on the availability of vacancies, and the merit and suitability of the officers, Government consider that the remuneration which these grades carry, and the opportunities for advancement available for meritorious officers provide adequate incentives for devoted service and industry.

Coke Calcination Project at Barauni

1071. { **Shri A. V. Raghavan:**
Shri Pottekkatt:
Shri Kappen:

Will the Minister of **Petroleum and Chemicals** be pleased to state:

(a) the progress made in establishing a coke calcination project at Barauni;

(b) whether the data for designing the plant has since been received from M/s. Tiajpromexport; and

(c) when the project will be commissioned?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) and (b). The draft contract for the preparation of the project report and working drawings for the establishment of a coke calcination plant at

Barauni are expected to be received shortly from Messrs. Tiajpromexport, Moscow.

(c) About twenty months after the signing of the contract.

अंवेमान और निकोबर प्रशासन की अधिसूचनायें

१०७६. श्री अशोक लाल बेरवा : क्या गृह-कार्य मंत्री यह बताने की कृपा करेंगे कि अंवेमान और निकोबर प्रशासन की अधिसूचनाओं को उनके हिन्दी अनुवाद के साथ प्रकाशित करने के लिए क्या व्यवस्था की जा रही है ?

गृह-कार्य मंत्रालय में उपमंत्रि (श्री ल० ना० मिश्र) : मामले की जांच की जा

रही है । ऐसी आशा है कि शीघ्र निर्णय हो जायेगा ।

विदेशों में अध्ययन के लिये छात्रवृत्तियाँ

१०७३. श्री अशोक लाल बेरवा : क्या शिक्षा मंत्री यह बताने की कृपा करेंगे कि :

(क) १९६३-६४ में शिक्षा मंत्रालय द्वारा प्रशासित योजनाओं के अन्तर्गत कितने विद्यार्थियों को छात्रवृत्ति पर विदेशों में अध्ययन करने के लिए चुना गया ; और

(ख) उन्हें किन देशों को भेजा जायेगा और वे कौन-कौन से राज्यों के हैं ?

शिक्षा मंत्री (श्री मु० क० चागला) :

(क) और (ख). अपेक्षित सूचना निम्न-लिखित विवरण में दी गई है :

विवरण

क्रम संख्या	योजना का नाम	चुने गए विद्यार्थियों की संख्या		अध्ययन का देश
		संख्या	राज्यवार वितरण	
१	१९६३-६४ में उच्चतर अध्ययन के लिए फ्रांस सरकार की छात्रवृत्तियाँ	३	महाराष्ट्र १ पंजाब १ उत्तर प्रदेश १	फ्रांस
२	१९६३-६४ में स्विट्जरलैंड सरकार की छात्रवृत्तियाँ	१	मद्रास	स्विट्जरलैंड
६	१९६३-६४ में चेकोस्लेवैकिया सरकार की छात्रवृत्तियाँ	१	महाराष्ट्र	चेकोस्लेवैकिया
४	१९६३-६४ में जापान सरकार की छात्रवृत्तियाँ	१	दिल्ली	जापान
५	१९६३ में उन्नत कार्य और अनुसंधान के लिए जर्मन अकैडेमी ऐक्सचेंज सेवा (पश्चिम जर्मनी) की छात्रवृत्तियाँ	२	आंध्र प्रदेश १ पश्चिम बंगाल १	पश्चिम जर्मनी

क्रम संख्या	योजना का नाम	चुने गए विद्यार्थियों क. संख्या		अध्ययन का देश
		संख्या	राज्यवार वितरण	
६	१९६३ में उत्तर-स्नातक अध्ययन के लिए जर्मन डेमोक्रेटिक रिपब्लिक का छात्रवृत्ति योजना]	२	भ्रांघ्र प्रदेश मध्य प्रदेश	१ पूर्वी जर्मनी १
७	१९६३-६४ में पीपल्स फ्रेंडशिप (पेट्रिस लुमुम्बा) यूनिवर्सिटी, मास्को, प्रवाइंस।	३२	बिहार दिल्ली केरल मद्रास पंजाब उत्तर प्रदेश पश्चिम बंगाल	२ सोवियत रूस ५ ३ ३ १२ ५ २

Technical Training Institute in Ranchi

1074. Shri Ram Harkh Yadav: Will the Minister of Education be pleased to state:

(a) whether a new training institute is proposed to be started near Ranchi Heavy Engineering Works with German collaboration;

(b) if so, when it is likely to function; and

(c) the intake capacity of the Training Centre?

The Minister of Education (Shri M. C. Chagla): (a) The only proposal under consideration is to set up a Foundry and Forge Technology Institute at Ranchi, but no German Collaboration has been secured. A request has been made to the U.N. Special Fund for assistance to the Institute.

(b) The Institute will start as soon as the necessary facilities have been organised.

(c) The Institute when fully established will train about 300 engineers and technicians every year.

Spare Parts for Koyali Refinery

1075. Shri P. C. Borooah: Will the Minister of Petroleum and Chemicals be pleased to state:

(a) whether it is a fact that Government have a proposal to set up a plant for manufacturing spare parts required by the Koyali Refinery in Gujarat in the vicinity of the refinery; and

(b) if so, the details of the scheme?

The Minister of Petroleum and Chemicals (Shri Humayun Kabir): (a) No, Sir.

(b) Does not arise.

12:18 hrs.

PAPERS LAID ON THE TABLE AUDIT REPORTS AND APPROPRIATION ACCOUNTS

The Minister of Finance (Shri T. T. Krishnamachari): I beg to lay on the Table—

(1) (a) a copy each of the following Reports under article 151(1) of the Constitution:—

(i) Audit Report (Civil), 1964. [Placed in Library. See No. LT-2490/64].

(ii) Audit Report (Civil) on Revenue Receipts, 1964. [Placed in Library. See No. LT-2491/64].

(b) a copy of Appropriation Accounts (Civil), 1962-63. [Placed in Library. See No. LT-2492/64].

(2) a copy each of the following papers:—

(i) Audit Report, Posts and Telegraphs, 1964, under article 151 (1) of the Constitution. [Placed in Library. See No. LT-2493/64].

(ii) Appropriation Accounts, Posts and Telegraphs, 1962-63. [Placed in Library. See No. LT-2494/64].

ANNUAL REPORT OF NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING AND INTERNATIONAL COPYRIGHT (FIRST AMENDMENT) ORDER

The Minister of Education (Shri M. C. Chagla): I beg to lay on the Table a copy each of the following papers:—

(i) Annual Report of the National Council of Educational Research and Training for the year 1962-63 together with the Audited Accounts. [Placed in Library. See No. LT-2495/64].

(ii) The International Copyright (First Amendment) Order, 1964 published in Notification No. S.O. 428 dated the 31st January, 1964, under section 43 of the Copyright Act, 1957. [Placed in Library. See No. LT-2496/64].

NOTIFICATIONS UNDER ALL INDIA SERVICES ACT

The Minister of State in the Ministry of Home Affairs (Shri Hathi): I beg to lay on the Table the following Rules under sub-section (2) of section

3 of the All India Services Act, 1951:—

(i) a copy each of the following Notifications making certain further amendments to Schedule III to the Indian Administrative Service (Pay) Rules, 1954:—

(a) G.S.R. No. 1495 dated the 21st September, 1963.

(b) G.S.R. No. 1761 dated the 16th November, 1963.

(c) G.S.R. No. 2 dated the 4th January, 1964.

(d) G.S.R. No. 277 dated the 16th February, 1964.

(ii) a copy of the All India Services (Death-cum-Retirement Benefits) Third Amendment Rules, 1963 published in Notification No. G.S.R. 1736 dated the 9th November, 1963.

(iii) a copy of the Indian Administrative Service (Pay) Amendment Rules, 1964 published in Notification No. G.S.R. 139 dated the 1st February, 1964.

(iv) a copy of the All India Services (Discipline and Appeal) Amendment Rules, 1964 published in Notification No. G.S.R. 223 dated the 15th February, 1964.

[Placed in Library. See No. LT-2497/64].

ANNUAL REPORT OF HINDUSTAN INSECTICIDES LIMITED AND REVIEW BY GOVERNMENT

The Minister of State in the Ministry of Petroleum and Chemicals (Shri Alagesan): I beg to lay on the Table a copy each of the following papers:—

(i) Annual Report of the Hindustan Insecticides Limited, New Delhi, for the year 1962-63 along with the Audited Accounts and the comments of the Comptroller and Auditor General thereon, under sub-

[Shri Alagesan]

section (1) of section 519A of the Companies Act, 1956.

- (ii) Review by the Government on working of the above Company.

[Placed in Library. See No. LT-2498/64].

OPINIONS ON BILL

Shrimati Lakshmikanthamma (Khammam): I beg to lay on the Table Paper No. 1 to the Bill further to amend the Indian Penal Code and the Code of Criminal Procedure, 1898, which was circulated for the purpose of eliciting opinion thereon by the direction of the House on the 13th September, 1963.

MESSAGE FROM RAJYA SABHA

Secretary: Sir, I have to report the following message received from the Secretary of Rajya Sabha:—

'In accordance with the provisions of sub-rule (6) of rule 162 of the Rules of Procedure and Conduct of Business in the Rajya Sabha, I am directed to return herewith the Appropriation (Railways) Bill, 1964, which was passed by the Lok Sabha at its sitting held on the 3rd March, 1964, and transmitted to the Rajya Sabha for its recommendations and to state that this House has no recommendations to make to the Lok Sabha in regard to the said Bill.'

12.20 hrs.

RE: MALTREATMENT OF AN M.P. IN AMBALA JAIL

डा० राम मनोहर लोहिया (फर्रुखाबाद):
माननीय सदस्यों के जहाँ कहीं आत्म-सम्मान

और शरीर पर आंच आती हो और उनका आदर करने की बात सभी कहते हों तो तिरस्कार की हंसी जहाँ तक हो सके नहीं होनी चाहिये और कम से कम इतना खयाल तो रखा ही जाना चाहिये।

दूसरे कानून और व्यवस्था के कलपुर्जे इतने घिसते चले जा रहे हैं जितने अपने देश में तो ऐसी बातों पर पूरी बहस हो जाना उचित हुआ करता है। बस इतना ही मेरा व्यवस्था का प्रश्न है।

श्री रामसेवक यादव (बाराबंकी): जब प्रश्न माननीय सदस्य कच्छवाय को ले कर उठ रहे थे और आपको जो पत्र लिखा गया था, उसका आपने मंत्री महोदय को भेज दिया था तो एक माननीय सदस्य ने इस बीच में सदन में उठ कर कह दिया कि उनके साथ अच्छा मन्तक हुआ था तभी तो उनका वजन बढ़ गया। यह चीज अगर रिकार्ड पर रहती है तो खराब है। मैं निवेदन करना चाहता हूँ कि अगर यह रिकार्ड पर आ गई हो तो इसको निकाल दिया जाये।

श्री बड़े (खारगोन): मेरा निवेदन यह है कि अभी तो हमारे ज़रुमों पर नमक छिड़का गया है, इसलिए अभी हम कुछ नहीं कह सकते हैं। हमारे ऊपर आरोप लगाया गया है। हमारे विरोधी दल के लोग जब जेल में जाते हैं तो उस वक्त उनको जेल में किस तरह का ट्रीटमेंट मिलता है, उसको यहाँ हम ब्यान नहीं कर सकते हैं। दो दो दिन

अध्यक्ष महोदय: उसकी तहकीकात हो लेने दीजिये।

श्री भ गवत झा आजाब (भागलपुर): जेल में हम भी रहे हैं।

श्री बड़े: मैं चाहता हूँ कि एक पालि-मेंटरी कमेटी या कमीशन इस तरह का बिठाय जाये जोकि इन सब आरोपों की जांच करे।

दो दो दिन चंडीगढ़ में जा कर लग जाते थे परमिशन लाने में और तब जा कर कहीं मुलाकात का मौका मिलता था। मैं चाहता हूँ कि इस तरह की आप काँट्रॉल इनक्वायरी इंस्टीट्यूट करें जोकि पंजाब गवर्नमेंट के व्यवहार के बारे में जांच पड़ताल करे। यह सभी की प्रतिष्ठा का सवाल है, केवल विरोधी दल के लोगों की प्रतिष्ठा का ही सवाल नहीं है। यह सभी के प्रेस्टीज का सवाल है। जब आपने इतना हमारे ऊपर अहसान किया है, इतना अच्छा ट्रीटमेंट हमारे साथ किया है तो मैं चाहता हूँ कि एक कमेटी भी आप इस तरह की नियुक्त कर दें।

अध्यक्ष महोदय : आप समझ सकते हैं कि इस तरह की कमेटी नहीं हो सकती है। उनको भी तहकीकात कर लेने दीजिये और उसके बाद बड़े साहब आयें, कुछ तजवीज रखें और हम उस पर गौर कर सकते हैं, होम मिनिस्टर साहब भी गौर कर सकते हैं। रिपोर्ट आने पर देखा जा सकता है कि और क्या किया जाना चाहिये। मैंने कहा है कि रिपोर्ट मुझे भी दी जाये ताकि मुझे पता चल सके कि फैक्ट्स क्या हैं? फैक्ट्स मेरे पास आ जाने दीजिये तब देखा जा सकता है कि क्या किया जाये। पहले क्या कर सकते हैं?

श्री प्रकाशवीर शास्त्री (बिजनौर) : सरदार दलजीत सिंह जी ने यह आरोप लगाया है कि जब वह जेल से निकले तो उनका वजन बढ़ गया था। यह इतना गंभीर आरोप है कि इसकी जांच अवश्य होनी चाहिये और उसके बाद वह बात सदन में आनी चाहिये।

जहां तक माननीय सदस्यों के सम्मान का प्रश्न है, चाहे वह कांग्रेस के माननीय सदस्य हों या विरोधी दलों के हों, सभी का सम्मान समान रूप से होना चाहिये। आज अगर यह व्यवहार इनके साथ होता है तो कल को कांग्रेस वालों के साथ भी हो सकता है क्योंकि पंजाब गवर्नमेंट ही इस प्रकार की है।

अध्यक्ष महोदय : मेरी मुश्किल यह है कि अगर कोई दूसरा आरोप लगाये तो मैं उसको देखूँ भी। लेकिन अगर मेम्बर साहबान ही एक दूसरे पर आरोप लगायें तो मैं क्या कर सकता हूँ?

श्री प्रकाशवीर शास्त्री : जानकारी तो ले ही सकते हैं।

Shri Harish Chandra Mathur (Jalore): Sir, I, as a Congress Member, wish strongly to assure all the hon. Member sitting on this side that there is no intention whatsoever to differentiate between one Member and another, whatever party he may belong to. As a matter of fact, we are all deeply concerned with the privilege and prestige of the Members of Parliament alike. If a wrong impression has been created, it is another matter; but I can assure you that it is not at all a question of a Member of a particular party being treated so shabbily. It is a general question. This question has been given all this importance not because it was a Member of a particular party or because he was sitting in the Opposition. You, Sir, and this House devoted 15 minutes on this, and we all wanted to participate at that juncture because we feel equally strongly that no Member of Parliament, to whatsoever party he may belong, should be treated shabbily. We want that he should be treated with all the respect and dignity, and we will never be wanting where the question of privilege and prestige of a Member, to whatever party he may belong, is concerned.

श्री रामेश्वरानन्द (करनाल) : श्री आपने कहा कि मैं उसका क्या कर सकता हूँ जब एक सदस्य ही दूसरे सदस्य पर इस प्रकार का लांछन लगाता है। इसको सुनकर मुझे बड़ा कष्ट हुआ है। आप हमारे अध्यक्ष हैं। आप ही जब इस प्रकार की छूट देंगे कि एक सदस्य दूसरे पर कोई लांछन लगाये तो यह

[श्री रामेश्वरानन्द]

किस तरह से बात चल सकती है। आपकी तरफ से इस तरह की बात का कहा जाना मैं उचित नहीं समझता हूँ।

Shri Kapur Singh (Ludhiana): May I say a word with regard to what the hon. Member, Shri Daljit Singh has said? As far as I can see, there is nothing objectionable in making a statement that a certain person or Member has gained weight. Intrinsically, there is nothing wrong in it. But, in the circumstances of the case, there is embedded a very wide and open insinuation in it and I suggest that it will add to the grace of this House if Shri Daljit Singh himself, in some way, modifies or withdraws it.

Shri Surendranath Dwivedy (Kendrapara): The statement has already been made and enough harm has been done.

श्री बलजीत सिंह (उना) : जिस तरह से कहा जा रहा है, यदि कोई जांच पड़ताल हो तो मेरा निवेदन है कि उसके साथ जेल के जो डाक्टर हैं, उनकी रिपोर्ट भी तलब की जानी चाहिये।

श्री श्रींकार लाल बेरवा (कोटा) : झूठी बातें पेपर के अन्दर आई हैं।

श्री रामेश्वरानन्द : जिन को दोषी ठहराया जाता है, उन्हींकी रिपोर्ट को मान लें तो डाकुओं से भी रिपोर्टें आप ले लिया करो।

अध्यक्ष महोदय : ये ऐसे मुद्दे नहीं हैं जिन को बराह्येस्त ही मुलजा लिया जाये, जिन का बराह्येस्त ही फंसला कर लिया जाये।

Shri Surendranath Dwivedy: It is in bad taste.

श्री रामेश्वरानन्द : हम से आप कहते हैं तो हम बैठ जाते हैं। हम आपका आदर करते हैं। लेकिन जब आप यह कहते हैं कि

सदस्य सदस्य पर लांछन लगायें तो मैं क्या करूँ, तो इसको सुन कर मुझे कष्ट हुआ, वरना कोई बात नहीं थी।

Shri C. K. Bhattacharyya (Raiganj): Sir, I have a submission to make. Will you kindly request the hon. members on that side, particularly Dr. Lohia, to remember what they have said now about objections to personal references to members when they refer to our Prime Minister in their speeches.

डा० राम मनोहर लोहिया : मेरे ऊपर इस तरह का आरोप नहीं लगाया जा सकता है। मैंने कभी कोई वैयक्तिक बात नहीं कही है।

अध्यक्ष महोदय : आपके खिलाफ कुछ नहीं कहा है। यही कहा है कि आप जैसे नाम लेकर लगते हैं।

DEMANDS FOR SUPPLEMENTARY
GRANTS (GENERAL), 1963-64—
Contd.

Mr. Speaker: The House will now take up further discussion and voting on the Supplementary Demands for Grants in respect of the Budget (General) for 1963-64. Shri Vishram Prasad will continue his speech.

श्री विश्वाम प्रसाद (लालगंज) : अध्यक्ष महोदय, कल जब मैं बोल रहा था सप्लीमेंटरी डिमांड्स के ऊपर, तो जैसे ही मैंने बोलना शुरू किया था, समय समाप्त हो गया था और मैं कोटेशन भी पूरी नहीं पढ़ पाया था। सेंट्रल गवर्नमेंट की ब्राडिट रिपोर्ट (सिविल) १९६३ का रेफेंस मैं दे रहा था और उस में से पढ़ रहा था। उसमें लिखा हुआ है :

"During the year, 50 supplementary grants totalling Rs. 49.48 crores were voted by Parliament.
14 Supplementary appropriations

aggregating Rs. 64.64 crores were also obtained for charged expenditure.

In 4 cases the supplementary provision totalling Rs. 0.03 crores proved entirely unnecessary as the expenditure did not even come up to the original grant or appropriation. In all these cases, the supplementary provision was obtained at the end of the year in March, 1962. In 22 grants or appropriations the supplementary provision proved excessive; while the additional funds provided in these cases totalled Rs. 109.24 crores (of which Rs. 84.61 crores were provided in the last month of the year), the amount utilised was only Rs. 73.76 crores."

मेरा कहना यह है कि सप्लीमेंटरी ग्रांटस जो सदन के सामने पेश हुआ करती हैं, उनके अन्दर बहुत सा पैसा सदन के पास तो करवा लिया जाता है लेकिन मार्च के महीने में उसको बिना इस्तेमाल किये ही सरेंडर कर दिया जाता है।

दूसरी चीज सरेंडर आफ सेविंग्स के बारे में है। इस में कहा गया है :—

"During the year, out of the total savings in all grants and appropriations amounting to Rs. 888.36 crores, a sum of Rs. 855.37 crores was surrendered. Of this, a sum of Rs. 854.35 crores was surrendered in March, 1962. Individual cases where there was an omission to surrender funds during the year have been indicated in the detailed comments included in the Appropriation Accounts."

तो मैं यही कहना चाहता हूँ कि सदन से जो रुपया पास करा लिया जाता है उसमें से करोड़ों बाद को सरेंडर कर दिया जाता है और काम में नहीं लाया जाता। मेरी प्रार्थना है कि फाइनेन्स मिनिस्ट्री इस और ध्यान दे ताकि इतना वैरिफेशन न हो सके।

मैं आपको रिपोर्ट से बतलाना चाहता हूँ कि सन १९५६-५७ में जनरल एडमिनिस्ट्रेशन

पर ६६.६२ करोड़ का खर्चा था। इस पर सन १९६१-६२ में ३७ पर सेंट बढ़ा, पुलिस पर १९२ पर सेंट बढ़ा और एक्सटरनल एफेयर्स पर ७० पर सेंट बढ़ा। यह खर्चा ३८.२ करोड़ से बढ़ कर ५९.१८ करोड़ हो गया। लेकिन इतना खर्चा बढ़ने के बावजूद देश में भ्रष्टाचार, कत्ल और डकैती बढ़ती चली गयी।

एडमिनिस्ट्रेशन पर तो इतना ज्यादा खर्च किया गया लेकिन डेवलपमेंट पर क्या किया गया? कृषि के ऊपर १ पर सेंट खर्चा बढ़ा और कम्युनिटी डेवलपमेंट पर ७९ पर सेंट। एक तरफ सरकार का बजट बढ़ता चला जा रहा है और दूसरी तरफ भ्रष्टाचार, भुखमरी और बेकारी बढ़ती चली जा रही है। पिछले साल २०८५ करोड़ का बजट था और ३३४ करोड़ के नये कर थे, इस साल १८१ करोड़ के नये कर हैं। और इसके साथ साथ हमारी सरकार ने जो ७६२१ करोड़ का लोन ले रखा है, उसमें अगर ४४ करोड़ को जोड़ दिया जाये तो देश के हर व्यक्ति पर १७३ रुपये कर्ज आता है। और इसके साथ देश की हालत खराब होती चली जा रही है।

ग्रांट नम्बर १२८ में २५ करोड़ रुपया गल्ला खरीदने के लिए दिखाया गया है। मैं आपको बनाना चाहता हूँ कि सन १९६१-६२ में ३.४ मिलियन टन, सन १९६२-६३ में ३.६ मिलियन टन और सन १९६३-६४ में ४.६ मिलियन टन गल्ला खरीदने के लिए क्रमशः ११७ करोड़, १६६.४ करोड़ और १११.६ करोड़ रुपया खर्च किया गया।

आज देश के किसानों पर इतना बड़ा कर लगता है और ये किसान देश को रेवेन्यू का ४५ पर सेंट देते हैं। बजट को देखने से ऐसा नहीं मालूम होता कि किसानों को इंसेंटिव देने के लिए कुछ नहीं किया गया है, जिससे उनका फायदा हो। हम देखते हैं कि एक तरफ टैक्स बढ़ता है और दूसरी तरफ

[श्री विश्राम प्रसाद]

गरोबों और किसानों की हालत खराब होती जाती है। बजट में इतना रुपया रखा गया है लेकिन किसान के लिए जो कि देश की रेवेन्यू का ४५ पर सेंट देता है भलाई के लिए क्या किया जा रहा है, इसके बारे में कुछ नहीं बतलाया गया है।

सिंचाई के लिए कोई प्रयत्न नहीं मालूम देता। उधर गल्ले के दाम बढ़ते जा रहे हैं और किसान को अपनी ज़रूरत की चीजें ठीक भाव पर नहीं मिलती। आज कल गेहूँ का भाव बाजार में ३२ रुपये मन है, लेकिन किसान को उसका भाव १४ और १६ रुपये मन ही मिला था।

अब मुना जा रहा है कि सरकार राशनिंग करने जा रही है। शायद ऐसा करने से जो सामान बाजार में मिलना भो है वह नहीं मिलेगा और पता नहीं कि आगे इस देश का क्या होने वाला है।

मैं आपसे कहूंगा कि पब्लिक एकांटेस कमेटी का रिपोर्टों में बार बार यह कहा जाता है कि सरकार इतना ज्यादा रुपया मंजूर करवा लेती है लेकिन वह खर्च नहीं किया जाता। इस में इकानमी होना चाहिए। खर्च में भो इकानमी होना चाहिए। हम देखते हैं कि कुछ संस्थाओं में गवन हो रहा है, उनका हिसाब ठीक नहीं है। फिर भी उनको ग्रांट दी जाती है। पब्लिक सैक्टर में इतना रुपया खर्च होता है जिससे कोई फायदा नहीं होता, और वह नुकसान में चल रहा है। इस तरह की चीजों को रोकना चाहिए। अगर ऐसा किया जाये तो जो नये कर लगाये गये हैं उनकी ज़रूरत न हो और सरकार का काम उतने ही रुपये में चल जाये जो कि यहां मंजूर किया जाता है, और सप्लीमेंटरी ग्रांट के लिए सदन के सामने न आना पड़े।

इसके अतिरिक्त मैं कहना चाहता हूँ कि बाजार में यह हो रहा है कि दुकानदार सेल्स

टैक्स नहीं लेता और न रसीद देता है। इससे खरीदने वाले को टैक्स बच जाता है और दुकानदार अपना एकम टैक्स बचा लेता है। तो इस ओर भी ध्यान देना चाहिए। इस प्रकार सरकार को बहुत नुकसान होता है। इस देश के अन्दर ३०० करोड़ टैक्स का रुपया वसूल होना बाकी है। अगर यह टैक्स वसूल कर लिया जाये और खर्च में कमो हो तो मैं समझता हूँ कि सप्लीमेंटरी ग्रांट के बिना काम अच्छी तरह चल सकता है।

Mr. Speaker: Shri C. K. Bhattacharyya. The Members who have sent chits should stand up when they want to speak. Otherwise, when I am calling the name of the hon Member, he does not stand up.

Shri Radhelal Vyas (Ujjain): Thank you, Sir. That rule should be followed.

Mr. Speaker: That over-riding rule, the catching of the eye of the Chair is there. That should be followed. I will see that that is observed more strictly.

Shri Sivamurthi Swamy (Koppal): I may be allowed to move certain token cut motions.

Mr. Speaker: He was not present then.

Shri C. K. Bhattacharyya (Raiganj): Mr. Speaker, Sir, I want to say only a few words on one of the items. In Calcutta, there has been defective census counting. The family units are wrongly counted. Where there are, say, four units, they are put in one. Many similar things have happened. When their attention was drawn to it, the Census Superintendent persisted in saying, "What my officers have done is right, My countings are all confidential. So, you should not come in." Again, when it was pointed out to him that the markings required rectification—they were open and not confidential—he still persisted in say-

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ing what his officers did was right. The Census Superintendent took up the position that his officers were right as against the statement made by the persons affected. This is a peculiar way of census counting. I am afraid, the counting in Calcutta has been defective in many cases. To my own knowledge it has happened it must have happened in other cases also. This is the attitude of the Census Superintendent. They make wrong markings and when they are called upon to rectify them, they say, "No, my officials are right." I do not know whether there is any possibility of effecting rectification. I want to draw the attention of the Government and the concerned Ministry to this. I only wanted to do that.

Mr. Speaker: Shri Sivamurthi Swamy. I cannot allow him to move a cut motion, but he might speak on that.

Shri Sivamurthi Swamy: Yesterday I had sent a chit to you.

Mr. Speaker: But then I called all those Members. Was he present when he was called? He was not present. I am giving him an opportunity to speak. He might speak now.

श्री शिवमूर्ति स्वामी : अध्यक्ष महोदय, मैं इस सप्लीमेंटरी बजट पर अपने चन्द कट मोशनस . . .

अध्यक्ष महोदय : चन्द कट मोशनस को छोड़िए। आप अपना भाषण कर लीजिये।

श्री शिवमूर्ति स्वामी : सप्लीमेंटरी बजट के ऊपर मैं अपने विचार व्यक्त करना चाहता हूँ। इस सिलसिले में १०० करोड़ से बढ़ कर जो बजट पेश किया गया है उससे साफ़ ज़ाहिर होता है कि अभी हमारा बजटिंग सिस्टम जो है पूरे तरीके से उसका अंदाज़ा करने में हमें कामयाबी नहीं हो पा रही है। इस सदन के सामने मैं ने बहुत से प्रस्ताव लाने की कोशिश की। अब जो चौथा फ़ाइव इयर प्लान का

डिस्कशन हो रहा है उसमें बहुत से मेजर प्रोजेक्ट्स वॉटरह के बारे में हम अंतिम निर्णय लेने वाले हैं। इस सिलसिले में मेरा सुझाव यह है कि जल्द से जल्द, इस हाउस की इज्जत पर जो एक गुलाटी कमीशन बिठाया गया था और जोकि स्टेट्स में आपस में पानी या दरियाओं के जो झगड़े चलते हैं उनको निबटाने के लिए बिठाया गया था उस गुलाटी कमीशन की रिपोर्ट पर सदन को डिसकशन के लिए मौका दिया जाय। एक दिन का भी मौका इस सदन को गुलाटी कमीशन की रिपोर्ट पर बहस करने के लिए नहीं दिया गया है। उसके लिए सदन में बहस के लिए अवश्य मौका दिया जाय। उस कमीशन में इरीगेशन के बड़े बड़े चीफ़ इंजीनियर्स थे, एक्स चीफ़ इंजीनियर्स थे और उन्होंने साइटिफिक स्ट्रेडी करके अपनी रिपोर्ट पेश की है। उस पर विचार करने के लिए यहाँ समय दिया जाना चाहिए।

अध्यक्ष महोदय, अपर कृष्णा और अपर तुंगभद्रा प्रोजेक्ट्स के लिए सर्वे भी पहले हो चुका है लेकिन उसको अभी तक शुरू नहीं किया गया है और परिणामस्वरूप जंगल का हिस्सा है उसे आज भी कहन का सामना करना पड़ रहा है। जिस स्टेट से वह पानी बहता है उसी स्टेट को उसका पूरा लाभ दिया जाय यह मेरा मकसद नहीं है लेकिन यह जरूर चाहना है कि उसका काम फीरन शुरू हो जाय ताकि ऐसे बहुत से क्षेत्र जिनको कि हर साल कहन का सामना करना पड़ रहा है और जो आज भी स्केयरसिटी ऐरियाज़ बने हुए हैं उनको कहन का सामना न करना पड़े। गुलाटी कमीशन का इसलिए नियुक्त किया गया था। उस कमीशन ने स्टेट्स रिआर्गेनाइजेशन से पहले जो स्टेट्स थीं उनमें पानी को किस तरीके से तकसीम किया जाय इस पर उसने काफी रोशनी डाली थी लेकिन मेरी इस सम्बन्ध में प्रार्थना यह है कि स्टेट्स रिआर्गेनाइजेशन से पहले जो १९५१ में समझौता हुआ था उस समझौते को अब खत्म

[श्री शिवमूर्ति स्वामी]

कर देना चाहिए और उसको छोड़ देना चाहिए। अब उसको आधार मान कर जो यह तकसीम की जा रही है वह ठीक नहीं है। सन १९५१ ईसवी का जो समझौता है और जोकि हमेशा बारबार सामने लाया जाता है उसको तां बिलकूल खत्म कर देना चाहिए और पानी के लिए जो तंगभद्रा की अपर स्कीम है उसमें गर्वगुडी के पास एक बांध बनाना चाहिए ताकि वो उसके नीचे कहत के इलाके है उनको उससे पानी मिल सके। उसका सर्वे तक हो चुका है और उसका काम फौरन सरकार को हाथ में लेने की जरूरत है।

दूसरा निवेदन मेरा यह है कि जब भी हम पानी देते हैं तो डेवलपमेंट के लिए बहुत से कारखाने और इंडस्ट्रीज खड़ी करनी जरूरी हो जाती हैं। इसके लिए मैं हमेशा बार बार इस सदन का ध्यान खींचता रहा हूँ कि यहां पर १ लाख २५ हजार एकड़ जमीन गन्ना बोने के लिए लॉकेलाइज कर दी गई है, फिक्स कर दी गई है और अगर कोई भी किसान उस ऐरिया में अलावा गन्ने की कोई दूसरी काश्त करता है तो उस पर जुर्माना किया जाता है। वहां के लोग उस ऐरिया में एक शूगर फैक्टरी क्रायम करने के लिए बहुत दिन से कोशिश कर रहे हैं और उसके लिए मैं बार बार यहां पर आप के सामने और इस सदन के सदस्यों के सामने माग करना आ रहा हूँ। सरकार द्वारा वहां पर शूगर मिल न खोलने का एक ऐसा वाक्य है जोकि मुझे यह कहने पर मजबूर कर रहा है कि इस सरकार की नीति सोशलिस्टिक पैट्रन आफ सोसाइटी और कोऑपरेटिक्स के अमल में लाने के खिलाफ जा रही है। उनका कहना है कि यहां पर काफी गन्ना नहीं होता है। अब तो वो फक्टरी क्रायम कर रहे हैं लेकिन और एक कोऑपरेटिव शूगर फैक्टरी क्रायम करने से मजबूर हैं। अब मेरा कहना है कि एक लाख २५ हजार एकड़ के लिए तकरीबन २० फैक्टरीज

यहां पर होनी जरूरी हैं। यहां पर एक कमलापुर सहकारी चीनी कारखाना खोलने के लिए ४००० लोगों ने दस्तखत करके ऐंटीशन कमेटी को दरखास्त भेजी है। मैं चाहूंगा कि उसे मंजूर किया जाय। इतने सारे तार उसके लिए मेरे पास अभी भी मौजूद हैं। सरकार को यह साफ़ तौर से हमें बतलाना चाहिए कि इस कोऑपरेटिव शूगर मिल को खोलने के रास्ते में उसके सामने क्या मजबूरियां भ्रयवा बाधाएं हैं। इस ऐरिया में गन्ने की औसत काश्त ३३ टन पर एकड़ है जोकि सारे देश में सबसे अधिक है। एक फैक्टरी के खोलने के लिए २००० या ३००० एकड़ का ऐरिया काफी हो जाता है फिर यह ऐरिया तो ८००० एकड़ का है और आप यहां फैक्टरी क्यों नहीं दे रहे हैं? इसी हाउस के एक माननीय सदस्य श्री मुरारका की एक शूगर फैक्टरी हास्पेट में काम कर रही है। उसके लिए पहले ४०० टन रोज का औसत था, उसके बाद १००० टन का बनाया और अब १२५० बनाया है। अब या तो उन्हीं को सारे शूगरकेन को क्रश करने की जिम्मेदारी दे दीजिये नहीं तो उनको कितना क्रश करना है इसका कोटा फिक्स कर दीजिये। और बाकी ऐरिया को कोऑपरेटिव में फिक्स करने की इजाजत दीजिये। लेकिन गंगावती का आनेगुन्दी फिरके का क्षेत्र भी कमलापुर कोऑपरेटिव शूगर मिल के अन्दर मिला रहे हैं और इस तरह से जो हजारों टन गन्ना पैदा हो कर पड़ा है उसके क्रश करने की व्यवस्था को जल्द से जल्द करना चाहिए।

इसके बाद मैं सरल एलेक्ट्रिफिकेशन के बारे में चन्द बातें कहना चाहता हूँ। यहां पर बार बार बताया जा रहा है कि बिजली ज्यादा पैदा की जा रही है। अब हालत यह हो गई है कि जिन लोगों ने बड़े बड़े डैम के लिए अपनी कुर्बानी दी, घरों को बर्बाद कर दिया और उनके घर वगैरह सब पानी में

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टूब गये उन लोगों ने रैफ्यूजीज की तरह नये गांव बनाये हैं। उनको बिजली नहीं दी गई है। आप १००, २०० और ३०० मील तक शहरों में बिजली दे रहे हैं। शहरों को बिजली न दी जाय यह मेरा मकसद नहीं है। लेकिन उसके साथ साथ मैं यह जरूर चाहूंगा कि वह लोग जो कि रैफ्यूजीज की तरह नये गांव बना कर अपने दिन काट रहे हैं उन लोगों को बिजली सप्लाई करके लिफ्ट इरीगेशन के लिये सहूलियत देनी चाहिए।

इसके बाद मैं ज्यादा न कहते हुए एक ही बात आपके सामने लाना चाहता हूँ। मैसूर या हर एक स्टेट के बड़े बड़े प्रोजेक्ट्स के लिए आप ग्रंट देते हैं। शंखाती प्रोजेक्ट के लिए केंद्र ने १०० करोड़ रुपया मैसूर स्टेट को दिया है और दूसरों को भी केन्द्रीय सरकार करोड़ों रुपये का कर्ज देती है। अब हुआ यह है कि इलेक्ट्रिसिटी का काम शुरू होने से पहले गवर्नमेंट आफ इन्डिया ने कर्जा वसूल करना शुरू कर दिया है। इलेक्ट्रिसिटी भी पैदा नहीं हुई और पानी भी सप्लाई नहीं हुआ और केंद्र ने कर्जा वसूल करना शुरू कर दिया है और उसका मूद ४ और साढ़े ४ फ्री सदी के हिसाब से वसूल कर रहा है। इस प्रोजेक्ट के लिए और दूसरे प्रोजेक्टों के लिए भी हम केंद्र को २० करोड़ रुपया मूद देते हैं। अभी जब कि योल्ड भी शुरू नहीं हुई है वहां पर पैसा इकट्ठा किया जा रहा है। मेरा कहना है कि रिजर्व बैंक या केन्द्रीय सरकार को उन से जो फ्रीसदी से ज्यादा मूद नहीं लेना चाहिए। वहां पर चार साल के अन्दर या पांच साल के अन्दर प्रोजेक्ट के कमिश्नड होने की बात है तो उसके पूरा हो जाने के बाद ही मूद और कर्ज की वसूली शुरू की जानी चाहिए। इसी तरीके से ४ फ्री सदी और साढ़े चार फ्री-सदी के हिसाब से अगर रिजर्व बैंक मूद वसूल करता है तो वह एक तरह से कमरशियल

बैंक जैसा हो जायगा और स्टेट के ऊपर भार भी अधिक हो जायगा। इस साल श्री कृष्णमा-चारी ने भी बताया है कि स्टेट के रिसोर्सस बहुत कम हो रहे हैं और उनके और कम होने का अन्दाजा है तो मैं फ्राइनेन्स मिनिस्टर से प्रार्थना करता हूँ कि उनको जो कर्ज दिया गया है उसके मूद की दर जो फ्रीसदी से ज्यादा नहीं होनी चाहिए और मौजूदा शहर को कम करने की वे कृपा करें।

श्री किशन पटनायक (सम्बलपुर) :
अध्यक्ष महोदय, मैंने मांग नम्बर १३७ पर एक कटौती प्रस्ताव प्रस्तुत किया है।

यह मांग वैज्ञानिक और औद्योगिक अनु-संधान परिषद् से सम्बन्धित है। यह परिषद बहुत ही महत्वपूर्ण संस्था है, लेकिन डा० भटनागर और उनके निष्ठावान और परिश्रमी सहकर्मियों ने जिन अच्छे इरादों से, जिन उच्च आदर्शों के साथ, इस परिषद को बनाया था, उन आदर्शों से वह बहुत नीचे गिर चुकी है। खास करके जब से इस परिषद के नये डायरेक्टर-जेनेरल आए हैं, तब से यह परिषद बन्धु-वोपण, स्वजन-पक्षपात, अमलाशाही, फ्रिजूलखर्ची और ऐयाशी का अड्डा बन गयी है। मैं अर्ज करूंगा कि या तो, जैसा कि मैंने अपने कटौती-प्रस्ताव में मांग की है, इस परिषद् के लिए दिये जाने वाले रुपये में से पचास लाख रुपये कम कर दिये जायें, या इस परिषद् को खत्म कर दिया जाये, और या इस परिषद् के, जिस पर मैंने अभी इल्जाम लगाया है कि वह कुम्बवापरस्ती, फ्रिजूल-खर्ची और अमलाशाही का अड्डा बन गयी है, कार्यकलापों का अनुसन्धान होना चाहिये। वह अनुसन्धान किन बातों पर होना चाहिये, यह मैं कुछ समय में बता देता हूँ।

एक तो फ्रिजूलखर्ची है। जैसा कि इस सदन में आज सवाल उठा था, आपात-काल की स्थिति में मौजूदा डायरेक्टर-जेनेरल हैदराबाद से दिल्ली आये और आते ही उनका पहला काम यह हुआ कि अपने

[श्री किशन पटनायक]

कमरे को साज-सज्जा से भर दें। अफवाह यह है कि इसके लिए—रीपरनिशिंग और रीमार्डिंग के लिए, आराम के साजो-सामान और साधन लाने के लिए—करीब एक लाख रुपये का खर्च हुआ। मैंने इसका ठीक हिसाब देने की कोशिश की और कुछ दिन पहले बुधवार के रोज—मैंने सी० एस० आई० नंबर ० के अन्डर सेक्रेटरी से टेलीफोन पर बातचीत की। अन्डर सेक्रेटरी साहब ने बताया कि इसके बारे में तहकीकात हो रही है, जांच हो रही है, लेकिन पूरा हिसाब हमारे पास नहीं है, आप सोमवार को फोन कीजिए तो मैं आपको बता दूंगा।

जब सोमवार को मैंने फोन किया, तो अन्डर सेक्रेटरी साहब ने कहा कि मैंने सब कागजात सेक्रेटरी साहब को भेज दिये हैं और अब उनसे ही हिसाब मिलेगा। फिर मैंने सेक्रेटरी साहब को टेलीफोन किया। उन्होंने बताया कि नहीं, हम हिसाब नहीं बता सकते हैं। यह एक रहस्य की बात बन गई है।

अध्यक्ष महोदय : एक बात मैं कहना चाहता हूँ कि इस तरह मेम्बर साहबान अन्डर सेक्रेटरी और दूसरों को टेलीफोन क्यों करें। वे जो बात जानना चाहें, उसके लिये वे सीधे मिनिस्टर साहब को कहें कि वह उनको वह इन्फर्मेशन सप्लाय करें।

श्री किशन पटनायक : उन्होंने मुझे हिसाब नहीं दिया, इस के लिए मैं उन पर कोई इल्जाम नहीं लगा रहा हूँ, इसके लिये उन पर मेरा कोई अभियोग नहीं है। मैं केवल यह बताना चाहता था कि मैंने उनसे हिसाब जानने की कोशिश की थी और वह हिसाब मुझे जल्दी से नहीं मिला।

श्री बड़े (खारगोन) : अध्यक्ष महोदय, आपका आदेश शिरोधार्य है, लेकिन जब हम किसी मिनिस्टर को फोन करते हैं, तो वह

कहते हैं कि मेरे पी० ए० से बात करो। जब हम पी० ए० को फोन करते हैं, तो वह कहता है कि सेक्रेटरी से बात करो और जब हम सेक्रेटरी को फोन करते हैं तो वह कहते हैं कि मिनिस्टर से बात करो।

अध्यक्ष महोदय : अगर ऐसे कोई केस हों, तो वे मेरे सामने लाये जायें। लेकिन मैं कहना चाहता हूँ कि गवर्नमेंट इस बात का खयाल रखे कि सेक्रेटरी और दूसरे आफिसर्स इस तरह से मेम्बरों को इन्फर्मेशन न दें और न मेम्बर साहबान को चाहिए कि वे अपने आप को इतना नीचे करें कि वे उनसे इन्फर्मेशन मांगते रहें। जो इन्फर्मेशन उनको चाहिए, उसके लिए वह मिनिस्टर साहब को लिखें और मिनिस्टर साहब का यह फर्ज होगा कि वह उन को वह इन्फर्मेशन सप्लाय करें।

श्री किशन पटनायक : मैं आपसे अर्ज करना चाहता हूँ कि या तो जब अनुपूरक मांगों पर हुई बहस का जवाब दिया जाये और या जब शिक्षा मंत्री, कल शिक्षा मंत्रालय की मांगों पर हुई बहस का जवाब दें, तो इस बारे में पूरी जानकारी दी जाये।

अध्यक्ष महोदय : शिक्षा मंत्रालय के अनुदान कल आ रहे हैं। तो माननीय सदस्य कल ही यह बहस करें, आज क्यों कर रहे हैं ?

श्री किशन पटनायक : उस में हमको टाइम कितना मिलेगा, इस पर भी निर्भर करता है। चूँकि यह डिमांड इन अनुपूरक मांगों में है, इस लिए मैं इसके बारे में कह रहा हूँ। जो बात आज अधूरी रह जायेगी, उसको मैं कल शिक्षा मंत्रालय की डिमांड्स पर हो रही बहस में हिस्सा लेते हुए कहूँगा।

एक तो मैंने फ्रिजूलखर्ची का इल्जाम लगाया है और दूसरा इल्जाम नियुक्तियों के बारे में है। मौजूदा डायरेक्टर-जेनेरल

के समय में जितनी नियुक्तियां, तब्दीलियां और पदोन्नतियां हुई हैं, उनके बारे में भी तहकीकात होनी चाहिए और देखा जाना चाहिए कि उन में से मेरिट से कितने आये और स्वजन कितने आए, बन्धु कितने आए। खास कर मौजूदा डायरेक्टर-जेनेरल के बारे में यह अभियोग है कि यह साहब पहले जहां पर डायरेक्टर थे, यानी हैदराबाद में, वहां की प्रयोगशाला सभी पदोन्नतियों के लिए, बड़ी जगहों के लिए, प्रतिभा और टेलेट की एक खान बन गई है।

अध्यक्ष महोदय : माननीय सदस्य ऐसी बात एहतिथात से कहें। कहीं हैदराबाद के माननीय सदस्य नाराजगी न करें।

श्री किशन पटनायक : मैं हैदराबाद के बारे में नहीं कह रहा हूँ। यह बात मैं वहां की प्रयोगशाला, वैज्ञानिक लेबोरेटरी, के बारे में कह रहा हूँ—वहां पर जो काम करते थे, इन के जो प्रिय भाजन थे, उनके बारे में कह रहा हूँ।

श्री प्रकाशबीर शास्त्री (बिजनौर) : उनमें ज्यादा योग्यता आ गई है।

श्री किशन पटनायक : उन में ज्यादा योग्यता आ गई है और हिन्दुस्तान भर में जो प्रयोगशालायें हैं, उन में योग्यता नहीं पाई जा रही है। इसके अतिरिक्त लखनऊ में जो लोग उनके साथ पढ़ते थे, उनको भी बड़ी बड़ी जगह दी जा रही है।

इन पदोन्नतियों, नियुक्तियों और तब्दीलियों की तहकीकात होनी चाहिए और मंत्री साहब को या तो आज के जवाब में, या कल के जवाब में, इसके बारे में हम लोगों को पूरी जानकारी देनी चाहिए।

मेरा तीसरा इल्जाम यह है कि एक तरफ स्वजन पोषण हो रहा है और दूसरी तरफ अच्छी संस्थायें हैं, जहां अच्छे वैज्ञानिक हैं, चूंकि वे डायरेक्टर-जेनेरल से अच्छे वैज्ञानिक हैं अच्छी प्रतिभा वाले हैं, इसलिए उनको नुकसान पहुंचाने की भी कोशिश हो रही

है—एक ढंग का सैबोटेज हो रहा है। हाल ही में मेरे पास एक खबर आई थी कि कलकत्ता की एक संस्था को, जो कि तीस साल से चली आ रही है, जो नेशनल लेबोरेटरी है और १९५६ में सी० एस० आई० आर० के नीचे आई, कलकत्ता की नगर, से कल्याणी जो गांव है, जो शहर भी नहीं बन सका है, वहां भेज देने के लिए, बेनिश कर देने के लिए, कदम उठाया जा रहा है। इसका नतीजा यह होगा कि उस संस्था का बहुत नुकसान होगा और वह कर्म, प्रगति नहीं कर सकेगी।

इस प्रकार मैंने फ़िजूलखर्ची, स्वजन-पोषण, कुनबापरस्ती, और इंप्युबिश अच्छे, संस्थाओं और वैज्ञानिकों को नुकसान पहुंचाने के इल्जाम सी० एस० आई० आर० पर लगाए हैं। इन इल्जामों की पूर्ण जांच होनी चाहिए। या तो इस परिषद् को खत्म कर देना चाहिए और या, जैसा कि मैंने अपने कौत्-प्रस्ताव में कहा है, इसकी मांग में से पचास लाख रुपया काट दिया जाये, आपके सामने मेरी यह अर्ज है।

Mr. Speaker: Shri Himatsingka.

Shri Mohsin (Dharwar South): May I know, Sir, if my name is on the list?

Mr. Speaker: I have no list.

Shri Mohsin: I had sent a letter.

Mr. Speaker: I would not consider that. I go by whoever catches my eye.

Shri Bade: I had sent a chit yesterday. Would I get a chance?

Mr. Speaker: I will see whether I can accommodate him.

श्री हिम्मतसिंहका (गोड्डा) : अध्यक्ष महोदय, मैं अनदान नम्बर १२८ पर बोलना चाहता हूँ, जिसमें इस साल बाहर से खाद्यान्न मंगाने के लिए २५७ करोड़ रुपये से ज्यादा की मांग की गई है।

मेरा कहना यह है कि यदि हम इसी तरह से बराबर बाहर से खाद्यान्न मंगाने

[श्री. हिम्मत सिंहका]

रहेंगे, तो हमारे देश का दिवाला निकल जायेगा। इसके साथ ही साथ देश में खाद्यान्नों की उत्पत्ति बढ़ाने की कोशिश भी नहीं होगी। हमारे यहां बहुत से ऐसे स्थान हैं, जहां पर सामान्य तौर से कोशिश करने पर बहुत ज्यादा अनाज उत्पन्न हो सकता है। मैं अपने अनुभव के आधार पर कह सकता हूं कि सन्थाल-परगना एक ऐसा जिला है, जहां पर बहुत छोटी छोटी नदियां हैं, जिनका पानी किसी काम में नहीं लाया जाता है। वहां पर इन समय केवल एक ही अन्न-धान पैदा होता है और वह भी वेदर कन्डीयान्ज पर निर्भर करता है। यदि पानी ठीक समय पर और ठीक परिमाण में बरसा, तो फसल ठीक तरह से होती है, वर्ना नहीं। इतना होने पर भी वह सरप्लस डिस्ट्रिक्ट है। वहां पर बहुत सी ऐसी स्कैम्ज हैं, जिन पर थोड़ा सा रूपरा खर्च करने से—और उन नदियों के पानी को काम में लाने से बारह महीने में उनको पूरा किया जा सकता है और खाद्यान्नों की उत्पत्ति बहुत ज्यादा बढ़ सकती है।

मैं अपने निर्वाचन क्षेत्र की ही मिसाल आपके सामने रखता हूं। गोंड्डा सब-डिवीजन में जितने प्लान्स हैं, डिबेलेपमेंट प्लान्स हैं, सब में स्कीमें तैयार हैं। लेकिन चूंक पैसा नहीं मिल रहा है। इसलिए उन पर काम नहीं हो सका है, वे स्कीमें अमल में नहीं आ सकी हैं। मेरा अनुमान है कि ऐसी स्कीमें बहुत सी बन सकती हैं जो कि बारह महीने में या डेढ़ बरस या दो बरस में समाप्त भी हो सकती हैं और अन्न भी उनसे कम से कम एक लाख मन वहां पर बढ़ सकता है, एक फसल की जगह दो फसलें आसानी से हो सकती हैं। वहां की जमीन बहुत उपजाऊ है। अगर वहां पर पानी का किसी तरह से इन्तजाम हो जाए तो उत्पादन में बहुत ज्यादा फर्क पड़ सकता है।

13 hrs.

आजकल स्टेट ट्रेडिंग की बहुत बात चल रही है। मैं समझता हूं कि एक दो चीजें हैं

जिनमें बड़ी आसानी से स्टेट ट्रेडिंग हो सकता है। स्टेट की तरफ से दूकानें हर एक ब्लाक में उन चीजों की खोली जा सकती हैं जहां से खेतीहर लोगों को जिन जिन चीजों की आवश्यकता होती है, वे मिल सकें, जैसे इम्प्लेमेंट्स हैं, प्रम्प्रूड इम्प्लेमेंट्स हैं, बीज है, फर्टिलाइजर हैं। इन दूकानों से किसानों को जितनी भी मात्रा में इन चीजों की जरूरत हो, अगर मिल जायें तो उत्पादन बहुत बढ़ सकता है। जगह जगह इस तरह की दूकानें खोली जा सकती हैं। ये चीजें अभी तक लोगों को समय पर नहीं मिलती हैं और इन से जो लाभ उठाया जाना चाहिये, नहीं उठाया जाता है। इसमें आपका कोई खर्चा भी नहीं होगा और न ही कोई नुकसान होने की सम्भावना है। इस तरह की चीजों पर अगर सरकार विचार करे तो बहुत लाभ हो सकता है। मैंने लोगों से बातें की हैं और लोग मदद देने के लिए तैयार हैं। यह मैं आपको अपनी तरफ से बतला देना चाहता हूं। लोग कोओप्रेशन देने को तैयार हैं, श्रमदान करने को तैयार हैं। अपनी तरफ से भी मैं कह सकता हूं कि जितनी मदद मैं कर सकता हूं करूंगा। खाद्यान्न काफी मात्रा में पैदा हों, इस काम में जो भी आप मुझ से सहयोग चाहेंगे, मैं देने के लिए तैयार हूं। हम लोगों को काफी पैसा अनाज खरीदने में बाहर भेजना पड़ता है। इसमें कटौती होनी चाहिये और अनाज के मामले में हम किस तरह से सैल्फ-सफिशेंट हो सकते हैं, इसका उपाय किया जाना चाहिये।

श्री यशपाल सिंह (कैराना) : अध्यक्ष महोदय, उत्तर प्रदेश कांग्रेस के महामन्त्री ने अभी दो महीने पहले यह कहा था कि जिला बिजनौर में चालीस परसेंट ट्यूबवैल्व इस्तेमाल बन्द पड़े हैं कि वहां के आग्रेटज को न तो वहां की सरकार रिश्वत दे सकी है और न ही किसान रिश्वत दे सका है। ये शब्द माननीय गोविन्द साहब जी के हैं, एक जिम्मेदार व्यक्ति के हैं जो कि ५२ जिलों की कांग्रेस कमेटियों के महामन्त्री हैं। आज देखा

जाता है कि करोड़ों रुपया इरीगेशन के लिए खराब किया जा रहा है, बरबाद किया जा रहा है। मेरा सुझाव है कि इरीगेशन के लिए किसान को सैल्फ सफिशेंट होने दिया जाए। ये ट्यूबवैल्व जो सरकार तैयार करती है, ७० हजार और ७५ हजार रुपये में तैयार होते हैं जबकि किसान जो तैयार करवाता है वह ८ हजार और १० हजार में तैयार हो जाते हैं। बजाय इसके कि देश का रुपया इस तरह से बहाया जाए, किसान को मीका दिया जाए, उसको सबसिडी दी जाए, उसको लोन दिया जाए, उसको हर तरह से फैंसिलिटीज दी जायें ताकि वह खद ट्यूबवैल्व का इन्तजाम कर सके। हमारे जयप्रकाश नारायण जी ने कहा है कि अगर मुगल बादशाहों के जमाने के जो पुराने कुएं हैं, जो पुराने कुएं बेकार पड़े हुए हैं, उनको उजला कर दिया जाए, उनसे पानी लेने का इन्तजाम कर दिया जाए तो ७० परसेंट इरीगेशन की फैंसिलिटीज का मसला हल हो सकता है। सरकार इरीगेशन की फैंसिलिटीज देने में फेल हो चुकी है। ऐसी हालत में समझ में नहीं आता है कि नई नई ग्रांट्स किस तरह से मंजूर की जायें। किसान जिस काम को १५ हजार में कर सकता है, सरकार उसी काम को ७५ हजार में करती है और तैयार करने के बाद वे ट्यूबवैल्व इसलिए फेल हो जाते हैं कि उनको जो अप्रेंट करते हैं, उनको न तो सरकार खुश कर सकी है और न ही किसान खुश कर सका है। अगर आप देश को सैल्फ-सफिशेंट करना चाहते हैं तो उसका रास्ता एक ही है कि किसान को आप सबसिडी दें, लोन दें, इसेंटिव दें, और वह इस इरीगेशन का इन्तजाम करे।

जैसा कि हमारे माननीय हिम्मतसिंहका जी ने कहा है अच्छा नहीं लगता है कि हम बाहर से अनाज मंगाएँ। कब तक हम बाहर से गेहूँ मगाते रह सकते हैं? कब तक हम विदेशों पर निर्भर रह सकते हैं। मैं तो भूखों मर जाना ज्यादा अच्छा समझता हूँ बजाय इसके कि हम दूसरों के सांझे हाथ पसारें

और उनसे अनाज देने की प्रार्थना करें। एक छोटा सा मुल्क है बर्मा जो किसी के हाथ नहीं फैलाता है। एक और पड़ोसी मुल्क है लंका जो भिक्षापात्र लेकर नहीं घूमा करता है अनाज के मामले में। हिन्दुस्तान के ४४ करोड़ इंसान अपने लिये अनाज पैदा न कर सकें, यह कितने शर्म का बात है...

श्री म० श्री अग्ने (नागपुर) : सीलोन का तो सब बाहर से आता है।

श्री यशपाल सिंह : वे लोग इस तरह की स्थिति में नहीं हैं कि एक महीने के लिए भी अगर जहाज कहीं रुक जायें तो वे भूखों मर जायेंगे। हम ऐसी स्थिति में हैं। २६ रुपया हम अमरीका को अनाज का देते हैं। अमरीका हम को खिलाता रहे, यह कब तक हो सकता है। किसान को आप अपने पैरों पर खड़े होने दीजिए। आप २६ अरब रुपया अमरीका को देते हैं, उसको एक अरब रुपया ही दे दीजिये ताकि वह बैलों की जोड़ी खरीद सके, ट्रैक्टर ले सके, अच्छे बीज ले सके, अच्छा कंसोलिडेशन कर सके और वह अनाज का पहाड़ खड़ा करके आपको दिखा सकता है, गेहूँ का अम्बार लगा सकता है, जितनी आपको गेहूँ की जरूरत है, उससे कहीं ज्यादा पैदा करके आपको दे सकता है। आप उसको भूखा मार कर, उसकी फैंसिलिटीज को रोक कर, दूसरे देशों के सामने हाथ पसारते हैं। इसलिए मैं कहना चाहता हूँ कि कोई नई ग्रांट दूसरे मुल्कों से गेहूँ खरीदने के लिये मंजूर न की जाए बल्कि काश्तकार को एक अरब रुपया इसलिए दिया जाए कि वह अपने बैलों की जोड़ी खरीद सके, ट्रैक्टर खरीद सके, रूट का इन्तजाम कर सके।

मैं नहीं समझता हूँ कि कोई सरकार आज तक ऐसी हुई है जो कि अपने कर्मचारियों के लिए रहने का इन्तजाम न कर सकी हो, लेकिन हमारी सरकार आज तक नहीं कर सकी है। बिल्डिंग के लिए हमसे रुपया मांगा जाता है, लेकिन आज तक वह इनका इन्तजाम

[श्री यशपाल सिंह]

पूरा नहीं कर सकी है। कब तक इस तरह से रुपया हम मंजूर करते चले जायेंगे।

डिफेंस के लिए भी रुपया मांगा जा रहा है। मैं जानना चाहता हूँ कि क्या सरकार के पास ऐसी कोई स्कीम है जिसको ग्रामल में लाकर वह ३८,००० वर्गमील एरिया जो आज चीन के कब्जे में है, उसको वापिस लेगी। आप हमें बतायें कि आज भी आप कोलम्बो प्रॉपोज़ल पर खड़े हुए हैं या सैल्फ डिफेंस के लिए आप तैयार हैं। मैं नहीं समझता कि सरकार के पास ऐसी कोई स्कीम है कि वह जनता को रोशनी दे सके, भारतवासियों को बता सके कि यह जो लाइन है जिसे मकमेहन रेखा कहा जाता है, यह सही लाइन नहीं है, इसको हम नहीं मानते हैं, यह ग्युमराह-कुन लाइन है। मकमेहन लाइन साम्राज्यवादियों की बनाई हुई लाइन थी, इसका अंग्रेजी में इसलिए बनाया था कि अंग्रेज हमेशा के लिए साम्राज्यवाद के पंजे के नीचे हिन्दुस्तान को जकड़े रखें, यह लाइन इम्पीरियलिस्टिक व्यू प्वाइंट से बनाई गई थी। आज हम आजाद हैं। आज अगर हम इस लाइन को मान लेते हैं तो इसका मतलब यह होगा कि कैलाश को हम चीन के कब्जे में जाने देंगे, मानसरोवर को चीन के कब्जे में रहने देंगे, हिमालय का बेशतर हिस्सा चीन के कब्जे में रहेगा। मकमेहन रेखा का मतलब यह है कि दुश्मन छत पर रहे और हम नीचे जमीन पर रहें और वह जिस वक्त चाहे हमें खत्म करदे। मकमेहन लाइन को मानने की जो बात हमने कही थी, उसको हमें वापिस लेना चाहिये। जब तक सरकार यह साबित न कर दे कि हम अपने पैरों पर खड़े हुए हैं और अपनी ३८ हजार वर्गमील भूमि को वापिस ले सकते हैं, तब तक रुपया इस तरह से मंजूर करने से कोई फायदा नहीं हो सकता है।

हम चार रोख से बराबर आल इंडिया रेडियो से सुनते आ रहे हैं कि पाकिस्तानी रामगढ़ पर बराबर गोली बलाते जा रहे हैं,

इस गोलीबार से गांवों को नुकसान पहुंचा है मवेशियों को उठा कर वे ले जाते हैं, हमारी औरतों को उठा कर वे ले जाते हैं, हमारे पुलिस के आदमियों को खींच कर वे ले जाते हैं, इस तरह की खबरें रोज आती हैं। जब तक सरकार यह इत्मीनान नहीं दिला देती है कि आठ सौ मील की सड़क पूरी तरह से महफूज है और जब तक सरकार इसका इत्मीनान नहीं दिलाती कि ३८ हजार वर्ग मील के इलाके को छड़ाने का हमने पूरा इंतजाम कर लिया है, तब तक देश का रुपया इस तरह से ग्रांट करने से कोई फायदा नहीं है। हम रुपया मंजूर करने को तैयार हैं लेकिन आप कुछ करके तो दिखायें। जितना आप चाहते हैं हम उस सूरत में आपको देने को तैयार हैं। लेकिन अफसोस इसी बात का है कि ये करते कुछ नहीं हैं, रुपया उड़ते जा रहे हैं। इनको रुपया दे दिया जाए लेकिन साथ साथ पूछा जाए कि कितना काम इन्होंने किया है। बगैर काम किए इनको रुपया न दिया जाए।

Mr. Speaker: Shri Shinde.

Shri Bade rose—

Mr. Speaker: I will call him. Why should he be impatient? I have noted. I am trying to give him an opportunity.

The Parliamentary Secretary to the Minister of Food and Agriculture (Shri Shinde): I wish to make a few observations in regard to Demands Nos. 43 and 128 of the Ministry of Food and Agriculture.

Demand No. 43 is in respect of an important fisheries project in Kerala. The project has been functioning for quite a number of years, and now according to the Third Supplementary Agreement signed between India, Norway and the United Nations, the activities of the project have been extended to Madras and Mysore. Naturally, it has become a sort of multi-State project. One of the conditions which was stipulated in the agreement stated that the Government of

India should take over the administration of that project. So, the project has now been taken over by the Government of India. At the time of the submission of last year's Budget proposals, the various details for handing over the project to the Government of India had not been formulated. The implementation of the provisions in the Agreement involved the working out of details regarding the institution to be transferred, and the methods to be adopted in allocating the staff and such other things. Those details were subsequently worked out, and now in order to carry out the project, an additional sum of Rs. 4,91,000 is asked for. This Demand is self-explanatory, and hon. Members are requested to vote this Grant.

The second Demand pertains to the purchase of foodgrains. On the purchase of foodgrains, the additional expenditure in this country is expected to be Rs. 20.30 crores, while the expenditure in other countries is expected to be Rs. 3 crores. Advance to States for procurement of rice comes to Rs. 1.70 crores. It was originally estimated that during the last financial year the offtake of wheat would amount to 34.9 lakh tons but according to the latest estimate the offtake of wheat has been much more. Naturally, Government had to step up imports and internal procurement also. For these additional provisions are absolutely necessary. There is an arrear payment of Rs. 15.08 crores on account of shipments of rice and wheat made in 1962-63 but for which payments could not be made during that year. If all these items are taken into consideration, we find the amount of Rs. 25 crores would be required to meet these requirements.

An hon. Member speaking on Demand No. 43 made some unfair comments. Shri Vasudevan Nair stated that a large number of posts were created for the Indo-Norwegian project. In fact only two posts have been created after the project was

taken over by the Government of India. Even these two posts were in lieu of four other existing posts abolished with effect from 1-9-1963. The net result was economy in administrative expenditure. He also pointed out that only 170 fishermen had been trained by the project so far and said that its achievement was poor. The object of this project is not confined to imparting training to fishermen only. There are various other activities such as boat building, efficient handling of fish, co-operative marketing of fish, health and sanitation of the fishermen community, etc. The purpose is the socio-economic development of the fishermen in the region. His another point was in regard to the delay in the establishment of training institute for fisheries operatives at Cochin. I may say in this connection that the training course for the fishing second-hand course will commence with effect from the 16th March, 1964 and the other courses for engine drivers, navigators, skippers, etc. will be taken up as soon as the necessary facilities become available.

So, my submission is, Sir, that the demands asked for deserve to be voted and passed by this House.

श्री बड़े : अध्यक्ष महोदय, सप्लीमेंटरी ग्रांट्स की चर्चा करते वक्त मैं शासन का ध्यान डिमान्ड नं० २१ की तरफ आकर्षित करना चाहता हूँ।

13.14 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

इस में केवल ७५,००० रु०, 'Subsidies to Backward Classes for Construction of houses' के सम्बन्ध में रखा गया है। इस में लिखा गया है :

"Subsidies to backward classes and Advanis for construction of houses."

[श्री बड़े]

आदिवासियों के लिये २ लाख २५ हजार में से केवल ७५,००० रु० झोंपड़े बनाने के लिये दिया जा रहा है। इस के लिये मैं शासन को धन्यवाद देता हूँ। लेकिन कहना चाहता हूँ कि वे तो चाहते हैं जमीन लेकिन आप उन को झोंपड़े देते हैं। बस्तुतः मध्य प्रदेश में २६ लाख आदिवासी हैं। उन में सैड हंगर बहुत जोर की है। उन्हें झोंपड़ों की जरूरत नहीं है। वे तो झाड़ के नीचे श्री रह सकते हैं। उन को तो आज जमीन चाहिये। आज वे घाठ घाठ, दस दस साल से जंगलों में एनक्लोचमेंट कर रहे हैं। उन को मध्य प्रदेश गवर्नमेंट वहाँ से निकालती है लेकिन वे फिर जा कर उन पर आक्रमण करते हैं और अपने कब्जे में कर लेते हैं। गवर्नमेंट उन को तीन तीन, छः छः महीने के लिये जेल भेज देती है लेकिन वहाँ से निकल कर वे फिर जंगलों पर आक्रमण करते हैं। इस का फायदा वहाँ पर क्रिश्चियन मिशनरोंज उठा रहे हैं। क्रिश्चियन मदर्स, फादर्स और पादरी लोगों ने २००, ४०० बच्चे उन आदिवासियों के ३००, ४०० रु० दे कर ले लिये हैं। आप के सामने नियोगी कमिटी की रिपोर्ट है, रेगे कमिटी रिपोर्ट है। आप को इस तरफ ध्यान देना चाहिये कि उन को केवल झोंपड़े देने से कोई फायदा नहीं है। आप जो ७५ हजार रुपये देते हैं उस से वे झोंपड़े नहीं बनाते हैं। वे तो फूस के टापर बनाते हैं और उन को ही झोंपड़े कहते हैं। उस का पैसा जो मिलता है उस से वे अनाज ले कर खाते हैं और कहते हैं कि झोंपड़े बना दिये।

आप के कर्मचारियों में भ्रष्टाचार इतना है जिस का ठिकाना नहीं है। वे कहते हैं कि कागज पर पेपर बेट रक्खो नहीं तो कागज उड़ जायेगा। इसलिए शासन को इस तरफ ध्यान देना चाहिये कि आदिवासियों को किस चीज की जरूरत है। जैसे बाइबिल में कहा है :

"When they wanted fish, you give them weapons;

When they wanted bread, you give them stones;

When they want land, you give them jumpdies."

यह इस प्रकार की बात है।

दूसरी बात जो मैं आप के सामने कहना चाहता हूँ वह डिमान्ड नं० ११२ के संबंध में है। उस में लिखा है :

"Hitherto the Vice-President used to travel mostly by Indian Air Force planes for which the expenditure was borne by the Defence Services Estimates. The Vice President has since decided to travel more by train to be able to come into closer contact with the public."

और इस के वास्ते एंडीशनल अमाउंट मांगा गया है। मैं धन्यवाद देता हूँ वाइस प्रेजिडेंट साहब को कि वे ट्रेन में दौरा करते हैं। लेकिन यह भी देखने की बात है कि वे जनता से मिलते हैं या नहीं। पुलिस फोर्स का ऐसा इन्तजाम रहता है कि बेचारे आदिवासियों को दूर से देखना होता है कि वे डब्बे में बैठे हैं, लेकिन थर्ड क्लास के यात्रियों को पास जाने का अवसर नहीं मिलता है। अगर वे जनता से मिलने के लिए ट्रेन में जाते हैं तब तो ठीक है। मैं तो कहता हूँ कि जिस तरह से महात्मा गांधी थर्ड क्लास में सला करते थे और लोग उन को मिल कर परेशान कर लेते थे उस तरह से हमारे प्राइम मिनिस्टर और प्रेजिडेंट जाया करें तब तो ठीक है, लेकिन कभी कभी मेरे मन में यह बात उठती है कि आज जो बहुत से ऐक्सिडेंट्स हो रहे हैं, प्लेनस गिर रहे हैं कहीं उन की वजह से तो वे ट्रेन में नहीं जाते हैं। जनता में आज यह शंका पैदा हो गई है। इसलिये मैं चाहता हूँ कि हमारे प्राइम

मिनिस्टर श्रीर प्रेजिडेंट साहब ट्रेन से जायें
जरूर लेकिन जनता को उन से मिलने की
सहूलियत जरूर मिलनी चाहिये ।

तीसरी डिमान्ड है १२६ नं० की,
जिस में गोल्ड स्मिथ्स के लिये कहा गया
है कि :

"A sum of Rs. 3.75 crores is
required with a view to imple-
ment the post-budget scheme of
rehabilitation of goldsmiths who
have been prevented from carry-
ing on their traditional business
as a result of the introduction of
gold control"

मैं कहता हूँ कि जिस प्रकार से समुद्र में
एक छोटी सी राई छोड़ दो जाते हैं उसी
प्रकार से आप ने ३.७५ करोड़ रुपया
रक्खा है। इस से ज्यादा रुपया दिया जाना
चाहिये था। जब गोल्ड कंट्रोल की डिमान्ड
सदन के सामने आयी तब मैं पूरे आंकड़े
आप के सामने रखूंगा।

सब से ज्यादा आब्जेक्शन मुझे जिस
पर है वह है डिमान्ड नं० १४४
General Pool (residential and office)
accommodation के बारे में। उस में आप
वृद्धि कर रहे हैं। ५० लाख रुपये का। किस
वास्ते for constructing buildings for
government officers and general pool
पी० ए० सी० की रिपोर्ट आप के
सामने आ गई होगी या आने वाली
होगी। उस में आप देखेंगे कि कमेटी
ने सारे आदमियों को लिस्ट मांगी
थी कि कौन कौन से मिनिस्टर ऐसे हैं, कौन
कौन से आक्सिस ऐस हैं जिन के पास फ्री
क्वार्टर्स हैं। उस लिस्ट में कांग्रेस प्रेजिडेंट का
नाम भी था जिस को सरकारी क्वार्टर फ्री
दिया जाता है। अगर उन को रेंट फ्री क्वार्टर
दिया जाता है तो फिर जन संघ के प्रेजिडेंट
के लिये क्यों नहीं प्रबंध होता, सोशलिस्ट
पार्टी के प्रेजिडेंट के लिये क्यों प्रबन्ध नहीं

होता, पी० एस० पी० के प्रेजिडेंट के लिए
क्यों ऐसा प्रबंध नहीं होता। सबों के पास
अपना सेक्टरियट होता है। यह तो उसी
प्रकार से है जैसेकि अन्धा बांटे रेवड़ी, अपने
अपने ही को दे। इस बात के लिये सरकार
क्या सोच रही है।

श्री श्यामी (देहरादून) : फ्री नहीं,
कंसेशनल रेंट पर।

श्री बड़े : कंसेशनल रेंट पर सरकारी
बिल्डिंगें दी जाती हैं। वे गवर्नमेंट सबेड्स को
दी जा सकती हैं, लेकिन कांग्रेस प्रेजिडेंट को
क्यों दी गई। कांग्रेस प्रेसीडेंट को दिया गया
तो बार्क, कं. संस्थाओं के प्रेसिडेंटों को क्यों
नहीं दिया गया। पब्लिक एकाउंट्स कमेटी,
ने इस पर आपत्ति उठाई है। तो इस तरह
से मकानों कं. खैरात बट रही है और दूसरे,
और दिल्ली में पचास हजार लोग फुटपाथों
पर सोते हैं। योगाश्रम के लिए एक इमारत
कंसेशनल रेंट पर दी, गयी है। मेरा कहना
है कि इन इमारतों को खाली करवा कर
पचास हजार रुपया बचाओ और जिनके
पास रहने को जगह नहीं है उन को जगह
दो। जिन लोगों को आठ आठ और दस
दस हजार तनखाह मिलते हैं उन को भी
यह कंसेशन दिया जाता है। ऐसा रूल ४५
या किस। अन्य हल के अनुचार किया जाता
है। आज इस मामले में भाई भर्तृजा वाद,
निपाटिज्म हो रहा है और अगर किस. के
लिए टेलिफोन से सिफारिश आ जाती है तो
उस को इमारत मिल जाती है। मैं कहता
हूँ कि ये जो इमारतें इस तरह दी, गयी हैं
इन को खाली कराना चाहिए।

पब्लिक एकाउंट्स कमेटी के सामने
जो एवॉल्यूशन होती है उसमें बहुत सी बातें
सामने आती हैं। मैं उन में से कुछ पर प्रकाश
डालना चाहता हूँ। वहाँ पूछा गया मेनन साहब
कैसे सरकारी इमारत में रहते हैं, तो जबाब
दिया गया कि वह तो प्राइम मिनिस्टर
एस्टेट है। कुछ लोग प्रेसिडेंट एस्टेट में रहते

[श्री बड़े]

हैं। तो ये कितने। एस्टेट्स हैं जिन में इस तरह के लोग पड़े रहते हैं? इन को बाहर निकाल दिया जाय। ऐसे लोगों को क्यों सरकार, इमारतें दी जाती हैं। जनता पूछती है, लेकिन हमारी बहरी और अन्वी सरकार न कुछ सुनती है और न देखती है। वह कहते हैं कि हमारे हाथ में राज है जो चाहेंगे करते जायेंगे। आज हालत यह हां रही है :

अन्वेर नगरी बेबूझ राजा,
टके सेर भाजी टके सेर खाजा ।

एक और बात कह कर मैं अपना भाषण समाप्त करता हूँ। पेज ६३ पर डिमांड नम्बर २६ के अन्नगंज काउंसिल ग्राफ साइंटिफिक एंड इंडस्ट्रियल रिसर्च को ग्रांट दी गयी है। इसके नीचे नेशनल फिजिकल लेबोरेटरी है। इस के बारे में लोग चिल्लाते हैं लेकिन सरकार ध्यान नहीं देती। आज इस में जो अन्वेर हो रहा है उसके कारण हमारे अच्छे अच्छे साइंटिस्ट बाहर जा रहे हैं। मैं उदाहरण के तौर पर बनाना चाहता हूँ कि डा० बच्चन सिंह ने सात साल तक अमरीका में ट्रेनिंग ली, उन को यहां पर ४०० रुपये पर रखा गया और अमरीका उन को १०४० डालर की पगार पर नौकरी दे रहा है और इसलिए वह अमरीका जा रहे हैं। इसी प्रकार एक एक्सपर्ट डा० रामास्वामी हैं। ये ऐसे साइंटिस्ट हैं कि जिन से देश को फायदा हो सकता है, लेकिन वे अमरीका जा रहे हैं। यह कितने दुःख की बात है, और यह सरकार की कैसी दुर्बुद्धि है कि इन लोगों को अच्छा पगार दे कर यहां नहीं रखती और अमरीका जाने देती है।

पहले इस काउंसिल में योजना थी कि एक ४०० से १६०० की ग्रेड रखी जायगी जिस में अच्छे साइंटिस्ट नियुक्त किए जायेंगे और इन के नीचे एक ग्रुप होगा। लेकिन जो नए डाइरेक्टर आए हैं उन्होंने इस योजना

को समाप्त कर दिया। जो योग्य लोग हैं उनको उचित वेतन नहीं दिया जाता, इसलिए वे बाहर जा रहे हैं, ऐसी अन्वाधुन्वी यहां मची हुई है, इस की ओर मैं आप का ध्यान दिलाना चाहता हूँ। मैं इस डिमांड का विरोध करता हूँ।

Shri Mohsin: Mr. Deputy-Speaker, Sir, I rise to support the supplementary demands for grants which have been placed before the House. India, as everybody is aware, is mainly an agricultural country and 80 per cent of our population lives in the villages. Evidently, all our expenditure or at least 80 per cent of the expenditure, will have to go to the villages. But, unfortunately, today, all our plans and expenditure are concentrated on the cities and urban areas and often the rural areas are neglected. We see that not even 10 per cent of the total expenditure is spent in villages. Even after 17 years of Independence, it is most astonishing to see that even the necessities of life are denied to the villagers till today. If we go to the villages, we will see that even drinking water facilities are not available; the people in the villages do not have a hut to live in, and there are no communications to approach the villages. Even today, that scene which we saw in the days of slavery 17 years ago is again witnessed. Is it progress? After all, everybody feels that we are spending so much and that India is progressing, but then all that money is spent in the urban areas and these villages are neglected.

Here, I am reminded of a speech made by our Father of the Nation, Mahatma Gandhi, when he was addressing some leaders on the eve of the Independence Day, or just before it, in the year 1947, in Delhi. He said, "Look here, this is not India; this is not Bharat; this is not real Bharat that you see today" Looking to

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the palatial buildings and the big industries and electricity in Delhi, he said, "if you want to see the real Bharat, go to the villages and see the appalling conditions of the villagers. Look to their necessities of life and then you will see the real progress." Today, the leaders have forgotten those words of Mahatmaji, and they are concentrating all the big industries in the urban areas; the industries are still located in big urban areas. If they want to locate an institution or a college or a high school, that goes to the urban areas.

Mr. Deputy-Speaker: He should speak on the Demands for Supplementary Grants. This is not a general debate on the budget. He may speak on any particular Demand.

Shri Mohsin: I am coming to the question of food and agriculture.

Mr. Deputy-Speaker: This is not a general debate on the budget.

Shri Mohsin: I know that. The villagers' main occupation is agriculture. They are to produce food. Today, food has achieved more importance because there is no sufficiency in food production. Even the budget which was presented a few days ago tends to develop industry and agriculture. Government desires to accelerate food production besides from developing the industries. But how far are we going ahead in food production? Even in an agricultural country like ours, we have to import wheat and other foodgrains from other countries. It is a very shameful thing. But instead of that, it would have been better if we had geared up production in the food sector.

There are so many hurdles and obstacles put in the way of agriculturists. We say that there should be an enhancement of production. But what are the facilities that are given for this purpose? Manure is not given in good time, nor is it made available at concessional rates. The fertilisers

that we produce are so costly that the agriculturists cannot afford to buy them. In this condition, we cannot think of increasing food production. Even where there are irrigation facilities, agriculturists are not persuaded to take water for their lands. In some places where rivers flow, irrigation projects are not coming up. Mr. Sivamurthi Swamy, who spoke just now, told about the exploitation of the irrigation potential existing in Mysore State. He also spoke about the Upper Krishna, Alamatti and Narsayanpur projects. These projects are very necessary considering the scanty facilities existing in Mysore State. Those projects must come up. Agriculturists suffer from lack of adequate facilities and hence agricultural production is not increasing.

About agricultural labour, I may say a few words. In the villages, there is so much unemployment. Agricultural labour will have to remain unemployed for about more than half the year. They have work only for 110 days in a year and for the rest of the year, sometimes they are unfed or half-starved. We have not considered any plan to keep them employed all the year round. There are vast wastelands in our country which can be brought under cultivation. According to the Wasteland Survey Reclamation Committee report, about 10.8 lakhs of acres in blocks of more than 250 acres are yet available for being cultivated and it can be cultivated according to them at a cost of Rs. 16.8 crores. If we can reclaim that land and give it to the agricultural labourers who are without land, we can produce more food and thereby we can help the poor agriculturists too.

Regarding ceiling legislation in spite of our best efforts, tenancy and ceiling legislation have been implemented only in West Bengal, Madhya Pradesh, Maharashtra and Andhra Pradesh. But in other States, it has been shelved. So many difficulties have arisen. The landlord is not happy and the

[Shri Mohsin]

tenant is not happy. If the ceiling legislation comes into force, there may be surplus land which can be distributed to the landless people. Even by this method, we can step up food production and become self-sufficient in food. We may also help to bring down the prices of essential commodities like foodgrains, etc. We see that in the rural areas and also in urban areas, the prices of essential commodities have gone up. It may be mainly due to less production in the agricultural sector. If we see that agricultural production is stepped up, the prices of the agricultural commodities will naturally come down. So, I would request the Government to concentrate on agricultural production and bring down the prices of these essential commodities.

श्री ह० च० सोय (सिंहभूम) : उपाध्यक्ष महोदय, मैं सदन का ध्यान एजूकेशन के बारे में बजट की सप्लीमेंटरी डिमांड की ओर दिलाना चाहता हूँ। मैं इस बात का स्वागत करता हूँ कि कोमनवैल्य के एक मित्र देश आस्ट्रेलिया से कागज और कागज बनाने का सामान मिला है जिसका कि उद्देश्य यह है कि प्राइमरी स्कूलों में जिन किताबों की आवश्यकता होगी उन को तैयार करने में वह काम में लाया जायगा और ऐसे निर्वन और पिछड़े वर्ग के विद्यार्थी जोकि इन प्राइमरी क्लासेज की किताबें स्वयं न ले सकेंगे, उन को इस मद से मुहैया की जायेंगी। मैं चाहता हूँ कि इस सहायता का उचित तरीके से उपयोग हो।

हम लोगों की एक शिकायत गवर्नमेंट आफ इंडिया से पिछले कई सालों से है। मैंने पिछले साल भी इस ओर उस का ध्यान दिलाया था कि कई ऐसे क्षेत्रों में विशेष कर दक्षिण बिहार के हिस्से में, उड़ीसा के कई हिस्सों में और मध्यप्रदेश के भी हिस्सों में जहाँ करीब डेढ़ करोड़ आदिवासी बसते हैं जिनका कि अपनी मातृभाषा हिन्दी नहीं है लेकिन उन्हें जबरदस्ती हिन्दी मीडियम से

प्राइमरी स्कूलों में शिक्षा दी जा रहा है। यह हमारा भाषा और संस्कृति को प्राण दण्ड है। उपाध्यक्ष महोदय, हम लोग हिन्दी का विरोध नहीं करते हैं। हम अपने ही इंटरैस्ट में हिन्दी सीखना चाहते हैं लेकिन यह हम बिलकुल अन्याय समझते हैं कि प्राइमरी शिक्षा हमें अपनी मातृभाषा में न दे कर जबरदस्ती हम पर हिन्दी को लादा जाय।

श्री रामेश्वरानन्द (करनाल) : अंग्रेजों ने किस भाषा में शिक्षा दी थी ?

श्री ह० च० सोय : खास कर स्वामी जी जैसे व्यक्तियों से मेरी यह प्रार्थना होगी कि जहाँ हम खुशी से हिन्दी पढ़ा चाह रहे हैं वहाँ हिन्दी को जबरदस्ती न थोपा जाय। जिस प्रकार से स्वामी जी को हिन्दी बड़ी प्यारी है उसी तरीके से हम को अपनी मातृभाषा आदिवासी बोली प्यारी है

श्री रामेश्वरानन्द : माननीय सदस्य यह तो बतलायें कि मुसलमानों ने और उस के बाद फिर अंग्रेज शासकों ने हमें कौन सी भाषाएं पढ़ाई थीं ?

श्री ह० च० सोय : हिन्दी भाषा भाषी लोगों से जिन्हें कि अपनी मातृभाषा हिन्दी बड़ी प्यारी है और प्यारी अपनी भी चाहिए, वही मातृभाषा से प्रेम करे और उसे अपनाने का अधिकार इन डेढ़ करोड़ आदिवासियों को आप क्यों नहीं देना चाहते हैं ?

बिहार गवर्नमेंट इसी लिए हम पर जबरदस्ती करती है और करती है कि हमारी भाषा हिन्दी है जबकि वास्तविकता यह नहीं है। आदिवासियों के साथ हिन्दी उन पर जबरदस्ती लादने के सिलसिले में धोर अन्याय हो रहा है। अब आदिवासियों के बच्चों के जो शिक्षक होते हैं वे हिन्दी जानने वाले होते हैं, हिन्दी पढ़े होते हैं और परिणाम यह होता है कि न शिक्षक बच्चों को समझते हैं और न

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बच्चे शिक्षकों को ही समझ पाते हैं। मैं चाहता हूँ कि इस सम्बन्ध में गम्भीरता से विचार किया जाय। मैं ने इसके लिए गवर्नमेंट ऑफ इंडिया की कन्सल्टेटिव एजुकेशन कमेटी को एक सुझाव दिया है कि जो भी सिलेबस बनाया जाय उसमें सुधार हो। अभी होता यह है कि हमारे बच्चों को जिनकी कि भाषा हिन्दी नहीं है उन्हें जबरदस्ती हिन्दी पढ़ाई जाती है। बच्चा जब क्लास ४ पहुँच जाता है तब उसे कहा जाता है कि संस्कृत पढ़े, फिर उसके एक, दो वर्ष के बाद कहा जाता है कि अंग्रेजी पढ़े। अब आप ही विचार करके देखिए कि एक छोटे से बच्चे पर इतनी भाषाओं के सीखने का बोझ डालना कहां तक उचित होगा? इसलिए मैं सरकार से अनुरोध करूंगा कि तुरन्त इस बात की व्यवस्था की जाय कि हमारे उन इलाकों में जिन की कि मातृभाषा हिन्दी न हो, जिन की कि मातृभाषा आदिवासी भाषा हो, वहां के बच्चों को उन की अपनी मातृभाषा के मीडियम से पढ़ाया जाय। यह कह कर मैं चाहता हूँ कि इस संबंध में गवर्नमेंट ऑफ इंडिया जल्द से जल्द फैसला करे ताकि इस मदद का दुरुपयोग न होने पाये।

Shri Tyagi: Sir, I will not take much time of the House. We have only the Supplementary Demands before us and practically all important matters have been discussed by the Parliament earlier. There is only one thing I feel very much alarmed about, and that is about the conditions prevailing on our borders. I say this in connection with this little Supplementary Demand relating to the Ministry of Defence.

Sir, I see a very dark future for India. I am very sorry to say that I feel very much frustrated. I am not satisfied with the arrangements being made on our borders, and I lay emphasis on this through you and through this Parliament. I wonder if the Ministry would take care of the sentiments of the people of India. The whole of India is upset today for various reasons. I must say that the

Government has not proved to be so alert as the situation demanded of them. Maybe it is due to the sickness of the Prime Minister, but most unfortunate days are ahead. We do not know just where we shall stand after some time.

On the borders, as everybody knows, thousands and thousands of people are just being squeezed out by Pakistan and they are coming. Unfortunately, the Government has not let the world know what is happening. They remain quiet, saying it will have international repercussions. Everything is biased by international repercussions. Our policy has been one of timidity and weakness. I appeal to the Government to stand on bold ground and face the situation as it is, and accept the challenge of this danger.

I have one concrete suggestion. The demand is only for Rs. 1,18,000, for pay and allowance of officers—23 gazetted officers newly recruited or something like that. I do not object to that. But what has provoked me actually is this. What is the work which the Defence Ministry has shown during these days of emergency? Leaving apart all the other expenditure, it is so obvious from the budget itself that out of this huge amount granted to the Defence Ministry, Rs. 103 crores is the saving. This is what the budget shows. What for did they take the grant? Why did they not implement the programmes? It is utter failure on the part of the Defence Ministry. I can understand the failure of other Ministries, but not of the Defence Ministry today. Rs. 103 crores is the saving in last year's budget, which could not be spent. That means to say that the essential needs of defence have not been provided and that is why I am alarmed. I, therefore, suggest that this matter should receive their attention.

There is another concrete suggestion I would like to make, which I have been pressing for some time. To-

[Shri Tyagi]

day I must frankly speak; I have made up my mind. It is the patriotic duty of every Member of this Parliament. I suggest that immediate orders should be issued or a law should be enacted for conscription of all able-bodied people at least within 25 miles along the border all through. Those people must be given training. Our policy has been announced by the Government last time. It has been said that it will not be possible for the armies to give a pitched battle in the hills. If that is so, we cannot surrender the hill people to the enemy. Let the hill people themselves stand on their own legs. Could we give them training? Let there be conscription, and at every 50 or 60 miles there must be training camps. They must be given two or three months training on rifle shooting etc. Give them hope, give them courage, give them training and thereby give them self-confidence. If this is done. I am sure the local people who are aware of the topography.....

Dr. M. S. Aney: Give them arms also.

Shri Tyagi: Of course, arms may not be given permanently, but in those 50 or 60 miles there must be transport facilities and good means of communication between them and headquarters. At the training camps arms must always be kept ready so that whenever there is an emergency, immediately those people who would offer themselves to defend their hearth and home can be summoned and arms given to them. In this way they will have a sense of self-confidence, and India will also pride in her strength.

Sir, we are depending mostly on foreign help. We see whether help will come from Russia, when the MIG will come, when the American help will come, when the United Kingdom

will come to help us. I am tired of this help. Let there be help or no help, we must be prepared. We fought the British Empire without any arms or weapons. India can even today make the biggest sacrifice for the cause of freedom. If India is taken over by the enemy when there is no patriot left in the country, nobody will mind. But India's soil will be taken by the enemy only when there is not a single Indian left. We will fight it till the last drop of our blood.

I, therefore, suggest that some immediate arrangements must be made for the reorganisation of the border areas. They remain neglected. I know it, whether it is alarming or not. Today I have suppressed my views only because of patriotic reasons. But how long can we sit silent, when we see things with our own eyes. I have seen it with my own eyes. I am in the neighbourhood of the border areas. Sir, nothing worth the name is done so far. Either the Government must do it or let it resign and let some other Government take it over. India is dearer to me than my party of myself. Therefore, I offer this challenge. Unless something is done within a short period and the people are convinced that there is emergency in the mind of the Cabinet and the ministers of the Government, nothing will happen. Today, I might inform the Government, although there are not many hon. friends on those benches, that India as a whole is frustrated. It is not the opposition parties, it is the ordinary man in the street who is not satisfied with the manner in which this emergency is being run and our defence arrangements are being made.

Sir, this is all that I have to say on this.

The Deputy Minister in the Minister of Finance (Shrimati Tarkeshwari Sinha): Mr. Deputy-Speaker, Sir, I

will start with the remarks made by my hon. friend, Shri Tyagi.

Shri Tyagi: Sir, I spoke so loudly; I never knew that the hon. lady was the recipient.

Shrimati Tarkeshwari Sinha: But I can assure the hon. Member that I appreciate his feelings and the spirit behind his words. That is why I started my speech with reference to the remarks made by him. Nobody would agree more with him when he said that there is every need in this country to gear all its strength to face the situation that is before us, to maintain our dignity and prestige, to meet all our defence obligations courageously, boldly and with all our might. But, Sir, the hon. Member knows—he himself had been a Minister once—the ins and outs of the Government machinery and how it functions. It is not a question of money being saved intentionally. This expenditure has been saved because, after all, the defence production requires a certain base to conduct itself to success. We require many things for defence production. They in their turn require some other basic raw materials and semi-finished goods which can only be available from the general economic production available in the country.

Shri Tyagi: Was it not taken account of at the time of the formation of the budget proposals?

Shrimati Tarkeshwari Sinha: It was thought like that, but, probably, later on, experience showed that the tempo of expenditure cannot be kept up with the requirements. While everybody wanted to do that, there were certain difficulties of foreign exchange, difficulties of technical personnel, difficulties of having available raw materials and semi-finished goods etc. Due to all this, the hon. Member would appreciate, the production that we would have liked could not be materialised. All the same, I think the Defence Ministry is fully conscious of its obligations and responsi-

bilities, and that Ministry is trying its level best to see that production everywhere is speeded up.

Shri P. Venkatasubbalah (Adoni): Perhaps there is difficulty in taking quick decisions also.

Shrimati Tarkeshwari Sinha: If the hon. Member says that the difficulty is in taking quick decisions, they are aware of it and they are trying to improve the administration in general and take quick decisions.

The hon. Member raised another very vital point about compulsory conscription. I would refer this matter to the Defence Minister for his attention.

Shri Tyagi: With a word of recommendation from you.

Dr. M. S. Aney: That point was also raised by me during the General Discussion on the Budget.

Shri Tyagi: I am sure she herself will die for defence and she is prepared to sacrifice herself.

Shrimati Tarkeshwari Sinha: Then I will come to certain points which Prof. Ranga raised. He mentioned about some kind of State trading going on in NEFA and he questioned the administrative efficiency of that State trading. He referred to a certain scandal about the supplies. He said that some time back there were Press reports about supplies being sold in the Calcutta market. I would like to tell him that it was enquired into by the Special Police Establishment and after enquiry it was found that those charges could not be substantiated. I would like to remind the hon. Member, who is not here, and also, the House, that a contradiction was also issued by the newspaper in which that report appeared.

He raised another point, and that is about some favouritism shown in the award of an air-lift contract. I would like to mention here for the benefit of the House, that the contract

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given was finalised only after wide advertisement for submission of tenders and the details were scrutinised by a Board which included the financial and legal advisers of NEFA and a representative of the Director-General, Civil Aviation.

He also made an allegation—this point was also raised earlier in Parliament—on the question of the brochure which was issued on this question of airlift, saying that is disclosed information of military importance. That also was not found to be correct, and both the Ministry of Home Affairs and the Ministry of Defence found nothing objectionable in that matter.

I would also like to inform the House that so far as this matter is concerned, generally, detailed accounts are maintained about all air despatches to NEFA and they are regularly audited. The hon. Member, who was the Chairman of the Public Accounts Committee once, must be aware of all these things. Under this contract also, air dropping losses of more than 4 per cent are debited to the contractor himself, and losses up to 4 per cent are in no way unusual in such kind of dropping when the terrain or helicopter in uncertain weather. So, it is not very unusual; rather, it is inherent in all air dropping operations in the world.

Then, Shri Ranga enquired about the Siliguri road company. A small amount has been asked for this company because the purpose is not to run it as a departmental body any more but to give this company autonomy and comprehensive powers and privileges to maintain the utmost economy. Previously we had included a provision for expenditure on the organisation in the current year's budget and it has already acquired nearly 100 acres for transport of supplies. After that, a decision was taken to continue this organisation on an independent line of road transport-

tation to Assam and not to depend only on the navigation and rail transport, which are very very congested, and sometimes it creates very acute problems of transportation as it happened last time when the Pakistan crew went on strike. When our whole problem of transportation is very very difficult to solve, I think it is a good thing to have a separate organisation on a permanent basis to look after the development of road transport, linking other parts of India with Assam. As this requires a "new service", a token supplementary grant has been asked for. If Professor Ranga wants to have additional information, I will certainly ask the Ministry concerned to supply it to him.

Then, the hon. Member, Shri Bade, referred to the grant of Rs. 3.75 crores for giving loans to the States for the rehabilitation of displaced goldsmiths and said that this amount is not sufficient enough to meet the problem. I think he has not appreciated the fact that this amount is only for meeting the expenditure in the current year. I can assure the hon. Member and the House that further sums will be provided next year if the need arises.

Shri Bade: In Madhya Pradesh out of 2,000 goldsmiths only 100 have got some subsidy.

Shrimati Tarkeshwari Sinha: The State Governments were given the responsibility of really finding out what their problems are, how much finances they require, for what use they would put those finances etc. because this rehabilitation of goldsmiths is done through the machinery of the State Governments. Sometimes, the State Governments themselves delay the rehabilitation. Sometimes, the goldsmiths do not co-operate because they were just waiting for a change in the policy, they were apprehending some change and restoration of the old position.

Therefore, they were rather reluctant to come forward and re-organise their business according to the new pattern. They were just waiting for the new announcement by the Ministry of Finance. It is only now they have started utilising this amount after knowing that there is no change in the gold policy. So far as the Government of India are concerned, I can assure the House that they are fully conscious of their obligations and they are trying their level best to see that the goldsmiths are rehabilitated. We are anticipating an expenditure of Rs. 5 crores this year and I can assure the House that we shall certainly meet four obligations.

Shri Bade: Are you going to divide it between different States?

Shrimati Tarkeshwari Sinha: Rehabilitation of goldsmiths is the responsibility of the State Governments and so we can function only through the State Governments for the solution of this problem.

Then, one hon. Member of the Communist Party, who is not present here now, referred to the collaboration terms for cables with the Bell Telephone Company of Belgium. The hon. Member is probably misinformed because the collaboration is not for cables but for cross bar equipment. He mentioned that this company did not work very well in regard to cables in Tunisia. Here I would like to correct the mistaken impression of the hon. Member that our contract with this company is for cables; it is actually for cross bar equipment. We found that their terms were very favourable. Further, this company has world-wide reputation of experience in this line. Also, all the precautions were taken while drafting the agreement to see that the contract is on equitable and just basis. All the departments of the Government of India connected with this, like the Ministry of Finance, Ministry of Industries and the Planning Commission were consulted and, ultimately, the matter was referred to the Eco-

nomic Committee of the Cabinet and its approval was obtained before the contract was given to this company. So, I do not think there is any reason or justification for the hon. Member to be suspicious about it.

Then, a question was raised about maintenance of things. My colleague, the Parliamentary Secretary to the Minister of Food and Agriculture has replied to that. I do appreciate the anxiety of the hon. Member who raised this point about the problem of maintenance, especially with regard to tube-wells. I agree with the hon. Member that the attention of the Government should be drawn to this problem because when so much money has been spent on these things, if they are not being utilised, it is certainly a national waste. I will draw the attention of the Ministry of Food and Agriculture to this matter because so many hon. Members have raised this important point.

Then, as usual, objection was raised to the audit reports being submitted late. Most of the audit reports are received in the month of February. They are immediately examined by the Ministry of Finance and some of the important points are referred to the Finance Minister. After scrutiny they are referred to the President and after his consent has been received they are laid on the Table of the House. I must say here that some of these audit reports were presented to the House within 15 to 20 days of their receipt.

Shri Vishram Prasad: What about the latest Audit Report submitted by the Comptroller and Auditor-General? It has not yet been presented to the House

Shrimati Tarkeshwari Sinha: I am coming to that. The hon. Member must realise that this month of February is a very busy month for the Ministry of Finance, because their attention is completely devoted to the preparation of the budget. Even though the Ministry of Finance were

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so busy, they were able to secure the presentation of the Audit Reports within 16 days of their receipt from the Comptroller and Auditor-General. Of course, in one or two cases there might have been some delay. Since this has been referred to by Members of Parliament, this Ministry has been very much concerned about it and we try to present it to the House with the least possible delay especially after we have been able to take some very successful measures in this regard.

The Civil Audit Report to which the hon. Member particularly referred was received from the Comptroller and Auditor-General on the 25th February 1964 and was sent to the Lok Sabha Secretariat on the 9th March 1964. It was formally presented to Parliament today. So, I do not understand where the delay is, to which the hon. Member has referred.

Then, another point was raised about the under-estimation of revenue and over-estimation of expenditure. As usual, it is also referred to like a hardly annual. We have to take into account the complexities of the situation and prepare the budget fifteen months in advance. Matters like recruitment of technical staff, procurement of stock and material, consumption pattern, price level, import programme etc. have to be taken into consideration and sometimes shortfall occur in places where we did not expect any shortfall. All these things just do not allow us to be so accurate in our estimate. As long as the complexities of the economic situation continue, a certain amount of this kind of over-estimation or under-estimation cannot be avoided.

But all the same may I inform the House that since the Public Accounts Committee took up this problem we have made a special attempt to see that revenue receipts are increased and expenditure is reduced in regard to the provisions of the coming year.

I think, the hon. Finance Minister has made a reference to that problem in his Budget speech.

14.00 hrs.

I think, I have covered most of the points. As you have been looking at the watch a number of times I do not think I am within my right to take more time except to say that about privy purses the hon. Member raised some objections. It has been repeatedly answered in the House so many times and I do not really want to repeat the same type of arguments which have been advanced by Government. The hon. Member refuses to be satisfied; I cannot help it. Therefore would only like to remind the hon. Member about the arguments which have been advanced. They still hold good and therefore Government does not propose to take any action in this matter.

Mr. Deputy-Speaker: Shri Kishen Pattanayak is not here. So, I am putting his cut motion, No. 10, to the vote of the House.

The cut motion was put and negatived.

Mr. Deputy-Speaker: The question is:

"That the respective Supplementary sums not exceeding the amounts shown in the third column of the Order Paper be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of the following demands entered in the second column thereof—

Demands Nos. 8, 12, 14, 15, 17, 21, 26, 27, 33, 35, 36, 38, 39, 43, 55, 60, 63, 67, 69, 70, 73, 86, 95, 99, 100, 102 to 104, 112, 117, 118, 120, 123, 124, 126, 128, 133, 135, 137, 139 and 142 to 146."

The motion was adopted.

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

DEMAND No. 8—Ministry of Defence

“That a supplementary sum not exceeding Rs. 1,18,000 be granted to the President 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 Defence”.

DEMAND No. 12—Supplies and Disposals

“That a supplementary sum not exceeding Rs. 12,21,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Supplies and Disposals”.

DEMAND No. 14—Ministry of Education

“That a supplementary sum not exceeding Rs. 2,00,000 be granted to the President 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 supplementary sum not exceeding Rs. 76,00,000 be granted to the President 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. 17—Tribal Areas

“That a supplementary sum not exceeding Rs. 65,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Tribal Areas”.

DEMAND No. 21—Dadra and Nagar Haveli Area

“That a supplementary sum not exceeding Rs. 2,25,000 be granted

to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Dadra and Nagar Haveli Area”.

DEMANDS No. 26—Union Excise Duties

“That a supplementary sum not exceeding Rs. 10,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Union Excise Duties”.

DEMAND No. 27—Taxes on Income Corporation Tax, etc.

“That a supplementary sum not exceeding Rs. 15,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of “Taxes on income including Corporation Tax etc.”

DEMAND No. 33—Pensions and other Retirement Benefits

“That a supplementary sum not exceeding Rs. 63,89,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Pensions and other Retirement Benefits”.

DEMAND No. 35—Opium

“That a supplementary sum not exceeding Rs. 46,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Opium”.

DEMAND No. 36—Other Revenue Expenditure of the Ministry of Finance.

“That a supplementary sum not exceeding Rs. 52,00,000 be granted

to the President 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 Finance".

DEMAND No. 38—Grants-in-aid to States

"That a supplementary sum not exceeding Rs. 3,50,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Grants-in-aid to States".

DEMAND No. 39—Miscellaneous adjustments between the Central and State Governments.

"That a supplementary sum not exceeding Rs. 5,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Miscellaneous adjustments between the Central and State Governments".

DEMAND No. 43—Agricultural Research

"That a supplementary sum not exceeding Rs. 4,91,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Agricultural Research".

DEMAND No. 55—Census

"That a supplementary sum not exceeding Rs. 5,53,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Census".

DEMAND No. 60—Andaman and Nicobar Islands

"That a supplementary sum not exceeding Rs. 37,27,000 be granted

to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Andaman and Nicobar Islands".

DEMAND No. 63—Laccadive, Minicoy and Amindivi Islands

"That a supplementary sum not exceeding Rs. 18,63,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Laccadive, Minicoy and Amindivi Islands".

DEMAND No. 67—Other Revenue Expenditure of the Ministry of Information and Broadcasting.

"That a supplementary sum not exceeding Rs. 9,72,000 be granted to the President 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 Information and Broadcasting".

DEMAND No. 69—Multi-purpose River Schemes.

"That a sum not exceeding Rs. 18,00,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Multi-purpose River Schemes".

DEMAND No. 70—Other Revenue Expenditure of the Ministry of Irrigation and Power.

"That a sum not exceeding Rs. 79,00,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of other revenue expenditure of the Ministry of Irrigation and Power."

DEMAND No. 73—Labour and Employment.

"That a sum not exceeding Rs. 83,95,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Labour and Employment".

DEMAND No. 86—Scientific Research and Cultural Affairs

"That a sum not exceeding Rs. 1,30,00,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of other revenue expenditure of scientific research and cultural affairs."

DEMAND No. 95—Lighthouses and Lightships

"That a sum not exceeding Rs. 3,80,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Lighthouses and Lightships."

DEMAND No. 99—Indian Posts and Telegraphs

"That a sum not exceeding Rs. 3,55,00,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Indian Posts and Telegraphs."

DEMAND No. 100—Posts and Telegraphs Dividend to General Revenues and Appropriations to Reserve Fund

"That a sum not exceeding Rs. 3,73,86,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Posts and Telegraphs—Dividend to general revenues and appropriations to reserve fund".

DEMAND No. 102—Public Works

"That a sum not exceeding Rs. 2,50,00,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Public works."

DEMAND No. 103—Stationery and Printing

"That a sum not exceeding Rs. 3,14,00,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of stationery and printing."

DEMAND No. 104—Expenditure on Displaced Persons.

"That a sum not exceeding Rs. 35,29,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Expenditure on Displaced Persons."

DEMAND No. 112—Secretariat of the Vice-President

"That a sum not exceeding Rs. 25,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Secretariat of the Vice-President."

DEMAND No. 117—Capital Outlay of the Ministry of Education

"That a sum not exceeding Rs. 83,00,000 be granted to the President, on account for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of capital outlay of the Ministry of Education."

DEMAND No. 118—Capital Outlay of the Ministry of External Affairs.

"That a sum not exceeding Rs. 27,00,000 be granted to the

President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Capital Outlay of the Ministry of External Affairs."

DEMAND No. 120—Capital Outlay on Currency and Coinage

"That a sum not exceeding Rs. 1,95,48,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of capital outlay on Currency and Coinage".

DEMAND No. 123—Commuted Value of Pensions.

"That a sum not exceeding Rs. 24,72,000 be granted to the President, on account, for or towards defraying the charges during the year ending on the 31st day of March, 1964, in respect of Commuted Value of Pensions".

DEMAND No. 124—Other Capital Outlay of the Ministry of Finance

"That a supplementary sum not exceeding Rs. 6,04,00,000 be granted to the President 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 Capital Outlay of the Ministry of Finance".

DEMAND No. 126—Loans and Advances by the Central Government.

"That a supplementary sum not exceeding Rs. 4,00,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Loans and Advances by the Central Government".

DEMAND No. 128—Purchase of Food Grains

"That a supplementary sum not exceeding Rs. 25,00,00,000 be

granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of Purchase of Food Grains".

DEMAND No. 133—Capital Outlay on Multi-purpose River Schemes

"That a supplementary sum not exceeding Rs. 1,000 be granted to the President 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 on Multipurpose River Schemes".

DEMAND No. 135—Capital Outlay of the Ministry of Labour and Employment.

"That a supplementary sum not exceeding Rs. 4,60,000 be granted to the President 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 Labour and Employment".

DEMAND No. 137—Capital Outlay of the Ministry of Scientific Research and Cultural Affairs.

"That a supplementary sum not exceeding Rs. 1,50,00,000 be granted to the President 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 Scientific Research and Cultural Affairs".

DEMAND No. 139—Capital Outlay on Roads

"That a supplementary sum not exceeding Rs. 2,77,68,000 be granted to the President 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 on Roads".

DEMAND No. 142—Other Capital Outlay of the Ministry of Transport and Communications.

"That a supplementary sum not exceeding Rs. 1,000 be granted to the President 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 capital outlay of the Ministry of Transport and Communications.'"

DEMAND No. 143—Capital Outlay on Posts and Telegraphs (Not met from Revenue).

"That a supplementary sum not exceeding Rs. 4,26,69,000 be granted to the President 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 on Posts and Telegraphs (Not met from Revenue)'."

DEMAND No. 144—Capital Outlay on Public Works

"That a supplementary sum not exceeding Rs. 50,00,000 be granted to the President 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 on Public Works.'"

DEMAND No. 145—Delhi Capital Outlay

"That a supplementary sum not exceeding Rs. 10,90,64,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1964, in respect of 'Delhi Capital Outlay'."

DEMAND No. 146—Other Capital Outlay of the Ministry of Works, Housing and Rehabilitation.

"That a supplementary sum not exceeding Rs. 93,00,000 be granted

to the President 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 Capital Outlay of the Ministry of Works, Housing and Rehabilitation'."

—
APPROPRIATION BILL*

The Deputy Minister in the Ministry of Finance (Shrimati Tarkeshwari Sinha): Sir, I move for leave to introduce a Bill to authorise payment and appropriation of certain further sums from and out of the Consolidated Fund of India for the services of the financial year 1963-64.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill to authorise payment and appropriation of certain further sums from and out of the Consolidated Fund of India for the services of the financial year 1963-64."

The motion was adopted.

Shrimati Tarkeshwari Sinha: Sir, I introduce the Bill.

Sir, I also beg to move:

"That the Bill to authorise payment and appropriation of certain further sums from and out of the Consolidated Fund of India for the services of the financial year 1963-64, be taken into consideration."

Mr. Deputy-Speaker: The question is:

"That the Bill to authorise payment and appropriation of certain further sums from and out of the Consolidated Fund of India

*Published in the Gazette of India Extraordinary, Part II, Section 2, dated 11-3-64.

†Introduced/Moved with the recommendation of the President.

[Mr. Deputy-Speaker]

for the services of the financial year 1963-64, be taken into consideration."

The motion was adopted.

Mr. Deputy-Speaker: The House will now take up clause-by-clause consideration of the Bill.

The question is:

"That clauses 1 to 3, the Schedule, the Enacting Formula and the Title stand part of the Bill."

The motion was adopted.

Clauses 1 to 3, the Schedule, the Enacting Formula and the Title were added to the Bill.

Shrimati Tarkeshwari Sinha: Sir, I beg to move:

"That the Bill be passed."

Mr. Deputy-Speaker: The question is:

"That the Bill be passed."

The motion was adopted.

14.05 hrs.

DEMANDS FOR GRANTS*

MINISTRY OF EDUCATION

Mr. Deputy-Speaker: The House will now take up discussion and voting on the Demands for Grants under the control of the Ministry of Education. Time allotted is seven hours.

There are some cut motions to be moved. Does Shri Vishram Prasad want to move his cut motion?

Shri Vishram Prasad (Lalganj): Yes.

Mr. Deputy-Speaker: Shri Kishen Pattnayak is not here. Shri Ram Sewak Yadav.

श्री रामसेवक यादव : (बाराबंकी) में पेश करता हूँ ।

Mr. Deputy-Speaker: Shri Vasudevan Nair and Shri Mukerjee are not there; so, cut motion No. 3 is not moved. Shri Hari Charan Soy is not there; so, cut motion No. 4 is also not moved. Shri Masani.

Shri M. R. Masani (Rajkot): I move.

Mr. Deputy-Speaker: Shri Vishram Prasad.

Shri Vishram Prasad: I move.

Mr. Deputy-Speaker: Shri Ramchandra Vithal Bade.

Shri Bade (Khargone): I move.

Mr. Deputy-Speaker: Shri Kishen Pattnayak is not here. Shri Ram Sewak Yadav.

श्री रामसेवक यादव : मैं पेश करता हूँ ।

Mr. Deputy-Speaker: Shri Pratap Keshari Deo is not here.

Shri Yashpal Singh (Kairana): His letter is here.

Mr. Deputy-Speaker: Shri Y. N. Singh is not here. So, cut motion No. 9 is not moved.

Shri M. R. Masani: I believe, he has sent a note saying that he wishes to move it.

Mr. Deputy-Speaker: I have not received the note. Shri Barrow is not here; so, cut motion No. 10 is not moved. Shri Ramchandra Vithal Bade.

श्री बड़े : मैं प्रस्तुत करता हूँ ।

*Moved with the recommendation of the President.

Mr. Deputy-Speaker: Shri Vasudevan Nair and Shri Mukerjee are not there; so, cut motion No. 12 is not moved. Shri Pratap Keshari Deo and Shri Y. N. Singh are not here; so, cut motion No. 13 is not moved.

Shri Yashpal Singh: Shri P. K. Deo's note is here.

Mr. Deputy-Speaker: I am sorry, I got it but he has to be here to move it. I am very sorry, I cannot take it as moved in his absence. Cut motion No. 14 also is not moved. Shri Barrow is not here; so, No. 15 also is not moved. Shri Vasudevan Nair.

Shri Vasudevan Nair (Ambalazpuzha): I move.

Mr. Deputy-Speaker: Shri Pratap Keshari Deo and Shri Y. N. Singh are not here; so, cut motion No. 17 is not moved. Shri Vasudevan Nair.

Shri Vasudevan Nair: I move.

Mr. Deputy-Speaker: Shri Pratap Keshari Deo is not here; so, cut motion No. 19 is not moved.

DEMAND NO. 8—MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 79,07,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Ministry of Education'."

DEMAND NO. 9—EDUCATION

"That a sum not exceeding Rs. 33,52,90,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Education'."

DEMAND NO. 10—ARCHAEOLOGY

"That a sum not exceeding Rs. 1,17,61,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Archaeology'."

DEMAND NO. 11 SURVEY OF INDIA

"That a sum not exceeding Rs. 3,81,42,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Survey of India'."

DEMAND NO. 12—BOTANICAL SURVEY

"That a sum not exceeding Rs. 25,99,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Botanical Survey'."

DEMAND NO. 13—ZOOLOGICAL SURVEY

"That a sum not exceeding Rs. 23,80,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Zoological Survey'."

DEMAND NO. 14—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 10,82,61,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Other Revenue Expenditure of the Ministry of Education'."

DEMAND NO. 114—CAPITAL OUTLAY OF
THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 5,13,33,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1965, in respect of 'Capital Outlay of the Ministry of Education'."

Mr. Deputy-Speaker: These Demands are now before the House.

Shri Vishram Prasad: I beg to move:

"That the demand under the head Ministry of Education be reduced to Re. 1."

[Failure to (i) raise the standard of education in the country, and (ii) provide adequate facilities for the education of Scheduled Castes and Scheduled Tribes. (1)].

श्री रामसेवक यादव: मैं प्रस्ताव करता हूँ :

"कि शिक्षा मंत्रालय शीर्ष के अन्तर्गत मांग को घटा कर १ रुपया कर दिया जाये।"

[(१) प्राइमरी शिक्षा में एकरूपता, और (२) शिक्षा के माध्यम से अंग्रेजी को हटाना (२)]

Shri M. R. Masani: I beg to move:

"That the demand under the head Ministry of Education be reduced by Rs. 100."

[(i) Poor quality, high prices, inadequate supplies and faulty distribution of textbooks published by Government, and (ii) widespread evil of counterfeit and spurious textbooks. (5)].

Shri Vishram Prasad: I beg to move:

"That the demand under the head Ministry of Education be reduced by Rs. 100."

[Need to (i) implement the recommendations made by the National Council for Women's Education from time to time, (ii) implement the recommendations made by the Central Board of Secondary Education from time to time, (iii) provide adequate financial assistance for the production of literature for neo-literates, (iv) provide adequate facilities for the rehabilitation of displaced persons in homes/infirmaries and allied institutions, (v) assess the working of Lalit Kala Akademi, (vi) assess the working of the Indian National Commission for Co-operation with UNESCO, and (vii) provide adequate facilities for free and compulsory education, (6)].

Shri Bade: I beg to move:

"That the demand under the head Ministry of Education be reduced by Rs. 100."

[Need to (i) give special pay to clerks for handling cash in Government schools in Delhi, and (ii) co-ordinate Educational Development Schemes for various courses in degree colleges and schools. (7)].

श्री राम सेवक यादव : मैं प्रस्ताव करता हूँ :

"कि शिक्षा मंत्रालय शीर्ष के अंतर्गत मांग से १०० रुपये कम कर दिये जायें।"।

[(१) वैज्ञानिक तथा औद्योगिक अनुसंधान परिषद्, और (२) विश्वभारती के मामलों की जांच करने की आवश्यकता (८)]

Shri Bade: I beg to move:

"That the demand under the head Education be reduced by Rs. 100."

[*Preparation of Who's Who of persons who took part in the struggle for freedom and (ii) need to give adequate aid to States for education. (11)*].

Shri Vasudevan Nair: I beg to move:

(i) "That the demand under the head Survey of India be reduced by Rs. 100."

[*Need to implement the Second Pay Commission's recommendations in regard to the employees of the Survey of India. (16)*].

(ii) "That the demand under the head Other Revenue Expenditure of the Ministry of Education be reduced by Rs. 100."

[*Deficiencies in the working of C.S.I.R. (18)*].

Mr. Deputy-Speaker: These cut motions are now before the House.

Shri M. R. Masani (Rajkot): Mr. Deputy-Speaker, Sir, I am speaking in support of my cut motion No. 5 which deals with the subject of textbooks in schools. There are two parts to it; first, poor quality, high prices, inadequate supplies and faulty distribution of text-books published by Government, and, secondly, the widespread evil of counterfeit and spurious textbooks. These are two aspects of one and the same problem to a large extent. This has become a matter of some public concern—the deterioration of the standards of textbooks prescribed in the schools in this country—and as one who in the past has had a little share in pioneering in the direction of making facts and information available to young people in schools, not without some success, I would like

to raise this matter which is, as I say, a matter of great concern to parents of the rising generation.

In this Report of the Education Ministry on page 10 there is a reference to the fact that the Government of West Germany has donated three printing presses which are to be devoted to the publication of textbooks by Government and that the Governments of Australia and Sweden are making valuable gifts of paper also to be used for printing textbooks published by Government. It says that 75 per cent of their requirements of paper for printing these so-called nationalised textbooks are to be met from these gifts. I am sure, we all appreciate these gifts but the question arises to what kind of use we are putting them and what kind of material is published in these presses and on this paper.

Nationalisation is a misnomer here. One does not nationalise textbooks. Probably we are the only country that uses that term in that sense. What is really meant is a State monopoly of textbook publication at the level of the States. In some States there is a State monopoly; in others there is partial publication by the State and partially the publishing trade is allowed to perform this service.

On a point of theory it is obvious that a State monopoly of textbooks is a most dangerous institution in a democracy. The fact is that only Communist and Fascist dictatorships practise such a monopoly of indoctrination of children. It is obvious that if the Government of the day is allowed to monopolise the kind of information given to young people in schools then there is a danger—I do not say the danger is always 'real'; but the danger is there—always present—that some people in Government might misuse this power to give loaded information in order to indoctrinate children as is done in totali-

[Shri M. R. Masani]

tarian regimes. That is a theoretical objection.

In fact, there is nothing new or novel or progressive about this so-called nationalisation of text-books. It is only a reversion to the British imperialist practices from which we have emancipated ourselves in the recent past. From 1824, the British Government took on itself the publication of text-books. In 1824, a *Lipidhara*, a *Gannit*, *Bal Goshtee* and several books were published and this went on for a century. By the beginning of the twentieth century, however, the publishing and book-selling trade developed in this country and Government very wisely withdrew from the field to a certain extent, allowing publishers of repute to publish their books and make them available for readers in schools. So, what started as a Government monopoly under British rule became a mixed economy under free India from 1947. This continued for the first decade of our freedom.

In 1942, Sir, a committee was appointed to investigate this matter and it came to the conclusion that there should be competition between publishers on the one hand and between publishers and Government on the other in regard to the publication of text-books. The Committee of 1942 says:

"We are strongly opposed to any scheme that may eventually restrict the freedom of authors and publishers in producing books. Secondary schools now enjoy freedom of selecting the books that are most suitable to them and in the interest of education they should not be deprived of that freedom. If this right of free choice of books is denied to schools, whether primary or secondary there will be no experimentation with new methods of approach and new methods of treatment."

Secondly, it says:

"We are in agreement with the view that more than one set of books on the same subject are necessary to suit different environments and different teachers."

And thirdly, it says:

"We subscribe to the view that education should not be used as an agency of propaganda of any nature....."

Very wise findings come to by this official committee.

Unfortunately, in September, 1957, at the State Education Ministers Conference, when Maulana Azad, my hon. friend's predecessor, was the Education Minister, this unfortunate move for what was called nationalising text-books came up. I am very glad that the Minister from my own State, Mr. Dinkarrao Desai, vehemently opposed this move. He said that nationalisation of text-books was not a democratic policy and not for a democratic society. Unfortunately, my State was in a minority in holding this enlightened view and generally it was left to the State Ministers and Education Departments to do whatever they liked. The result has been this drift towards State monopoly in the publication of text-books in many States.

There were other committees that gave the same warning as that of the committee of 1942. The Mudaliar Committee was one of these. Another official committee said:

"The monopoly of State text-books leads to regimentation of thought...danger of hack work compiled through lack of competition in an intellectual and economic ivory tower...."

But these warnings have all been ignored so far. Leave aside the

theoretical dangers of a State monopoly of education in the way of text-books. Experience shows that it has been a miserable failure. Three facts have come to light in the last few years; first, that the text-books published by State Governments are, by and large, of poor quality; secondly, that they are published at high cost and at high prices and that this is a disguised tuition fee actually raising the cost of education and that there is profiteering on the part of many State Governments; and, thirdly, that they are not even competent enough to put the books on the market and make them available to parents and children in time. Year after year, there is a scandal that text-books prescribed by State Governments are simply not available. Now, on all these three points, I will give a little information

In regard to quality, the best comment comes from a judgment of the Madras High Court, a judgment by Mr. Justice Balakrishna Ayyar of the Madras High Court on 12th January, 1959, on a writ petition directing Government and the D.P.I. to withdraw from the list of text-books an abridged version of Sir Walter Scott's *Quentin Durward* which I commend to the hon. Minister to read. A lady called Mrs. Shanmugasundaram published a certain abridged edition and the petitioner went to the High Court to stop this pernicious abridged edition from being put on the market in the hands of young children. The High Court dismissed the petition on the ground that the examination was only a month away and that it would not like to disturb things. But the Judge made some very interesting comments which I would like to read to the House. The judgment of the Madras High Court says:

"One becomes less ready than before to condemn, as proceeding from a purely conservative attitude of mind, the view that matters of this nature are best left to private initiative and

private endeavour. Attempts to create monopolies in the channels of learning are liable to be even more harmful than in purely economic fields....

"I agree that the petitioner has just cause for his indignation. To no literary virtue can this book lay any claim. It is badly written and badly printed. The author and the printer alike disdain the use of punctuation marks. In the matter of bad spelling, they had original views of their own and recognised allegiance to nobody. In the matter of grammar and syntax, the author was 'an individualist', who declined to be bound by the tiresome rules of good grammarians. The book is an example of what a good text book should not be."

Very shortly after that, a newspaper in Madras, the *Madras Mail* of 28th August, 1959 commented on another book *Oliver Twist*—my hon friend and I are familiar with that—published by the D.P.I. Andhra State. The *Madras Mail* had this to say on this other epic:

"It is regrettable that to them, when they are at an impressionable age, should be presented such expressions as, "show him a roof over his head", "opened his eyes on to consciousness again," "out on shopping", "the next date was cast", "Rose had gone in for a higher and dangerous fever" and "this week-days growth of beard". The rules of punctuation have been totally neglected or flouted. Such a book would hardly have been selected...."

I would commend this thought to my hon. friend.

"Such a book would hardly have been selected by a text book committee if it had not borne the *imprimatur*, which is, no doubt, tantamount to a command, of the Government...."

[Shri M. R. Masani]

In other words, the danger is that the prescribing authorities will accept from the State text-book committee or board something that they would throw into the waste paper basket if a private publisher dared to put before them. The *Madrās Mail* continues to say:

"Let it, by all means, publish books, but let these compete fairly with those produced by private publishers. The evils of monopoly will be obviated and the students will read the best books available. This is no more than fair and just. The public abhors the Government treating the publication of text-books as a source of revenue, and it distrusts the possibility of this monopoly being utilised for indoctrination."

This is not only an evil confined to Madras and Andhra. Here, from the *Tribune* of Ambala, right in the far north, comes the same complaint. Quoting from "Navin Bhugol" a nationalised text book for eighth class students in Punjab schools published in 1954 by the State Controller of Printing and Stationery are the following gems revealed by the *Tribune* of 28th August, 1954. According to this text-book put out by the Punjab Government...

Shri A. N. Vidyalankar: That is an old story.

Shri M. R. Masani: But the things have not changed very much. The House would be interested in the gems of learning that are given to the young children in Punjab. They are that Delhi is famous for the drilling of oil, the Taj is located in Vizagapatnam, Ludhiana exports coconut and coconut oil and Cochin is the location of many Government offices.

Shri A. N. Vidyalankar (Hoshiarpur): Those are quotations. They are questions put to the children. They are not from the texts. They are just wrong questions that are put to them so that they may make corrections.

Shri M. R. Masani: I appreciate the anxiety of the hon. Member to defend his State Government. But there are so many things in the Punjab which are indefensible. (*Interruption*). I do not want to be interrupted. I have got limited time at my disposal and I do not want to waste it.

An Hon. Member: He was the Education Minister at that time in Punjab.

Shri M. R. Masani: The *Statesman* of 10th March, 1964—since my friend wants me to come a little nearer our time—made a survey of school education and it says that in U.P. and Punjab there is an extensive resort to the serious menace of sub-standard text books being got approved for schools under pressure from appropriate quarters. This is a comment from the *Statesman* of 10th March, 1964 which shows that this evil is by no means extinct.

14.20 hrs.

This matter came up, as I said, in 1957, and at that time, I took the liberty of writing a letter to Dr. K. L. Shrimali, who was then the Deputy Minister of Education, warning him a few days before this conference took place—my letter was dated 16th March, 1957—and pleading with the Ministry of Education here to stop the State Governments from trying to make profit by selling text-books and reducing text-books to this kind of mockery. I am very sorry that that kind of warning went unheeded. Today, after five years we can see what damage has been wrought. And I do appeal to my hon. friend who has come new and with a fresh mind to this, to be good enough to look into the quality of the text-books put out by the State Governments and really to consider whether something should not be done to protect the children of this country from this kind of misinformation and poor quality of stuff which is put before

them. If they do insist on publishing text-books, let the State Governments at least agree to compete with private publishers, so that some standards are maintained. At least, let there not be a monopoly. I realise that in some States that is the position today. But let the Ministry of Education at the Centre use its position to see that at least the doors are kept open to both State publications and free publications simultaneously; that at least would be a guarantee of some kind of standards being maintained.

Now, I come to the second part of my cut motion, that regarding spurious and counterfeit books. I believe that this has now become a nationwide evil, like the poor quality of nationalised textbooks. I understand that a body exists—I do not know where it is, or who they are, but I understand that a body exists—called the All-India Anti-Spurious Text-books Committee, and I read a report in the press that they approached the hon. Minister recently and put the facts before him. I was very glad to see that because that makes my burden a little lighter.

Now, the facts here are that, according to a Press Trust of India report recently published, not less than seven States in this country have become the victims of a large-scale trade in pirated books and it is estimated that the result of this pirating of State-published books has resulted in a loss to the State Governments of about Rs. 10 crores. According to the Anti-Spurious Text-books Committee, about whose identity, as I said, I do not know, the States affected are Bihar, Madhya Pradesh, Uttar Pradesh, Punjab, West Bengal, Orissa and Maharashtra. The Government of Maharashtra had issued a denial saying that Maharashtra at least is not suffering in a big way from this evil, which I am glad to note.

The situation appears to be worst in Bihar. In Bihar, the Government established a Text-books and Educa-

tion Sub-committee five or six years ago, and the mischief started about the same time. Half the books are published by this Committee under the Education Department and the other half are published by publishers who pay a royalty to the Bihar Government. In a journal called *Rashtra Nirmata*, the organ of the Bihar Teachers' Association, a great deal of valuable material is to be found in Hindi about this evil. Its January 1964 issue is, in fact, devoted exclusively to this aspect. It is called the *Jali-Pustak Virodhi Visheshank*. It says that the rot set in six or seven years ago when Government came into the picture and published text-books for standards I to XI. Government books, as I said earlier, proved to be no cheaper or better, and the production and distribution was so mismanaged that the field was thrown open for these counterfeiters to come in. This journal has published a table of 56 books published by the Bihar Government. I shall hand it over to the hon. Minister if it is of any use to him. The statistics have been taken from the Bihar Government Text-books and Planning Committee. As on 30th March, 1963, this tabulation shows that of the series of four *Free India Readers* published by the Bihar Government, 1,50,000 should have been sold, but, in fact, the sales for these four text-books were only 17,000, 16,500 and 1,200 and 1,100; in other words, much the larger part of the market was appropriated by the counterfeiters who put out spurious editions of the same text-books. The shortfalls in the series of seven arithmetic books are even more striking. Instead of selling 16½ lakhs of copies of Part I, only 24,000 were sold; instead of 2 lakhs copies of Part VII, only 25,000 were sold. In terms of money, the loss to the Bihar Government exchequer is put at over Rs. 1.06 crores over the last three years. In other words, the Bihar Government have been losing around Rs. 35 lakhs a year through this pirating of text-books.

[Shri M. R. Masani]

I have with me here several examples of this pirating that goes on, of some books published by private publishers and others by Government. There are two ways of pirating text-books; one is to set them up again by letter press: since no decent printing press will counterfeit a book, they have to go to shabby presses, and the result is that the original appalling quality of the Government text-books is further lowered by more mistakes made by the counterfeiters. Some other people are more progressive and modern in their technology. They photograph pages of books; that is fool-proof, because only the original mistakes are repeated.

Here, for instance, is Nesfield's Grammar which many of us studied at school. This is done by photographic means. It is a Macmillan book which has been pirated, and it is exactly page by page the same, and no mistakes have crept in. But in those books—one of which I notice is written by my friend Shri Udairaj Sinha, a Bihari writer in Hindi and English—which are done by letter press, you find a large number of shabby mistakes. Here, for instance, is the original, and here is the counterfeit. Here is the original Bihar Government book and here is the counterfeit and so on. Here, the quality of the contents and spelling and everything else goes down tremendously and spurious, noxious, stuff is put in the hands of children.

In fact, it is safe to say that this kind of thing would not have happened if Government had not taken on the publication of text-books. There are three reasons why nationalised text-books lead to this kind of piracy. The first is that the prices are unduly high. The State Governments profiteer like all good monopolists, and that being so, the margin of profit is so high that the counterfeiter is attracted more to pirating a Government text-book than a private text-book because it gives a good margin.

(Interruption). I do not yield, Sir, and my hon. friend can reply when his time comes. But this is a fact—that the margin between the cost and the sale price is much higher in the case of Government monopoly than when there is competition. This is a law of economics and nature, and there is nothing particularly wicked about the Bihar Government, because all monopolists are extortionate and profiteering.

The second reason is that the Government books are not easily available and are not on time. The private publishers who want to make a profit see to it that their books are on the market when the schools open. The Bihar Government and other Governments default on this requirement. This gives a counterfeiter a wonderful opportunity to be first in the field, and when a child or a parent is given a choice of buying a book which appears to be authentic, because there is no sign that it is counterfeit, or of waiting for the Government text-book to come, he naturally buys the book that is available in the market.

The third reason is that the Government do not give a fair margin of profit to the trade. While private publishers give 15 per cent discount and credit to the book trade, Government give only 10 per cent discount and no credit but only on cash. The result is that the book-sellers therefore are tempted to keep the pirated edition and not the official edition. And lastly, Government books are easy to copy because of the poor quality of the original, and both look more or less equally bad.

There are two remedies for this. One is the legal remedy, and another is the more real remedy. You cannot make people moral by legislation. We have found that out in the case of prohibition; we shall find it wherever else we go against human nature. Now, you can amend the law. Somebody has suggested that

section 482 of the IPC should be amended so as to make it a cognizable offence. Certainly, if that can help, let Government do that. But I think my hon. friend will agree that just by making an offence a cognizable offence, you do not stop people from committing that offence in a large measure.

The real remedy is to see to it that this State monopoly of text-books is ended. Until that is done, there can be no check on counterfeiting for the reasons that I have given. The only thing is to throw the text-book trade open to those who know how to publish text-books and who know how to put them on the market at a reasonable price. When that is done, let those gentleman fight their war against the counterfeiters just as private manufacturers of dye-stuffs or soaps or other things are able to keep the evil of counterfeiting within certain limits; so that the problem of nationalisation of text-books and of spurious text-books is a combined one.

I shall conclude by drawing attention to a very amusing Laxman cartoon in *The Times of India* of 15th February, 1964. The scene is in a book printing press, and undoubtedly, it refers to nationalised text-books. This is what is said in the caption. One man says to the other:

"Don't forget to put in mistakes, don't make the facts and figures too precise and remember to maintain a sub-standard level—otherwise, they will find out we are issuing spurious text-books!"

Shri Vasudevan Nair: Mr. Deputy-Speaker, Sir, this is the first budget of the new Education Minister and I think it is only proper that I should welcome him on this occasion, and I would like to wish him success.

But I should like to remind him that he has taken charge of a Ministry which

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was up till now a silent witness to all the unplanned, haphazard development that has taken place in the field of education during all these seventeen years. I should say that this Ministry has failed during the last many years to give a clear, definite, lead in the moulding of a new system of education. That was the need of the day, and that is the need of the day even now.

This Ministry and the Government of India have made bold promises, they have made sound declarations. But the great disparity between word and deed in the work of this Ministry is really astounding. I would like to quote some examples. It was claimed that education will be free and universal and compulsory for children of the age group of six to fourteen by 1960. But now it is a distant objective. At the present rate this target will not be achieved even in 1990. It was decided to have a twelve-year higher-secondary course in our country. But in effect it is given a go-by. It was decided to have a three-year degree course. But even today many universities are doing what they like. The University Education Commission, headed by no less a person than our present President, recommended that the medium of instruction up to the university level should be the regional languages. But what is the situation today? I feel that even today this is a topic for speculation in our country, this is a topic for discussion in our country.

What is the real malady that has affected us? What is the real difficulty that is behind all this unsatisfactory situation? Very often we hear that the politicians are responsible for the situation; we hear that the teaching community is not rising to the occasion; we hear that our students have gone astray, that they are all indisciplined. And so many charges are levelled against various sections of people connected with our system of education. I am not here to refute every one of those charges

{Shri Vasudevan Nair}

or anything like that. But I would like the Government to give serious consideration to the question whether the Government itself is clear in its mind about its objectives.

Shri Tyagi (Dehra Dun): Now it would be clear.

Shri Vasudevan Nair: I feel that the policy of education cannot be viewed, cannot be considered in isolation and vacuum. It is a projection, it should be a projection of the basic and fundamental economic and social objectives that our country should follow. I would like to know whether our planners or educationists have really tried to give form and content to our education, keeping in mind what we are aiming at as a country, as a nation, as a people. I do not want to convert this occasion to make a political speech as such, but all the same I would like the House to consider whether the trends in the development of our education are in a progressive direction, in a popular direction, in a nationalist direction, and whether they help us in our objective of building a socialist society in our country. These are inseparable things which we have to consider when we consider the policies in the field of education.

My feeling is that in the field of education, even today, outmoded ideas are reigning. I do not want to refer to personalities, but I would like to say that it is high time that many of our universities and higher educational institutions were cleaned of superannuated personalities who do not know what is happening in the present-day world, who do not know what our people are aiming at. Even today, I regret to say, in deciding on policies, fundamental policies, on education, considerations of power politics enter. Even allotment of colleges and schools and other educational institutions to private agencies is done as a means of rendering political favour and other kinds of favour.

Shri P. K. Deo (Kalahandi): Vote catching!

Shri Tyagi: Uncharitable.

Shri Vasudevan Nair: I will come to it later.

I would like the hon. Minister to comprehend the very difficult task that he is going to tackle. I would like to touch on only three or four major points. This is a vast department which deals with small and big subjects. But I would like to concentrate only on three or four major questions. The falling standards of our education is a problem that concerns every one in our country and there is a lot of talk going on in our country by educationists as well as others on this particular problem. I am not here to deal with it in detail, but I would like to submit that there is a very close relationship between this general question and the question of medium of instruction. The hon. Minister himself has stated in this House and outside that our students in the universities are really finding it so difficult to have the changeover from the secondary stage to the university stage as far as the medium of instruction is concerned; because, practically in every part of our country today in the schools the regional languages are the medium of instruction. But in many universities, and in many States, even after so many years of this changeover at the school stage, the medium remains English. We all know that the poor boys and girls who have learnt everything in their regional language up to the school level are really at a loss when they enter the universities. We naturally made the changeover in the school stage with the perspective that before long there would be a changeover to regional languages, also at the university level. As far as I can understand, the University Education Commission had the idea that this changeover at the university level should not be a very distant perspec-

tive; it should rather be expedited. All steps should be taken for the speedy implementation of that scheme of changeover. I would like to quote from their report:

"Higher education is the door through which some of the educated youth will pass into the federal services and federal politics, but much the greater proportion will remain in the provinces. Both from the point of view of education and of general welfare of a democratic community, it is essential that their studies should be through the instrumentality of their regional language".

I am sure there is none in this country now at least who openly refutes this finding of the University Education Commission. Government also is wedded to this perspective. But the Commission pointed out:

"Although we recognise that in the near future the regional languages will be the principal media of instruction at all stages"—the words 'in the near future' should be underlined; this was stated in 1948—"we consider it desirable that the university should have the option to use the federal language as the medium of instruction either for some subjects or for all subjects".

I would like to know what the Ministry has been doing all these years, whether Government has decided not to implement that important recommendation of the Commission that a board of scientists and linguists should be appointed to prepare the necessary material in the form of text-books so that this changeover can be expedited. As far as I know, no such board has been appointed till now. On the other hand, the Ministry may claim that they are giving a kind of grants, loans and the like to various agencies engaged in the preparation of text-books and the like. I would like the Ministry to go by the recommendation of the Commission in letter and

spirit. I would not like it to dilate and to keep on speaking about the difficulties of the changeover. Always you hear about the difficulties and hardships that will be caused. There will be difficulties, but we have to surmount them. Only we can really get depth in knowledge as far as our graduates are concerned. Then you will be helping the young people of this country in really getting to the roots of the matter. This will also avoid a lot of wastage which is taking place today.

Coming to secondary education, what has happened to the higher secondary scheme? To me it is a very sound principle because after twelve years of higher secondary education the bulk of our youth should be ready to undertake productive work in the various fields of our activity. That was the conception of higher secondary education. But except perhaps the city of Delhi, no State has gone ahead energetically with this scheme. In my State, Kerala, this academic year they are going to have a kind of junior college. After ten years of schooling, the students will have to pass through a two-year junior college course like the old intermediate and then the three-year degree course. I would like the Minister to enquire whether all this decision was taken purely on considerations of educational principles, because the new colleges are being doled out—distributed—how? On the basis of community—Nairs will get 10 colleges, Christians will get 5 colleges, Izhavas will get 3, Muslims 4 and so on.

An hon. Member: No, no.

Shri Vasudevan Nair: And then some MLAs will get some colleges.

Shri Himatsingka (Godda): It cannot be correct.

Shri Vasudevan Nair: I was really surprised and shocked to hear this.

Shri Tyagi: Are these private institutions or government institutions?

Shri Vasudevan Nair: All these colleges are started in the private sector. Government is not prepared to take up any responsibility whatsoever in starting these new institutions.

The running of colleges and schools is a regular business in many parts of our country. It is on the basis I have mentioned that this doling out of educational institutions is taking place. The result is that the scheme accepted by the Education Ministers, by the Government, by Parliament, in regard to higher secondary education is given the go-by in the name of financial difficulties and private arrangements.

Shri Tyagi: Will he explain what is meant by 'doling out'? Is it recognition he is hinting at?

Shri Vasudevan Nair: Yes. I have very little time. I cannot explain it.

Mr. Deputy-Speaker: You have another speaker also.

Shri Vasudevan Nair: As regards reaching the target envisaged in our Constitution, especially the education of girls and women, we are told that even by the end of the Third Plan even in the age group 6—11 we may not reach it, and in the age group 6—14 even at the end of the Fourth Plan we may not hit it. What are we doing to reach the target in as short time as possible?

There is another very important question to be considered by the Ministry—the problem of providing facilities for working people to have education at the same time. I am referring to the question of starting as many evening colleges as possible; I am referring to the need for expanding the correspondence courses in our universities. Practically nothing has been done in our country in this regard. We should examine the pattern of education of pupils coming into colleges. Then we will see that even in free India, the son of a worker remains a worker, the son of a dhobi remains a dhobi, the son of a barber

remains a barber. The pattern remains the same.

Shri P. K. Deo: The son of a Minister?

Shri Vasudevan Nair: The Minister knows that in Bombay there are millions of textile workers. I would like to know how many children, boys and girls, of these workers are in the higher educational institutions, or even in secondary schools. Are we here to promote education for a few or are we here to take education even to the grassroots of our population? This is a very important matter. I am sorry that Bombay University decided to close down the morning colleges which were there even in the British days. Even after the State Government's intervention and a lot of agitation by the students affected, I am told the University is adamantly sticking to its stand that the morning colleges cannot be restarted. I would like Government to give as much help as possible to colleges and universities to expand the facilities for education together with work.

There are only two small points I would like the Minister to consider before I conclude. One concerns some of the employees working in the Survey of India. Last year, some of us raised their problems, because we are told that even after the recommendations of the Second Pay Commission, these employees do not get those benefits. They were making representations. They have got an association of theirs. I would like the Minister to go into the matter and see, if there is discrimination against them as compared to many other Central Government employees, it is put an end to.

Similarly, we have received many representations from the non-teaching staff of the Delhi schools. I am told that the Upper Division Clerks in the category of non-teaching staff are not getting the special allowance which is given to many other clerks working in other departments of the Delhi Administration.

These are two comparatively small matters which the hon. Minister has to examine, and I am sure that he will try to do whatever is possible.

I would conclude by saying that if the new Minister succeeds in giving a new look to our educational policies, if he succeeds in really co-ordinating the educational policy with the declared policies of this country, and if he succeeds in really seeing to the implementation of what is declared on the floor of the House and outside, he can really feel that he has done something for the development of education in our country.

श्री सिद्धेश्वर प्रसाद (नालंदा) : उपाध्यक्ष महोदय, मैं नये शिक्षा मंत्री और शिक्षा उपमंत्री का स्वागत करते हुए और शिक्षा मंत्रालय की ओर से जो मांग पेश की गई है उस का समर्थन करते हुए, सरकार का ध्यान इस बात की ओर आकृष्ट करना चाहता हूँ कि अभी तक हम लोग शिक्षा की कोई राष्ट्रीय नीति निर्धारित करने में सफल नहीं हो सके हैं। अक्सर ऐसा कहा जाता है कि शिक्षा केन्द्रीय सरकार का विषय नहीं है, यह राज्य सरकार का विषय है। यह सही है कि ७वें शेड्यूल की दूसरी लिस्ट की ११वीं पेंडी के मुताबिक शिक्षा राज्य का विषय है, लेकिन संविधान की और दूसरी धारायें भी हैं जैसे कि ७वें शेड्यूल में ६३, ६४, ६५, ६६ और इस के अतिरिक्त संविधान की धारा ४५ तथा ४६, इन सब के मुताबिक शिक्षा के प्रति केन्द्र का भी दायित्व होता है। लेकिन यह पहली बार है, चाहें, नये शिक्षा मंत्री के कारण हो, चाहे भारत सरकार के शिक्षा के प्रति दृष्टिकोण में कोई परिवर्तन हुआ हो उसके कारण हो, कि हम यह पाते हैं कि जो वार्षिक विवरण सन् १९६३-६४ के लिए शिक्षा का प्रस्तुत किया गया है उसमें केन्द्रीय सरकार ने शिक्षा के प्रति और शिक्षा से संबन्धित हिन्दी भाषा तथा दूसरी भारतीय भाषाओं के प्रति उस का जो दायित्व है उस को खुले तौर पर स्वीकार किया है। इसलिए सरकार के दृष्टिकोण में जो

परिवर्तन हुआ है उस का मैं स्वागत करता हूँ और उस के लिए शिक्षा मंत्री को धन्यवाद देता हूँ।

अक्सर हम लोग इस बात की चर्चा करते हैं कि जब कि अकबर के जमाने में हमारा देश सब से धनी था तब भी क्या वजह थी कि हमारा देश गिरता गया और पश्चिम के सब देश आगे बढ़ते गये। इस के और भी कारण हो सकते हैं लेकिन मेरे ख्याल में सब से बड़ा कारण यह रहा कि यद्यपि अकबर बादशाह ने देश को शक्तिशाली बनाने के लिए और दूसरी बातों के लिए काफी प्रयत्न किये लेकिन जब कि पश्चिमी देशों ने शिक्षा के सम्बन्ध में एक राष्ट्रीय नीति अपनाई तब वास्तव में हमारे देश में शिक्षा के सम्बन्ध में किसी राष्ट्रीय नीति या राष्ट्रीय दृष्टिकोण का विकास नहीं हो सका। जबकि पश्चिमी देशों ने काफी पहले विज्ञान को अपनाया, टेकनालॉजी को अपनाया तब इस २०वीं शताब्दी में भी हम अपने शिक्षा के दृष्टिकोण में परिवर्तन नहीं कर सके हैं, और अभी भी जब केन्द्र के वित्त मंत्री अपना बजट पेश करते हैं तो उस में शिक्षा के लिए काफी धन की व्यवस्था करना बे आवश्यक नहीं मानते हैं।

मैं केन्द्रीय सरकार के ध्यान में यह बात लाना चाहता हूँ कि यह बड़े दुःख की बात है कि अनेक राज्य सरकारें पिछले कुछ वर्षों में शिक्षा पर अपने बजट का जो प्रतिशत खर्च करती आई हैं उसमें उन्होंने कटौती की है। उदाहरण के लिये मैं कहना चाहता हूँ कि बिहार में सन् १९६०-६१ में १७.४ प्रतिशत खर्च किया गया, सन् १९६१-६२ में १६.८ प्रतिशत खर्च किया गया लेकिन सन् १९६२-६३ में उस को कम कर के ११.७ प्रतिशत कर दिया गया। इसी तरह से केरल में सन् १९६०-६१ में जब कुल बजट का ३४ प्रतिशत खर्च किया गया तब सन् १९६१-६२ में उसे घटा कर ३२.६ प्रतिशत कर दिया गया और सन् १९६२-६३ में और भी कम कर के १७.३

[श्री सिद्धेश्वर प्रस.द.]

प्रतिशत कर दिया गया। इसी प्रकार से और राज्य सरकारों के भी उदाहरण हैं। ऐसी स्थिति में संविधान ने सरकार पर शिक्षा के प्रसार का और नागरिकों को शिक्षित करने का जो दायित्व सौंपा है उस का निर्वाह सरकार कैसे कर सकेगी यह बात मेरी समझ में नहीं आती है। कोई भी ऐसा प्रगतिशील देश नहीं है जहां हमारे देश की तरह शिक्षा की उपेक्षा की जाती हो और उस पर इतना कम खर्च किया जाता हो।

अभी राजकोट के माननीय प्रतिनिधि ने इस बात का संकेत किया कि जाली पुस्तकों की संख्या में काफी वृद्धि होती जा रही है। इस में कोई सन्देह नहीं है कि शिक्षा के स्तर पर इस का प्रभाव पड़ेगा। लेकिन मेरी समझ में यह बात नहीं आती कि जब तक संविधान में जो शिक्षा की स्थिति है उस में कोई परिवर्तन नहीं किया जाता तब तक केन्द्रीय सरकार इस सम्बन्ध में कोई कदम कैसे उठा सकती है। इस लिये शिक्षा के स्तर को बढ़ा कर या जाली पुस्तकों को लेकर या पाठ्य पुस्तकों को लेकर या शिक्षा के माध्यम को लेकर हम जो चर्चा यहां करते हैं उस के सुझावों को कार्यान्वित करने के लिये, केन्द्रीय सरकार तब तक कोई कारगर कदम नहीं उठा सकती है और सफलता नहीं प्राप्त कर सकती है जब तक राष्ट्राकरण कमिशन के अनुसार शिक्षा को कांफ्रेंट लिस्ट में लेने के केन्द्रीय सरकार सफल नहीं होती है। वास्तव में काफी पहले कन्सल्टेटिव कमेटी में ने सुझाव रखा था कि शिक्षा को यूनिजन लिस्ट में ले आया जाये। लेकिन यदि यह सम्भव न हो तो कम से कम इस को कांफ्रेंट लिस्ट में लाने की पूरी कोशिश की जानी चाहिये। मुझे कोई वजह नजर नहीं आती है कि राष्ट्र के सम्मुख आज जो गम्भीर समस्याएँ हैं, जो अनेक प्रकार की विघटनकारी प्रवृत्तियाँ पैदा हो गई हैं उन्हें देखते हुए क्यों विभिन्न राज्य सरकारें इस बारे

में किसी प्रकार की आपत्ति उपस्थित करेंगी।

दूसरी बात जिस की तरफ मैं सरकार का ध्यान आकृष्ट करना चाहता हूँ वह है हिन्दी के प्रति केन्द्र का सवैधानिक दायित्व। धारा ३५१ में हिन्दी का प्रचार और प्रसार करना केन्द्र का काम है, और यह काम शिक्षा विभाग को सौंपा गया है। इस सम्बन्ध में मैं ज्यादा कुछ कहना नहीं चाहता, केवल महात्मा गांधी का एक उद्धरण जो कि उन्होंने सन् १९१८ में लिखा था, सदन के विचारार्थ प्रस्तुत करना चाहता हूँ :

“हम अंग्रेजी के माह में फंसे हैं। हमारी प्रजा अज्ञान में डूबी है... हमें ऐसा उद्योग करना चाहिये कि एक वर्ष में राजकीय सभाओं में, कांग्रेस में, प्रांतीय सभाओं में और अन्य सभा समाज और सम्मेलनों में अंग्रेजी का एक शब्द भी न सुनाई पड़े। हम अंग्रेजी का व्यवहार बिल्कुल त्याग दें।”

इसी को और स्पष्ट करते हुए गांधी जी ने आगे कहा था :

“अंग्रेजी को भारतीय भाषाओं का या हिन्दी का स्थान नहीं दिया जाना चाहिये। अगर अंग्रेजी ने यहां के लोगों की भाषाओं को निकाल न दिया होता तो प्रांतीय भाषाएँ आज आश्चर्यजनक रूप में समृद्ध होतीं। अगर इंग्लैंड फ्रेंच भाषा को अपने राष्ट्रीय काम काज की भाषा मान लेता, तो हमें आज अंग्रेजी का इतना समृद्ध साहित्य न मिलता। नार्मन विजय के बाद वहां फ्रेंच भाषा का ही जीर था, लेकिन उस के बाद लोक प्रवाह विशुद्ध अंग्रेजी के पक्ष में हो गया। अंग्रेजी साहित्य को

आज हम जिस महान् रूप में देखते हैं, वह उसी का फल है।”

श्री रामेश्वरानन्द (करनाल) : महात्मा गांधी की पूंछ तो जब तक राज्य नहीं मिला था तब थी। उन की बातें तो तब सुनी जाती थीं। जब राज्य मिल गया तो अब क्या जरूरत रह गई महात्मा गांधी की बात सुनने की ?

श्री सिद्धेश्वर प्रसाद : मैं दो शब्द यहां विश्वविद्यालय अनुदान आयोग के पुनर्गठन के सम्बन्ध में भी कहना चाहता हूं। अभी विश्वविद्यालय अनुदान आयोग में केवल उस के अध्यक्ष ही स्थायी सदस्य हैं। मेरा ख्याल है कि विश्वविद्यालय अनुदान आयोग का इस रूप में पुनर्गठन किया जाना चाहिये कि उस में केवल विश्वविद्यालयी और उच्चतर शिक्षा ही न हों बल्कि उस के अन्तर्गत टेकनिकल, मेडिकल और ऐग्रीकल्चरल एजुकेशन भी आ सके। मेरा खयाल है कि मंत्रालय का ध्यान इंग्लैंड के प्रोफेसर राबिन्स की अध्यक्षता में जो समिति गठित की गई थी उस की रिपोर्ट की ओर गया होगा। केन्द्रीय सरकार उस की रिपोर्ट के अनुसार क्रम उठाए और विश्वविद्यालय अनुदान आयोग का इस रूप में गठन करे जिस में सब प्रकार की उच्चतर शिक्षा आ जाय, चाहे वह टेकनिकल हो, चाहे ऐग्रीकल्चरल हो या चाहे मेडिकल हो। इस के लिए यह बहुत जरूरी होगा कि इसमें स्थायी सदस्यों की संख्या बढ़ायी जाय। और इसके साथ-साथ यह भी जरूरी होगा कि विश्वविद्यालय अनुदान आयोग की अभी जितनी रकम दी जाती है, उससे काफ़ी अधिक रकम दी जाय, तभी यह अच्छा काम कर सकेगा।

15.00 hrs.

इसी सम्बन्ध में मैं इस बात की ओर भी इशारा करना चाहता हूं कि अभी आप मैचिंग घांट के रूप में जो पैसा देते हैं उसके कारण

जो विश्वविद्यालयों की योजनायें हैं, वे सफल नहीं हों रहीं क्यों कि राज्य सरकारों का पूरा सहयोग नहीं मिल रहा है। इसलिये यह जरूरी है कि आप जो अनुदान दें वह शत प्रतिशत के रूप में दें।

एक और बात की ओर भी मैं सरकार का ध्यान आकृष्ट करना चाहता हूँ। पिछले कुछ दिनों से इस बात की चर्चा की जा रही है कि विश्वविद्यालय अनुदान आयोग की तरह माध्यमिक शिक्षा के लिये भी कोई कमीशन बनाया जाय। मेरा ख्याल है कि सरकार के ध्यान में यह बात भी आयी होगी और इसके गठन की ओर भी सरकार का ध्यान गया होगा।

इसी प्रकार से अखिल भारतीय शिक्षा सेवा और अखिल भारतीय वैज्ञानिक सेवा का प्रश्न भी सरकार के विचाराधीन है। मेरा ख्याल है कि राज्यों में जो शिक्षा का स्तर गिरता जा रहा है और प्रशासन में जो अनेक प्रकार की शिकायतें सुनने में आती हैं, अगर हम अखिल भारतीय शिक्षा सेवा और अखिल भारतीय वैज्ञानिक सेवाओं का गठन कर लेंगे, तो बहुत दूर तक ये शिकायतें दूर हो जाएंगी और शिक्षा का स्तर ऊंचा होगा, और इसका सामान्य प्रशासन के स्तर पर भी प्रभाव पड़ेगा।

बहुत दिनों से विश्वविद्यालयों के लिये आदर्श विधान बनाने का प्रश्न सरकार के विचाराधीन रहा है। मेरी समझ में यह बात नहीं आती कि क्यों अभी तक इसमें देर की जाती रही है और विश्वविद्यालयों के लिये एक आदर्श विधान बनाने में अभी तक सरकार सफल क्यों नहीं हो सकी है।

इसके साथ ही मैं इस बात की ओर भी सरकार का ध्यान आकृष्ट करना चाहता हूँ कि राष्ट्रीय ऋण छात्रवृत्ति योजना और वैज्ञानिक प्रतिभा की खोज की जो योजनाएं सरकार ने शुरू की हैं उनका निश्चय ही बहुत

[श्री सिद्धेश्वर प्रसाद]

स्वास्थ्यकर प्रभाव पड़ेगा, लेकिन वैज्ञानिक प्रतिभा की खोज योजना के लिये सन् १९६४-१९६५ के लिये केवल ३५० जगहें रखी गयी हैं। इतने बड़े देश के लिये इतनी कम जगहें काफी नहीं हैं। इनकी संख्या काफी बढ़ायी जानी चाहिये।

एक बात मैं अपने देश में जो विदेशी भाषाओं की शिक्षा दी जाती है, उसके सम्बन्ध में कहना चाहता हूँ। जहाँ तक मुझे पता है, इसके लिये अभी तक कोई उचित योजना नहीं बनायी जा सकी है। विभिन्न देशों से हमारे राजनीतिक सम्बन्ध हैं, लेकिन उन देशों की भाषाओं की शिक्षा देने का यहाँ अभी तक उचित प्रबन्ध नहीं है। मेरा सुझाव है हमारे जिन जिन देशों से राजनयिक सम्बन्ध हैं उनमें से एक-एक देश की भाषा सिखाने का प्रबन्ध एक-एक खास विद्यालय को सौंपा जाना चाहिये। एक विश्वविद्यालय में एक विदेशी भाषा पढ़ायी जाय, दूसरे में दूसरी विदेशी भाषा पढ़ायी जाय। यदि ऐसा प्रबन्ध किया जाय तो उन देशों की भाषा सिखाने सिखाने का उचित प्रबन्ध हो सकेगा और उन देशों के साहित्य, संस्कृति और परम्परा आदि की ओर भी उचित रूप में हमारा ध्यान जा सकेगा।

इसके अतिरिक्त में साहित्य अकादमी के कार्य की ओर भी माननीय शिक्षा मंत्री का ध्यान आकृष्ट करना चाहता हूँ। साहित्य अकादमी हमारे देश की एक अत्यन्त महत्वपूर्ण संस्था है। लेकिन मेरा ऐसा अनुमान है कि जितना महत्वपूर्ण काम इस संस्था को करना चाहिये था उतना महत्वपूर्ण काम उसने नहीं किया है। हमारे देश में अनेक उन्नत भाषाएँ हैं, जैसे तमिल, तेलगू, बंगला, मराठी, गुजराती आदि। इन भाषाओं का साहित्य अनूदित हो कर हिन्दी भाषा में आना चाहिये और हिन्दी का साहित्य अनूदित हो कर उन भाषाओं में जाना चाहिये। इसकी बड़ी आवश्यकता है। लेकिन मुझे

बड़े दुःख के साथ कहना पड़ता है कि एक तो यह काम बहुत थोड़ा हुआ है और दूसरे बहुत धीमी गति से हो रहा है। अगर इस गति से यह काम चलेगा तो राष्ट्रीय एकता का जो महत्वपूर्ण कार्य है उसकी ओर हम तेजी से आगे नहीं बढ़ सकेंगे। मेरा ख्याल है कि विभिन्न राज्यों के लोगों में विभिन्न भाषा भाषियों के प्रति जो अविश्वास और कटुता उत्पन्न हो गयी है उसे दूर करने के लिये इन भाषाओं के साहित्य को एक दूसरे के निकट लाने का प्रयत्न होना चाहिये। मैं समझता हूँ कि इस के लिये अगर देश में एक लिपि अपनाएने की बात सम्भव हो सके तो उसकी ओर भी माननीय मंत्री का ध्यान जायगा।

एक और बात हमारे ध्यान में लायी गयी है कि हमारे देश में परीक्षा में फ़ेल होने वालों की संख्या बहुत अधिक है। मेरे ख्याल में हमारे देश में जो छात्रों में अनुशासनहीनता बढ़ गयी है उसका भी यही कारण है। ऐसा क्यों होता है? ऐसा इसलिए होता है कि जिन विद्यार्थियों को विश्वविद्यालय में नहीं जाना चाहिये या उच्च शिक्षा के दूसरे केन्द्रों में नहीं जाना चाहिये वे विद्यार्थी विश्वविद्यालयों में और उच्च शिक्षा के केन्द्रों में चले जाते हैं। पढ़ने में उनका ध्यान नहीं लगता, फ़ेल हो जाते हैं और शोर मचाने लगते हैं। इसलिये जो विद्यार्थी योग्यता के आधार पर उच्च शिक्षा के केन्द्रों में प्रवेश योग्य न हों उनके लिये हम व्यवसायिक शिक्षा के केन्द्र खोलने की उचित व्यवस्था करें।

वैज्ञानिक शिक्षा और टेक्नीकल तथा टेक्नालाजीकल शिक्षा के सम्बन्ध में अभी तक जो हमारी नीति रही है, उस के सम्बन्ध में मुझे कहना पड़ता है कि वह बहुत संतोषजनक नहीं है। अक्सर इस सदन में खेती की पैदावार के बारे में चिन्ता प्रकट की गयी है, लेकिन सरकार का ध्यान इस ओर नहीं गया है। हमारे देश में एग्रीकल्चर और वैटनीनरी

साइंस पढ़ने वाले विद्यार्थियों की संख्या बहुत कम है। अगर हमारे देश में एंग्रीकलचर और बैटरीनरी साइंस के प्रोजेक्ट काफ़ी संख्या में नहीं होंगे तो हमारी कृषि की पैदावार बढ़ाने की योजनायें सफल नहीं हो सकतीं। इस की तरफ़ सरकार का ध्यान जाना चाहिये। दूसरे मैं यह कहना चाहता हूँ कि जो हमारी प्रयोगशालायें हैं उन की दूरी विश्व-विद्यालयों से कम करनी चाहिए और उन में और विश्वविद्यालयों में निकटता लाने की कोशिश होनी चाहिये। राष्ट्रीय प्रयोगशालाओं में जो वैज्ञानिक अनुसन्धान होता है उस का लाभ विश्वविद्यालयों को लेना चाहिये और जो प्रोफ़ेसर विश्वविद्यालय में रह कर अपने को सीमित मानते हैं उन को अपने ज्ञान का लाभ इन प्रयोगशालाओं में काम कर के उन को देना चाहिये। मेरा ख्याल है कि इस तरफ़ भी सरकार का ध्यान जाएगा।

मैं माननीय शिक्षा मंत्री का ध्यान इस बात की ओर आकृष्ट करना चाहता हूँ कि जब तक हम शिक्षा को इनवैस्टमेंट के रूप में नहीं मानेंगे तब तक हम इस में सफल नहीं हो सकते और शिक्षा का स्तर ऊंचा नहीं उठाया जा सकता। इस संबंध में मैं घर्ड फाइव इयर प्लान की कुछ पंक्तियाँ आपके सामने उद्धृत करके अपने वक्तव्य को समाप्त की और ले जाना चाहता हूँ। उसमें कहा गया है :

"Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. Programmes of education lie on the base of the effort to fore the bonds of common citizenship, to harness the energies of the people, and to develop the natural and human resources of every part of the country."

इन सारी योजनाओं की सफलता के लिए यह आवश्यक है कि

शिक्षकों की ओर ध्यान दिया जाए। हमारी शिक्षा की कोई भी योजना तब तक सफल नहीं हो सकती जब तक हम शिक्षकों के सम्मान और उनके वेतन को ऊंचा उठाने का प्रयत्न नहीं करते। यह बहुत दुःख के साथ कहना पड़ता है कि . . .

श्री रामेश्वरानन्द : आप शिक्षकों की बात कर रहे हैं, विद्यार्थियों की बात तो करिए। शिक्षक क्या करेंगे अगर विद्यार्थी ही कुछ काम के न होंगे? उधर भी ध्यान दीजिए।

श्री सिद्धेश्वर प्रसाद : मुझे दुःख है कि हमारे देश में शिक्षकों को बहुत कम वेतन दिया जाता है। इंग्लैंड में विश्वविद्यालय के उपकुलपति और शिक्षक के वेतन में आठ गुना से ज्यादा फ़र्क नहीं होता। शिक्षक को सात सौ या आठ सौ मिलता है और उप-कुलपति को इसका सात या आठ गुना मिलता है। लेकिन यहाँ तो हम देखते हैं कि प्राइमरी स्कूल के शिक्षक को चालीस या पचास रुपया मिलता है और विश्वविद्यालयों में जो प्रोफ़ेसर हैं उनको उपकुलपति के मुकाबले में बहुत कम मिलता है। इस विषय की ओर सरकार का ध्यान जाना चाहिए, और कम से कम प्राइमरी स्कूल के शिक्षक को सौ रुपया तो अवश्य मिलना चाहिए और विश्वविद्यालय या कालेज के किसी भी प्रोफ़ेसर को तीन सौ रुपए से कम वेतन नहीं दिया जाना चाहिए। जब तक शिक्षकों का स्तर संतोषजनक नहीं होगा तब तक शिक्षा का स्तर ऊंचा नहीं हो सकेगा। जब तक ऐसा नहीं होगा तब तक न तो शिक्षक विद्यार्थियों पर अपना प्रभाव डाल सकेंगे और न राष्ट्र-निर्माण का कार्य आगे बढ़ सकेगा।

शिक्षकों तथा विद्यार्थियों का जो हमारे यहाँ अनुपात है उसकी ओर भी सरकार का ध्यान जाना चाहिए। हमारे यहाँ शिक्षक-विद्यार्थी अनुपात बहुत असंतुलित है।

[श्री सिद्धेश्वर प्रसाद]

इन शब्दों के साथ जो बजट पेश किया गया है मैं उसका समर्थन करता हूँ और आशा करता हूँ कि जिस प्रकार सुरक्षा परिषद में माननीय शिक्षा मंत्री ने हमारे देश का गौरव बढ़ाया है उसी प्रकार इन समस्याओं को हल कर के भी हमारा गौरव बढ़ायेंगे।

Shri Muthiah (Tirunelveli): Mr. Deputy-Speaker, Sir, Education is most essential to man, because it is education that brings out all the hidden potentialities in man. The very word 'education' is derived from the Latin root which means 'to draw,' 'to bring out', and education brings out all that is good in man. It brings out the best in man; it makes man integrated in his various faculties, in reason, in emotions and in will. Education, therefore, occupies a very great place in our national economy.

Education, according to our Constitution, is a State subject. But then the Centre has its own functions, its own duties and obligations and its own responsibilities in regard to education. The Central Government has certain functions for promoting education: the maintenance of the Central universities and institutions of national importance; the maintenance of certain professional, vocational and technical institutions; the co-ordination and maintenance of standards in universities and colleges and Research institutions. The Central Government has obligations to implement the Directive Principles of State Policy given in the Constitution under articles 45, 46 and 351.

Under article 45, the State shall provide free and compulsory elementary education for all children in the age-group of 6—14. Under article 46, the State shall promote educational and economic interests of the weaker sections of the people, particularly, the Scheduled Castes and Scheduled Tribes. Under article 351,

the State shall develop, enrich and spread the Hindi language.

I shall now say a few words about the progress of education in the past years, particularly in the last year, at different levels. Coming to elementary education, I find that there has been a real increase in elementary education, more so in the primary stage. There has been a great expansion in primary education and the target of 76 per cent fixed for the third Plan has been exceeded, and it will go up to 80 per cent as anticipated. The progress is not uniform in all the States. In the State of Madras, the target has been exceeded, and it has been exceeded in some other States also, but in yet some other States there are shortfalls. The Central Government has given a grant of Rs 2 crores in 1963 for additional teachers in elementary schools.

With regard to middle school education, we know that it is also expanding. The original target of 28 per cent fixed for the Third Plan is sure to be exceeded and it will go up to 32 per cent by the end of the Plan. In the year 1963, seven States in our country have passed laws for compulsory and free primary education, but other States like Madras are still hesitating to follow this example.

The living conditions of the teachers in primary schools have to be improved considerably, and the State Governments are doing their best to ameliorate their conditions. The Central Government also is giving liberal grants to the State Governments in order to improve the living conditions, the pay-scales, etc., of the teachers in the primary schools and secondary schools.

The triple benefit scheme adopted in Madras is a very sound scheme and it is most beneficial to teachers, and the scheme should be adopted by all

the States in the country. With regard to the school meal scheme, it has proved very beneficial to the poor children in the schools. About 70 lakhs of children have benefited from this, and the Central Government has given aid to the tune of one-third of the State Governments' expenditure. The Central Government has also decided recently to distribute text-books free to poor students and this is really a very heartening news.

The education of girls also is expanding. 89 per cent of the girls will be enrolled in elementary and secondary schools before the end of the third Plan. The Centre has given special grants in 1963 to promote girls' education. Coming to secondary education we find that it is making great progress. There has been a large increase in the number of secondary schools in the States. The Centre is giving financial aid to develop multi-purpose schools in the States. The Centre is also making sincere efforts to foster examination reforms in the schools in the States.

The subject of examination reform is a serious one, and it requires all the attention of the Government. In this connection, I want to submit that in order to help the really good and deserving students who unfortunately for reasons or circumstances beyond their control fail in their final examinations, the class record of the students in the schools and colleges should be considered along with the marks obtained by them at the final examination, whether it is Government examination or university examination. It is very necessary to do so in the interests of good, deserving students.

Then I come to the resolutions passed recently by the Conference of State Education Ministers and Vice-Chancellors of universities in November, 1963 in Delhi, to improve school education. The resolutions are: (1) universal and free primary education on a compulsory basis should be achieved by the end of the fourth

Plan; (2) a 12-year course of secondary education should be the goal towards which the country should move, the standard at the end being the standard at the end of the old intermediate college course; (3) the standard and quality of secondary education should be raised by attracting abler and more efficient teachers; (4) teachers' training should be improved; (5) science laboratories, libraries and workshops in schools should be strengthened; (6) the school syllabus should be improved and modernised and brought up-to-date; (7) the age of entry into colleges should be 16 plus. These resolutions should not remain as resolutions on paper. I request the Minister to take steps to implement these resolutions as early as possible.

I come to university education. University education, like elementary and secondary education, is also expanding fast in the country. The Central Government is giving liberal aid for expanding universities and colleges. It is giving full aid to the four Central universities and is giving partial aid to the State universities and colleges through the University Grants-Commission. The UGC has been set up to enforce the co-ordination and maintenance of standards of higher education in the whole country. It is giving aid to the State universities for development projects. The UGC is giving liberal contributions for the improvement of salary scales of college teachers, for the construction of hostels, library halls and laboratory halls, and for the award of scholarships and fellowships for post-graduate work. The UGC has given grants up to Rs. 28 crores to 49 universities for developmental projects.

I want to say a few words about the centres of advanced study. It is a new scheme which is promoted by the UGC. The UGC is setting up centres of advanced study in different universities and these centres are being set up to maintain high standards of advanced study. Twenty-four have already been set up.

[Shri Muthiah]

Then I come to rural higher education. There is a great need for rural institutes of higher education today in rural areas in different parts of the country. Four such institutes have been opened in the Third Plan and two more will be opened, and the total number will come to 16. The diploma in rural services is recognised by 23 universities as equivalent to the B.A. degree.

I must say a few words about evening colleges and correspondence courses. There is a great need for evening colleges and correspondence courses today in the country. Now, these evening colleges and correspondence courses are being conducted by the Delhi university, and they have proved a boon to hundreds of employees. These enable the employees to study and get degrees even while continuing in the service. The Madras university, I understand, has decided to start evening colleges in 1964 and this is most welcome.

Then I come to financial demands for the year 1964-65. I find that the total grant comes to about Rs. 60 crores. This, I submit, is meagre and insufficient to meet the growing needs of education in the country. Therefore, I plead that much more funds should be allotted for the growth of education at all stages and at all levels in the country.

Investment in education is the best investment, because it is investment in man; it is investment in national character. So, any money that is spent on education would be the best investment.

There are so many scholarships awarded by the Centre and the University Grants Commission. I would like to mention particularly scholarships for the children of school-teachers for post-matric study and national loan scholarships for post-

matric studies. The latter, i.e. the national loan scholarships for post-matric studies are very popular and there is a great demand for these scholarships all over the country. Then we know, there are scholarships for students of backward communities, particularly scheduled castes and scheduled tribes, scholarships for children of political sufferers and scholarships for study abroad.

With regard to social education, the Centre is spending a good lot for social education, particularly for adult education, for education of the handicapped i.e. the blind and the deaf and for education of mentally deficient children. It is also spending a lot over child welfare and women's welfare.

I now come to moral and religious education. You know, Sir, that a committee was set up under the chairmanship of Shri Sri Prakasa. But I find that the recommendations of that committee on moral and religious education have not been implemented so far. I submit that these recommendations should be implemented as early as possible, because we find that national character is going down. People always speak about corruption. But corruption can be stopped only when man is developed and refined in character at the very base level. It is education that develops and refines man and raises him above the animal level and even human level and makes him a super-man even. Therefore, the recommendations of the Sri Prakasa Committee should be implemented. Non-sectarian and non-dogmatic religious education with a deep spiritual and ethical basis should be imparted to students in schools and colleges. India is known for centuries and millenniums for its religious and spiritual culture. India has produced a long line of saints and sages who are revered throughout the world. Religious and spiritual education should

not be ignored. It should be given its due place in the educational system in the country. Today we find that students are growing indifferent to religious and spiritual values. Therefore, religious education is necessary and it should be given with a spiritual and ethical basis in our schools and colleges.

The Centre is also promoting cultural activities. The aim of the Central Government is to conserve and unearth the ancient culture of our country and to improve art and culture like literature, music, dance, drama, painting and sculpture. The aims of Centre's cultural programmes are to promote the basic unity of Indian culture, to promote emotional integration among all the people, to bring the rural and urban people closer to one another, to have cultural relations with other countries and to popularise Indian culture abroad. All these aims are being promoted by the Centre by the various Akademis, various associations and through various activities.

I will conclude with a few requests. I have to request the Government to reconstitute the University Grants Commission with more permanent members and with more powers and more allocations of funds. It is very necessary. Then I plead for the setting up of a Central Commission on secondary education on the model of the University Grants Commission. I also request the Government to take steps so that the UGC may have jurisdiction and control over technological, medical and agricultural education. I request the Government to take earnest steps to popularise Hindi, because that is one of the obligations which the Government has to fulfil. Government should adopt a programme for the popularisation of Hindi by persuasive methods. Then, Government should take steps for improving the teacher-pupil ratio, for upgrading the pay-scales of teachers at all stages, for formation of the Indian Educational Service. Finally, I appeal to the Government to use its influence with

the Madras Government to see that the proposed Maduari University comes into being as early as possible.

डा० महादेव प्रसाद : (महाराजगंज) :

उपाध्यक्ष महोदय, हमारे देश, में शिक्षा की जितनी शोचनीय अवस्था है, उतनी शायद ही दूसरी किसी चीज की हो। अभी एक-आध मित्तों ने हमारी शिक्षा में कुछ सुधार करने के उपाय उपस्थित किये। मैं समझता हूँ कि शिक्षा में सुधार करने का उपाय लार्ड कर्जन के जमाने से ही शुरू हो गया था, लेकिन अब यह रोग इतना बढ़ गया है कि उस के इलाज से कोई फायदा नजर नहीं आता।

हमारी जो शिक्षा प्रणाली है, स्वतन्त्रता से पूर्व हम उस को हर प्लेटफार्म से कोसते थे, किन्तु मुझे आश्चर्य है कि स्वतन्त्रता मिलने के बाद उस शिक्षा प्रणाली को क्यों रखा गया। यह शिक्षा प्रणाली न तो अर्थकारी है, न यशस्वी है और धर्मकारी तो यह कतई नहीं है। इस का कम से कम उद्देश्य छात्रों को परीक्षा में उत्तीर्ण करना रहा, किन्तु उस दृष्टि से भी यह कितनी शोचनीय अवस्था में पहुँच गई है, इस को मैं सरकारी रिपोर्ट को प्रस्तुत कर के अपनी सेवा में निवेदन करना चाहूँगा।

यह पुस्तिका "एडुकेशन इन इंडिया, १९५६-६०" मिनिस्ट्री आफ एडुकेशन, गवर्नमेंट आफ इंडिया के द्वारा प्रकाशित हुई है। इस के पृष्ठ १३५ पर "रिजल्ट्स आफ मेट्रीकुलेशन एंड इक्वीवैलेंट एग्जामिनेशन" दिये गये हैं। तमाम सूबों के परीक्षाओं के जो प्रतिशत हैं, वे इस में दिये गये हैं। मैं उन सब को पढ़ कर सदन का समय नष्ट नहीं करना चाहता हूँ। मैं केवल इतना कहना चाहता हूँ कि हमारी परीक्षाओं का फल ३१.५, ३२.७, ३४.१ और ३६.६ प्रतिशत तक पहुँच गया है। यह बड़ी शोचनीय अवस्था है। ऊँचे दर्जे की परीक्षाओं के फल का विश्लेषण यूनिवर्सिटी ग्रांट्स कमीशन की ओर से प्रकाशित "रिपोर्ट ऑन

[डा० महादेव प्रसाद]

एग्जामिनेशन रिफार्म" में किया गया है। उस के ४६ वें पेज पर १९५१ से १९६० तक आई० ए० बी० ए०, आई० एस० सी०, और बी० एस० सी० के परीक्षा-फलों का विश्लेषण किया गया है। आप को सुन कर आश्चर्य होगा कि हमारा परीक्षा-फल ४४.४ प्रतिशत तक पहुंच गया है, यानी १०० में से केवल ४४ लड़के पास होते हैं और ५६ फेल हो जाते हैं, उन का जीवन बर्बाद हो जाता है।

हमारा शिक्षा मंत्रालय अगर किसी और बात की तरफ ध्यान नहीं देता, तो कम से कम वह परीक्षा-फलों से संतोष तो जाहिर न करे। मेरे हाथ में "सैक्रेटरी एड्जुकेशन" की एक प्रति है, जो कि मिनिस्ट्री आफ एड्जुकेशन, गवर्नमेंट आफ इंडिया, की तरफ से ही निकलनी है। इस में हमारे शिक्षा मंत्रालय के सैक्रेटरी, श्री पी० एन० कृपाल, का एक लेख है। इस को पढ़ कर मुझे बड़ी हैरत होती है कि शिक्षा मंत्रालय के सैक्रेटरी किस तरह से अपने उत्तरदायित्व का निर्वाह कर रहे हैं। इस लेख का हैडिंग है "आर स्टैंडर्ड इन सैक्रेटरी स्कूल्स फालिंग?"। कौन कौन से कारण हैं, उन्होंने इस की चर्चा की है। इस लेख में एग्जामिनेशन पर भी उन्होंने गौर किया है। जरा सुनें कि उन की क्या राय है।

"To take the examination results first. Poor results at the High School examination is not a recent phenomenon in this country. It has been recorded that all the candidates who took the first matriculation examination of the Bombay University failed to pass. The result of this examination varied from 28 to 34 per cent in the years between 1882 to 1902. In subsequent years the percentage fell in one year to 26 and rose in another to 54. In the case of the Madras University it

was stated that, over sixty years ago, when the present Governor of Punjab, Shri, P. Thanu Pallai, appeared in the matriculation examination, the pass percentage was 21. Another recent study made by the Directorate of Extension Programmes in Secondary Education reveals that the results of most Boards of Secondary Education varied only slightly from year to year. It will thus appear that examination results do not furnish any reliable evidence of the standards in secondary schools."

ज्यादातर शायद उन का ध्यान इस पर जाता है कि हमारे देश में अंग्रेजी की शिक्षा पर जोर नहीं दिया जाता है और अंग्रेजी शिक्षा पर जोर दे दिया जाए तो फिर सारे का सारा एग्जामिनेशन में फेल होने का जो सवाल है, वह खत्म हो जाएगा। आगे के पैरा में उन्होंने थोड़ा उस पर संकेत किया है कि जिसको कुछ देर के बाद में आप की सेवा में उपस्थित करूंगा। लेकिन इस सिलसिले में मैं यह कह देना चाहता हूँ कि अंग्रेजी शिक्षा पर जोर देना बड़े ही दुर्भाग्य की बात है। हमारे वर्तमान शिक्षा मंत्री ने मद्रास में कोई भाषण दिया है और उस की चर्चा अखबारों में आई है। मैं समझता हूँ कि जो हिन्दी के प्रेमी हैं, उन को उन का वह भाषण अच्छा नहीं लगा होगा। अगर यह रिपोर्टिंग सही है और इस प्रकार से अगर हमारे शिक्षा मंत्री हिन्दी के प्रति अपनी भावनाओं को व्यक्त करते रहेंगे तो मुझे भय है कि राष्ट्रीय एकता की जो हम बात करते हैं, दक्षिण और उत्तर को मिलाने की जो हम बात करते हैं, उस को वह चीज हानि ही पहुंचायेगी, लाभ नहीं पहुंचायेगी। रिपोर्ट से ऐसा आभास मिलता है कि आगे जो आने वाला शिक्षा मंत्रियों का सम्मेलन है, उस में अंग्रेजी की पढ़ाई तीसरे दर्जे से शुरू हो, इस पर उस में वह जोर देने की बात शायद सोच रहे हैं। इस विषय में मैं अधिक तो नहीं कहना चाहता। अभी तो मैं मंत्री जी

की जो राय है इस अंग्रेजी शिक्षा के बारे में, उस में हमें कहां तक सफलता मिलेगी, उसी को उपस्थित करना चाहता हूं। जिस लेख की बात मैंने कही थी उसी के दूसरे पैरा में सचिव साहब कहते हैं :

"As indicated in the Delhi study, the public is generally concerned about the deterioration in the teaching of English."

कहां तक पब्लिक कंसर्न है, यह एक विवाद की बात है। वह आगे कहते हैं :

"But the standard of English of an average secondary school student in this country has never been high. It has been observed that failures in matriculation examination from the earliest years were largely due to poor results in English. Although one-third of the time was devoted to the teaching of English, many teachers in Indian universities were complaining at the close of the last century about the lack of their students' ability to follow college lectures."

यह उन की राय है तो मैं जानना चाहता हूं कि आज भी जब आप अंग्रेजी पर जोर देते हैं तो कौन सी ऐसी युक्ति आप उपस्थित कर देंगे कि अंग्रेजी के अध्ययन से आप ज्यादा उन्नति कर सकेंगे। आप के समक्ष मैं किसी हिन्दुस्तानी की इस विषय में राय नहीं रखता हूं। हम हिन्दुस्तानी लोग तो अंग्रेजी के खिलाफ हो सकते हैं, हिन्दुस्तानी लोगों में क्षेत्रीय भाषाओं के प्रति मोह हो सकता है, लेकिन इंग्लिश एजुकेशन के विषय में विशप व्हाइटहेड ने १९२५ में भारतीय शिक्षा की समस्या पर विचार करते हुए अंग्रेजी के शिक्षण पर जो अपनी राय प्रकट की थी, आप की आज्ञा से मैं इस पुस्तक के कुछ उद्धरण सदन के सामने पढ़ देना चाहता हूं। उन्होंने जो दोष बताये थे, मैं शिक्षा मंत्री का

ध्यान उन की ओर आकर्षित करना चाहता हूं। उन्होंने कहा था :

"In the first place, from a purely educational point of view, the fact that English is the medium of instruction for all the higher education of the country, not only in the universities and colleges, but also in the upper classes of the high schools, has placed a tremendous burden on the large majority of the students, which they are quite unfitted to bear."

दूसरे

"The double burden of mastering their subjects and thinking in a foreign language is far too great a strain on them. It crushes their individuality and power of independent thought and fosters and intensifies one conspicuous fault of Indian mentality, an excessive reliance on the memory."

"And this vicious system demoralised not only the students but the teachers as well. Imagine the plight of an able tutor with high ideals of education confronted with a class of students, of whom 60 per cent have a very imperfect knowledge of English and are incapable of studying the subject he has to teach. If he lectures in a reasonable way and aims at helping the students to think for themselves 60 per cent will be utterly unable to follow him or understand what he tries to teach and in due course will go off to another college. If he lectures down to the level of the large majority of his class he fails to educate the best of his pupils. Many of the tutors that I knew in Calcutta avowedly gave up the attempt to educate and aimed only at enabling as many of their pupils as possible to scrape through the examinations."

[डा० महादेव प्रसाद]

"And just as it demoralised students and tutors so also it tended to keep at a low level the standard of university examinations. Just as it was impossible to teach above the heads of the large majority of the students, so it was impossible to examine above the level of the teaching."

ये विषय ग्लाइडहेड के बिचार थे, किसी हिन्दुस्तानी के नहीं। मेरा अपना जो दस साल का विश्वविद्यालय में और विश्वविद्यालय के नीचे अध्यापन कार्य करने का तजुर्बा है, उस के आधार पर मैं इन के कथन की पूर्ण रूप से पुष्टि करता हूँ।

शिक्षा के विषय में सोचने की बात यह है कि क्या हमारे शिक्षा मंत्रालय का ध्यान ठीक तौर से इस ओर गया है या नहीं गया है कि आजकल शिक्षा बिल्कुल निरुद्देश्यमी चल रही है। शिक्षा का समाज से, घनिष्ठ सम्बंध होता है। जो वार्षिक रिपोर्ट शिक्षा मंत्रालय की ओर से हमें मिली है उसमें पृष्ठ २ पर कहा गया है कि स्वतंत्रता प्राप्ति और विशेषतः संविधान के आरम्भ होने के बाद में सरकार ने मुख्य रूप से शिक्षा की एक ऐसी राष्ट्रीय नीति और कार्यक्रम निर्धारित करने का प्रयत्न किया है जो पूर्णतः सम्भव सीमा तक उन शैक्षिक उद्देश्यों को शीघ्र ही पूरा करने में सहायक हो सकें जो राष्ट्र ने अपने लिए निर्धारित किए हैं। किन्तु यह समझ में नहीं आता है कि शिक्षा ने राष्ट्र का लक्ष्य क्या माना है? समाज का उद्देश्य क्या माना है? उस सम्बंध में द्वितीय योजना में शिक्षा के ऊपर जो अध्याय है, उस के प्रारम्भ में जो कुछ कहा गया है मैं शिक्षा मंत्रालय का ध्यान उस ओर आकर्षित करता हूँ, उस को पढ़ कर सुनाना चाहता हूँ। उस में कहा गया है :

"The system of education has a determining influence on the rate at which economic progress is achieved and the benefits to be

derived from it. Economic development naturally makes great demands on human resources, and in a democratic set-up it calls for values and attitudes in the building up of which the quality of education is an important element."

हमारी योजना में शिक्षा ने कहां तक महत्व का स्थान प्राप्त किया है, उस को बेग रूप में न कह कर, मूल रूप में और कुछ आंकड़ों के रूप में मैं प्रस्तुत करना चाहता हूँ। अभी पिछले दिनों यह बहस देश में चली थी कि हमारी जो ४७ प्रतिशत आय योजना के परिणामस्वरूप बढ़ी है वह कहां गई है। अभी कुछ दिन पहले हमने अखबारों में पढ़ा था कि योजना आयोग के जो उपाध्यक्ष है, उन्होंने राज्यों को एक सर्वरलर भी भेजा है कि वे इस का पता लगाएं। मैं आप के सम्मुख उसी संदर्भ में आंकड़ा प्रस्तुत करना चाहता हूँ। १९५१ में हमारी राष्ट्रीय आय ८८७० करोड़ थी और १९६१ में यह १२,७३० करोड़ हुई। इस प्रकार से इस में ४३.५ प्रतिशत की वृद्धि हुई। १९५१ में हमारी कार्यकर शक्ति यानी वकिंग फॉर्म १३ करोड़ ९५ लाख थी जो १९६१ में १८ करोड़ ८५ लाख हुई। इस प्रकार उस में ३५ प्रतिशत की वृद्धि हुई। इसी प्रकार प्रति कर्मी की उत्पादन क्षमता यानी प्रोडक्टिविटी पर एक्टिव वर्कर १९५१ में ६३६ रुपये थी जो कि १९६१ में ६८८ हो गई यानी उस में ८.२ प्रतिशत की वृद्धि हुई। अब आप जरा कृषि क्षेत्र को देखिये। १९५१ में कार्यकर शक्ति १० करोड़ ६ लाख थी जो १९६१ में १३ करोड़ ६५ लाख हो गई यानी ३५ प्रतिशत की वृद्धि हुई। किन्तु कर्मी की उत्पादन क्षमता किस रूप में बढ़ी इस को आप देखें। १९५१ में यह ४३२ रुपये थी जो कि १९६१ में केवल ४३२.५ ही हुई। इस का मतलब हुआ कि केवल उस में ०.३४ प्रतिशत की ही वृद्धि हुई। इस का अर्थ यह हुआ कि हमारे समाज में छद्म बेकारी यानी डिसेगाइज्ड अनएम्प्लायमेंट

अथवा ग्रैंडर एम्प्लायमेंट जोरों पर है । औद्योगिक क्षेत्र में क्या हुआ । इसे भी आप देखें । औद्योगिक क्षेत्र में वर्किंग फोर्स १९५१ में १ करोड़ ४९ लाख थी जो कि १९६१ में बढ़ कर २ करोड़ साढ़े २७ लाख हो गई, अर्थात् उस में ५२ प्रतिशत की वृद्धि हुई । लेकिन कमी की जो उत्पादन क्षमता थी वह जहां १९५१ में ९९३ रुपये थी वह १९६१ में घटकर ९२७ रुपये रह गई यानी उस में ६.६ प्रतिशत का ह्रास हुआ । फर्टियरी सैक्टर, कामर्स एंड ट्रांसपोर्ट में ९४ लाख वर्किंग फोर्स हमारी १९५१ में थी जो कि १९६१ में १ करोड़ ६ लाख हुई, यानी उस में ९३ प्रतिशत की वृद्धि हुई । प्रति कर्मी जो उत्पादन क्षमता सन् १९५१ में १७७६ रु० थी वह बढ़ कर सन् १९६१ में २३०३ रु० हो गई । यानी ३० प्रतिशत वृद्धि हुई । इसी प्रकार अन्य सेवाओं में भी २४ प्रतिशत वृद्धि हुई । अतएव स्पष्ट है कि हमारे देश में दो वर्गों का सृजन हुआ । एक को हम लोग हज़ूर वर्ग कहते हैं और दूसरे को मज़ूर वर्ग कहते हैं । मज़ूर वर्ग की आमदनी दिनोदिन घटती गई और हज़ूर वर्ग की आमदनी दिनोदिन बढ़ती गई । हमारी शिक्षा का जो उद्देश्य होना चाहिये था कि समाज के अन्दर जो हज़ूर और मज़ूर दो वर्ग हैं उनको समाप्त करे, उसके सिलसिले में मैं आपका ध्यान प्राइम मिनिस्टर नेहरूजी के एक भाषण की ओर आकृष्ट करना चाहता हूँ । उन्होंने १७ जनवरी, १९६१ को कहा था :

“India could not reach the goal of socialism unless equality of opportunity and the basic necessities of life were provided to every individual.”

उन्होंने यह भी कहा

“that the aim of education must be co-related to the kind of
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society that was being established in India.”

उन्होंने यह भी कहा कि इस अर्थ में भारत बाहर के बहुत से पूंजीवादी देशों से पीछे है, और मैं कहता हूँ कि पीछे रहेगा जब तक शिक्षा में और समाजवादी व्यवस्था में कोरिलेशन नहीं होगा, समन्वय नहीं किया जायेगा । शिक्षा समाज के अनुरूप होनी चाहिये हम जनतन्त्र की बात करते हैं लेकिन हमारे देश में नरसरी स्कूल हैं बड़े लोगों के पढ़ने के लिये । छोटे लोगों के पढ़ने के लिये हमारे गोरखपुर में एक ऐसा स्कूल है जिस को चिचिड़िया स्कूल कहते हैं । वहां पर बच्चे चिचिड़िया स्कूल में जाते हैं । इस तरह के चिचिड़िया स्कूल अग़र रहते हैं तो किस तरह से डिमाक्रेसी की बात या किसी तरह के सोशलज्म की बात रहेगी । जब तक अर्थ पर आधारित हमारी सारी शिक्षा का एक तरह से पुनर्गठन नहीं किया जायेगा तब तक समाजवादी व्यवस्था नहीं हो सकती ।

गांधी जी ने बुनियादी शिक्षा का नाथ किया था । हमारी इस रिपोर्ट में भी बुनियादी शिक्षा की बात है, लेकिन मैं उसे बुनियादी नहीं बेबुनियादी शिक्षा कहता हूँ । बुनियादी शिक्षा का मतलब है कि जीवन का शिक्षा से समन्वय होना चाहिये । अलग अलग जीवन और शिक्षण को नहीं किया जा सकता । शिक्षा का उद्देश्य जीवन स्तर को ऊंचा नहीं, जीवन को ही ऊंचा करने का होना होगा । साथ ही साथ शिक्षा के प्रति हमारे सामने एक समग्र नीति होनी चाहिये । खास कर गांधों में हम प्राथमिक पाठशालायें खोल रहे हैं ! प्राथमिक पाठशालाओं को खोल कर हम गांधों के जीवन को नष्ट कर रहे हैं, अग़र यह स्वरूप प्राथमिक पाठशालाओं का होना ।

[डा० महादेव प्रसाद]

प्राथमिक पाठशालायें गांव के सामुहिक जीवन का केन्द्र होनी चाहियें। वहां जो अध्यापक है वह गांव के जीवन का नेता हो तब जा कर हमारी योजना सफल हो सकेगी। एक मिसाल मैं आज की शिक्षा की दे दूँ। मैं एक बुजुर्ग के पास बैठा हुआ था तो वहां पर गांव के कुछ श्रमिक आये। उस ने उन का हाल चाल पूछना शुरू किया। कहा कि तुम्हारे तीन लड़के थे, तीनों का क्या हाल रहा। एक श्रमिक ने कहा कि बाबजी, पहला लड़का तो मर गया, एक लड़का पढ़ लिया और तीसरा अभी छोटा है। यानी जो पढ़ लिया उस को भी उस ने मरा हुआ समझ लिया। अगर यह स्थिति देश में है तो हमारी योजनाये कभी सफल नहीं हो सकती हैं। शिक्षा में ग्रामूल परिवर्तन करने की आवश्यकता है।

श्री काशी राम गुप्त (अलवर) : उपाध्यक्ष महोदय, अभी अभी विज्ञान डाक्टर महोदय का भाषण हुआ और उस में बहुत सी आवश्यक बातें भी उन्होंने बतलाई। हमारे नये मंत्री महोदय इस बात के लिये तो बघाई के पात्र हैं कि वे प्रयत्न कर रहे हैं सही दिशा में। साथ ही मैं निवेदन करूँ उन से, आप के द्वारा, कि जब तक वे अपने साथी मंत्रिगणों को इस प्रकार जवाबदेह नहीं बनायेंगे कि वे इस लोक सभा में कम से कम हिन्दी बोलने का और उसमें काम करने का प्रयत्न करें तब तक उनकी जो जवाब देनी संविधान के प्रति है वह पूरी नहीं होगी। इस लिये सब से पहली और आवश्यक बात यह है कि हमारे नये मंत्री महोदय इस और ध्यान दें और अपने साथियों को यह बार बार बतलायें, खास तौर से इस लिये भी कि वे स्वयं इस बात के हाथी हैं कि यह जो शिक्षा है वह केवल प्रदेश सरकारों का विषय नहीं होना चाहिये, भारत सरकार और प्रदेश सरकार दोनों का मिला जूला विषय होना चाहिये। जब तक यह विषय ऐसा नहीं

होगा तब तक यह गाड़ी आगे नहीं चलेगी। आज की परिस्थिति यह है कि पांच, दस वर्ष से भी जो मंत्री हैं वे भी यदि उन से कहा जाय कि बे हिन्दी में बोलें तो नाक भी सिकोड़ने लग जाते हैं, और बार बार यह धमकी देते हैं, यदि कोई उत्तर भारत वा आदमी इस बात को कहना है, कि वह हिन्दी का शत्रु है, हिन्दी का दुश्मन है। इस प्रकार से संविधान के प्रति अवहेलनापूर्ण व्यवहार यदि हमारे मंत्रियों में चलता रहेगा तो यह शिक्षा मंत्रालय जो भी काज काज करता है वह काम थोड़ा रह जायेगा। कुछ समय पहले मंत्री महोदय ने मद्रास में एक बात कही कि हिन्दी थोपी नहीं जानी चाहिये, खास तौर से दक्षिण के लोगों पर और बंगाल के लोगों पर। यह बात बहुत दफे दोहराई गई है। मैं समझ नहीं पाया कि इस थोपे जाने का क्या अर्थ है। संविधान ने जो कुछ कहा है और जिस के लिये हम ने इस सदन में पास किया है कि भविष्य में हिन्दी चलेगी और उसक साथ साथ अंग्रेजी भी चलेगी, यद्यपि इस अंग्रेजी का चलना कोई संवैधानिक बात नहीं थी फिर भी यह बार बार थोपने की बात कहना उचित नजर नहीं आता। वास्तविकता यह है कि जो लोग पढ़ लिख कर परीक्षायें पास कर के सरकारी नौकरी करना चाहते हैं उन को, विशेषकर दक्षिण वालों को और बंगाल वालों को अवश्य सुरक्षा मिलनी चाहिये। उनको मौका होना चाहिये कि वे उन हिन्दी वालों के मुकाबले में पीछे न रह जायें जो कि हिन्दी भाषी हैं। यह भी जरूरी है कि हिन्दी का जो बोध है और उस में जो वैज्ञानिक शब्द हैं उन को जो कमी है वह भी साहित्य से दूर होनी चाहिये। लेकिन यदि कोई यह कहे कि दबाव को बात है तो मैं निवेदन करता हूँ कि किसी बच्चे को भी जब हम पढ़ने भेजते हैं तो क्या वह साधारण रूप से खड़ी से पढ़ने चला जाता है। उस को भी भेजने के लिये कुछ चापलूसी करनी पड़ती है, कुछ धमकी देनी होती है, बहुत कुछ करना

पड़ता है और कभी समझाना बुझाना पड़ता तो फिर यह दबाव की बात कहना बिल्कुल ऐसी दलील है जो आगे नहीं चलनी चाहिये :

हिन्दी के टीचर्स ट्रेनिंग कालेज खोले हुए हैं। वह कालेज तेजी से चल रहे हैं। कहां कहां वे खुल रहे हैं और कितनी तेजी से वे काम कर रहे हैं दक्षिण में इसके बारे में मुझे कोई जानकारी नहीं है, जिस के सम्बंध में मैं विशेष रूप से कह सकूँ। मेरा तो इतना ही निवेदन है कि जहां यह कालेज हैं, जहां पर कि गरीबों हो रही हैं वह बहुत तेजी से चलने चाहियें जिस से लक्ष्य को हम प्राप्त कर सकें।

15.47 hrs.

[SHRI KHADILKAR in the Chair]

कालेज के विद्यार्थियों के बारे में मुझे यह कहना है कि अनुशासनहीनता की बात अब केवल साधारण कालेजों में नहीं रह गई है। यह अनुशासनहीनता तो अब बहुत बड़े बड़े कालेजों में, डाक्टरों के कालेजों में भी चालू हो गई है। अभी अभी बीकानेर में, राजस्थान में जो डाक्टरों का कालेज था वह बन्द हो गया है। कहा गया कि वहां लड़के आपस में लड़ते हैं। उनको कौन लड़ाता है इसकी जानकारी की परवाह नहीं की गई। मैं मंत्री महोदय का ध्यान इस ओर दिलाना चाहता हूँ कि बीकानेर कालेज केवल राजस्थान का कालेज नहीं है, या बीकानेर कालेज केवल राजस्थान के डाक्टरों के लिये नहीं है, यह सारे देश में जो डाक्टरों की कमी है उसकी पूर्ति का प्रश्न था। अगर इस प्रकार से कालेज बन्द हो जाये तो यह दोष किसको मिलेगा। इस मामले में मैं खास तौर से प्रार्थना करना चाहता हूँ कि इस मंत्रालय का कर्तव्य हो जाता है कि वह देखे कि इसके भीतर क्या है। कोई राजनीति उसके पीछे घुसी हुई है या कोई अन्य कारण था और उसको वे दूर करने का प्रयत्न करें।

मैं अनुशासनहीनता का एक ताजा उदाहरण देना चाहता हूँ। अभी चार दिन हुए मैं फर्स्ट क्लास में आ रहा था गुड़गांव से, जिसमें छः आदमियों के बैठने का स्थान था। उसमें २५ कालेज के लड़के घुस आये। बेचारे २५ आदमियों को तो जगह मिल नहीं सकती थी, कोई नीचे बैठा कोई ऊपर बैठा था कोई खड़ा रहा और कोई बाहर लटका रहा।

एक माननीय सदस्य : विधाउट टिकट थे क्या।

श्री काशी राम गुप्त : नहीं वे पास लेकर चलते हैं। मैंने उनसे प्रश्न किया कि आप लोग क्यों आये हैं तो उन्होंने कहा कि हम लोग तो रोज के विद्यार्थी हैं। पटेल नगर में यह गाड़ी ठहरती नहीं है। हम जंजीर खींचेंगे और उतरेंगे। न तो उनके पास फर्स्ट क्लास के पास थे, न वह इसकी परवाह करते हैं। उन्होंने पटेल नगर में जंजीर खींची और उतर गये। यह रोज का धन्धा है। या तो रेल अपना इन्तजाम ठीक करे या फिर उन लड़कों को अनुशासन सिखाने की बात होनी चाहिये। इस तरह की चीजें हमारे सामने आ रही हैं।

अपने संविधान में जो सब से पहली जिम्मेदारी केन्द्रीय सरकार ने मानी है वह है प्राथमिक शिक्षा की। किन्तु इसके लिये जो लक्ष्य निर्धारित किया गया था उसकी पूर्ति अभी भी नहीं हुई और मालूम नहीं कि इसकी पूर्ति कब होगी। जिस प्रकार की प्राथमिक शिक्षा गांवों में चल रही है उस में किसी प्रकार का कोई स्तर नहीं है। जो अध्यापक भेजे जाते हैं वे ऐसे कच्चे होते हैं कि बजाय शिक्षा देने के वे अशिक्षित लोगों को बिगाड़ और देते हैं।

श्री रामेश्वरानन्द : जिसे कहीं नौकरी नहीं मिलती वह जाकर अध्यापक हो जाता है।

श्री काशी राम गुप्त : चूंकि उनको इतनी थोड़ी तनख्वाह दी जाती है इसलिये

[श्री काशी राम गुप्त]

ऐसा होता है। स्वामी जो सही कहते हैं कि जिन लोगों को कहीं और जगह नहीं मिलती वे अभ्यापक हो जाते हैं। शहरों और कस्बों की दशा तो और भी खराब है। शहरों और कस्बों की स्थिति तो यह है कि न किसी स्कूल के लिए कोई स्थान है और बच्चों को भेड़ बकरी की तरह कहीं न कहीं ठूस कर बैठा दिया जाता है। न उनके खेलने का स्थान है। जब हम यह योजना बनाते हैं जब हमारे संविधान में यह लिखा हुआ है कि हमको यह चाहिए कि प्राइमरी शिक्षा को सब के लिए लागू करें तो हमें यह भी सोचना होगा कि उसे लागू करने के लिए अच्छा स्थान चाहिए, अच्छे उनके लिए खेल के मैदान चाहिए। लेकिन उनके लिए क्या योजनाएं हम शहरों में देखते हैं? दिल्ली जो कि देश की राजधानी कहलाती है उसमें भी वह योजना नहीं है तो फिर थोटी जगहों का तो प्रश्न ही क्या हो सकता है। इसलिए इस बारे में सोचना जरूरी है।

जहां तक टैक्सट बुक्स का सवाल है मसानो साहब ने बतलाया कि उनमें कैंसी गड़बड़ी चलती है और कैंसी खराब प्रवस्था उनमें रहती है लेकिन मैं कहूंगा कि उन खराबियों के साथ साथ जोकि उन्होंने बतलाई एक खराबी और भी है और वह यह कि यह टैक्सट बुक्स समय पर नहीं छपती हैं। परिणाम यह होता है कि विद्यार्थी बेचारे मारे मारे उनको खरीदने के लिए फिरते हैं लेकिन वह उनको कहीं मिलती नहीं हैं। इसलिए इस प्रकार की नीति को समाप्त करना चाहिए और ऐसी नीति अपनानी चाहिए जिससे कि लोगों को राहत मिले।

जहां तक कमजोर वर्ग का प्रश्न है, वह बिलकुल आज भी उतना ही उपेक्षित है जितना कि पहले था। कहने को तो हम हरिजनों के लिए और शैड्युल्ड ट्राइब्स के

सोर्गों के लिए कुछ विशेष कर रहे हैं लेकिन जरा जाकर मौके पर देखें तो पायेंगे कि उनके बच्चों की बड़ी खराब दशा हो रही है। आप पायेंगे कि किस प्रकार से वहां उनके बच्चों के नाम पर अनापशनाप राजनीति चलती है। जो किसी सत्ताधारी पार्टी के भ्रादमी का चहेता है उसके बच्चे को तो बजोफा मिल जायेगा वना आम तौर पर हरिजन और ट्राइब्स के लोग मारे मारे फिरते हैं और उनको बजोफा नहीं मिलता है।

जब यह कहा जाता है कि हमें धार्मिक शिक्षा होनी चाहिए या कम से कम नैतिक शिक्षा होनी चाहिए तो यह कहते हैं कि हमारा देश सैकुलर है लेकिन मेरा कहना है कि एक सैकुलर देश में तो यह और भी जरूरी हो जाता है कि बच्चों को नैतिक शिक्षा बहुत अधिक रूप में दी जाये। धार्मिक शिक्षा देने से यह मतलब नहीं है कि किसी एक सम्प्रदाय विशेष की शिक्षा हो वरन धार्मिक शिक्षा देने से मेरा तात्पर्य यह है कि हमारे बच्चों को नैतिक शिक्षा दी जाये और वह देश और समाज के नैतिक मूल्यों को पहचानें। अभी मेरे से पहले डा० साहब फरमा रहे थे कि हमारा नैतिक स्तर कितना गिर गया है। शिक्षा का तात्पर्य यह होना चाहिए कि नैतिक स्तर जो कि गिरता जा रहा है उसे कैसे गिरने से रोका जाय और नैतिकता का एक उच्च स्तर कायम किया जाय। इसके लिए आज हम सब लालायित हो रहे हैं और हमारे गृह-मंत्री नन्दा जी बार बार इसकी चर्चा करते हैं लेकिन जैसा मैंने कहा अगर प्रशिक्षण के शुरू में यह नैतिकता का स्तर नहीं कायम किया जायगा, ऊंचा स्तर वहां पर नहीं बनाया जायेगा तो आगे चल कर उसका क्या नतीजा होने वाला है। इसलिए किस तरह से शिक्षा में नैतिकता का स्तर कायम किया जाय यह प्राथमिकता से विचार करने का एक विषय हो गया है।

एक सेंट्रल इंस्टीच्यूट ऑफ इंग्लिश हैदराबाद में है। मैं नहीं समझ पाया कि वह हैदराबाद में होने के नाते सारे देश को कितना लाभदायक हो रहा है और उसको और ज्यादा फैलाने की आवश्यकता है या नहीं है और वह इंग्लिश की पूति किस रूप में कर रहा है और किस तरीके से वह इस इंग्लिश को पनपा रहा है और उससे कितना लाभ हमको हो रहा है और कितना लाभ नहीं हो रहा है इसका इस रिपोर्ट में अच्छे ढंग से कोई जिक्र नहीं है।

अभी एक प्रश्न चल रहा है। हाई स्कूल में दस वर्ष हों, हायर सेकेंडरी में ११ वर्ष हों और फिर हम चाहते हैं कि उसका १२ वर्ष का कोर्स हो। कोई फैसला नहीं हो रहा है। सारा देश अस्तव्यस्त है। कहीं दसवीं जमात चल रही है, कहीं ग्यारहवीं जमात चल रही है तो कहीं बारहवीं की कोशिश हो रही है। एक खिचड़ी सी पक रही है और इससे बहुत बड़ा नुकसान हो रहा है। इस बारे में जितना ही विलम्ब लगेगा उतना ही उसमें अधिक नुकसान होगा।

जब हमारे देश की सरकारी भाषा हिन्दी है तो सारे देश की जो प्रान्तीय भाषाएं हैं उन भाषाओं में जो शिक्षा होती है उस शिक्षा के साथ हिन्दी को जोड़ा जाय। हिन्दी को जितनी तीव्र गति से जोड़ा जायगा उतना ही न केवल हम अपने संविधान का पालन करेंगे बल्कि दूसरे देशों में भी हमारा मस्तक ऊंचा हो सकेगा। हम देखते हैं कि हर एक देश अपनी भाषा को लेकर आगे बढ़ा है। रूस आगे बढ़ा, चीन और जापान भी अपनी अपनी भाषाओं को लेकर आगे बढ़े लेकिन हमारा एक अभागा देश हिन्दुस्तान ऐसा है जो कि अभी भी विदेशी भाषा अंग्रेजी के साथ लिपटा हुआ है और हिन्दी के जरिए वह उच्च शिक्षा में आगे नहीं बढ़ पा रहा है। एक तो अंग्रेजी के साथ लिपटे रहने से देशकी एकता अष्ट होती जा रही है इसलिए यह

जरूरी हो जाता है कि शिक्षण के क्षेत्र में केवल सांख्यिक रूप से ही वृद्धि न हो, पढ़ने लिखने वालों की तादाद में ही वृद्धि न हो बल्कि उनके बीच एक आत्मबल भी आये, कुछ उनका नैतिक स्तर बने और आत्मबल बने। अभी इस सम्बन्ध में कितने ही आंकड़े हमारे सामने आये और वह आंकड़े भी हमको यह बतला रहे हैं कि हम नीचे गिरते जा रहे हैं।

मैं निवेदन करूँ कि हायर सैकेंडरी स्कूलों के अन्दर जो टीचर्स होते हैं, ग्रामों में जब वह जाते हैं तो उनको अपार कठिनाई होती है। उनका कोई मकान नहीं होता है। जितने भी अपसर जायेंगे उनके मकान तो आपको वहां पर बने हुए मिलेंगे लेकिन यह अध्यापक ऐसे अभागे होते हैं जिनको कि कहीं मकान नहीं मिलते और वह बेचारे गांव गांव में मारे मारे फिरते रहते हैं और अपने दुःख को किसी से कह भी नहीं सकते। इस प्रकार की एक दयनीय स्थिति उनकी वहां पर होती है।

अन्त में मैं यह निवेदन करूँ कि यह जो राजनीति हमारी है दुर्भाग्य से यह सब जगह पहुंच गयी है और यह स्कूलों के खुलने में बहुत चलती है। उनको यह कहा जाता है कि हम तुम्हारे यहां स्कूल खोल देंगे लेकिन पहले यह बतलाओ कि तुमने हमको चन्दा दिया है या नहीं। अगर हमें चन्दा दे दोगे तो हम स्कूल खोल देंगे लेकिन अगर चन्दा नहीं दोगे तो स्कूल नहीं खुलेगा। चुनावों के समय जब बोट हासिल करने होते हैं तो यह चीज चलती है कि देखो भाई स्कूल खुलवायेंगे तो हम ही खुलवायेंगे क्योंकि कांग्रेस का राज्य है, यह विरोधी लोग स्कूल नहीं खुलवा सकेंगे इसलिए अगर स्कूल खुलवाना है तो हमें बोट दो। इस प्रकार की चर्चाएं चुनावों के समय होती हैं जिसका कि नतीजा यह होता है कि लोगों का स्तर चुनावों के समय और गिर जाता है। इसलिए ऐसी बातों का प्रबन्ध होना चाहिये लेकिन आज इसका कोई

[श्री काशी राम गुप्त]

प्रबन्ध नहीं है। उसको कोई करप्ट प्रैक्टिस भी नहीं मानता कि यह बहुत बुरी बात है। यह कानून से बाहर है कोई ऐसा नहीं मानता।

साधारण रूप में यह चल रहा है और ऐसे ही यह चलता रहेगा इस तरह से सोचना और कहना एक बुरी बात है।

इसी तरह से मैं एक मिसाल दू कि हमारे यहां एक अलवर शहर में जहां से कि मैं आया हूँ वहां १३०० विद्यार्थी कालिज में पढ़ रहे हैं। जब उनसे कहते हैं कि साहब यहां पर एक लड़कियों का कालिज खोल दीजिये तो वहां उनकी राजनीति चलती है और कई कारण उसमें बताये जाते हैं। कुछ लोग आते हैं रुपया देने के लिये लेकिन चूंकि वह लोग उनके ग्रुप के नहीं हैं और कहीं इससे उनकी संज्ञा के ऊपर घक्का न पहुंच जाय तो इस प्रकार से अच्छे अच्छे कामों में भी राजनीति घुसेड़ी जाती है। राजनीति का इन कामों में घुसेड़ना वह हमको पीछे की तरफ ले जाने वाला और वह नहीं होना चाहिए। पोस्ट ग्रेजुएट कोर्स का जहां तक सवाल है कहीं तो कहते हैं कि युनिवर्सिटी उन्हें खोल दी है इसलिए नहीं होगा और कहीं पर वह खुल जाता है। इसलिए मैं मंत्री महोदय से निवेदन करूंगा कि वह राज्य कि सरकारों को इस प्रकार का ध्यान दिलायें कि जबतक यह कौनकौरेट लिस्ट में नहीं आ जाय, शिक्षा में इस प्रकार का अन्याय न किया करें और उचित रूप से इसका बटवारा करें जिससे कि इस प्रकार की बेचनी जो इसको लेकर लोगों में फैलती है वह न फैलने पाये।

सभापति महोदय, आप आश्चर्य करेंगे कि जिस प्राथमिक शिक्षा का यह हाल है उस प्राइमरी शिक्षा को हमारे यहां खासतौर

से राजस्थान में पंचायतों के अधीन किया गया है। नतीजा इसका यह हुआ है कि हमारे राजस्थान में खासतौर से जो वहां के विद्यार्थी हैं और जो हमारे वहां के टीचर्स हैं, अध्यापक हैं उनका स्तर बिल्कुल समाप्त हो गया है। वह यह सोचते हैं कि अब तो हम सरकार के नौकर हैं नहीं। मुझे कोई पेंशन नहीं मिलेगी और मुझे क्या होने वाला है इसका भी कुछ पता नहीं है। इसलिए वह उन पंचायतों और सरपंचों आदि की खुशामद करता रहता है क्योंकि अगर वह खुश बने रहते हैं तब तो वह कायम रहता है वरना वह एक दिन भी काम पर नहीं रह सकेगा। अगर कहीं अभाग्यवश सरपंच महाशय अध्यापक से नाराज हो गये तो उसकी फौरन वह बिलटी बांध कर भेज देंगे। इसलिए यह एक विचारणीय विषय है कि पंचायतों को प्राइमरी शिक्षा का काम सौंपना ठीक है या नहीं। आज इस संबंध में एक प्रश्न भी उठा था जिसके कि उत्तर में उपशिक्षा मंत्री महोदय ने बतलाया है कि अभी इस बात के ऊपर विचार किया जा रहा है। मैं निवेदन करूंगा कि इस पर बहुत गहराई के साथ विचार करें कि सारे देश में पंचायत समितियों को प्राइमरी शिक्षा के सारे अधिकार दिये जायें अथवा न दिये जायें। यह केवल राजस्थान के स्तर के गिरने की ही बात नहीं है बल्कि सारे देश के स्तर का सवाल है। इसका असर सारे देश पर आने वाला है। इस प्रकार से यह मुख्य विषय है जिसके कि ऊपर उनको ध्यान देना चाहिए।

अन्त में मैं कालिज की एक बात कह कर समाप्त करूंगा। जो बटवारा आपने ऐसे स्कूलों का किया है, छोटे छोटे स्कूल आप दिल्ली से बैठ कर चलाते हैं, प्रदेश के स्तर पर और जिलों के स्तर पर चलाते हैं, वहां उन जिलों में उन की उपयोगिता है अथवा नहीं इसकी जांच मैं समझता हूँ कि नाकाफ़ी हुई है और जो स्कूल अभी तक खुले

हैं वे नाकाफ़ी हैं। मैं ने सुना है कि यह स्कूल कोई ३०० की तादाद में खुलने वाले हैं। इसलिए जहाँ जहाँ वह खुलने वाले हैं वहाँ वहाँ कितने कितने मिलेटरी के बोग ज्यादा हैं कितनी कितनी नरमरी और बेसिक स्कूलों की तादाद है इन सब को देख कर उनको खोलना चाहिए और चलाना चाहिए। अन्त में मैं आप को धन्यवाद देता हूँ कि आप ने मुझे बोलने के लिए समय दिया।

16.00 hrs.

Shri Chandrabhan Singh (Bilaspur):
Mr. Deputy-Speaker, Sir, I find myself in a very peculiar position here. This august House to me appears to be an urbanised House and when we think of this country, it is a ruralised country. We have been independent for 17 years and what do we find? When we look to the villages, when we look at primary education and when we look at the Constitution, we feel that we are in deep waters. Primary education which should have been started in each and every village is nowhere to be seen. The persons here are discussing about the research education, technical education, higher secondary education and all those things. But they do not bother about the primary education. Think about those illiterate villagers and think of those villages who have a population of 2000 or more. There is no primary school much less any other thing better. When I think of all this, I am surprised that we lay stress on most meagre objects and forget the basic ones. Remember once for all that if you want this country to come up, you have got to start education, education and education, first and last. Without education, we are living in darkness and with darkness there is no light anywhere. On education we are spending about 2.8 per cent of our national budget. Is that enough? Go to any modern country in the world and then you will find what they spend on education. They spend 10 to 12 per cent of their overall expenditure on

education. I will plead with the Education Minister "that the time has come when it is his outlook to see that proper stress is laid on primary education." The people must be told and this august body must do something about it. I know, you always say, "Well, what can the Government do? Primary education is a State subject". Probably, I agree there. But the time has come, with the view of the Education Minister now, that education must be taken completely by the Central Government. If you want to eliminate all the trouble, this subject must be brought into the Concurrent List. This is a pre-eminent disposition which this House must decide. The time has come when the Education Minister must tell everybody without any fear or favour that education has got to be a Concurrent subject and the Centre will be responsible for primary education in each and every village.

Now, when we come to other part of education, my friend Dr. Prasad just now mentioned what is the status of education in the middle-grade, what is the status of education in the higher secondary grade and what is the status in the university grade. The whole thing has remained in the doldrums. I cannot understand why it is there. There are people who have got their own ideas. They think of their own methods. They think of their own designs. But no one bothers about the real education. Think of the university education. Every boy who passes his matriculation or higher secondary examination or intermediate wants to go to the university. Is that right? Is that desirable? Is it possible for this country to give the highest education, university education, to all these boys and girls? Is it necessary? I am bold enough to say that it is not necessary. Let us put a line somewhere that this boy and this girl will remain in the secondary group; that this boy and this girl will remain in the higher secondary group; that this boy and this girl will go to the university grade, and this boy and this

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girl will go to the research grade. I am quite ashamed and quite surprised that so far the Education Ministry has not decided this simple problem. I think this is a very simple problem. There should be no difficulty to make any criterion, that the boy who gets so much marks will go so much and no further. This thing has not been done. What are you afraid of? By your fear, indecision and all these fissiparous tendencies that we have got, you have ruined the education of this country and the time has come when after 17 years we are still in the same if not worse position. I plead with the Education Minister to say that he must turn a new leaf. He has got a bunch of secretariat staff. They are bred and brought up in the old tradition. Our thinking is in a mess, still in the same method that the British used to think. Let us change our methods. If we do not change our methods, our future is entirely dark. This is a very important point and I must plead that education must become a Concurrent subject and this excuse that it is a State subject should not hold good any further.

Then, there are some important points, I should say, about technical education. Technical education in the country, as is well-known, is in the doldrums and it is at a very low level. Take, for instance, medical education. What is the state of medical education? In medical education, you are admitting 7000 to 8000 graduates in 72 medical colleges that you have in the country and they are producing round about 6000 graduates in the medical colleges. Our population is increasing at the rate of one crore a year. If you want to take that standard of 1 doctor for a population of 2000, we need a very large number of doctors. With the present position, that number will never be reached and the time has come when you must lay stress on these important points. The same thing holds good for agricultural education and for other courses also. We have not been able to go beyond that.

Why? It is because you are spending very little money on education. The time has come when you must think aloud and must spend more money on education. You talk aloud about our standards, our spiritual high levels and all those things, but you do not do any work on those lines.

One thing more I must say about medical education. I was very glad to hear the other day and this morning that the new Education Minister has, more or less, dissolved about 80 sub-committees. I will request him to dissolve most of them. They do not do much useful work.

An Hon. Member: All of them.

Shri Chandrabhan Singh: I agree; all of them. I am a member of one sub-committee, the Central Advisory Board of Education. There was a meeting in Panchmarhi. We were there for four days. We had a lovely time there. We enjoyed it. I am glad to say that we enjoyed that part of the work. But what real work did we do? Hardly any work. We had some civil functions and there were certain programmes and we went through all those. I will be happy even if that is dissolved completely. I am reminded of one important point. In that meeting of the Central Advisory Board of Education in Panchmarhi there was a discussion about the text-books also. There is a plan with the Education Ministry that cheap editions of expensive text-books will be produced in the country. I mentioned it to the then Minister of Education, Dr. Shrimali—he is no longer here—that the time has come that some facilities of this type for producing cheap medical text-books for medical students should be available in the country. When the first minutes came to me, I was surprised to see that there was no mention of this at all there. The minutes were sent to me and there was no mention at all about this. Well, the Secretary of the Ministry is sitting over there and I want him to take note of this that there is no mention of this

at all. As I said in the beginning, about 8000 medical students are admitted every year in the medical colleges. Those boys go from pillar to post to get the medical text-books. Medical text-books are very expensive. Publication of each text-book will cost a very heavy sum to the publisher. How can they buy such expensive books? From where to get the money? The then Education Minister promised me that he will look into the matter and see that certain text-books are produced cheaply for our medical students in the country. That is a very important point. The time has come when cheap text-books for medical students must be produced. There should be no two opinions about that. That must be done. I have been a teacher for more than 25 years and I know the difficulties of medical students and what they do. The difficulties are still great and there are certain boys who are without text-books at all. In view of all this, I plead with the Education Minister to kindly look into this very important matter.

People have spoken about higher moral values of life. That is a very good thing. The country is well-known for higher moral values. Who doubts that? But where are we? Who is there to teach them higher moral values? In the primary schools, there is no question at all about that. The IAS or ICS officers send their children to nursery schools where money is fleeced from them. Then from the nursery school, those children go to some sort of basic schools and then they go to high schools etc. But what about the primary schools? The majority of the boys do not go even to the primary schools. Where is the chance for them to get moral education?

I am here reminded of one important point. When I talked about religious education, somebody said 'This is a secular country. How can we give them religious education?'. I said 'By religion we do not mean either Islam or Hinduism or Sikhism; we do not mean that at all. After all, what

does religion teach? Religion teaches the higher values of life, be it Christianity, or Hinduism or any other.' Every boy and every girl must know what the higher values of life are. Whether it is Christianity or Hinduism or any other, every religion teaches higher values of life. I feel that in every primary school, from now on, we must see that religious education must be given. I may suggest that in each village let there be some sort of Gandhi kutis where religions there and let the students gather there and let the students gather there either in the morning or in the evening and sing a national song, whatever that national song may be. I think that sort of religious education must be given to all these boys and girls. That is a very important thing, and I plead with the hon. Minister that he should keep this in mind and take care to see that religious education is given in all these schools completely.

Last but not the least, there is research education. We always hear about research, research and research. People talk about research. Even those Toms, Dicks and Harrys who do not know the meaning of the word talk about research and ask 'Where is research done in this country? There is no research anywhere'. And they say 'Look at agriculture, look at medicine and look at other things, there is no research'. Well, they do not know the meaning of the word research at all; they do not understand what is meant by the word "research". Let them go to foreign countries and find out the amount of money that is spent on research. I would submit that our country is not probably having research on that scale here. Research means investigation into certain problems and finding out a solution for them. You have got certain problems and you have got to solve them. That is called research. Have our research workers done anything in that kind of

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way? I make bold to say and ask whether any research worker in our country has thought over a problem and given his idea of a solution to that problem. So, research means taking up a problem for solution. And mind you, research is a specialised job. But what is happening now? They say that this research must be done in one year or two years. They give a research programme to a student saying 'In one year, do this, in two years do this, in three years, do this' and so on. Those who do this do not know what is research. I have been a research worker, and I have helped also in research work, and I know what research means. But the majority of those who plan research courses do not know what research is. I would suggest that the people who take up research must have a special cadre. Those who take up research must have a certain capability for it; they must get more than 80 per cent marks in schools and colleges, and they must be given special facilities for research, and there must also be a special cadre for them, so that their future may be assured to them; then alone, you can bring about real research in this country.

With these words, I support the budget.

श्री यु० सि० चौधरी (महेन्द्र गढ़) :

सभापति महोदय, आज जिस महत्वपूर्ण विभाग की मांगों पर बहस हो रही है, उस बहस को मैंने बहुत ध्यान से सुना है। जिन जिन माननीय सदस्यों ने इसमें भाग लिया है और अपने विचार प्रकट किये हैं उन में से एक ने भी, हमारे जो नए मंत्री हैं जिन्होंने शिक्षा विभाग का भार अपने कंधों पर लिया है और जिनके लिये यह एक नया तजुर्बा है, जहां तक शिक्षा के क्षेत्र में सुधार करने का सवाल है या शिक्षा को समाज की आवश्यकताओं के अनुरूप बनाने का सवाल है, यह नहीं कहा है कि इन पिछले सत्रह सालों में हमें एक प्रतिशत भी सफलता मिली है। दो बजे से शिक्षा के ऊपर बहस हो रही है और

अब सवा चार बजे हैं अब तक जितने भी वक्ता बोले हैं उन्होंने चाहे कुछ भी कहा हो, अलग अलग विषयों के बारे में उन की चा कुछ भी राय रही है लेकिन इस विषय में सब के सब बिल्कुल एकमत हैं कि शिक्षा के क्षेत्र में जहां तक सुधार करने का ताल्लुक है, हमें एक प्रतिशत भी सफलता नहीं मिली है। सभी ने इस बात पर जोर दिया है। कुछ माननीय सदस्य केवल राजनीति के स्कालर थे, कुछ शिक्षा शास्त्री थे, कुछ दूसरे क्षेत्रों से आए थे लेकिन सभी ने इस मामले पर दबाव दे कर कहा है कि शिक्षा के क्षेत्र में कोई भी किसी प्रकार का भी ऐसा परिवर्तन जो किसी भी स्वतंत्र देश के अन्दर होना चाहिए, नहीं हुआ है। यह डिमांड पास हो जाएगी, लेकिन यह ठर्रा क्या इसी प्रकार में चलता रहेगा? अगले साल फिर इसी प्रकार से डिमांड आएगी, तब क्या हम यही बात कहेंगे? क्या ये सभी बातें इसी तरह से चलेंगी। इन बातों के अन्दर जो छिपा हुआ चैलेंज है, उसका मुकाबला किया जाना चाहिये। सारी की सारी बात जो इतनी शक्ति के साथ कही जा रही है, इतने बलपूर्वक कही जा रही है जोकि देश के ऊपर एक प्रकार की चोट है, उसके बारे में शिक्षा मंत्री महोदय को गम्भीरता से विचार करना चाहिये। यह चीज हमारे नए शिक्षा मंत्री को कसौटी पर कस रही है। क्या जिस प्रकार से शिक्षा मंत्रालय आज तक चलता रहा है, उसी प्रकार से आगे भी चलता रहेगा? या हमारे नए शिक्षा मंत्री शिक्षा मंत्रालय को इस जाल में से निकाल कर कुछ ऐसे ठोस और सही कदम उठायेंगे कि एक साल के बाद जब दुबारा हम लोग इस पर अपने विचार प्रकट करें तो जो वाक्य आज हर माननीय सदस्य ने दोहराया है कि शिक्षा के मामले में एक भी कदम नहीं उठाया गया है, उसको दोहराने का किसी को मौका न मिले? और बहुत से मामले हैं, जिन में कुछ न कुछ काम हुआ है, जैसे इंडस्ट्री हैं,

उसमें काम हुआ है, नहरें भी खोदी गई हैं तथा दूसरे जो मामले हैं उन सब में कुछ न कुछ काम हुआ है ऐसा कहा जा सकता है। लेकिन जहां तक शिक्षा का सम्बंध है पिछले १६-१७ सालों में कुछ भी काम नहीं हुआ है। इस चीज को बहुत ताकत के साथ दोहराया गया है और यह चीज नए शिक्षा मंत्री के लिए एक कसौटी बन कर आई है। इस कसौटी पर वह खरे उतरें, ऐसी आशा सभी को करनी चाहिये।

अपने पूर्व वक्ता के विचारों के साथ अपने विचार मिलाते हुए मैं इस बात का पूर्ण समर्थन करता हूँ कि पिछले १७ सालों में शत-प्रतिशत कोई भी ऐसा काम शिक्षा के क्षेत्र में नहीं हुआ जिसके आधार पर आज भरोसे के साथ यह कहा जा सके, विश्वास के साथ कहा जा सके कि हम इस क्षेत्र में आगे बढ़े हैं। हां एक दो एक्सपैरीमेंट अवश्य हुए हैं, जैसे हाई स्कूल सिस्टम के स्थान पर हायर मैकेंडरी सिस्टम चला दिया गया है या इसी प्रकार के कुछ और काम हुए हैं। आजादी के बाद एक दम बेसिक शिक्षा का नारा बहुत जोरों से लगा था। इस बेसिक शिक्षा के सम्बंध में कुछ बात मैं आप को बतलाना चाहता हूँ। शिक्षा के क्षेत्र से मेरा भी काफी नजदीक का सम्बंध रहा है। लेकिन तीन चार दिन पहले की ही बात मैं आपको बतलाता हूँ। दिल्ली के पास जामा मिलिया मेरे ख्याल से सबसे बड़ा केन्द्र बेसिक शिक्षा का है। उसके एक बहुत सीनियर अध्यापक ने किसी मौके पर बातचीत करते हुए यह कहा है कि पांच साल के बाद यह जो बेसिक शब्द है, जो बेसिक आधार है बेसिक प्रणाली का, वह केवल इतिहास की वस्तु बन कर रह जाएगा और हमारे ये जो स्कूल हैं इनके साथ इसका कोई सम्बंध नहीं रह जाएगा। इस बात को कहने का मेरा एक तात्पर्य है। सेंट्रल गवर्नमेंट में यही एक इस सम्बंध में बात हुई है जो कि १९४७ के बाद बड़ी ताकत के साथ की गई है। महात्मा गांधी

का भी दूसरे लोगों के साथ साथ इसके साथ नाम जुड़ा हुआ था, इस वास्ते हमको बड़े जोरशोर से लाया गया था। श्रम की प्रतिष्ठा करने के लिए शिक्षा संस्थानों को, स्कूलों और कालेजों को सोसाइटी की आवश्यकताओं के अनुरूप बनाने के लिए, जो कुछ समाज के अन्दर होता है, उनका ये केन्द्र बन सके, ऐसी कल्पना अपने दिमागों में रखते हुए हम ने बेसिक शिक्षा की तरफ जो अपना कदम उठाया था, इसके बारे में उस व्यक्ति की यह राय थी, जो मैंने आप के सामने रखी है।

बाकी जितने मामले हैं, उन का अगर आप विप्लेवण करें, तो आज तक कोई खास काम नहीं किया गया है। कमेटियां ही बनती रही हैं। जहां तक कमेटियों का सम्बंध है यह किसी समस्या को टालने का बहुत अच्छा ढंग था। इसका मुझ से पहले बोलने वाले एक वक्ता ने ही जिक्र किया है। वह जिस कमेटी के मेम्बर थे उस कमेटी का यही काम था कि वह पंचमढी का हिल स्टेशन देख आए इसके अलावा और कोई काम उसके द्वारा नहीं हुआ। मैं अपना भी एक तजुर्बा आपके सामने रखना चाहता हूँ। पिछले साल मैं भी एक एजकेशन कनसलटेटिव कमेटी का मेम्बर था। हमें डा० श्रीमाली हिन्दू यूनिवर्सिटी में ले गए। वहां जिस किमी डिपार्टमेंट में हम गए सिवाय टी पार्टी के अलावा और कोई काम हम नहीं कर सके। तीन चार दिन लगातार यही सिलसिला चलता रहा। कोई भी ऐसी प्रेवटीकल बात जिस से हम जाने सकें कि हिन्दू यूनिवर्सिटी के अन्दर क्या हो रहा है या यह जो इतना बड़ा शिक्षा का मंदिर है, इस में कौन सा ऐसा काम हो रहा है जिस का समाज और देश को लाभ होने जा रहा है, मालम करने का हमें मौका ही नहीं दिया गया। सुबह से शाम तक इसी चक्कर में हमें फंसाये रखा गया। हमें ऐसा चक्कर दिये गए कि

[श्री यु० सि० चौधरी]

कहीं भी किसी एक स्थान के ऊपर बैठकर किसी मामले पर हम सोच सकें, इसका मौका ही नहीं मिला . . .

श्री शिवनाथ राय (देवरिया) : प्राप क्यों चक्कर में आये ?

श्री रामेश्वरानन्द : आपने सारे के सारे देख को चक्कर में डाल रखा है ।

श्री यु० सि० चौधरी : कहने का तात्पर्य यह है कि हमारे शिक्षा मंत्री के ऊपर इस बात की एक विशेष जिम्मेदारी है, एक विशेष उत्तरदायित्व है कि शिक्षा के बारे में जो बातें कही जा रही हैं, जो सुझाव दिये जा रहे हैं, उन पर वह गम्भीरता से विचार करें, जो कुछ हम कहते हैं उसको अमल में लाने का उत्तरदायित्व वह अपने कंधों पर लें और आमूल परिवर्तन वाली जो बातें कही जा रही हैं, उनको वह देखें । जब तक आमूलचूल परिवर्तन नहीं होगा, तब तक शिक्षा समाज की प्रावश्यकताओं के अनुरूप नहीं बन सकती है । शिक्षा पद्धति जो बहुत पहले से चल रही है, डा० मंकाले के वक्त से कली आ रही है जब कि केवल क्लर्क ही तैयार किये जाते थे, आज भी उसी तरह से जारी है । स्कूलों और कॉलेजों के अन्दर कम से कम जहां तक आर्ट साइड का सम्बन्ध है, जोर इसी बात पर रहता है कि किताबों को घोट लिया जाए, कोर्स को घोट लिया जाये, रट लिया जाए और रट कर पास परीक्षा को कर लिया जाए । उस के बाद अपनी परीक्षाओं में जा कर पूरे नम्बरों से पास हो जाते हैं । बाकी के जो दस महीने होते हैं, मुझे अध्यापक होने के नाते अनुभव है, उन में स्कूल और कॉलेजों के बच्चों के पास कोई ठोस त्रिआयक प्रोग्राम नहीं होता । जिस के कारण जब अनुशासन की बात आती है तो उन पर लाठन लगाया जाता है कि विद्यार्थियों में यह कमी है, वह कमी है, इसके

लिये यह जिम्मेदार है, वह जिम्मेदार है, सी तरह की राजनीतिक और सामाजिक बातें लाई जाती हैं । इस सारी की सारी समस्या के अन्दर जो मूल बात है, वह, मैं समझता हूं, यह है कि विद्यार्थियों को किसी काम में बिजी नहीं किया जाता । उनको सारे साल में इतना काम नहीं दिया जाता कि वे पूरे साल किसी न किसी तरह उसमें लगे रहें और बेकार बातों में उन का दिमाग न जा सक । इस लिये यह निहायत जरूरी है, कि जहां हम इस बात को सोचें कि विद्यार्थियों के अन्दर डिस्प्लिन, हो, वहां हम इस बात को भी सोचें कि जो शिक्षा प्रणाली है, जिस का फल उन को परीक्षाओं में मिलता है उस में पूरा परिवर्तन हो ।

यहां परीक्षाओं के बारे में कहा गया । हमारे सिस्टम आफ एजुकेशन में जो कमियां हैं उन के बारे में अनेक बार यहां प्रश्न आये लेकिन जो पिटे पिटाये उत्तर होते हैं वही दे दिये गये कि इस मामले में यह कमिशन सोच रहा है, यह कमेटी सोच रही है । मेरे म्याल में पिछले ७०, ८० या १०० सालों के अन्दर उस के अन्दर रत्ती भर अन्तर नहीं हुआ है । उसी तरह से लड़के अपने पाठों को घोट लेते हैं और तुक्का लग गया तो पास हो गये । जो अच्छे लड़के होते हैं २०, ३०, वे तो जरूर अच्छे नम्बरों से पास होते हैं बाकी सारे लड़के अपने जीवन को इन्हीं परीक्षाओं के झगड़े में बरबाद करते हैं । जब तक सारी की सारी शिक्षा प्रणाली सम्भले नहीं, जब तक पाठ्यक्रम को बदलने के सवाल पर, परीक्षा प्रणाली को बदलने के सवाल पर गहराई से विचार नहीं किया जाता, खाली रोचने मात्र से काम नहीं चल सकता । उस के सम्बन्ध में जब तक कोई क्रांतिकारी कदम नहीं उठाये जायेंगे, तब तक अपने दिमाग में यह बात रख कर हम नहीं चलेंगे कि शिक्षा मंत्रालय जो है वह तमाम प्रदेशों के शिक्षा से सम्बन्ध जो अधि-

कारी हैं उन के जंजाल से बाहर निकल कर काम करे तब तक शिक्षा में सुधार नहीं हो सकता । जो उन लोगों के ढरें हैं उन में वे मंत्रियों को ऐसा उलझाते हैं कि अगर क्रांतिकारी ढंग का मंत्री भी होता है तो वह भी उन के जाल में जा कर फंस जाता है । हमारे बहुत से भाइयों ने श्री चागला के सम्बन्ध में बहुत सी बातें कहीं । शायद पांच छः महीनों तक वे अच्छी अच्छी बातें कहते रहें लेकिन बाद में जहां अधिकारियों का चक्कर चला, वहां वे भी बातें शायद कहने लग जायें कि युनिवर्सिटी ग्रान्ट्स कमिशन जाने, हम ने फलां कमेटी बना दी है, वह इस मामले को देख रही है । इसी तरह से १७ सालों में २, ३ साल और ऐड हो जायेंगे और सारी की सारी शिक्षा प्रणाली वहीं की वहीं खड़ी रह जायेगी और सारी की सारी जनरेशन से, नवयुवकों से वही खिलवाड़ होता रहेगा जो कि पिछले १७ सालों से हो रहा है ।

16.23 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

इस मामले के अन्दर मैं एक बात निवेदन करना चाहूंगा कि यहां टेकनिकल एजुकेशन के बारे में बहुत कुछ कहा गया । इस के बारे में बहुत कुछ कमेटियां भी बनीं, कुछ ग्रान्ट्स भी मिलीं, नई नई बिल्डिंगें और मकान बनाये गये, नई नई रिसर्चें भी हो रही हैं, लेकिन हिन्दुस्तान के ६०, ६२ फी सदी जो स्टूडेंट्स हैं वे केवल ग्रांट्स के विषयों को ले कर परीक्षाएँ देते हैं । उन के वास्ते कोई अच्छा काम किया गया हो, पन्द्रह, सोलह सालों में उनकी शिक्षा प्रणाली के अन्दर कोई अन्तर आया हो, या उस पर नये तरह से सोचने का प्रयास किया गया हो, ऐसा मुझे नजर नहीं आता । आज की जो किताबी एजुकेशन है वह सारे के सारे तरीके को इस तरह से ढके ए है कि उसे कोई हल नहीं कर सकता ।

आज अखबारों में यह खबरें आती हैं कि हमारे लड़के तो बी० ए० तक पास कर चुकते हैं लेकिन उन में जनरल नालेज नहीं होती । विदेशों के बारे में तो दूर, इमारत के बारे में भी उनको कुछ पता नहीं होता । इस सम्बन्ध में अपने विषय से जरा दूर जा कर एक उदाहरण देना चाहूंगा कि किस प्रकार से जनरल नालेज हमारे यहां लैक करती है । सम्बन्ध तो इस का विदेश मंत्रालय के साथ है, लेकिन मैं उस को बतलाना चाहता हूं । अभी कल परसों ही किसी समाचारपत्र के अन्दर, हमारे हिन्दी के एक बड़े प्रसिद्ध और जाने माने लेखक, श्री सच्चिदानन्द हीरानन्द वात्स्यायन ने अपने कुछ संस्मरण दिये थे कि वे किसी योरप के दूतावास में चले गये । वहां पर उन लोगों ने सोचा, खास कर जो वहां के सांस्कृतिक सचिव थे उन्होंने सोचा, कि हिन्दुस्तान का इतना बड़ा लेखक आया है तो क्यों न उस देश के कुछ राइटर्स को बुला कर उस के सम्मान में एक पार्टी दे दी जाये । जब शाम को उस पार्टी का समय हुआ तो वात्स्यायन जी और वहां के जो कल्चरल अटेंची हैं वे दोनों के दोनों खड़े हुए थे कि इतने में कोई बहुत बड़े लेखक, उस देश के गेट में घुसे । आप हमारे कल्चरल अटेंची की जनरल नालेज का अन्दाजा लगाइये कि जब उन्होंने वात्स्यायन जी का इंट्रोडक्शन दिया तो कहा कि यह सच्चिदानन्द हीरानन्द वात्स्यायन हैं जिन्होंने हमारे देश में काम सूत्र लिखा है जब कि वात्स्यायन का लिखा हुआ जो कामसूत्र है वह हजारों साल पहले लिखा गया है । इस से आप अन्दाजा लगाइये कि हमारी जनरल नालेज की क्या हालत है । आप इस बात को तो छोड़िये कि वे अज्ञन्ता और एलौरा को जानते हैं या नहीं, उस कल्चरल अटेंची को यह भी पता नहीं कि कामसूत्र किस का लिखा हुआ है । पता नहीं किस तरह से विदेश मंत्रालय इस तरह के धादमियों को भेजता है जिन को मालूम नहीं कि कामसूत्र के लिखने वाले वात्स्यायन कौन थे । उन वात्स्यायन की जन्म तिथि के

[श्री यू० सि० चौधरी]

बारे में भी कंट्रोवर्सी है। आज तक मालूम नहीं कि वह वात्स्यायन कौन था, वह चाणक्य कौन था और किस स्थान पर यह काम हुआ। वात्स्यायन की सेक्स पर लिखी पुस्तक कामसूत्र के साथ सच्चिदानन्द हीरानन्द वात्स्यायन का नाम जोड़ दिया गया। कहने का मतलब यह है कि हम दुनियां के देशों को छोड़ कर अपने ही देश को जानें कम से कम, यह सारा महत्वपूर्ण काम हमारी शिक्षा पद्धति का है। मेरे कहने का तात्पर्य यह है कि जहां हम शिक्षा के बारे में परिवर्तन करने की बात अपने दिमाग में रख कर कोई कदम उठावें वहां दूसरी बात यह है कि जो हमारे विद्यार्थी हैं वह पूरे तौर पर से सारे साल अपने काम में संलग्न रहें और उन को जनरल नालेज भी प्राप्त हो सके।

एक बात जो शिक्षा मंत्रालय से सम्बन्ध रखने वाली है और जिस का जिक्र हाउस में नहीं आया है मैं उस के सम्बन्ध में भी कुछ कहना चाहूंगा। शिक्षा मंत्रालय की रिपोर्ट में पुरातत्व विभाग के बारे में, जो कि उस के अन्तर्गत काम करता है, दो चार शब्द लिख कर खत्म कर दिया गया है। पुरातत्व विभाग दरअसल इतना महत्वपूर्ण विभाग है कि उस से हमें जो सारे के सारे देश की छिपी हुई अमूल्य निधि है, जो हमारी सांस्कृतिक धरोहर है, उस का पता चलता है और मालूम होता है कि किस प्रकार वह अतीत के अन्दर छिपी पड़ी थी और उस का उद्घाटन करके हम किस प्रकार उसे प्रकाश में ला कर अपनी उखड़ी हुई इतिहास की कड़ियों को जोड़ सकते हैं। इस विभाग के बारे में मुझे निवेदन करना है कि वैसे तो उसको दो ही एक वाक्य में इस रिपोर्ट के अन्दर खत्म कर दिया गया, लेकिन उस को जो रुपया अलॉट किया जाता रहा है उस में भी इस बार कटौती कर दी गई। इमर्जेंसी का सब से अधिक असर इस आर्कैलोजिकल डिपार्टमेंट पर पड़ता है, जिस के कारण वह अपना काम पूरी तरह से नहीं

कर पाता। आज प्राइमरी एजुकेशन, सेकेंडरी एजुकेशन या और भी सांस्कृतिक क्षेत्र की जो समस्यायें हैं उन के अलावा यह समस्या भी है कि जो हमारा ऋग्वेद कालीन इतिहास है, जो हिन्दुस्तान का बहुत पहले का इतिहास है उस के बारे में हम कुछ ऐसी बातों का पता लगायें जिन से कि बहुत सी छिपी हुई बातें सामने आ सकें। रिपोर्ट में लिखा है कि हम बहुत से स्थानों पर खुदाई कर रहे हैं। मैं शिक्षा मंत्री महोदय से प्रार्थना करना चाहूंगा कि एक ऐसा स्थान है कि अगर उस की खुदाई का प्रयास हो सके तो बहुत कुछ जाना जा सकता है। पाकिस्तान बार्डर पर एक स्थान है जिस का नाम सरसा है। वहां के सबूतों से पता चलता है कि वह सारस्वत नगर है जिस का वर्णन ऋग्वेद में है, और इस बात का भी ज्ञान हुआ है कि ऋग्वेद का निर्माण उसी स्थान पर हुआ है। वहां पर बहुत ऊंचे ऊंचे टीले हैं, अगर उस की खुदाई हो जाये तो हमारे विस्तृत अध्याय का इतिहास भी सामने आ सकेगा।

Shri A. N. Vidalankar: Mr. Deputy Speaker, Sir, first of all I extend my hearty welcome to the new Education Minister and the new Deputy Education Minister. After taking charge of the Education Ministry, the Education Minister has imparted a fresh spirit and dynamism in the administration and I hope that the new outlook that he has introduced in the administration will also be extended to the education policy. The Deputy Minister of Education is our old colleague and he has been making valuable contributions while he was with us as a non-official Member, and I am quite sure that he will also make a mark on the Education Ministry just as he surely made a mark on the deliberations of this House.

Before proceeding to make my remarks, I want to clear a misunderstanding that my hon. friend the Member from Rajkot, Shri Masani, had created in this House. He referred to certain text-books. He was trying to support the claim of private

industry in regard to text-books, and in order to support that, he referred to text-books published by certain States. He referred to Punjab also. I do not know the instances of other States, but I know the instances which he had quoted regarding Punjab. He quoted certain howlers that are alleged to have crept in the text-books that the Punjab Government had published. I agree that during the years 1943-44, in the text-books that were printed there, there were many printing errors which had crept in, but I am sorry that he has not gone deep into the instances which he had quoted as howlers. He has not seen the books carefully. In fact, at the end of the books, there are certain exercises given in order to test the intelligence or knowledge of the students. They just put things in a different way. For instance, it is mentioned there that there is a big port at Ludhiana. This was in order to test the intelligence and the knowledge of the students. From these exercises, he seems to have taken them. But that was old story. Thereafter, the text-books were improved. At present, the text-books do not contain any howlers or any mistakes. I know that printing mistakes creep in, even in the private text-books, that is, the text-books published by the private sector. In the case of the private text-books, he complained that there are counterfeits. But I know that even in the case of his own book, *Our India*, there were counterfeit books which were published, and there also printing mistakes had occurred in the earlier stages. The books published by the private publishers are not free from these defects.

From my own experience, I can say that the experiment in bringing out text-books by the Government has very much succeeded. We in fact tried to experiment again with the idea that some books might be given to private publishers; for a year, we did so, but again we got the same experience and that had to be stopped.

So far as the achievements of the Education Ministry are concerned, I

need not refer to them because in the report all those achievements are given. I do not agree with those hon. Members who say that there has been no achievement, just as my hon. friend from Mahendragarh who preceded me just now said. As my time is short, I would refer only to those points in which I consider there are certain drawbacks. That does not mean that I do not appreciate the good points and the achievements by the Education Ministry. For instance, it is generally complained that the standards are falling. We have listened to this cry since a very long time. I have read many convocation addresses. Even in the convocation address delivered before the old Punjab University—the Lahore University—in 1898, the gentleman who delivered that address also bemoaned the falling standards in education and he stated that the standards were falling rapidly. I do not agree that the standards are definitely falling, but I generally agree that education at present is not fulfilling the hopes that we have, and is not approaching in that direction. In fact, we have not been able to make any change since the Britishers left. We have not been able to impart a new outlook to our whole educational system. We have not been able to change it. There are many reasons for it, and I would not go into them. We want good citizenship. We want to cultivate social sense and collective life. We want to impart to our students the sense of ethical and moral values. We want to build up character. In all these matters, our education has failed. What are the reasons? We feel that there is a general dissatisfaction with the system. I do not blame the present Education Minister or the Ministers as such. I feel that we have not been able to apply our mind. Just as Tagore stated in the old days that our education was soulless and mechanical, the present system suffers from that draw-back.

What are the reasons? I am reminded in this connection of that part of the story which the poet Kalidas gave

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in his *Adhijana Sakuntala*. In that Dushyanta attempted to portray the figure of Sakuntala. He portrayed a very beautiful figure, and the Vidushnak, the clown, stated that it was just similar to the real Sakuntala. But Dushyanta was not satisfied, he felt it was lifeless and he could not get any inspiration from it. He thought it is because he had forgotten to put the *sirish*—the ear-ring which Sakuntala was wearing. He put the earrings, but still he was not satisfied. He thought and thought and found out that the reason why he was not satisfied was that he had forgotten to put there the Malini river that was flowing in the ashram; he had forgotten the vulcal cloth that were being put to dry them; he had forgotten the couple of swans that were slowly floating on the river. The surroundings were ignored and so the portrait did not have that charm and beauty. He put all those things there—the surroundings—and then he found that the picture contained that grace. Similarly, there are education committees. There are magnificent buildings. There are advisory committees and foreign-returned experts. All the paraphernalia is there, but the real Indian surroundings are lacking. We have not been able to create the suitable Indian surroundings around our education. That is the reason why this education has not been able to give us that sense of perfection. Therefore, we should attempt to create proper surroundings in which the students should be taught. I went to a sainik school and I learnt that the students of the primary class were punished because they uttered a single word in Hindi or in their own mother-tongue, instead of in English. So, we must create proper surroundings so that our children should qualify themselves to inherit properly the great wealth of our culture and also become capable of passing on that inheritance to posterity. We are not creating that social personality, that democratic spirit, in our schools. Where is the democratic spirit? There is only the

spirit of autocracy. The teacher is a great autocrat whom the children must obey; otherwise, they should go out of the schools.

The idea behind the basic education experiment was that we have to create proper surroundings. But where is basic education, One of the great authors of basic education, our worthy Vice-President has stated that the present basic education is a fraud on basic education. He said this two years ago. What have we done to change those conditions, to discard that fraud and have real basic education in these two years. I am a member of a committee that was appointed two years ago known as the National Council of Basic Education. Once it met and thereafter it did not meet at all.

My hon. friend there was referring to the teaching of history. Even now we are teaching the same history that was written for our nation by the Britishers. There is no national element in it. The history that was taught by the British people has created dissensions, and it has created separation. Seeds of separation, seeds of disintegration were sown through that history. I think in the teaching of that history, in the way in which history is portrayed before us, that perspective is lacking. The history that is taught at present is responsible for the lack of national spirit, for the lack of common spirit, for the lack of collective spirit in us. The National Integration Committee specially pointed out that the teaching of history should be changed and that new textbooks in history should be written. What have we done since then to re-write the history? The Cambridge History was written by the British people in Cambridge. What have we done to re-write our national history? Even after 17 years of independence we have not been able to re-construct and re-write the history of our national movement, our independence movement.

Then I come to the question of language. I am against those people who want to impose Hindi or any other language on anybody. But I am also opposed to those who want to impose English on unwilling people. The English language has erected walls between the educated community and the uneducated community. I am all in favour of keeping our doors and windows wide open towards the world. But should we shut our windows and doors towards our own people. We should open our doors and windows towards them also. At present through our education system we want to keep our windows open to the West and other countries. But we have closed the windows that keep us in touch with our own people. The English language today is separating us from our own people whether they be in Madras or Andhra, whether they be in the south or in the north.

I do not want to impose Hindi or any other language on anybody. I know Hindi is the form of national language that will survive and will continue (*Interruption*). But I think the Hindi that can be called truly the national language has yet to be built up, and that language would be a combination of all the Indian languages. I think that all the Indian languages should be taught. The way in which at present these Indian languages are being ignored in our education should be stopped. In fact, at present our educated people are incapable of communicating their ideas to the people.

We complain that scientific subjects cannot be taught in Hindi or any other Indian language. Why? I had been to Afghanistan and I found that in Afghanistan they are teaching every subject in Pushtu or Persian. In Indonesia, where they brought up their language only 27 years ago, they are teaching every subject in their own language. If they can teach those subjects in their languages, why cannot we teach those subjects in our own languages. I know that technical

terms have to be used. But our people who are educated should be capable of communicating their ideas, if any, to the people of the country. At present, because they study in English, they cannot properly express themselves. They only cram whatever is written in the books. They just copy what they have read. Copying is a sort of omitting what they have read. They just copy what is written in the book. Because they just copy what is written in the book, they get more marks. But people say that because of the English medium they are getting good marks and so their standards are high.

Coming to the scientific subjects, now the Ministry has been re-designated as Education Ministry. Formerly, there were two Ministries—Ministry of Education and the Ministry of Scientific Research and Cultural Affairs. In the early days of independence, the Ministry of Scientific Research was under the Prime Minister. Then, in 1951 the Ministry was separated. In 1957 it was attached to the Education Ministry. In 1958, again, it was separated and two Ministries were formed. Now we are reverting to the 1951 position. Since scientific research is such an important subject, I feel that the nomenclature should be such that scientific research will have prominence and importance. Therefore, I am of the view that the Education Ministry should be re-designated as Ministry of Education and Scientific Research. In UK there is a separate Ministry of Science. So also in UAR and Germany. Recently, our Minister, Dr. K. L. Rao went to Ceylon and there he suggested that there should be a separate Ministry of Science in order to promote science. But, on his return from Ceylon he learnt that the Ministry of Scientific Research has been merged with the Ministry of Education.

Mr. Deputy-Speaker: He should conclude now. He has already exceeded his time limit.

Shri A. N. Vidyalkar: I will take only another two minutes.

[Shri A. N. Vidyalankar]

At present the universities are teaching shops. That should not be so. The universities should be places where research can be done and developed.

Then, members of the University Grants Commission should be made permanent members. It should give more grants to scientific research. Then, the UGC has given some grants to certain universities and because they could not utilise them they have lapsed. I would suggest that the grants should be renewed because otherwise they will be put to difficulties.

Then, the teacher has no status at all now. He has got the lowest status at present. That should not be so. His status should be improved. Unless we improve the status of the teacher, it would be impossible for him to command respect from his students and there will be no respect for education.

Shri Joachim Alva (Kanara): Mr. Deputy-Speaker, this is the first time that I am participating in the discussion on the Demands for Grants relating to the Ministry of Education. My only intention is to speak on the subject of sport. There is complete deterioration in our sport. We are losing the position which we held for many years in many branches of sport. I hope the new Education Minister with his rich background, with his unrivalled knowledge of Bombay, which is the king of the Indian cities of sports, and his new Deputy who has recently been to the heights of NEFA, will enthuse a new spirit in our sporting sphere.

In the entire Annual Report of this Ministry of 153 pages they have hardly devoted 8 pages to sports. Here we have got cricket, hockey, tennis, football, indigenous games, swimming, riding, mountaineering, wrestling, yoga

and innumerable other forms of sports and all of them have been completely neglected. For fifteen years though we had the chance and opportunity we have allowed manoeuvres, party cliques and what not to reign supreme in the sphere of sports. We have got the ugly spectacle of lovely little children wanting to get admission to the cricket festivals in Delhi and, on the other hand, we have got a clique in the Delhi sporting circle which, though not able to sell tickets in time, not able to make any kind of arrangements for the tests, yet keeps out Members of Parliament who want to buy tickets for getting admission to the test matches. This scandalous state of affairs must be put an end to. Sport is not only for kings, maharajas and wealthy men. Unless you bring the poorest children craving for sport into the sport festivals and see that they are allowed to have sport from Yoga to mountaineering and even skiing and reaching the very stars, we shall not have taken our position in the front rank of Asia.

We have lost our position in cricket. Where do we stand in cricket? This great land of 400 million cannot produce 13 goods fielders. We must produce fielders who can break their hands and bones. I have ridden a race horse and if I had fallen on my head, you would not have found me here. Instead my arm was fractured and cannot move it freely as I was tied up for forty days on bed. But where are our cricket fielders? In a population of 400 millions we cannot get 13 people to field and to break their hands and heads, if necessary. We are the laughing stock of the world when we cannot find 13 fielders on a national or international cricket field. I would like you to go to any cricket field in Bombay, Delhi or Calcutta. You will see that small boys want to play cricket. They want to play football; they want to be fieldsmen; they want to be bowlers. We have no fast bowlers; we have no medium, spin, googli or pace bowlers.

There is nothing of the sort and we go about talking. I would like the big captains and the moghuls of cricket to be off the field and to hand over the sport to the Government of India.

The military efficiently run various kinds of sports. The soldiers who die fighting for us want sport but these moghuls in charge of the sporting bodies or even the bureaucrats in the Government of India's Ministry of Education, are not able to manage our sports. It is high time what we did something on a revolutionary scale. All the British papers have been laughing at us saying, "These Indians collect money and hand it over to us and their folks cannot manage to see good, clean, great cricket; they all have drawn matches!" Is it not time that India took the lead and became number one on the cricket field of the world? We have got a large population. We have got men and women with guts and stamina. We have got leaders who are not tapped and exploited. Yes, sports is in the hands of this clique and that. This man is not allowed to play or that man is not allowed to play; this man wants to remain the President of the Cricket Board for all years and does not want another man to come in all this goes on in the game. It is time that we put right this in the cricket field first.

I am not a sportsman. I have not played any games in my life because the field of politics sucks out all our energies. We would like to play cricket; we would like to swim and do many things. But when we see the sad spectacle of sport declining and coming down from its pedestal, our blood boils. I want every child who wants to see a cricket match to be allowed to go and see it free. Should we allow it only to those people who have got black market money and can produce Rs. 100/- or Rs. 200/- or even Rs. 1,000/- for a season ticket? If it is your child and my child who cannot afford Rs. 5/- or Re. 1/- or four

annas, is that child not entitled to go and see a cricket match? If the Government of India claims to be a super welfare state, it must find the time, energy and sports stadia for every child, boy and girl, to be able to go and see a big cricket match or festival free of cost. If we cannot do this, we shall not have justified our coming here. We have come here; we have got their destiny in our hands; we are ready to grant any amount of money for youth festivals and others national items. Unless we do this all we cannot put our country right.

The Russians in forty years are going to be tennis champions. Tennis is the sport of the Australians. In Australia I saw small boys of eight playing tennis, from the age of 8 to 12, 12 to 14, 14 to 21. All the different courts are in one line. That is why the Australians have been able to catch the boys when they are young and take them as champions round the world. We have not got a single world tennis champion; we go begging. We have an old, aged tennis champion flaunting him as a champion of the world and to be taken round about.

We have got talented boys and girls. They have no money for badminton or for cricket. Little boys in shorts want to have cricket, players playing football without boots. But they have no money. In whose pocket is all this money going? About half a crore of rupees have been collected in cricket matches. Why do you not give it to the poor boys to have nets, playing fields, rubber balls and what-nots?

We can have Yoga also. Yoga has a great field. We must have Yoga Institutes. Yoga is the sport where people can go and do Sheersasan. We in our country, have got a type of exercise which is the best of its kind. Those who can do Sheersasan know the joys and privileges and the strength of Sheersasan. The whole system from head to foot purifies the

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body through blood circulation and one becomes strong.

What is our position in hockey? In hockey Dhyhan Chand, the Wizard, and others put us on the map of the world. We are today hovering round the third standard. We lost to Pakistan. From Pakistan side last year I saw the bowler Farooq. What a fast bowler he was? He was less than 21. Are we not able to produce bowlers of that type? We are proud of all those boys, whether they belong to Pakistan or India. Nissar belonged to our land, belonged to Hindustan, undivided India. We are proud of glorious sportsmen who have been there. But why not produce them in our own country now? Why are we not able to take the first place?

Let us come to hockey again. You do not train boys. An Indian police Officer recruit came to me yesterday and complained to me saying, "I am 21 years of age. I am being asked to play hockey and I am frightened. I will become an assistant to my umpire so that the ball may not hit my head." Now, how are you going to train him? He is 21 years of age. Why do you not give him facilities. These are matters which we have to seriously think of.

I had been to Czechoslovakia in 1948 for that famous sports festivals, Sokol. I was the first editor who along with my revered friend, Shri Deshbandhu Gupta, who used to sit in front of me here—Alas he is no more—went there and also my friend Shri Sadanand. These were the three editors who were first chosen to go to Czechoslovakia after India became independent. I saw that country with less than 10 millions of people putting a hundred thousand people on the field, small boys and girls, men and women. You cannot see that type of sport festival in any part of the world. Communists have now liquidated that festival and gone. But that is another matter. They were able to put 1,00,000 sportsmen on the field. If Czechoslo-

vakia, with 10 million people, were able to put out 1,00,000 people on the field, what are we doing, what are the bureaucrats in the Ministry of Education doing? If they cannot deliver the goods, off they must go. I hope the new Education Minister who has had unrivalled experience of public life, who is a great nationalist, who learnt great laws in the Law Chamber of Mahomed Ali Jinnah without drinking the poison of Muslim League will put new life in our sports.

Then, let us come to football. Our boys play without any proper shoes on. In Moscow, I saw in their national stadium, football being played with a lakh of spectators. Even Mr. Khrushchev landed on the football field on his return from America, when he went to see Eisenhower and then he went off to China. Here we have football players who go to field even without any proper shoes. These are the players we are at our disposal. We have girls who can play hockey and show their powers around the whole world. But neither the money comes, nor the grant comes, nor the leadership comes, nor anything else comes. Everywhere it is the same thing. In international festivals, in international games, we do not hold the first line at all! What is going on in our country? Unless you and I take matters strongly in our hands. We cannot put these things right. What is the Sports Council doing? I do not know what it consists of, as to what happens here, who is there and what they do. Everybody wants to be there all the time. Let them go off. Let the Government of India take things in their own hands. If sport must be nationalised, let us nationalise it in the interests of boys and girls who will be turned into heroes on the battle-field. You know, the generals and rulers of the United Kingdom played on the fields of Eton and once became our rulers. If our boys and girls can play well and deliver goods and deliver them effectively, we should help them and put them up.

What about the Youth Festivals? What are the Youth Festivals showing? They are showing boys and girls who can be wonderful forces. We have got the game; we know the game; our boys and girls are there; our leaders are also there. But the real players never get the chance. As I said, in the beginning of my speech, poor boys and girls were kept out of the cricket grounds because they could not afford to pay the ticket money to see the matches. We must build up stadiums where any boy or girl who want to see any game must see it free of cost. We have got the money we have got the energy; we have got the capacity and we can always be generous in regard to people who cannot afford to buy tickets and go in. Those who can afford to spend Rs. 200, black money, for tickets, let them be off and watch the television if they want. But we should see that our boys and girls are able to see and watch every game that is played, whether it is the national festival or otherwise.

Let us now come to shooting competitions. Our esteemed friend, Maharaja of Bikaner, has been going round the world and showing his prowess. Let us wish more guts to his elbow. Even his twelve year old daughter has become a shooting champion. We must help our young boys and girls because they have got a talent in them. We must help them. We must put them on their feet, and we must give them sufficient grants, and we must not give them the excuse of shortage of foreign exchange. Even one single Indian carrying the national flag in any international assembly, whether in a maidan or in a park is an honour to his land and a pride unto his land. We must help them and put them on their feet.

17-00 hrs.

Now, I come to the youth hostels. I submit that we must encourage also the sport of hitch-hiking among our boys and girls. We must see that our boys and girls not only hitch-hike

across our land but also go across across hitch-hiking to the other countries.

In regard to mountaineering, I would submit that unless we inculcate the spirit of mountaineering amongst our boys and girls, and unless we have large and extensive groups of mountaineers amongst our youths, we cannot hold our play high and eventually we cannot hold on to our borders. I am reminded of the time when the Deputy Minister of Education and myself went to NEFA at the height of about 1,500 feet above sea level. We were shivering, but yet we found that Gujarati girls—usually, the Gujaratis are not known to be physically strong, but I pay my respect to those Gujarati girls—going up the mountains and carrying away the prizes. We must help our boys and girls coming from the remotest corners of our country to go up the mountains. I hope the new Minister of Education will be able to find the money necessary for the mountaineering institute to expand its activities on a large scale.

Golf and polo are the games of the rich men and the rich capitalists' exclusive clubs in Calcutta and Bombay. We shall not worry about those games. Let them find the money for those games. But we must find money for all these other kinds of games so that we may build up our country and create the right spirit among our boy and girls.

Tren, there is wrestling. There is and also swimming and riding. Our boys and girls do not have the money to go into swimming pool. Some of the swimming pools are in the exclusive possession of a particular community or a rich club. Why should not our children be able to have free swimming in the swimming pools? There is a school in Delhi, I think it is the St. Columbus School; they have spent some money on their swimming pool, but they have been charging the boys for this. Why should not the schools

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start swimming pools which can be made accessible to the children free of cost?

These are important points, and I wanted to move a separate resolution on sport.

Mr. Deputy-Speaker: The hon Member should conclude now.

Shri Joachim Alva: I shall end my speech in two minutes, because as I have already told you I have to go for another meeting after this.

We have had Mr. A. F. S. Talyarkhan, a wonderful sports commentator on the radio. I want to know why he has been kept out. He was a master speaker on the radio on cricket. The Education Minister knows him because his father was a great barrister of the Bombay High Court, and I hope that he will see that he is put back on the All India Radio. Here is also our friend Maharajkumar Vijaya Ananda, who has also taken a great interest in sports and who has been a great commentator. I wish him a long life.

Then, we have had Mr. Anthony De'Mello. There has been no one like him who has been responsible for bringing into existence the Cricket Club of India, the National Sports Club and the national stadia. We would like Government to build more sports stadia like the one we have in Delhi. I find that Government have granted a paltry sum of about Rs. 3 lakhs for building national stadia. Government must be more generous and give more funds for this purpose.

Since my time is up, I shall conclude by saying that I hope that whatever I have said will have some effect. On the last occasion, I spoke only for three minutes on a resolution that came up before the House, but I found that whatever I had spoken had a fairly good effect, because the hon. Minister came up and said that he would nominate me as a member of the

sports council. But I have never heard anything about that, because off he went afterwards.

It is not that I would like to be nominated as a member of the sports council, but I would like the whole House to be a committee, watchful of the interests of sports. Unless we put our sports and dance and other cultural pursuits on a firm and lasting basis, these great aspects of our national life cannot be fulfilled.

Shrimati Jyotsna Chanda (Cachar): I rise to support the Demands for Grants relating to the Ministry of Education. At the outset, I must thank the Business Advisory Committee for the allotment of more hours this year for the discussion on education, because I had drawn the attention of the Speaker and the House that only 4 hours had been allotted last time for the discussion on such an important subject as education.

It is commendable that the report of the Ministry of Education, 1963-64, reveals that unprecedented expansion at all levels of education has been made during the first three years of the Third Five Year Plan, though India had to face the emergency. The original targets for total enrolment were 76.4 per cent of the children in the age group of 6—11 years in the Third Plan, but the report says that that it has exceeded the original target. But I find from the report that progress has not been uniform in all the areas. Some States such as Madras, Gujarat and Punjab have exceeded the targets. I would urge upon Government to find out the reasons why the other States could not reach the targets.

Central assistance of Rs. 2 crores for appointment of additional teachers in elementary schools has been sanctioned by the Government of India during the year under review. I hope all the States have utilised the grant to accelerate and improve primary education in their respective States.

The midterm appraisal of the Third Plan says that salaries of primary teachers have been substantially revised in West Bengal. Inequalities in dearness allowance have been removed in Orissa and Assam. Some States have revised salaries of elementary teachers and some have introduced pension schemes. Andhra Pradesh has introduced a triple benefit scheme. I hope all States will be able to introduce old age benefits to the primary teachers during the Third Plan period.

From the report, I find that the programme of school meals is progressing satisfactorily. But I should admit that my State of Assam with her little resources could not introduce the midday meal scheme throughout the State except in one place, Jorhat. I would request Government to give extra assistance to those States like Assam to facilitate full implementation of the scheme all over the States.

The Education Ministry has said that efforts have been made to improve the standard of education at all levels. But much more needs to be done in this direction. In this connection, I would like to submit that overcrowding in classes should be stopped. The teacher pupil ratio should be fixed and strictly followed if we are to improve the quality and standard of education at all levels all over the country.

It may not be out of place to mention here that in some States 60 students in a class are allowed to have two sections, but 59 are not permitted to do so. May I know if it is humanly possible to impart proper education to 59 students in a primary or secondary school class. Though trained personnel are not adequately available in this country at present, I would humbly submit that no reserved quota should be maintained in teaching for any particular community. All appointments in teaching at all levels of education should be made on qualifications, and more emoluments should be given to teachers. Otherwise, no improvement in quality and standard would be achieved in the near future.

According to the report, 63.3 per cent of girls at the primary stage, 18.2 per cent at the middle stage and 7.8 per cent at the secondary stage in the respective age groups will be in schools during the Third Plan. It is not a very encouraging progress. The Curriculum Committee set up by the National Council for Women's Education has submitted its report. It has been circulated among State Governments for consideration and action. I hope the States will go ahead with the recommendations made by the Committee for the development of education of girls and women.

The programme of seminars for women social workers was kept in abeyance during the emergency. But I am glad to find it has since been taken up again and some of the State have been requested to organise seminars this year.

The scholarships administered by the Education Ministry have also been expanded. It is stated in the report that the object of the scheme is to ensure that able students get a full measure of educational facilities unhampered by financial handicaps, and secondly, to equalise educational opportunities by providing special assistance to students belonging to the economically weaker sections of the population.

In this regard, may I draw the attention of the hon. Education Minister to the fact that the financial assistance extended to the students of Scheduled Castes, Scheduled Tribes and backward classes in the form of scholarships, reaches them only at the end of the year. At least, this is the case in my State, Assam. Does it not defeat the object and purpose of these scholarships, for they cannot buy books and other necessary things in time for promotion of their studies? I would request Government to make it possible to release the stipends or scholarships at least quarterly, if not monthly, and instruct the State Governments to give it in time.

[Shrimati Jyotsna Chanda]

It is not possible for me to deal with all spheres of education in such a short time. I again draw the attention of the Government with regret, as I did last year also, to the fact that though the Central Government is trying to do justice to Sanskrit education, the principals and teachers, i.e., Adhyakshas and Adhyapakas, of Sanskrit schools or institutions in Assam are very low paid even now. The students passing from these institutions appointed in higher secondary schools get higher pay, which is ridiculous. I would urge the hon. Education Minister to take up this matter with the Government of Assam.

I would humbly submit that more attention should be paid to rehabilitation of the handicapped children and adults. Though education is given to these people, and some of the private organisations in our country are doing much work for the training of these handicapped persons, Government should come forward with assistance to make these schemes successful, by providing rehabilitation facilities.

I would like to bring to the notice of Government another vital point. Students of the minority community of all categories have been recently coming without migration certificates to India after the atrocities in East Pakistan, and the problem of their admission to schools and colleges has come up. I would urge upon the Government to issue the necessary instructions to the Government of Assam so that they can be admitted to schools or colleges after a proper test or examination without insisting on the production of migration certificates.

It may not be out of place to mention here that though the Rehabilitation Ministry does not exist now, the responsibility and liability of the Government in this respect still exist.

Three displaced girls of the Destitute Home, Silchar, received financial assistance till they passed their matriculation examination, but after they

became students of the local college, they have been deprived of that monetary help from the Government. I myself approached the Assam Government for their help, as I feel they are still the liability of the Government, but with regret I must state that the Assam Government intimated me that they could not do anything, as the Central Government had stopped all such financial assistance to the students. I approached the hon. Education Minister, Shri Chagla, and he was kind enough to sanction Rs. 150 each these unfortunate girls from his discretionary fund. They are appearing at the pre-university examination this year. I want to impress on the Government that since they are committed to help these unattached girls or women, they should discharge their duties till they are rehabilitated.

I would like to remind the hon. Minister that he is committed to this House, as his predecessor Shri Humayun Kabir, the then Minister of Scientific Research and Cultural Affairs, that a regional engineering college would be established at Silchar in the Third Plan. I feel it will cater to the needs of Manipur, Tripura, Mizo Hills District, North Cachar Hills District and Cachar. I hope the hon. Minister will take up this matter in right earnest and establish a regional engineering college at Silchar in no time.

Lastly, I feel that the time has come when we should stress the need for moral, religious and also basic Indian cultural education in schools. Otherwise, I feel that character will not be built up, due to lack of which corruption is growing like anything.

Before I conclude I hope under the able guidance of Shri Chagla our education will develop and give impetus for building up character through proper education.

Mr. Deputy-Speaker: Dr. Mlekote,

Dr. Melkote (Hyderabad): Sir, . . .

Mr. Deputy-Speaker: The bell is being rung.—

Shri Vishram Prasad: There is no quorum in the House, Sir.

All right, he will speak tomorrow. The House stands adjourned till 11 A.M. tomorrow.

श्री श्रीकार लाल बेरवा (कोटा) :
जब साढ़े पांच बजे के लिये पहले नोटिस
जारी हो चुका है तो कोरम जरूर होना
चाहिये ।

17.18 hrs.

The Lok Sabha then adjourned till
Eleven of the Clock on Thursday
March, 12 1964/Phalguna 22, 1885
(Saka).