

12.27 hrs.

STATEMENT RE: ANSWER TO
SUPPLEMENTARY ON S.Q. No. 864

The Minister of Defence (Shri Krishna Menon): Sir, I had stated in answer to a supplementary arising out of Starred Question No. 864 answered in the Lok Sabha on the 18th May, 1962 that I would enquire about the reported occupation of bunkers on the Assam-East Pakistan Border by Pakistan troops. Necessary enquiries have since been made.

2. According to the Indo-East Pakistan Border Agreement of 23rd October 1959, all bunker|trenches within the 150 yards of the working boundary limit were to be destroyed|filled up by both sides. There has been no known breach of this Agreement so far by Pakistan.

3. I may also mention that in the Pinnagar area of Surma river, where the Naga hostiles crossed into East Pakistan, there were no bunkers or trenches within the 150 yards of the working boundary on either side even at the time Indo-East Pakistan Border Agreement was enforced. Since then no new bunkers have been constructed in this area within this zone by either side.

4. The hon. Member, Shri Hem Barua, had stated in the course of supplementaries that Government of Assam had lodged a protest with the Pakistan Government over the occupation of bunkers by Pakistan troops. The Government of Assam have confirmed that they have not lodged any protest with Pakistan Government on this matter.

12.29 hrs.

DEMANDS FOR GRANTS*—contd.

MINISTRY OF EDUCATION—contd.

Mr. Speaker: The House will now take up discussion of Demands of Grants relating to the Ministry of Education. Shri Sumat Prasad may continue his speech.

An Hon. Member: What is the time allotted for this Ministry?

Mr. Speaker: Six hours. We have already taken four hours and 25 minutes; one hour and 35 minutes remain.

How long will the Minister take?

The Minister of Education (Dr. K. L. Shrimali): One hour.

Mr. Speaker: Members can then take thirty-five minutes.

Shri Sumat Prasad (Muzaffarnagar): Mr. Speaker, Sir, as I was saying the other day, the standard of education in our colleges and universities is going down. Various causes are responsible for this. The main reason is that these institutions are not attracting the best talent. First class M.As., and M.Sc.s., who previously used to join the Colleges as lecturers, are now drawn to the Indian Administrative and other Central services.

The number of teachers is not sufficient compared to the number of students, to enable them to keep contact with the students. Tutorial classes do not function efficiently; the system of examination is defective and does not provide for the assessment of work in the classes. The result is that students have to depend upon cheap notes and manage to pass their examination somehow or other by working for about two or three months before the examination.

*Moved with the recommendation of the President.

The present system of education has outlived its utility. Its aims were generally two-fold: to provide English educated persons to occupy subordinate positions in the Government to run the administration and to create a class of persons who may depend exclusively upon Government for their advancement and to look to them for inspiration.

Times have changed, and the Government is considering of reorienting the education policy to suit the requirements of planned economy. They have accepted the recommendations of the University Grants Commission and the Commission on Secondary Education.

However, it is not easy to change the system. There is paucity of resources, financial and otherwise. It is very difficult to get suitable teachers. There is lack of trained personnel. Unemployment is increasing. On account of the multifarious activities due to planned development various opportunities of employment have been thrown open; all the same unemployment is on the increase. Students find no opportunity to engage themselves in some gainful employment. Their education has not created any capacity in them to take profitably to agriculture, industry or some other job. Naturally, secondary education has become a stepping-stone to higher education. There is a rush to the universities and colleges not because students have a special aptitude for higher learning, but because they want to secure a degree in order to enable themselves to secure some job after coming out from colleges. The state of affairs is not healthy to the social development. They fail to secure proper jobs and their is great frustration.

Gandhiji was most dissatisfied with the present system of education. Under his inspiration, many national schools were started, and some institutions for higher learning were also established. He laid great emphasis

upon the building of character and wanted the students to develop a creative capacity so as to lead an independent life. He evolved the idea of basic education and gave shape to it. The progress in this line has not been sufficient. There were many researches and experiments, and the Government has finally accepted that primary schools should be turned to the basic pattern. It may take another 10 years to convert all primary and middle schools to the basic pattern. Then, too, the problem will not be solved. Unless post-basic schools are established or the existing secondary schools are replaced by multi-purpose schools, the problem of unemployment will continue and the secondary education will not mark the completion of the educational career of an average student. According to present calculations, I think it will take 15 to 20 years to convert all secondary and higher secondary schools to the basic pattern. The University Commission recommended the establishment of rural institutes and rural universities. Their idea was that education must be somewhat related with the expending needs of society and the students coming out from these institutions may establish themselves in rural areas and enrich the life there. That recommendation has also been accepted, but much progress has not so far been made. I realise that it is not easy to implement the various policies of the Government as it takes time to find and train suitable teachers. One great difficulty of the present system of education is that it is purely materialistic. Unless provision is made to give moral and spiritual education to the students, their character cannot be developed. Nowadays there is a crisis of character. Our planned development cannot succeed unless character is developed. I think that if our residential universities are fashioned and moulded after the system prevailing in the gurukuls, much advance can be made in this direction. A study of Gandhian thought and literature at various levels in the schools and colleges may bring about

[Shri Sumat Prasad]

emotional integration. This is the greatest need of the country. Unfortunately, during the British regime, there was a tendency to name institutions after the names of the community or the caste of the founders and it produced a very undesirable effect. Preference was given to the students of that particular caste or community to which the institution belonged in the matter of selection.

Mr. Speaker: I have rung the bell twice. There is no indication that the hon. Member has noticed it.

Shri Sumat Prasad: I am finishing in three or four minutes.

Mr. Speaker: Not at all; I am asking him to finish the next minute.

Shri Sumat Prasad: All right, I will finish soon. In such institutions students of various castes and communities find no opportunity to mix together and caste barriers become strengthened. Even though the Constitution may have to be changed, the Government should consider what steps can be taken to remove this defect.

Shri S. N. Chaturvedi: (Firozabad): **Mr. Speaker,** the importance of education in the development of the country can be gauged from the opening remark made in the Five Year Plan on the subject of education. It says:

"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 at the base of the effort to forge 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."

This is the yardstick by which we have to judge our achievement.

I admit there has been a lot of expansion and our activities in the Education department have been greatly diversified. Every effort is being made to solve the problems that confront us in regard to the preparation of text-books, training of teachers and provision of technical schools. Even so, the expansion that appears on paper is also not a true index of the actual state of affairs. There are institutions which it will be difficult to call by the name of educational institutions. They are almost commercialised shops in which the primary aim is not to impart instruction, but to earn money from the students in one way or another. Even so they go by the name of educational institutions and are spread all over the country.

Leaving them aside, even if we admit that there has been expansion, it must be said that it has been accompanied by a great falling off in standards and I attribute this to the fact that we have been concentrating our attention more upon the superstructure and not so much on the foundation. We are just now devoting the greatest attention to the post-graduate education and research in the universities. We first relegated the intermediate classes to the higher secondary school. Now, the same is happening in regard to the Degree and Post Degree colleges—the affiliated colleges. There is a craze now for the establishment of new Universities. I do not know how the residential universities are going to meet the demands of the country for college education. The colleges that are there and which are affiliated to the universities are considered to be of a lower grade and their teachers are not given the emoluments which would attract good men as professors. They are facing great difficulties in finding suitable professors and Heads of departments in those colleges. Recently, the emoluments of university teachers have been raised: Professors Rs.

1000 to 1500; Readers Rs. 740 to 1100; Lecturers 400 to 800. The grades of Head of a department in the affiliated colleges are almost on par with the Lecturer's grade here. No lecturer of a University would like to go to an affiliated college, because there are no future prospects. I know about my own college at Agra, namely the Agra College. It has celebrated its centenary years ago, and it is now almost 150 years old. It has a notable record of giving many eminent persons to the public life of the country. It has been receiving grants for research in science. But it has now been downgraded almost to the level of other mofussil colleges. The result is that today we find that when our old heads of the departments are retiring, it is almost impossible to fill their place by first-rate men. The result is that in spite of all the equipment that the college possesses, and in spite of its tradition of scholar ship, and in spite of the contribution that it has made to research, it is languishing, and it is bound to languish unless it is placed on par with the universities, as was the position previously. This claim was recognised even by the University Grants Commission and its committees. This is the present state of affairs in regard to the affiliated colleges.

I do think that if we want certainly to improve the quality of university education and research, we must concentrate on these degree colleges and also downwards. Let us now consider what the state of affairs is in the intermediate stage. There is a constant tug of war going on between the managements and the teachers. The grades are different for the Government institutions and the private institutions. I think the private institutions cater for about 90 per cent of the education that is imparted, at least in my State. The result is that apart from the difficulty of making the two ends meet, so far as the ordinary expenditure is concerned, there is the difficulty of even finding teachers for general science subjects, such as physics, chemistry etc., because the

Government of India offer to post-graduates much better emoluments, and so do the State Governments, while Inter-college grade starts from Rs. 175. So, it is impossible to get any teacher for physics and chemistry, with the result that these classes are functioning only in name, and the students are denied the benefit of proper instruction in these colleges. This is the condition with secondary education at present.

Then, there is the insistence upon trained teachers. I have been interviewing teachers, and I can say that the persons who are taken in the training colleges are mostly those who have knocked at every door and have been refused admittance and who have finally come to the training colleges. With consistent third division as their achievement, they have finally emerged as trained teachers. How can we improve the standards with such teachers? Even first class men can not be given preference over them, because the rules say that we must take trained teachers. If we do want to have good teachers, we must take in good stuff in our training colleges. Of what avail is the training to those who do not know the subject? The result is that the quality of instruction is constantly going down, and a lot of effort and money are being wasted.

As regards primary education, the conditions are still worse. It is a story all over the district that when there are schools, there are no teachers, where there are teachers, there are no schools. The buildings are all tumbling down. Wherever you go, you find that only the walls are standing, the roof has come down. I have seen such buildings even in cities. In fact, I insisted in some cases that the schools must be immediately removed to other places. In one of the city schools, the roof of the building had cracked, and so also had the walls. But the corporation did not vacate that building, because it would not find accommodation elsewhere; and if it

[Shri S. N. Chaturvedi]

vacated, they would have no claim in the reconstructed new building.

I have also seen schools in the city which are almost like black holes; there is no cross-ventilation there, and it is a matter of wonder how the health of the children can be preserved in such places.

Shri J. P. Joytishi (Sagar): Did you not find them in cow-sheds?

Shri S. N. Chaturvedi: Yes, in the cow-sheds too!

This is the condition in the primary schools. Moreover, the primary school teacher is paid much lower than the orderlies of the district boards and the antarim zilla parishads.

This matter has been agitating the minds of everybody. Unless the emoluments are raised, we cannot make any improvement in the situation. I would like to submit that traditionally, the teacher class has not been a very affluent class in our society; it was never so. But they had taken to this profession very sportingly, because the teacher had a status in society, and therefore, the teacher could afford to take a smaller salary with a sense of pride in his profession. But now that also has been lost. I say with very great regret that the teachers are now considered as pawns in the electoral game. They are transferred from place to place by the antarim zilla parishads according to the requirements of the election and the desires of the party which happens to be in power. I would suggest that the disciplinary control over the primary teachers should be taken away from the hands of the president of the antarim zilla parishads and it should be vested in the Education Department, if the necessary improvement is to be effected at the primary stage.

I also submit that there should be no difficulty in finding proper and good teachers, not trained teachers, but good

teachers, if we insist upon higher qualifications, and if we give a little emoluments.

The problem can be solved if the village teacher is given some sort of work in the village panchayat or in the community development project, by which he can get some additional allowance for that work, and thereby his emoluments can be supplemented. If we pay him an allowance of Rs. 20 or 30 for doing the secretariat work of the panchayat or some such thing, he will get almost double his salary, and this problem can be solved.

Already, primary teachers are being given an orientation in community development, and I think that they can play a very useful role in the village. If we entrust the secretariat work of the panchayat or any other work of that type to the village teacher, then he can make his own contribution there, and he will not suffer from lack of adequate emoluments. This is what I would like to say about primary schools and primary school teachers.

Now, what is the quality of persons that we are turning out from our educational institutions? I am sorry to say that in spite of all our efforts during the last fifteen years, the quality that is coming out is extremely disappointing. The education which is imparted at present is unrelated to our social needs. It does not help the young men coming out of the university or the intermediate colleges to earn their livelihood. So, they feel frustrated. It does not also build up character in them. I see that most of the young men who are coming out of the universities or colleges have absolutely no trace of idealism in them; cynicism is almost their attitude towards life. Only their appetite for higher consumption has been whetted without providing the means of satisfying them. Instead of the ideal of plain living and high thinking, it is now high living and plain thinking.

Their heroes are on the screen and on the play-grounds, and not in the epics or among the nation-builders and the great men who have contributed to arts, science or literature. You will find hundreds of young men chasing the film stars and top sportsmen, but paying scant attention to even a Vinoba Bhava or Visvesvaraiya or such other persons as have sacrificed their lives for the country and made notable contribution to national life. This is the condition of the products that we are turning out from our colleges.

In this case, there are two dangers to which I would like to draw attention. It has been rightly said that—

"An uneducated democracy swayed by random gusts of fanaticism and prejudice and invitingly responsive to the machinations of self-seeking demagogues can be even a greater menace to peace, security and happiness than any other form of government."

The unemployed and frustrated young men that we are turning out is a very explosive force which will tear society to pieces if suitable steps are not taken in time, to see that they find employment, and their energies are channelised in the right direction and harnessed to good purpose.

Shri Dasaratha Deb (Tripura East):
Mr. Speaker, Sir, as the time is short I shall confine my remarks to certain points. First of all, I want to talk on the primary education problem. This primary education is a very acute problem before the community. Eradication of illiteracy is one of the important tasks before our society. But, I find that in spite of the measures adopted by Government, there are still large areas in the rural side, areas which are inhabited by the Tribal people, which are uncovered by any kind of schools, primary schools, not to speak of middle schools and secondary schools. It should be the duty of our Government to see
 758(Ai) LS—5.

that they take all steps to cover all these areas with primary schools.

To begin this work we must have a number of primary school teachers also. There must be recruitment of primary school teachers and there should be a condensed course prepared for the training of these primary school teachers.

Secondly, as regards the Tribal areas, I have got some suggestion to make, because in the Tribal areas, particularly, in the Tripura State, non-matric teachers are not eligible for recruitment as primary teachers. If you strictly follow this particular rule, then, in the Tribal areas, you would not get any teachers. It is very desirable that the Tribal children should be given education through their mother tongue at least in the elementary schools. If the teacher cannot speak in the language which the Tribal student can understand, then education would be very difficult. You cannot expect boys of 5 or 6 years old to understand a language which is not their mother tongue. That is why, Tribal non-matriculate teachers should be recruited. A condensed course may be prepared by the Board concerned and they should be trained for a period of 3 to 6 months on that particular basis.

13 hrs.

Some argument may be advanced that if non-matric teachers are recruited, the education standards may be flouted. They would not be flouted; the standard of education does not depend only on the primary school teachers. It depends on others also; it depends on those teachers after the primary stage. After the primary stage, education may be given by properly qualified teachers. That is why, in the case of these Tribal areas, I demand that. It is not only in the Tripura State; it is in other places also. It should be the duty of Government to impart elementary education to the children through their mother tongue. If necessary, Gov-

[Shri Dasaratha Deb]

ernment should enact legislation for this; and a deadline should be fixed by which every State Government must execute this scheme.

As regards the emoluments of the teachers, I should say that in our country the teachers are most neglected and very scant attention is being paid to their salaries and other emoluments. The pay is very low and that is why intellectual and talented persons with good academic qualifications are not generally tempted to come to the educational field and they try to find jobs somewhere else. It is only when a person does not get any other job that he turns to this profession. That is the position not only in our State but it is so throughout India. That should be removed and the salaries of the teachers, including primary school teachers, middle school teachers and secondary school teachers must be raised.

What really happens now is this. With the salary they get, they cannot maintain themselves and so they have to find other means of livelihood. They take to tuitions privately, just for their living. When these teachers come to the schools they are completely tired and they can hardly pay any attention to their students, and the standard of education gets deteriorated. That is why, I say, it should be the endeavour of our Government to completely ban the teachers of any institution from taking up private tuitions. But, before doing that, Government should give them such salaries as would make them not suffer for want of private tuitions. That guarantee should be there. Otherwise, you cannot raise the standard of education.

Coming to my State of Tripura, I should say that it is the only State where there is no Education Board. Our schools are now affiliated to the Secondary Education Board of West Bengal. The problems regarding the growth of our schools are different

from those of West Bengal. We have got Tribal people with different problems etc. So, they should have a different Board. How this Board should be constituted can be worked out in detail if this suggestion is accepted by Government.

Another point I want to raise is this. In Tripura we have got only two colleges. So many students, after passing the High School Examination or the Higher Secondary Examination have to earn their living by jobs and they have no money to go to the colleges for regular courses of studies. If any night college is started there, then, they can get a chance. It does not require much money. Only by adjusting the existing colleges it can be done. Night classes can be started there provided additional staff is recruited.

Then, regarding training of teachers. It is very difficult for people to go from Tripura to Calcutta to get themselves trained as teachers. There should be a training college started at Agartala. By this, the problems of training of teachers would be solved to some extent.

The education of Tribal people is a very serious problem. In our parts the Tribal people are being practically denied the benefits of higher education. In Tripura there is not a single secondary school or a higher secondary school in the rural areas. All the schools are concentrated in towns and in places where the non-tribals are concentrated. I do not say that it is due to the fault of the non-tribal people that they have started schools in these areas. Nobody expects that non-Tribals should start in tribal areas. But, it should be the duty of Government to see that such schools are started in the Tribal areas. The difficulty is this. If any person wants to start a school he should contribute 50 per cent towards the construction cost, etc.. You cannot expect the poor people in the Tribal areas to contribute this 50 per cent. It means that

if you continue this system these people will have no schools at all. In page 734 of *Review of Education in India (1947—1961)* it is written:

"Girls coming from poorer section of the rural people are also given clothing in certain schools."

I do not know in which schools such things are given; it is absolutely a lie. It says further:

"Hostel facilities for girls are provided at the secondary and collegiate stages and special stipends have been constituted for them at the university stage."

Not a single girls hostel exists in Tripura where these tribal girls could be accommodated. Why should they tell such an exaggerated blatant lie? The Minister must investigate them.

There is a rule that no boy who secures less than 40 per cent. of marks in the examination shall be made eligible to hostel accommodation in Tripura. It should not be there. If you want the spread of education among poorer sections, you must accommodate them. There is also provision to provide book-grants or other kinds of monetary aids to Scheduled Caste and Tribe students. But if a student gets more than 40 per cent., only then he could get such grants. This rule also should not be there. If you want to popularise education among these people, that system should not be there. If a student could not by chance succeed in one year, he is turned out from the hostel and all facilities are withdrawn; he is not given a second chance. At least two chances should be given.

I shall be concluding in a minute. Teachers who are serving in Government schools are getting costs for receiving higher training but teachers who are serving in the non-Government aided schools are not getting the same facilities; they should be extended to them.

I find that the Tara Chand report on National Archives has been in the hands of the Central Government

since December 1960. Even printed copies of that report have not been made available to the Members of Parliament. The bureaucratic rule still continues. The Home Ministry has still a strong grip. In spite of the rule that documents more than 40 years old can be studied by scholars, the Home Ministry prevents materials relating to the national terrorist movements and such incidents as the Jallianwalabagh massacres of 1919 being studied and examined by bona fide scholars. Even copies made from the documents by research scholars are often held back and the advancement of knowledge suffers. The rules of the Public Record Office in London are much more liberal.

The Education Minister must consider these things.

As regards sports, foreign coaches are invited to our country though they are not always of high reputation. Indians are asked to serve under these foreigners. It is a humiliation to the nation. Indians should also be placed in their right place.

Dr. K. I. Shrimali: First of all, I should like to express my feelings of gratitude to the hon. Members who have expressed kind sentiments for me as well as my colleagues for some of the work that we have done. The task that we have undertaken is of very great magnitude and our resources are limited. It is an uphill task and if you look at the results and overlook the limitations under which we have been working, we are not likely to get a correct picture. You can get a correct picture only when you look at our humble achievements on the one hand and the severe limitations under which we work. Both these things should be kept side by side. It is only then that a true picture in its correct perspective emerges.

The debate has covered a wide variety of topics. It was natural. During the course of the debate many useful suggestions have been made such as how to hold the pencil, whether the student should have one or

[Dr. K. L. Shrivastava]

two pairs or five or six pairs of shoes or whether they should put on a tie or not, details with regard to school management as also the philosophical foundations of education were raised during the debate. These are all questions which naturally concern the hon. Members because they affect our whole future generation. The House would forgive me if I do not touch all the points in detail and confine my answer to some of the vital questions that have been raised. Shri Warior in his speech said that the Government had not yet made a revolutionary change in education and unless we did that, education would not fulfil the needs of the changing society. There are two types of changes; one which makes a lot of noise, noisy type of revolution and another silent, social revolution. We prefer to bring about the silent social revolution in education. The real test of dynamism and vitality of our educational system is whether it is responsive to the social changes. That is, I think, the correct way in which educational system should be judged. There may be defects in our educational system. There are many and I am not trying to overlook them. But the important thing that we have to find out is whether education is being geared to the development of a scientific and technological society which is emerging in our country. That, I think, is the basic test. From the figures you will see there is a definite shift in favour of scientific education. The enrolment in science has increased from 1,27,168 in 1950-51 to 3,36,591 in 1962—an increase of 165 per cent. In training colleges for secondary teachers also, the total enrolment has increased from 4,135 in 1950-51 to 21,718 in 1961-62—an increase of 425 per cent. Similarly, in the colleges of agriculture enrolment has increased from 4,744 to 24,794 (or by 423 per cent.). In colleges of medicine, the increase is from 15,260 to 44,783, or by 193 per cent.; and in colleges of engineering and technology, from 12,094 to 58,168, or by 381 per cent. The enrolment in post-graduate and

research classes has increased from 21,420 in 1950-51 to 71,780 in 1961-62. These figures clearly indicate that a shift in our educational system is taking place. From the study of pure arts courses, more and more students are going—in fact, some of the best of our students are going—to the scientific, technological and professional institutions. Gradually, the educational system is undergoing this change. There may be defects here and there and I do not ignore them. But we must look into the basic, fundamental issues, whether a change is taking place and whether the educational system is being geared to our developing economy. That I think, is the basic test. It may not look very spectacular but, nonetheless, a silent, social revolution is taking place.

There is another way to look at this problem. We have accepted the socialist pattern of society, and one basic principle of a socialist pattern of society is that there should be no economic barriers in the way of the students from reaching the highest ladder in education for which they are fitted. The point that arises is, what have we done to break this economic barrier? Ultimately, social mobility depends on giving equal opportunity. Education is a powerful instrument which can be utilised for bringing about equality and social justice. During the last few years we have been attempting to give free education and scholarships. Again, I would not like to bother the House with figures and facts but some facts must be given in order to illustrate, the point which I am making.

Primary education is now free throughout the country except in a small number of private schools which charge fees. Among the States, Madhya Pradesh has made education free to all children in the age-group 6—14. Even at the middle stage, several States have made education free. Andhra Pradesh, Gujarat, Kerala, Maharashtra, Mysore and Punjab and others have also provided liberal concessions. At the second-

dary and higher education stage, free studentships are available to a fair extent in all the States. In Mysore, secondary education is free to all children of parents whose annual income is less than Rs. 1,200. Madras and Punjab are considering proposals to make education free even at the secondary stage. In Maharashtra and Gujarat, education is free at all stages for children whose parents have an annual income of less than Rs. 1,200, and in Jammu and Kashmir, education is free at all stages to all children. This will show that we are now providing free education at the primary stage and efforts are being made in the States to provide free education even up to the secondary stage.

With regard to scholarships, there are many poor children who, on account of their economic situation, are not able to take advantage of higher education. It has been our effort to give more and more scholarships to the poorer sections of our society so that we may pull down the economic barriers which stand in the way of their reaching the maximum growth of which they are capable.

I would just give one or two figures. In 1947, the total expenditure on scholarships was only Rs. 22.5 lakhs or 0.39 per cent. of the total educational expenditure. The immense progress that we have made during the last 15 years can be seen from the fact that in 1958-59, the expenditure in scholarships rose to Rs. 12.9 crores or 4.8 per cent. of the total educational expenditure. In the third Plan, even greater emphasis is being laid on the provision for scholarships. From the next year, from the next academic session, we are going to increase the number of scholarships for these public schools. The public schools have come in for a great deal of criticism. We do not give any maintenance grants to these public schools, but we are anxious that the poorest sections of our society must get good education that is available in the country. I am glad to say that

even the sons of *chaprassis* to whom reference was made in the House, have gone to the public schools with the help of scholarships and have received education. We propose to increase these scholarships from 70 to 200 now. We are also bringing in more schools under this scheme.

As the House is aware, last year I had announced that we proposed to institute national scholarships, and I am glad to say that the national scholarships scheme has been introduced, which will give 2,400 scholarships annually and thus we will be making a total of 12,000 scholarships for the third Plan period to all those deserving students who pass the matriculation stage. This number is certainly a very small one, but it is a humble beginning in the right direction, and we are gradually moving towards the goal which we have in view.

We propose to introduce another scheme from this year, and under this scheme, meritorious students who require financial assistance for continuing their studies at the universities will be given loans—this is in addition to scholarships—which will be repayable in convenient instalments after they have completed their studies and found employment. The details of the scheme are being worked out and the House will know the details in course of time.

The hon. Member from Punjab—I think it was Shri Buta Singh—made reference to our being 'hypocritical' with regard to the treatment given to the backward classes and the Scheduled Castes and Scheduled Tribes. I was really amazed at the statement made by the hon. Member.

13.22 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

He was talking in a light-hearted manner, as perhaps in election speeches on the public platforms. I thought that in Parliament Members should do a little more justice to the facts as they are. The facts are so

[Dr. K. K. Shrimali]

far we have been giving scholarships to all students who belong to the Scheduled Castes and Scheduled Tribes who are eligible and who pass the examination. Not a single student who passes the examination, whatever his standard may be, has been denied scholarship in the past. I would like to ask the hon. Member, what more could any Government do. He is not here at the present moment. 60,000 scholarships are being given at an estimated cost of Rs. 2½ crores. Recently we have introduced the means test for the Scheduled Castes also, because the number of applicants is too many, and there is no reason why people who can afford, should receive these scholarships. Therefore, there is no justification for what Shri Buta Singh said with regard to the treatment towards the Scheduled Castes and Scheduled Tribes.

Another backward section of our society was mentioned; Shrimati Laxmi Bai made pointed reference to it, namely, women's education, in which several lady Members were concerned. We have had discussion with the Planning Commission, and there has been a great deal of controversy in regard to the Centrally-sponsored scheme—whether they should be in the Central sector or in the State sector. The House is aware of the controversy that has been going on. I may tell the House that the Planning Commission has now agreed that these funds which are allocated in the State sector and for which 100 per cent. assistance will be available from the Centre will now be earmarked for girls' education alone. That assistance will not be available unless they use it for this purpose.

Our progress in regard to girls' education, though it has been slow, has not been too bad. In 1949-50, the total number of girls enrolled at all stages was 60,11,320, i.e., 33 girls for every 100 boys. In 1959-60, the total enrolment of girls was 1,29,67,579 or

40 girls for every 100 boys. I hope we shall soon see the day when there will be 100 boys for every 100 girls and the lag in regard to girls' education will be removed.

These are the basic issues that we have to consider. We have made progress in giving scholarships, in making education free and in bringing about a shift of emphasis from the study of purely arts courses to science and technology. Is this not a radical change, about which Shri Warrior spoke? I will not make noise, but let me remind him that these girls studying in our schools and colleges are going to bring about a social revolution. A big change is going to take place in the future of India. The large number of boys and girls who go to the educational institutions, when they come into actual life, they will bring a new outlook on our social problems.

Shri Warrior was right when he said that our research departments are not fully developed in the universities. In fact, it is our desire that our research departments should have the same standard as the research departments in any other university in the world. We are anxious to attain international standards. The University Grants Commission has been seized of the problem. They have decided to introduce a scheme which will go a long way in the improvement of quality of education at the higher level, in the post-graduate department. It has been decided to set up centres of advanced study in some of the universities. Advanced research is very expensive and we need a team of research workers and scientists and professors in order to carry on and guide research. Therefore, in selected universities, we propose to set up these centres of advanced study. These centres would have enough autonomy and flexibility and the conditions of service will be attractive, so that scientists can be attracted to these departments. I

hope we shall be able to retain the services of those who have outstanding ability and qualifications.

This is a very important scheme from many points of view, and will have very great significance for the future growth of our society. The House showed great concern about raising the quality of education, specially at the post-graduate and research level. The University Grants Commission had appointed a committee to go into this question. The committee has recommended and the U.G.C. have accepted that recommendation that departments of Theoretical Physics, Chemistry of Natural Products, Radio Physics, Mathematics and Agricultural Economics should be set up at Delhi University, Calcutta University, Bombay University and at Poona University. The criteria which the U.G.C. had kept in mind in selecting these departments is there must be merit; these departments must have done some outstanding work in the field of research and also they must indicate some potentialities for further development. I do hope that as more funds are available more of these departments would soon be set up in order to raise the quality at the highest level.

Shri Warior made a suggestion that we should not have multi-purpose universities and he suggested that we set up Marine Universities and Metallurgy Universities.

Shri Warior (Trichur): That was only an example.

Dr. K. L. Shrimali: It was an example, but I would like to warn the House about the dangers involved in setting up single-faculty universities. The university's main function is to develop a catholic outlook. The university does not merely impart information or give knowledge, but it must educate the man in the true sense of the word. It must broaden his horizon. It must develop the right spirit of enquiry and research.

It is not merely a department for giving information or knowledge. In this connection, I cannot do better than quote a few sentences from one of the leading philosophers of the West, Jose Ortega y Gasset in *Mission of the University*:

"Compared with the mediaeval university, the contemporary university has developed the mere need of professional instruction into an enormous activity; it has added the function of research; and it has abandoned almost entirely the teaching of transmission of culture."

No university worth its name can ignore this basic function of transmitting culture to the new generation. He says further:

"It is evident that the change has been pernicious. Europe today is taking the sinister consequences. The convulsive situation in Europe at the present moment is due to the fact that the average Englishman, the average Frenchman, the average German are uncultured—

I think the writer has been rather too severe, but there is some truth in the statement—

"they are ignorant of the essential system of ideas concerning the world and man, which belong to our time. This average person is the new barbarian, a laggard behind the contemporary civilization, archaic and primitive in contrast with his problems, which are grimly, relentlessly modern. This new barbarian is above all the professional man, more learned than ever before, but at the same time more uncultured—the engineer, the physician, the lawyer, the scientist.

The man who does not possess the concept of physics—not the science of physics proper, but the vital idea of the world which it

[Dr. K. L. Shrimali]

has created)—and the concept afforded by history, and by biology, and the scheme of speculative philosophy, is not an educated man. Unless he should happen to be endowed with exceptional qualities, it is extremely unlikely that such a man will be, in the fullest sense, a good doctor, a good judge, or a good technical expert. But it is certain that all the other things he does in life, including part of his profession itself which transcends its proper academic boundaries, will turn out unfortunately. His political ideas and actions will be inept; his affairs of the heart, beginning with the type of woman he will prefer, will be crude and ridiculous; he will bring to his family life an atmosphere of unreality and cramped narrowness, which will warp up-bringing of his children.

I have quoted this great philosopher at length, because in our pursuit of specialised knowledge, let us not lose touch with the real cultural values. It is the function of the university to inculcate these cultural values.

Shri Hari Vishnu Kamath (Hoshangabad): Who is this philosopher? I did not catch his name.

Dr. K. L. Shrimali: This is "Mission of the University" by Jose Ortega y Gasset.

Now I would like to come to some of the remarks made by Shri Hem Barua. I do not know what is his source of information. Probably, he has some sources. But his statement that our students who go abroad are deficient in knowledge about their own country is a very sweeping one.

Shri Warrior: There was an open article in *The Statesman*.

Dr. K. L. Shrimali: Articles there may be, but let me tell the hon. Member . . .

Shri Warrior: That is the source of information.

Dr. K. L. Shrimali: There may be a few examples where our boys who go abroad show some lack of knowledge.

Shri Hem Barua (Gauhati): Dr. Radhakrishnan also said that.

Dr. K. L. Shrimali: In any case, let us not make a sweeping remark. I do not know in what context Dr. Radhakrishnan made that remark, but I am quite sure that he has a very high opinion about our students who go abroad. Let me tell the hon. Member that some of our boys are in no way inferior to the best boys in the world, whether it is in Russia, United Kingdom or the United States of America. After finishing their studies, a number of our students who have gone abroad have settled down in those countries, because our students are respected in the United Kingdom, U.S.S.R. and U.S.A. So, let us not under-rate the worth of our students. There is a tendency on the part of people to run down the existing generation. If everything relating to the past is golden things that are to come in the future have a silver lining. Let us not decry our own generation.

Shri Hem Barua: I did not decry the whole lot. I said "most of them".

Dr. K. L. Shrimali: Anyhow, I got that impression.

Then he said something about the youth festival. The youth festivals have been very popular. We suspended it for one year. Because there is a very great demand from boys and girls for the youth festival, we will revive it and we will not be sorry for it, because it fulfils a useful function. And if one or two groups make a holiday at Connaught Circus, there is nothing wrong in it and probably Shri Hem Barua

could not have met them unless he was a frequent visitor there himself.

Shri Daji (Indore): He is a regular visitor.

Dr. K. L. Shrimali: Shri Barua is a teacher, and we greatly respect it when he expresses his opinion on education. But I would like to join issue on one point that he made, and that is, with regard to the great upsurge for the achievement of targets. He said that Government are sacrificing quality. It is quite true that there is great pressure on education at all stages and there has been, as the figures will show, a rapid expansion during the last few years. But let me also tell him that this is nothing new to India; it is a post-war phenomenon. Even universities like Oxford and Cambridge, which were exclusive, are now having a large number of students and there is a cry there also that their standards have gone down. The standards will go down when we democratise education.

We have also to remember here that in our universities, colleges and schools a large number of students are getting admission who have no educative atmosphere in their homes and surroundings. They are coming from homes where their parents have never had any education. Therefore, this is bound to have some effect on the whole educational system. But, should we, on that account, stop educational expansion? Probably, Shri Barua may have to revise his theory of socialism if he contends that we must stop all educational expansion and concentrate on improving its quality. Quality, certainly, we must have, and that is what the Government are aiming at. Can we, at the same time, say that India is an over-educated country? No. So, when hon. Members say that educational expansion should be stopped, I would like to ask them to compare our population of educated people with the educated population of other countries. Comparison of university enrolment in India with that in other

countries will show that there are only 2,400 university students in India for every million people, as against 3,880 in France, 6,190 in Australia, 7,130 in Japan, 10,060 in U.S.S.R. and 16,670 in U.S.A. Therefore, I am not sorry that educational expansion is taking place here. In fact, I would like educational expansion to take place more rapidly. But we have to strike a proper balance between qualitative improvement and quantitative expansion. That is the real problem; not that we should stop expansion. At the same time, we must make an effort to improve the quality of education.

Shri Hem Barua: I also wanted only that.

Dr. K. L. Shrimali: I am glad that he agrees with me.

In this connection, Government have taken various measures. By the end of the Third Plan, we propose to orient training schools to the basic pattern. At the secondary stage, we have set up multi-purpose schools and we are trying to improve these institutions. It is true that multi-purpose schools have not been as successful as we had wished, because of lack of personnel. In order to meet the deficiency, Government have now decided to set up four Central regional colleges—one each in Bhopal, Mysore, Ajmer and Bhuvaneshwar.

We have also undertaken several measures to improve the quality of education and I have been telling the House from time to time. So, I would not like to take much more time on that. We have set up a Council of Educational Research. Under this Council we have set up a Central Literature Committee and teams of scholars have been appointed to produce literature. The National Integration Committee had also suggested that the Central Government should give some attention to the production of text books. It is not our desire to monopolise the production of text-books. And I do not think the States

[Dr. K. L. Shrimali]

should monopolise it either. But we propose to enter into the market and, within a year or two, our books will come out and we will place our books in the market. Let the educational institutions try their worth. If they are not worthy, they should be thrown out and if they are useful, they should be accepted by the educational institutions.

Finally, in the matter of quality the most important thing is the quality of teachers. We cannot have a sound educational system if we have an army of discontented teachers. Let me tell the House that the Ministry of Education during all these years since independence have tried their best to improve the quality of teachers. I would give only a few examples to show what we have done. I am not satisfied with the salaries which are being given to the primary and secondary school teachers today. They need considerable improvement. But I may say that during the last few years since independence there has been considerable improvement in their salaries; though, of course, it has been off-set by the rising cost of living. Here I would like to give a few figures. At the primary stage, the average annual salary of a teacher in 1949-50 was Rs. 479. By 1961 it has increased to Rs. 815. A provision of Rs. 14 crores has been made in the Third Plan for the improvement of the salaries of teachers. Similar improvement has also taken place in respect of salaries of middle school teachers. In 1949-50 the average annual salary of a middle school teacher was Rs. 570. By 1961 it has risen to about Rs. 1,100. By the end of the Third Plan, it is expected to rise to Rs. 1,200. Similarly, the average annual salary of a secondary school teacher in 1949-50 was Rs. 1,162. By 1961 it has risen to Rs. 1,600. It is expected to go up to Rs. 1,700 by the end of the Third Plan.

Shri S. M. Banerjee (Kanpur): Is it so in every State?

Dr. K. L. Shrimali: I am giving the average. I know that the States are also doing their best to improve the lot of the teachers. But these are far from satisfactory. We have to go a long way in order to improve the emoluments of our teachers. But here we must remember that the salaries of the primary school teachers were the lowest when we became independent.

Probably, the House is already aware that we are requesting the State Governments to introduce the triple benefit scheme, i.e., provident fund-cum-pension-cum-insurance. I am glad to say that the idea is now catching. It started with Madras. Now several States have introduced this scheme and these proposals are being considered sympathetically by all the State Governments.

In Rajasthan teachers working under panchayat samitis have exactly the same privileges as government servants in respect of old age pensions. The Governments of Gujarat and Maharashtra, I am told, have also recently introduced a pension scheme for primary school teachers working under local bodies. The Government of Madras has a triple benefit scheme. Similar schemes have also been introduced in Andhra Pradesh. Other Governments are considering the matter. This scheme if it is introduced in all the States will give a sense of security to the teachers and will make provision for their old age.

The House is aware that we have introduced recently a new scheme for deserving children of primary and secondary school teachers. It is a very humble beginning: five hundred scholarships have been introduced. But I am hoping that we may be able to increase the number of scholarships in the near future as more funds are available.

There is one small matter which Mr. Barrow raised with regard to railway concession. Railway concession

was given to individual teachers for travelling all over the country. But the Ministry of Railways withdrew it because this concession was misused by some of the teachers. I am glad to say that the Railway Ministry has very kindly agreed to restore this; but we must all tell the teachers that they must act with a sense of responsibility.

We are also proposing to have some new measures which will give some relief to teachers. The Planning Commission has recently agreed—only a week back—to include the scheme to improve the salaries of teachers as a Centrally aided scheme and 50 per cent assistance will be given to the State Governments. If the State Governments desire they can draw 50 per cent. There have been problems in Uttar Pradesh; problems in Bihar and in Kerala also. But it is now open to the State Governments. We cannot do more than this. If they include this scheme, we are prepared to meet 50 per cent of the expenditure.

We also propose to introduce a loan scholarships scheme to attract intelligent students to the teaching profession. Because the emoluments are so low and the service conditions are so unsatisfactory, talented people do not come to the teaching profession. That is a fact which cannot be denied. Therefore, we propose to introduce a scheme of loan scholarships under which incentives will be given to young and intelligent persons to take up the teaching profession. It is proposed to give loans only to meritorious persons who require financial assistance. If the teachers continue to stay in the teaching profession for ten years, for every year they will get a rebate of 10 per cent. Within ten years the whole of the loan will be wiped off and they will not be indebted. This scheme has been tried in Australia for quite a number of years. These loans will be available to meritorious students. I hope this scheme would attract some talented people into the teaching profession. Every year of service will bring them a rebate of 10 per cent.

The University Grants Commission has drawn up another scheme under which assistance will be given to outstanding teachers after superannuation, so that they might continue research and other activities. A teacher would be paid an honorarium of Rs. 4,000 and an annual grant of Rs. 1,000 per annum for contingent expenditure. Teachers become more useful as they grow older. Therefore, through this scheme we propose this to utilise the services of outstanding teachers even after their retirement.

The House is aware that some time back we introduced the National Foundation for Teachers' Welfare. I am glad to say that we have received the co-operation of all the State Governments. They have made contributions, and I hope if I have the support and the cooperation of the Members of Parliament, we could raise a substantial amount to meet the needs of teachers, their wives and children who are in indigent circumstances. These are some of the proposals which we have in view and which we propose to implement for improving the quality of teachers. As I said, I am not fully satisfied with what we have done, but we have done something and I do hope that this goes some way in improving their conditions.

Mr. Barrow wanted that I should take the House into confidence with regard to targets for the Third Plan, particularly with regard to primary education. In this matter there has been a difference of opinion between the Planning Commission and the Ministry of Education. The Planning Commission has always been of the view that our targets were too high and they are not realistic and they cannot be fulfilled. Therefore they said that we must have only 76 per cent as target. We never agreed to this target, and by our performance in the first year we have demonstrated beyond doubt that these targets we have laid down can be fulfilled. In our recent meeting with the Planning Commission they have assured us that additional funds would be

[Dr. K. L. Shrimali]

available if we can over-reach the target. They have also agreed that allocations made for specific schemes for girls will be earmarked. These two things, I think will encourage those who have been working with enthusiasm. Mr. Warior also expressed doubts about our capacity to fulfil the targets, we have placed before us. I am sorry to say that he has probably not faced facts.

Shri Prabhat Kar (Hooghly): He is a pessimist!

Dr. K. L. Shrimali: The implementation of the Third Plan has started in a most satisfactory way. The original target of enrolment for 1961-62 in the case of children up to 5 was 22.5 lakhs; but partly due to the enthusiasm among people and partly due to the vigorous enrolment drives which were organised by various State Governments our anticipated enrolment for 1961-62 is 35.5 lakhs and the anticipated enrolment for 1962-63 is 36 lakhs. On this basis if we go on enrolling students we shall enrol about 200 lakhs of children in the Third Plan and enrolment will reach 80 or 85 per cent in the case of children between 6 and 11. We may nearly reach the target or over reach the target. I hope Mr. Barrow is satisfied with the explanation that I have given.

I may also inform the House that we have drawn a revised programme for providing free and compulsory education for all children of the age of 14. If we go on at the rate at which we are going we will have free compulsory education by the end of 1975.

It is true that this constitutional directive has not been fulfilled so far, but it is not for lack of effort on our part, but lack of resources. That is the only thing which has stood in our way and if all goes well we hope by 1975 India will have a system of free and compulsory education.

Then, Sir, the House is aware that two Commissions were appointed by

Government, the University Education Commission and the Secondary Education Commission, the former under Dr. Radhakrishnan and the latter under Dr. Lakshmanaswami Mudaliar, two eminent educationists. We have been for the last ten or twelve years trying to implement the recommendations of these Commissions. We may have made many mistakes. But the reports of these two commissions have been before Government all the time. I think the time has come when a proper assessment should be made. Now we propose to appoint standing committees. I am not calling them commissions. They will perform the same functions as the commissions performed in the past, but they will be standing commissions, or committees which will continuously advise Government as to what more should be done to reorient our whole educational system, so that the needs and aspirations of the people may be fully satisfied and we may also meet the needs of the changing society.

So I propose to appoint four committees—or you may call them Commissions. We are not calling them Commissions just because the function of a Commission is to rove or move about the whole country and prepare a report and then be finished with it. These committees will continuously stand by the Government and help us not only in the formulation of policies and programmes but in their implementation also. That is why I call them Standing Committees. And their functions will be:

(1) Assessment of the present position of education in this particular field, in all its aspects;

(2) Assessment of the extent to which previous recommendations have been implemented, and the problems arising therefrom;

(3) Formulation of the aims and objects of education in that particular sector in relation to the changing conditions and needs;

(4) Formulating the priorities for future development, and the measures necessary for improvement; and

(5) Estimating the cost of the programme which they may suggest.

These Commissions or committees will also have the power to appoint sub-committees to go into various matters and specifications which may arise from time to time. They will each consist of nine to eleven members, and the Chairmen will be as follows:

For Primary Education, Shri U. N. Dhebar;

For Secondary Education, Prof. G. C. Chatterjee;

For University Education, Dr. C. P. Ramaswami Aiyar; and

For Social Education Dr. Mohan Singh Mehta.

We will soon finalise the composition of these committees.

Shri Warrior: There is no superannuation for these Chairmen of committees?

Dr. K. L. Shrimali: In education, as I said, there is no superannuation: the older a person, the more useful he becomes.

Shri Hari Vishnu Kamath: Not always.

Dr. K. L. Shrimali: Largely; and the same about Members of Parliament also.

Shri Hari Vishnu Kamath: They are not on a par.

Shri Prabhat Kar: And particularly Ministers!

Mr. Deputy-Speaker: Order, order.

Dr. K. L. Shrimali: There were certain other points which were raised by some Members. Our friend Shri M. L. Dwivedi asked me whether we have done anything to propagate Gandhism. I am glad to say that the

University Grants Commission took up this matter, and Gandhi Bhavans are coming up at Allahabad, Delhi, Nagpur, Punjab and Rajasthan Universities, and proposals for their establishment in the Universities of Kerala, Karnataka, Mysore, Andhra, Aligarh and Jammu and Kashmir have been accepted. So Gandhi Bhavans will be set up in all those Universities.

Shri Sinhasan Singh (Gorakhpur): Why not at Gorakhpur?

Dr. K. L. Shrimali: Special lectures are also being organised by people who have been in touch with Gandhiji and are conversant with Gandhism. We have also given financial assistance to the Institute of Gandhian Studies which has been set up at Banaras under the direction of Shri Jayaprakash Narayan, and for the selection and preparation of suitable textbooks for children.

Shri Buta Singh is not here, but I should like to inform the House as to what we have done with regard to giving concessions to the Scheduled Caste and Scheduled Tribe students. With regard to the 20 per cent of seats reserved for the Scheduled Caste and Scheduled Tribe students in all educational institutions, where admissions are restricted to candidates who obtain a certain minimum percentage of marks and not to those who merely pass certain examination, we have said that there may be a 5 per cent reduction of marks for such students provided that the lower percentage does not fall below the minimum required to pass the qualifying examinations. And in June 1956 a further suggestion was made to the State Governments and Universities that the maximum age limit for admission of students belonging to the Scheduled Castes and Scheduled Tribes might be raised by three years. Government have been very sympathetic towards them, and reservations are also made in the services. I was therefore simply amazed at the statement made by the hon. Member from Punjab

[Dr. K. L. Shrimali]

about our treatment towards the Scheduled Castes and Scheduled Tribes. If anything, Government have been generous. Government have only done their duty. These people have been suppressed for hundreds of years, and therefore Government have done the right thing. But when the right thing is done, it is the duty of the hon. Members to say that the right thing has been done.

14 hrs.

Shri M. L. Dwivedi asked as to what we have done about the translation of Government documents. I might inform the House that this work is being taken up very expeditiously. The work of translation of manuals and documents has already started. We received 436 Manuals from different departments of the Government; 239 have been translated. Similarly, we have received 5,146 forms, and we have translated 4,782. And as soon as we have additional staff we hope that we will be able to speed up this work also.

Shri Warrior made some points with regard to the National Book Trust. I agree that the National Book Trust has not made sufficient progress. It had teething troubles. But the Estimates Committee has suggested that a general review of the working of this should be made. The report of the committee in this respect, that is, Dr. Tara Chand Committee, has just been received and we propose to reorganise this National Book Trust, so that it may speed up the work which it has undertaken.

A question was asked about the Aligarh and Banaras University Bills. The House will remember that in the last Parliament I had introduced the Banaras Hindu University Bill, and an Aligarh University Bill has also to be introduced. I am waiting for the report of the Model Legislation Committee. Recently we have appointed a committee which is preparing

model legislation, and I hope within a month or two their report will be available. Then I shall bring forward the Bills for both these Universities.

Sir, it is now time. I had promised the Minister of Parliamentary Affairs that I shall finish my speech at two o'clock. There are one or two more points, but I would not like to take any more time.

Shri Warrior: The hon. Minister will be pleased to look into the Cut Motions also later.

Mr. Deputy-Speaker: Is any particular Cut Motion desired to be put separately?—None. So I will put all the Cut Motions together.

All the Cut Motions were then put and negatived.

Mr. Deputy-Speaker: I will now put the Demands to the vote of the House.

The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the Order Paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1963, in respect of the heads of demands entered in the second column thereof against Demands Nos. 13 to 15 and 115 relating to the Ministry of Education."

The motion was adopted.

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

DEMAND NO. 13—MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 34,91,000 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, 1963, in respect of 'Ministry of Education'.

DEMAND NO. 14—EDUCATION

"That a sum not exceeding Rs. 13,45,68,000 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, 1963, in respect of 'Education'."

DEMAND NO. 15—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 2,21,50,000 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, 1963, in respect of 'Other Revenue Expenditure of the Ministry of Education'."

DEMAND NO. 115—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 7,48,000 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, 1963, in respect of 'Capital Outlay of the Ministry of Education'."

MINISTRY OF INFORMATION AND BROADCASTING

Mr. Deputy-Speaker: The House will now take up the Demands for Grants under the control of the Ministry of Information and Broadcasting. Five hours is the time allotted. Those hon. Members who want to move Cut Motions will please send chits indicating the numbers of the Cut Motions.

DEMAND NO. 63—MINISTRY OF INFORMATION AND BROADCASTING

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 11,43,000 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, 1963, in respect of 'Ministry of Information and Broadcasting'."

DEMAND NO. 64—BROADCASTING

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 4,27,90,000 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, 1963, in respect of 'Broadcasting'."

DEMAND NO. 65—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF INFORMATION AND BROADCASTING

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 3,14,51,000 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, 1963, in respect of 'Other Revenue Expenditure of the Ministry of Information and Broadcasting'."

DEMAND NO. 129—CAPITAL OUTLAY OF THE MINISTRY OF INFORMATION AND BROADCASTING

Mr. Deputy-Speaker: Motion moved:

"That a sum not exceeding Rs. 2,10,00,000 be granted to the President to complete the sum necessary to defray the charges