

considering that and I will give the House an answer when that is settled.

Shri Hari Vishnu Kamath: What about the Demands that will not be discussed here?

Mr. Speaker: That would be seen afterwards; not at this moment.

Shri Hari Vishnu Kamath: But you had promised us.

Mr. Speaker: If I had promised it, it would come afterwards.

Shri Hari Vishnu Kamath: Only two more days, or one more day after the Finance Bill.

Mr. Speaker: Can I fix it just now?

Shri Hari Vishnu Kamath: Not now.

Mr. Speaker: How can I say that?

Shri Hari Vishnu Kamath: If you direct the Government, they can accommodate. They cannot dictate to Parliament like that, regarding the duration of the Session.

Mr. Speaker: Other ministries also will be known when we guillotine as to what ministries' Demands are guillotined and whether any discussion can be had. At that moment we will see.

12-31 hrs.

DEMANDS FOR GRANTS*—contd.

MINISTRY OF EDUCATION—contd.

Mr. Speaker: The House will now take up further discussion and voting on the Demands for Grants under the control of the Ministry of Education. I have to call the hon. Minister for his reply.

श्री हुकम चन्द कछवाय (देवास) :
अध्यक्ष महोदय

अध्यक्ष महोदय : क्या आप मिनिस्ट्री आफ ऐजुकेशन पर कुछ कहना चाहते हैं।

श्री हुकम चन्द कछवाय : नहीं।

अध्यक्ष महोदय : तब, नहीं।

श्री हुकम चन्द कछवाय : कुछ लोग रह गये थे बोलने से

अध्यक्ष महोदय : फाइनेस बिल पर उनको चांस दे दिया जाएगा।

श्री हुकम चन्द कछवाय : जब सभापति महोदय बैठे थे तब उन्होंने कहा था कि स्पीकर ग्राहब नहीं हैं, पूछ कर बता सकते हैं।

अध्यक्ष महोदय : मैं यही कह सकता हूँ कि अब मैं उनको फाइनेस बिल पर एक-मोडेट कर लूंगा। वे अपना नाम दे दें।

मैंने शास्त्री जी से वादा किया था लेकिन मुझे अफसोस है कि मैं अब उनको नहीं बुला पाया हूँ।

श्री प्रकाशवीर शास्त्री (बिजनौर) : मेरा एक अनुरोध आप से है। पैन्ल आफ चेरमैन के लिए जो आप आदेश दे कर जाते हैं उनको तो कम से कम पालन किया जाए। इस प्रकार की व्यवस्था जरूर हो जानी चाहिये ताकि हम लोगों को इस प्रकार की शिकायत न हो कि कोई भी आ कर बैठेगा तो अपने अपने लोगों को अवसर देता जाएगा

अध्यक्ष महोदय : मैं आप से इस वक्त यही कह सकता हूँ कि मुझे अफसोस है कि मैंने वादा किया था कि मैं आपको बुलाऊंगा और वह रिकार्ड में भी होगा लेकिन आपको वक्त नहीं मिल सका है। मैं देखूंगा कि आपको फाइनेस बिल जब आये तब एकमोडेट कर दिया जाए।

*Moved with the recommendation of the President

The Minister of Education (Shri M. C. Chagla): Mr. Speaker, Sir, the Union Minister of Education is in a very peculiar position: not only has he to answer to this House about his own misdeeds and the misdeeds of his Ministry but also for the misdeeds.

Mr. Speaker: I might explain to Shri Shastri further, according to the information that I have just now got, that Shrimati Renu Chakravartty had asked the Secretary that it might be conveyed to me that she had no information that I had given him a promise. Probably, the earlier Presiding Officer, the Chairman, forgot to convey it to Shrimati Renu Chakravartty though I had clearly said when I left the Chair that Shri Shastri might be called. Therefore, that mistake has occurred in this manner.

Shri Hari Vishnu Kamath (Hoshangabad): It might be rectified by calling him now.

Mr. Speaker: Not now.

Shri Hari Vishnu Kamath: The promise should be honoured.

Mr. Speaker: I will do that some other time.

Shri M. C. Chagla: Sir, I was saying that the Union Minister of Education is in a very peculiar position: not only has he to answer for his own misdeeds and the misdeeds of his Ministry but also for the misdeeds of all the States as also for the shortcomings in the working of primary education, secondary education, higher education and university education although constitutionally he is not responsible for any of these subjects. But I am glad that this is so, because it clearly proves the interest that Parliament takes in education and in view that it takes that education should have an all-India complexion and that guidance, supervision and control for education should come from the Centre.

When the Minister comes here for these Demands and the Demands are

scrutinised, they are looked upon as an item of expenditure, like expenditure on any other subject. But my suggestion to the House is that it should look upon this particular item not as an item of expenditure but as an item of investment. To my mind the country cannot make any more important investment than the investment in education. It is investment in human beings and no investment will be productive of greater or better results than investment in education.

What are the results that we expect from this investment? First and foremost is the enhancement of human dignity. Education is not education unless it teaches the individual that he has dignity as a human being. Then, education must also result in the removal of superstitions and prejudices and making it possible to transform our present society into a modern and rational society.

Sir, the purpose of education is twofold. It is to transmit knowledge from the past generation to the future generation and in the expression "knowledge" I include culture. We have a culture which goes back to thousands of years and one of the purposes of education must be and should be that the culture which we have inherited from our forefathers should be transmitted to the future generation.

Education must also open up new horizons. Knowledge is advancing every day. Vistas are getting larger and larger and the duty of education must be to teach the student what these new horizons are, what they mean, what they are intended for.

If we wish to transform our society, education should, in the first place, be production oriented. The greatest need of our country today is more production and, I think, education should put special emphasis on production.

Then, we must not forget that the ideal that we have kept before ourselves is the ideal of democratic socialism. As I understand democracy, it is not merely the trappings of democracy, not merely parliamentary institutions, not merely adult suffrage but the spirit of democracy and there is no more important aspect of democracy than equality. Therefore education must emphasise equality of everyone before the law and also equality of all human beings in the eye of God. That is where our secularism comes in. I always consider that secularism is a part of democracy because if we believe that we are all equal, irrespective of our caste, community and religion, it brings about a sense of equality.

Education must also bring about national integration. Our country is proud of its many diversities and education should teach the underlying unity in this diversity.

Shri Maurya (Aligarh): Ban communal institutions and do not encourage them. Communal institutions should not be encouraged.

Shri M. C. Chagla: I entirely agree; communal institutions should not be encouraged in this country and I always set my face against any and every communal association.

Then, the object of education should also be the pursuit of excellence. It should seek out talent and give it the best education so as to create leadership for tomorrow. In this connection may I say something about what my hon. friend, Acharya Kripalani, said yesterday? I have always looked upon him not as a Member of the Opposition but as an elder statesman and I have always paid the greatest respect to any observation made by him. What he said was that we should have an egalitarian society and that our educational system is not building up an egalitarian society. I entirely agree with him that our objective, our goal, our aim should be

to create an egalitarian society; but, as I shall presently point out to him, our object is to bring about an egalitarian society.

He also said that the poor cannot get the education which the rich can. Our objective in the Education Ministry is to see that the poor get the same type of good education that the rich get. My hon. friend, Acharya Kripalani, will agree that even in an egalitarian society there are talented people and there are less talented people. Talent is not unfortunately equally distributed.

Talent is a rare commodity and, therefore, I think our duty—and I look upon this as the primary function of education—is to find out talent and to give it the best education possible. Talent is not the monopoly of the rich. I think there is more talent among the poor than among the rich and we want to find talent wherever it is and to give it the best education.

Sir, I feel that my days are almost over and we have to think of the future. . . .

Mr. Speaker: No, no. He should not think like that. One is as young as one hopes and as old as one fears.

Shri M. C. Chagla: When one has reached a particular age, one should try to think of the future generations. We must think today of the future leadership of this country. The torch that people like Acharya Kripalani lighted in the old days of freedom struggle has got to be carried on and we must find the people who will carry it on that can only be done through a search for talent. It is because of this that we emphasize quality in education.

My hon. friend spoke about the public schools. I wish he would visit some of these public schools as I have done. The public schools in India are not intended to create snobs. They are not intended for people who flaunt

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what is known in England as the old school tie. The public schools—and they are a few; there are about 200 public schools in the country—are intended to give the best education possible. I agree they are a few and in these schools we try to place talented youngmen drawn from every strata of society who are given scholarships. We make it possible for these youngmen to go and get the best education that India can give.

✓ **Shri Vasudevan Nair** (Ambalapuzha): Shall we get the facts and figures about that?

Shri M. C. Chagla: Yes.

Shri Bhagwat Jha Azad (Bhagalpur): Talented sons of officers, Ministers and M.Ps. should rule this country. That is the purpose of the public schools. They are not for poor persons.

Dr. M. S. Aney (Nagpur): May I request that the hon. Minister will do well if he gives the list of public schools which he consider as the best?

Shri M. C. Chagla: I was coming to it later. But I will give the figures now if my friends want it. As regards the public schools, this is the position. We have today in India 22,000 secondary schools and 52 lakhs children in the secondary stage and as against 22,000 schools, we have only 200 public schools. But this is not the only scheme. We have got some good residential schools and we are giving them assistance through the aid of voluntary agencies to raise the standards. Then, we have the Central schools for the children of Government servants who are constantly transferred. A man from U.P. may go to Madras or from Madras to Bengal and the great problem arises for the children. In these schools, the medium of instruction is Hindi and English. We have 54 such schools and we are going to have 35 more in the next year.

Shri J. B. Kripalani (Amroha): Has the hon. Minister got any figures about the expense per student in these schools?

Shri M. C. Chagla: Then, we have the scheme for model secondary schools. The target is that there should be a model school for every district. I think, Shrimati Renu Chakravartty mentioned that in the old days there used to be zila schools in Bengal and Bihar which had very high standards and our idea is that in every district there should be a model school. That could act as a sort of beacon light for other schools. I wish we could convert all these 22,000 schools into the same standard. That is not possible. But that does not mean that we should not have a few schools where the best training is given to the most talented of our children.

Shri Vasudevan Nair: The whole problem is that in these public schools you get only a particular category of students. The poorest of the poor can never get into these public schools.

Shri M. C. Chagla: That is not true. I may point out to my friends that we are giving scholarships to poor people who go to these public schools.

An Hon. Member: How many?

Shri M. C. Chagla: We are giving 200 scholarships this year. I wish to increase the number... (*Interruption*).

Mr. Speaker: Order, order. They should try to hear the Minister.

Shri M. C. Chagla: What is more is that we are not giving any Government assistance to these public schools. Not a pie of Government assistance goes to these schools.

Shri J. B. Kripalani: That is worse. That increases snobbery because you leave it to their wits to run the schools.

Shri Bhagwat Jha Azad: This socialist Government, in the name of educational policy, is asking about the model schools? **He is provoking** us by telling us that 200 schools are not enough. . . (*Interruption*).

Mr. Speaker: Order, order. There are so many interruptions. I will allow a few questions at the end.

Shri Swell (Assam-Autonomous Districts): Whatever be our grievance, we must give him the courtesy of hearing him.

Shri M. C. Chagla: I heard this debate for 7 hours. I heard criticisms without a single interruption from my side.

Shri Kishen Pattnayak (Sambalpur): You did interrupt me yesterday while I was speaking.

Mr. Speaker: That interjection at one moment does not mean that he should not be allowed to proceed.

Shri Kishen Pattnayak: We also do it once in a way.

Mr. Speaker: The hon. Members should listen to the Minister patiently. I will allow some questions at the end.

Shri M. C. Chagla: May I again clarify the position of Government? We do not want to create snobs. We do not want to have pockets of privilege. But we do want boys of talent to be given the best training this country can give. For that purpose, we wish to emphasize quality. If we have good public schools . . . (*Interruption*). We try to give scholarships to the poor people so that they can study in these public schools. It is also our purpose to establish model schools, if possible, in every district in the course of the Fourth Plan.

Now, Sir, I think, the House will agree with me here at least—it is a question beyond controversy—that the teacher must be the key-stone of the

educational structure. The quality of education must depend upon the quality of the teacher, upon the dignity and the status we give to the teacher, upon the emoluments we give to the teacher and, therefore, I will briefly point out to the House what our policy is with regard to the pay scales of teachers. Not once, not twice but several times in this House and outside, I have expressed my greatest sympathy for the lot of the teachers. I have said that they are not paid according to the merits or even according to the cost of living index prevailing in this country. I have said that in some of the States really what they get is shocking. But the House might well ask me that sympathy is not enough. The teachers want some public demonstration not only of sympathy but of the action taken by the Union Government.

May I point out what our policy is with regard to this matter? It is impossible under the present circumstances to have a uniform pay scale for the whole country. Conditions vary from State to State. Even today, if you look at the pay scales of teachers, they vary from State to State. But I do feel that there should be a minimum below which no teacher should be paid and in that sense those States which have not reached that minimum should do something to bring about that consummation. We also feel that the ordinary salaries of teachers should not be a part of the Plan expenditure. The Plan is devised for developmental purposes. The ordinary pay of teachers should be part of the ordinary administrative expense of the State. And the State must find that amount just as it finds the salaries of its civil servants. If dearness allowance is increased for the civil servants, there is no reason why similar treatment should not be given to the teachers. I think that this difference that has been observed by the States between teachers and civil servants is wrong. I think that teachers are more important to the economy and polity of the State than civil servants and

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there is no reason why the State should look upon the payment to civil servants as part of the ordinary administrative expenditure but consider the payment to teachers as something extraordinary or abnormal.

Shri Nath Pai (Rajapur): May I know what the hon. Minister is going to do to persuade his colleagues to accept this very revolutionary principle? Otherwise, it will be a nice platitude only.

Shri M. C. Chagla: I shall tell my hon. friend what our proposal is. I have been talking to the Chief Ministers about this matter. They must ask for greater subsidy from the Central Government when the Finance Commission is going round. Just as they present to the Union Government. This is our expenditure give us so much more allocation from income-tax or sale-tax or whatever it is, likewise they should place before the Finance Commission the salaries of teachers also as part of the administrative expenditure of the State. But we are prepared to do this that development plans should provide funds for additional allowances payable to teachers who acquire additional proficiency in teaching by taking courses approved by Government. This would be really developmental expenditure; if the teachers' qualifications are improved, the Centre is prepared to take the responsibility of paying any additional emoluments that might have to be paid to the teachers, because that is not the ordinary expenditure since the State puts itself to the trouble of improving the qualifications of the teachers and that expenditure might be considered as being outside the ordinary expenditure and may be looked upon as part of the development of that State.

Shri Sheo Narain (Bansi): May I know what the hon. Minister is doing in regard to UP? He had given an assurance when the strike was going on.

Shri M. C. Chagla: I shall tell my hon. friend what I am doing about U.P. I am very happy to find that partly due to my persuasion, the strike was called off, and the socialist leader who was fasting gave up his fast. I immediately wrote to the Education Minister of UP that since the teachers had called off direct action he should do something and announce something in the light of the discussions which he had had with me and the Finance Minister. I am still waiting for that announcement. After all, he is the Minister of Education in that State, and not I, and the responsibility is his. We have told him that is, the Finance Minister and I, what we can do, and what is the extent to which we can go. It is now for him to decide.

श्री सरजू पांडेय (रसड़ा) : अध्यक्ष महोदय एक सवाल पूछना चाहता हूँ।

अध्यक्ष महोदय : मैंने तो कहा कि पीछे पूछ लेना। इस तरह कैसे चल सकता है।

Shri M. C. Chagla: Let me say that we have done and what the Union Government have done as far as the teachers are concerned. First of all we have established a National Foundation for Teachers' Welfare. At present, we have collected Rs. 75 lakhs and the target is Rs. 5 crores. Assistance is being given from this fund to teachers who are in need from 1964. I might mention a fact to this House, which has deeply touched me, and which I am sure will deeply touch this House. During the last six months, I have been getting Rs. 45 from a teacher whose salary is Rs. 90 anonymously, and he has said that this amount should be put in this National Fund. That shows how big a heart

poor people can have. Here is a poor teacher earning Rs. 90 giving every month Rs. 45 and contributing this anonymously to this welfare fund, so that his fellow-teachers should benefit from his contributions.

An hon. Member: What is his name?

Shri M. C. Chagla: I wish I knew his name, but he does not even let his name be known. The charity is real charity as they say that your right hand should not know what your left hand is doing.

Then, we are giving these national awards to teachers who are specially selected. They come here every year and receive the awards from the President, and they are very much honoured by the ceremony which takes place.

The House also knows that we make a contribution of 50 per cent for increase in the emoluments of teachers, but that has got to be within the state plan.

I should like to emphasise what we have been doing about the training of teachers, which to my mind is perhaps the most important aspect of education. Unless we have trained teachers and good teachers, we cannot make any progress in education. Today, there are about four lakhs of untrained elementary teachers in the country. It is proposed to clear this backlog mainly by organising training through correspondence courses. In 1965-66 it is proposed to run these courses on a pilot basis in the States of Assam, Rajasthan, UP and Mysore. Then, the backlog of about one lakh untrained teachers at the secondary stage is proposed to be cleared by correspondence courses to be instituted in three or four selected universities. The universities of Delhi, Mysore and Baroda have been selected for the purpose. The selection of the fourth centre for the eastern region is under consideration. Then, I come to the training of university-level teachers. At the university level, the teacher-training programme has been under-

taken by some centres of advanced study. The Mathematics Centres at Bombay and Punjab University have enabled teachers from the affiliated colleges to get to the centres for a full academic year to get acquainted with the teaching of mathematics. Then, we have also got a scheme for the training of technical teachers. 9 selected institutions now provide facilities for training of teachers for engineering colleges. Then, we have a scheme of Summer Institutes which have been a great success. The Summer Institutes organised by the University Grants Commission and the National Council of Educational Research and Training in co-operation with the US Agency for International Development have for their objective the improvement of the competence of the teachers participating in the programme by enabling them to gain familiarity with latest developments in their respective fields. This is achieved through the use of modern text-books including latest curricular material, library equipment and audio visual aids. A noteworthy feature of this year's programme is that an institute for teacher educators from teachers' training institutes is being organised with a view to give them necessary orientation in the use of new curricular materials in science subjects.

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Then the University Grants Commission has also been encouraging the efforts of universities in order to organise summer schools, seminars, conferences, refresher courses and symposia. Hundreds of seminars were organised in 1964. The programme drawn up by the Commission envisages assistance to universities to organise about 180 such seminars during the current year.

At the secondary school level, the NCERT in collaboration with UGC and USAID organised summer institutes in which 625 secondary school teachers received training in various science subjects. In 1964, 32 such institutes were organised. The number is being

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increased this year to 78, 49 for school teachers and 29 for college teachers. So the House will see that we are doing whatever is possible to improve the quality of the teachers by giving them as much training as possible.

I come now to the question of primary education. I am fully conscious of the constitutional directive which is to make education free and compulsory between the ages of 6 and 14. I also realise that we are woefully behind in carrying out that constitutional directive. At present, we are working for the limited target of 6 to 11, and even that we hope to achieve at the end of the Fourth Five Year Plan.

But may I say this, that what the Constitution requires is education, not merely sending children to school and producing statistics' before this House? Therefore, it is necessary that the elementary education we give should be education in the real sense of the term. The expansion is so tremendous—as I said there is a backlog of four lakh untrained teachers—that we have not the requisite trained teachers. Then there is the difficulty of having proper school buildings. It is no use my coming to this House and saying that 50 million students are in primary schools. Therefore, even as far as primary education is concerned, we have now got to think more of consolidation and quality.

But there is one unfortunate aspect of primary education, to which I want to draw the attention of the House. Students enter the schools and sometimes in the third standard or fifth standard they leave the schools. What happens? Whatever they have learnt they forget. So that it is a total loss to the country. Lakhs and crores are spent on young boys and girls to give them elementary education, and when they have finished with their schools, more often than not they forget what they have learnt. Therefore, we have decided that the most important thing is to have a follow-up in the sense of having libraries, in the sense of pro-

ducing literature for neo-literates so that these boys and girls should have an opportunity of reading and not forgetting what they have learnt.

Dr. M. S. Aney: They should cultivate the habit of reading.

Shri M. C. Chagla: We must inculcate in them the reading habit, and give them the opportunity for reading, the material for reading. In Delhi—those who are interested in this subject will be glad to know—the Delhi Public Library is doing a wonderful job. They have a mobile van in which books are taken to villages 23 miles round the city. When I visited it, I was told that whenever the van goes to these villages, a siren is sounded and hundreds of people flock to this van and ask for books which are given to them. Therefore, the desire is there. But the means are not available. Therefore, in the Fourth Plan we shall emphasise more and more the follow-up action which is necessary in order to keep our boys and girls literate, who have been made literate at great cost to the state.

The same argument applies to social education to adult literacy. Here again the problem is astronomical. I think over 200 million in this country cannot read or write. I think it is a shame and a disgrace; it is a blot on the fair name of this country.

Shri Kishen Pattnayak: On the Government, not on the country.

Shri M. C. Chagla: I accept part of the blame. But this problem can never be solved unless there is participation by the people, unless the people themselves feel that they must join government in eradicating this terrible evil. Here again, a lot of work is being done. But after an adult has been made literate, there is every possibility of his relapsing into

illiteracy. Therefore, here also, as in the case of primary education, we must have a follow-up action

Now I think my hon. friend, Shri Barrow, mentioned when we were talking about teachers: why don't we amend the Constitution so that the Centre should take over the responsibility of teachers and primary education? My hon. friend is a very learned man. He knows his Constitution. He knows it is not possible to amend it unless the majority of states ratify it. Even with regard to making higher education a concurrent subject, so far only the Punjab Government has agreed. It is impossible to get the states to agree. It is no use having an exercise in futility, thinking that we might persuade them to accept it . . .

Shri Hari Vishnu Kamath: Have the majority of states opposed it so far?

Shri M. C. Chagla: Yes. Only Punjab has agreed. Of the states which have replied, everyone has said No; others have not replied. If my hon. friend can get me from the states an assurance that the majority will support this, certainly we will take steps to amend the Constitution.

Dr. M. S. Aney: I can give that assurance on behalf of Maharashtra.

Shri Nath Pai: I am very glad to hear that he speaks for Maharashtra; normally he speaks only for Vidarbha.

Shri M. C. Chagla: I am glad that both Dr. Aney and Shri Nath Pai are giving that assurance.

Shri Nath Pai: I said I am very happy that Dr. Aney speaks for Maharashtra; normally he speaks only for Vidarbha.

Mr. Speaker: Even if all that assurance comes from all the members, then too it has come from all the states; the hon. Minister cannot be satisfied with the assurance of members

Shri M. C. Chagla: I know all my hon. friends will agree here and in the Rajya Sabha which represents the states. But I have received an official communication . . .

Shri Maurya: We have already committed a blunder; now we must have a strong Centre and should not depend upon the states.

Shri M. C. Chagla: But the Constitution does not permit it. We cannot change the Constitution that way.

I have received an official communication from Maharashtra—Dr. Aney and Shri Nath Pai will like to know—saying that they are opposed to education being made a concurrent subject. They do not want it to be made even a concurrent subject, let alone a subject in the Union List. So I do not think they will be able to commit that Government. If they could. I should be very happy.

श्री सिद्धेश्वर प्रसाद (नालन्दा): महाराष्ट्र तो आप का राज्य है ।

श्री सु० क० चागला : अगर महाराष्ट्र कबूल न करे तो मैं उस से कोई जबरदस्ती तो कबूलवा नहीं सकता हूँ ।

Now, I should also like to refer to basic education. That was the great idea that Gandhiji gave us in the field of education. I agree, as Dr. Zakir Hussain said the other day, it has become a vast mockery. As I understand basic education, it is this, that education should be so organised, so oriented that it should give an opportunity to a student to give expression to his creative faculties, that he should be able to produce something which will be useful to the locality in which the school is situated so that when he leaves the school having learnt to produce something, he would be able to earn something and add to the total wealth of the country. It is not necessary that in every basic school you should only have spinning. It depends upon where the school is situated. Now we are talking of an agro-industrial eco-

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nomy. Therefore, there is a much wider field of selecting arts and crafts for our boys and girls so that they should be useful members of society.

Shrimati Gayatri Devi spoke of rural schools. That is one of the projects we have, of having a large number of junior agricultural schools. I agree with her that where a school situated in a rural area, the boys and girls must be taught something which will be of help to the farmers, to the parents. So he or she should learn about sowing, reaping, harvesting, planting etc. and not get an education which will be of no practical use to him or her at all.

Shri Shree Narayan Das (Darbhanga): What is the latest thinking of Government about basic education? Are you going to abolish it or keep it?

Shri M. C. Chagla: I addressed an advisory board meeting on basic education a month ago and I declared Government's policy that we believe, that basic education as I have explained it just now, should be an integral part of education and our education should be production oriented. It should not be purely formal education as it was in the British times. We are still suffering from that hang-over from those days. We must teach children the dignity of labour and the use of their hands. If this is basic education, I already said that it would form an integral part of our educational system.

Secondly education is to my mind the crucial sector in the whole educational field, crucial for various reasons. It is the avenue to university and higher studies. If this sector is weak the higher education will also be weak. It is crucial because today most of the students who pass the higher secondary education want to go to universities. The result is that there is tremendous pressure on universities and colleges. That is why the standards of higher education are falling and we want to relieve

this pressure. We can only do this by diversifying our education at the secondary stage, providing terminal courses whereby boys and girls will go and learn some vocation, some trade and some profession which would not make it necessary for them to go to colleges and universities. From that point of view secondary education is extremely crucial.

One of the important things we want to do in the next year and in the years following is the introduction of science in secondary schools and if necessary even in primary schools. If this country wants to advance and if we want to become modern and rational the study of science is essential. If you study the history of the USSR and try to find out why within a short period it has made such a tremendous advance in technology, it is due to the fact that it has introduced science from the earliest stage in the schools and it has tried to make its children science-minded. Therefore, we attach the greatest importance to science in the next year and the years succeeding. For that purpose we are strengthening science laboratories in our schools and we are trying to make laboratory equipment in India itself. We are setting up a central science workshop with the help of UNESCO which is being developed in the NCERT department of science and we are going all out in a big way for training science teachers. I have already mentioned how we are doing that. We are doing a great deal for the production of science literature. In this connection I should like to mention that the CSIR and the National Book Trust are collaborating for producing science books in Hindi and English and in the Indian languages for the children, simple books which will instill into them the knowledge about outside things, teach them objectivity and observation and make them interested in science. I wish some of you would see some of the books that are already produced. They are first-class books, intended for children. Apart from this they

are also helping the private publishers. The other day some private publisher came and saw me and said that they were producing first-class science literature for children. Maharani Gayatri Devi made a very interesting suggestion about sending mobile vans to teach science to schools in the villages. I think it is a very good idea and I will certainly pursue it and see whether it is practicable. I do not see why we cannot have at least a pilot project for this purpose. I think it is a very good thing if universities or science laboratories could send a mobile van to the villages so that the villagers could learn something about elementary science.

Shri Hari Vishnu Kamath: Why has not a pilot project been started already?

Shri M. C. Chagla: I have heard the suggestion for the first time yesterday. We have not worked on it. It is a good suggestion and we shall look into it. We have a scheme for science talent scholarship. Here again my friend Acharya Kripalani is here, we find out talented boys in science at the earliest stage and we give them scholarship right up to the post-graduate stage. We want to produce talented scientists and look for talented scientists all over the country.

Shri Hari Vishnu Kamath: How do you discover talent?

Shri M. C. Chagla: By examination, by tests and so on. How does the public know whom to elect for Parliament? . . . (Interruptions).

Shri Hari Vishnu Kamath: We stand for election.

Shri M. C. Chagla: If people find that my friend Mr. Kamath is talented, they send him to the House.

Shri Hari Vishnu Kamath: But I have to stand for election, to contest . . . (Interruptions).

Shri M. C. Chagla: I have the honour of being elected to the Rajya Sabha.

Shri Hari Vishnu Kamath: Next time people will elect you to Lok Sabha.

Shri J. B. Kripalani: What a mess we are making, our legislators are making!

Shri M. C. Chagla: Coming to the pilot project for correspondence courses for secondary education and the rather severe criticism of my friend Mr. Barrow about it, it is again a pilot project which is going to be introduced by the Central Board of Secondary Education in 1965-66. 50,000 students will take advantage of this scheme. I dare say that there may be boys and girls after leaving the primary schools who cannot afford to go to secondary schools. They are earning. They can learn through correspondence courses.

Shri Barrow (Nominated-Anglo-Indians): That is the only exception I made.

Shri M. C. Chagla: It is merely a pilot project and we will see how it works before we expand it.

Coming to higher education, the weakest sector in higher education is colleges. 85 per cent of our students are in colleges and barring some notable exceptions, I must confess that the standard of our colleges is very poor. We have got to do what we can to improve the standard of colleges. Only recently at my instance the University Grants Commission has revised the scales of college teachers and we propose to give effect to it as soon as possible.

Shri S. M. Banerjee (Kanpur): Let us have more colleges. The colleges have now become like factories, working three shifts. The teacher has no contact with the pupils.

Shri M. C. Chagla: I agree. The teachers pupil ratio is not what it should be. To open new colleges you must get proper staff and proper equipment if you are teaching science.

Shri Hari Vishnu Kamath: Abolish capitation fees; it is black market in education.

Shri M. C. Chagla: The most important thing in higher education is the strengthening of post graduate departments. It is the post graduate department that gives the tone and colour to the whole of education. If you have a strong post graduate department you have the nursery from which you can draw your teachers or scientists. They are the leaders of tomorrow. The UGC recognised the importance of post graduate departments and therefore they have started a scheme of centres for advanced studies. Today there are 15 in science and—my hon. friend Dr. Aney will be glad to hear—11 in humanities. The idea is this. You find a particular faculty in a university.

You find that the standard is very high. Then the University Grants Commission gives every help to that particular faculty, in men, material and it getting visiting professors from outside so that this particular faculty in the university should attain international standards. Our hope is that within a short time we will have all our faculties attaining the international standards so that our students will not have to go outside for their doctorates or degrees; they may go for specific purpose; if we have the same standards in these subjects as English or Americans universities have, we should be self-reliant as far as higher education is concerned.

Then we also have correspondence courses for higher students. As you know, Delhi has started a pilot project which has been great success and we have now a project for extending it. I will tell you what the project is, Whereas only 1,128 were enrolled under this scheme in 1962-63, the number has risen to 1,930 during the year 1964-65. It is proposed to introduce correspondence courses at three other universities during 1965-66.

Then I would like to say a word about the New Delhi University which is going to be named after the late Prime Minister. The Bill is already introduced, and I hope it will soon go into the statute-book. Although one of the reasons for starting this new university was to relieve the pressure upon the old Delhi University, our idea is not to make this university a mere replica of other universities. Those who have been studying the modern currents in education will know that in England especially the new universities have been started with new idea and concepts with new curricula and with new methods of combining different disciplines, and therefore; in this university we wish to give effect to some of these new conception in education.

Then—this will please Dr. Aney who made a strong plea for humanities—we are starting the Institution of Advanced Studies in Simla, and I hope the inauguration will take place in September. As you know, our President was gracious enough to give to us the Rashtrapati Nivas in Simla; he said I do not want to go Simla and has placed this building for use of the Institute of Advanced Studies.

Shri Hari Vishnu Kamath: Is it the foundation-stone laying or the inauguration?

Shri M. C. Chagla: The building is there, fortunately. But the present idea is this. As regards the subjects, though it is not finalised, it is proposed that we will have the following subjects: philosophy and comparative religion, aesthetics and history of arts, comparative philology and linguistics, European studies, West and Central Asian studies, Indian and Southeast Asian studies, and mathematics. The detailed project is being worked out and we have every hope that the institute will be inaugurated and will start functioning sometime in September.

Then we also hope to have the inauguration of the Institute of Russian Studies. When I went to the USSR

I negotiated for this, because it is very important that we should have an institute of this character. I will give you the reason why, I found that all our Indian students who go to Russia for the studies do not know Russian and they have to spend ten to 12 months studying Russian before they can study the subject for which they go there. If a student goes to study mineralogy, he has to stay there for 10 months studying Russian before he can attend the course. Therefore, this institute will serve two purposes: one is the short course in Russian before the student goes to Russia, and the other is, longer course of three years where Russian language and literature will be taught. Then we have a scheme for cheap text-books. There is an English scheme and an American scheme, and now we have also got a Russian scheme by which college students will be furnished text-books in technical and professional subjects at one-third their cost.

Shrimati Laxmi Bai (Vicarabad): I am afraid the hon. Minister has utterly forgotten about girls' education.

Shri M. C. Chagla: I am coming to that. As regards sports, the Kunzru Committee's report has been given effect to. So, far, sports and physical education were in a chaotic state in our schools. We have three schools; the ACC, the National Discipline Scheme and physical education, and the students and the teachers do not know where they are. We have integrated these and we propose to give effect to it from July this year. Practically all the primary schools will be covered before the next academic year. We are also going to have a project for a sport talent hunt. Just as we have a science talent, why is it that we do not do so with regard to sports? Why in the Olympics we just got a gold award for hockey but not for athletics, and in other departments of sports? We did not even get a bronze award. Other countries have been forging ahead: India has great traditions of sport and athletics. The reason is that other countries

have trained the children from the youngest age so that when the student reaches the age of 17 or 18, when he can participate in international games, he has had the training and that is the project that we have.

Then I come to the question of Hindi and the Indian languages. I would like to point out what we have actually done with regard not only to Hindi but to Indian languages. I shall then deal with the criticisms made by my hon. friend Dr. Govind Das. For the propagation of Hindi, the emphasis will be on the opening of Hindi teachers' training colleges in non-Hindi speaking States; a provision of Rs. 1 crore has been made for the appointment of additional Hindi teachers in the non-Hindi speaking States; voluntary Hindi organisations which have been doing very useful work in propagating Hindi in non-Hindi speaking States will be liberally assisted to extend their activities. It is proposed to supply Hindi books as free gift to school and college libraries in the non-Hindi speaking regions on a much larger scale.

Then, as you know, there is a Hindi Directorate and there is also the Commission for Scientific and Technical Terminology. Only recently I have taken a decision to reorganise both these, so that they could function more effectively than they have been doing, and produce more literature and show better results than they have done in the past.

Then we have the scheme of scholarships to students from non-Hindi speaking States for learning Hindi at the post matriculation stage. We have decided to increase the number of scholarships offered per year from 220 to 1,500. I think it was the hon. Member Shri Rameshwaranand who said that we have done nothing in the matter of propagation of Sanskrit. That is not correct.

Shri Shinkre (Marmogoa): He said you have done very little comparatively speaking, to what is being done in regard to Urdu.

Shri M. C. Chagla: May I now deal with Hindi, Sanskrit and the other Indian languages? As regards Sanskrit, the scheme relating *inter alia* to assistance to voluntary Sanskrit organisations, assistance to Gurukulas, production of Sanskrit literature, award of research scholarships to the products of tradition Sanskrit pathshalas, financial assistance to eminent Sanskrit pundits in indigent circumstances, award of scholarships to the students of high and higher secondary schools studying Sanskrit, publication of critical editions of rare manuscripts, compilation and publication of catalogues of ancient manuscripts and also the all-India elocution contests will be continued. May I just mention the figures? The provision for Sanskrit in the Third Five Year Plan was Rs. 75 lakhs.

श्री प्रकाशबीर शास्त्री : श्री लैंग्वेज फार्मूला में संस्कृत की क्या स्थिति है।

श्री मु० क० चागला : मैं अभी बतलाता हूँ।

In the Fourth Plan we are asking for Rs. 245 lakhs. In 1964-65 we spent Rs. 20 lakhs, and now we are asking for Rs. 25 lakhs.

मेरे दोस्त पूछते हैं कि श्री लैंग्वेज फार्मूला में संस्कृत की क्या पोजीशन है।

As my hon. friend knows, the three-language formula as accepted by the Chief Ministers' Conference, by the National Integration Council and by all educational authorities is this, that in the south the three languages the students must learn are Hindi, English and their mother tongue. In the north, the Hindi-speaking States have this advantage that Hindi is the mother tongue. Therefore, they must learn Hindi, English and another modern Indian language. Now, Sanskrit is a classical language which students can learn over and above these three languages, and we will help them to learn it. But the three-language formula is confined to two

modern Indian languages and the English language. In the three-language formula Sanskrit does not come in. If my hon. friend will look at all the decisions taken on the three-language formula, he will find that this was the three-language formula accepted by the Chief Ministers, by the National Integration Council and by all educational authorities.

13.31 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

श्री प्रकाशबीर शास्त्री : ऐसा सुझाव था कि हिन्दी या जो क्षेत्रीय भाषायें हैं उन में 100 अंकों में से 25 संस्कृत के आ जायेंगे।

Mr. Deputy-Speaker: Order, order; Questions may be put at the end.

Shri M. C. Chagla: We have recommended to the States a composite course in which Sanskrit can take its place. We do not want to eliminate Sanskrit by any means. After all, it is the basis of almost all Indian languages, and Sanskrit must play an important part in our educational edifice. But if you ask about the three-language formula, this is the three-language formula and no other.

Shri Koya (Kozhikode): Are you insisting on a south Indian language?

Shri M. C. Chagla: We would certainly advise the north preferably to learn a South Indian language. But the formula says: "a modern Indian language". It can be a South Indian language or Bengali (*Interruption.*)

I now come to the criticism made by my hon. friend, Dr. Govind Das. He is never more happy than when he is attacking me either in Parliament or outside. He always compares my administration with that of my predecessor always to my disadvantage. I have no objection to criticism. I think criticism is the life-blood of

democracy. But criticism must be fair. You must not wrench passages from somebody's speech or passages from some report and base your argument on it. What is the charge against me, which he has repeated? His charge is that I am not giving sufficient encouragement to regional languages or to Hindi and that I am a great protagonist of English. Now, Sir, all that I have said is—and I repeat and reiterate it—that the ultimate evolution of our educational policy must inevitably be that the medium of instruction in universities will be the regional languages. But I have also said that the translation from English to the regional languages should be slow and careful because we do not want the academic standards to suffer. I have also said that in the development of regional languages Hindi itself will develop. I have also said that while we are strengthening our regional languages we must not weaken our link language or link languages. Today Hindi is the official language and English is the associate language. We must not weaken these two languages. And, when ultimately the time comes when Hindi will be the only language, I have said that English should still continue as the second language, as the language of science and technology, as the language of international relations. This is not what I am saying. This is not a new policy that I have enunciated. Dr. Govind Das seems to think that this is a great departure from what the policy was in the time of my predecessor. May I refer the House to what I said in this House on the 11th December, 1964? There I gave some quotations from various educational authorities as to what was the policy laid down. Dr. Govind Das referred to Dr. Radhakrishnan's report, and it is surprising that he did not refer to this important passage:

“English will have to continue as the medium for federal business till the provinces are ready for the change and the provincial

educational institutions have spread the federal language adequately.....

English, however, must continue to be studied.....Unable to have access to this knowledge, our standards of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible. Its effects would be disastrous for our practical life, for living nations must move with the times and must respond quickly to the challenge of their surroundings. English is the only means of preventing our isolation from the world, and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance.

This is not what Chagla said, this what Dr. Radhakrishnan said in the report on which Dr. Govind Das relied.

But, Sir, that was a long time ago. Let us see what the Official Language Commission says in its report of 1954-55:—

“In any case the trend has been unmistakable in recent years and we have no doubt whatever that a change-over of the general medium from the English language to the Indian languages would come in our universities progressively in the near future; and we entertain no misapprehensions as regards this trend, provided complete and satisfactory preparations are made and the change is suitably phased and graduated so as not to affect academic standards.”

This is exactly what I have been saying. Then we have the Kunzru Committee Report of 1957 which says:

“That the change from English to an Indian language as the medium of instruction at the uni-

[Shri M. C. Chagla]

versity stage should not be hastened."

Then we come to the Committee of Parliament on the Official Language, in 1959. It says:

"The gradual replacement of English in official work by Hindi and the regional languages does not mean severance of our ties with English."

The Chief Ministers' Conference was in 1961. This is what they said:

"The question of the medium for university education was discussed at length. The tendency of regional languages to become the media for university education, though desirable in many ways, may well lead to the isolation of such universities from the rest of India unless there is a link in the shape of an all-India language."

We have the National Integration Council of 1962. It says:

"The Council considers that, while generally speaking, the replacement of English as medium was thus an inevitable end which should be actively pursued, every care should be taken by universities to ensure that the transaction is made without jeopardising the quality of education and after careful preparation."

Then it says:

"The Council lays stress on the importance of teaching English, as a compulsory subject, whether in any transitional scheme of the adoption of regional languages as medium of instruction, or even after the replacement has been fully carried out at a future date.

And, Sir, I summed up the debate as on page 6657 of the debates. This is what I said:

"The transition from English to the regional languages must be carefully phased and well prepared. We must not be faced with a situation where all universities will have regional languages and we will lose our link language. Therefore, our link language should ultimately be Hindi. But in the meanwhile, till Hindi takes the place, till it is accepted by the southern States, till it is accepted by Bengal, English must continue. Finally, even when all this is done English must remain as the international language, an asset which we possess which we should not throw away."

Sir, I stand by every word of what I said in 1964. And I think that has been the view taken ever since Dr. Radhakrishnan published his report.

Now, Sir, I cannot understand why a study of English should harm the cause of Hindi. In Egypt, they have introduced English from the primary classes; in Russia, they are learning English.....

Shri Kishen Pattnayak: Not study of English, but English as a medium.

Shri M. C. Chagla: I have not said so. I said that the medium will be the regional language. But, as you know, there are people who are against English, and I was pointing out that we cannot harm either our regional languages or Hindi. Here is Egypt. Has it affected their language because they teach English from primary schools? Here is U.S.S.R. Has it affected the Russian language because they teach English?

Shri Kishen Pattnayak: They do not have English as a medium.

Shri M. C. Chagla: I say this. There is a section in the south which talks of English ever, Hindi never. There is a section here in North India which says, Hindi ever, English never.

Both are expressions of fanaticism. They are totally opposed to the spirit of our people and to the necessities of modern life.

Let Hindi go forward as it must, as the official language of India. Let us recognise English as the associate language till the non-Hindi regions are prepared to accept Hindi as the link language; even then, English must continue as a second language, language of modern thought, of science and technology, and of international relations. That, Sir, is the language policy which I have been enunciating, and which I place before you.

Shri Maurya: Is there any place in the Indian Constitution for English?

Mr. Deputy-Speaker: Order, order.

Shri M. C. Chagla: Yes, certainly. Our constitution says that we should become a highly educated, highly scientific and highly technological nation.

An hon. Member: Hear, hear.

Shri M. C. Chagla: Our constitution does not say that we should not study English, French or German or Russian. All that our constitution says is that our official language shall be Hindi. (*Interruptions*).

An hon. Member: Is there any place for English in the Indian constitution?

Shri M. C. Chagla: I say, yes. English will always have a place in the educational edifice of our country. I say this that if you abolish English, our science and technology will be retarded by 50 years.

Shri C. K. Bhattacharyya (Raiganj): The constitution itself is written in English.

Shri M. C. Chagla: Even today—my hon. friend Shri Nandaji is here—we all know that the resolutions of

the National Congress are passed in English. What is the use of saying, abolish English?

Dr. M. S. Aney: You are living under the influence of the English language. We want you to throw away that influence.

Shri M. C. Chagla: That does not mean that we must not push ahead with Hindi as our regional language. All that I am asking for is patience.

Shri Hari Vishnu Kamath: English is a window on the world.

Shri M. C. Chagla: Yes. It is a window of the world. It would be a sad day if we, who have got this asset throw it away when other countries like Egypt and the U.S.S.R. are having it.

श्री प्रकाशवीर शास्त्री: चागला साहब की जिन्दगी के बाद अंग्रेजी नहीं चलेगी।

Shri Kapur Singh (Ludhiana): You have spoken very well.

Shri M. C. Chagla: I do not want India to be Balkanised. I do not want India to be broken up into so many linguistic States. And, may I assure my hon. friend Mr. Shastri that the paramount consideration is the unity of India?

श्री प्रकाशवीर शास्त्री: आपके शिक्षा मंत्री रहने तक ही है आगे हिन्दुस्तान में अंग्रेजी का भविष्य नहीं है।

श्री सु० क० चागला: मैं अपना खयाल नहीं करता मैं तो हिन्दुस्तान का खयाल करता हूँ।

श्री प्रकाशवीर शास्त्री: अंग्रेजी से देश की एकता नहीं रह सकती।

श्री मोर्य: अशोक के जमाने में अंग्रेजी नहीं थी लेकिन भारत आज से बहुत ज्यादा शक्तिशाली था।

श्री जगदेव सिंह सिद्धान्ती : (झज्जर) :
अंग्रेजी पढ़े लिखे तो देश में दो प्रतिशत ही
हैं।

श्री मु० क० चागला : आखिर में तो
हिन्दुस्तान की एकता हिन्दी से ही होने वाली
है, लेकिन उसको जब तक नान-हिन्दी स्टेस
कबूल न करें तब तक अंग्रेजी और हिन्दी
साथ साथ चलेंगी।

श्री लाखनदास (शाहजहांपुर) : इसमें
तो कोई दो राएं नहीं हो सकती कि हिन्दी के
साथ अंग्रेजी चले लेकिन जो नहीं पढ़ना
चाहते उन पर इसको क्यों लादा जाता है।

श्री यशपाल सिंह (कैराना) : कदम कदम
पर तो डिफीट ले रहे हैं अंग्रेजी की वजह
से।

Mr. Deputy-Speaker: Order, order.
.... (Interruptions.)

Shri M. C. Chagla: My friend Mr. Shastri says that English will continue so long as I am Minister. If the unity of India is impeded by my being in office, I am prepared to throw up this office tomorrow. I am not addicted to office or anxious to hold it; but, believe me, what I am doing, according to my light, is to further the unity of India.

Shri Kapur Singh: We support you.

Shri M. C. Chagla: Time is getting short. I have to answer a few criticisms. I shall first deal with scholarships. I would like to point out that the number of scholarships have been increased.

May I come to the C.S.I.R.? I would like hon. Members to read the report of the Reviewing Committee, presided over by Mr. Mudaliar which consisted of eminent English scientists and the tributes which they have paid to the C.S.I.R. I do not want to go into the details, but I would just

like to say a few words as to what the C.S.I.R. has done. Then I have got to deal with Mr. Pattnayak. This is what is being done in the C.S.I.R.

The research programmes in the laboratories are being reoriented on the basis of projects having relation to national requirements in the context of the development plans of the country and the special needs of Defence. The system of hierarchy has been done away with. In order to encourage young scientists, the existing scheme for the grant of merit promotion and advance increments is being suitably amended to provide larger scope for scientists being considered under the scheme. All scientific posts in the CSIR laboratories are selection posts. Young scientists are encouraged to participate in International Conference and Symposia abroad.

Also, the F.A.O. International Food and Technology Training Centre has been established at the Central Food Technological Research Institute at Mysore.

I would now like to refer to what Mr. Pattnayak said. There is no justification whatever for a single criticism that he had levelled in the course of his speech and I shall presently satisfy him in that regard.

An. hon. Member: He will never be satisfied.

Shri M. C. Chagla: I would try to satisfy him. He is a Member of Parliament. It is my duty to try. I hope he will keep an open and fair mind. Even if he does not say so, he will at least feel that he is satisfied. Now, the first question is this. He referred to the question of shifting of the Indian Institute of Biochemistry and Experimental Medicine, Calcutta to Kalyani. What has been done is that land at Kalyani has been acquired

with the approval of the Governing Body as the present location of the Institute at Jadavpur is too small and the basic facilities of a proper animal house and residential quarters for the staff, particularly Class IV staff, cannot be provided at Jadavpur. Apart from that, the nature of the work of this Institute is such that it should not continue in a crowded locality. However, until laboratory buildings and other facilities are provided at Kalyani, the Institute will continue to function at Jadavpur and there will be no interruption in its research work. The Governing Body came to this decision after the matter had been thoroughly gone into by an expert committee of scientists. Then, the Reviewing Committee has supported the transfer to Kalyani. That is the first instance. The second one was this. He made a very serious charge and said that I have made some incorrect statement in the House with regard to the expenditure incurred by the Director-General about furnishing his office. In the first place, that was done before my time. Even so, look at the answer that I have given:

“The hon. Member made a reference to the Director-General. I have heard about this and I shall lay a statement in the Table of the House. It is said that the Director-General has spent a lakh of rupees on furnishing his room.”

Note the expression.

“This is absolutely unfounded. I have gone into the matter and I have seen the figures myself. For the satisfaction of my hon. friend and also other hon. Members of this House, I will lay a statement on the Table showing what was spent on furnishing the room.”

In fulfilment of this assurance, a statement was laid on the Table of the House. If my hon. friend will look at the statement, he will see that only

Rs. 12,105 was spent on furnishing. The rest was spent on civil works, electrical, sanitary fittings and air-conditioners in the CSIR building and so on. How is this an incorrect statement?

श्री किशन पटनायक : उनका जो कमरा था उसी के बारे में तो यह सारा खर्च था ।

श्री सु० क० चागला : सवाल तो यह था कि एक लाख रुपया फरनीचर पर खर्च किया गया । ।

श्री किशन पटनायक : मैंने केवल फरनीचर के लिए ही नहीं कहा था मैंने तो सारी सजावट और रिमार्डिंग के बारे में कहा था । आप मेरी स्पीच भी देख लीजिए ।

Shri M. C. Chagla: I am afraid, it is impossible to convince my hon. friend.

Then the question of the age of retirement of Directors was mentioned. The Directors, whose names were mentioned, were all in the employ of the CSIR prior to the introduction of the orders about the age limit of 65 years. These orders, were passed with the approval of the President, CSIR in January, 1963 on the analogy of similar orders passed by the University Grants Commission in respect of University Professors. So, since 1963, when the orders were passed, there is no Director who has passed the age of 65.

श्री किशन पटनायक : क्या सी० एस० आई० आर० की गवर्निंग बौडी ने कोई ऐसा रूल बनाया है ? रूल क्या है उसको पढ़ दीजिये ।

श्री सु० क० चागला : मैं कहता हूँ कि जब स्वर्गीय पंडित जवाहरलाल उसके प्रेसिडेंट होते थे तो उन्होंने पास किया था । वह सन् 1963 में पास हुआ है । उसके बाद कोई डायरेक्टर 65 साल से ज्यादा लैबोरेटरी में नहीं रहा है ।

[Shri M. C. Chagla]

Then, as regards the appointment of Dr. J. C. Ray as Emeritus Scientist after his retirement from the directorship of Indian Institute for Biochemistry and Experimental Medicine, Calcutta, the position is this. An offer of appointment as Emeritus Scientist was made to Dr. J. C. Ray after his retirement as Director of the Indian Institute for Biochemistry and Experimental Medicine, Calcutta, on 19th April 1964. The offer was made on the 27th October, 1964 with the condition that he could work at any Institute of his choice except the Indian Institute for Biochemistry and Experimental Medicine, Calcutta. Dr. J. C. Ray declined this offer. As a matter of policy, Directors who are appointed as Emeritus Scientists after retirement are not placed in the same laboratory for work. The reason is this. If you had been the head of a laboratory and if you later on go and work there in a subordinate position, it will lead to conflict of jurisdiction or lead to indiscipline. We had a rule even before that if anybody is appointed as Emeritus Scientist it should be in any laboratory except the laboratory in which he was working before. This is not something new.

श्री किशन पटनायक : यह पालिसी कब हुई थी और अगर बाकायदा पालिसी थी तो डा० राय के आर्डर में शर्त लगाने का क्या कारण था?

Shri M. C. Chagla: I cannot carry it any further.

श्री किशन पटनायक : वाह वाह ।

Shri M. C. Chagla: I shall deal briefly with the Survey of India, because Shri S. M. Banerjee has not only spoken about it but he has sent me a special note that I should deal with this.

An hon. Member: There is a hunger strike.

Shri M. C. Chagla: I hope my hon. friend is not on hunger strike for the Survey of India people.

The position is this. First of all, there is no assurance given to Parliament about the pay scales. Nothing is pending with us. The second Pay Commission did not in August, 1959 make any specific recommendation regarding revision of scales of pay in the Survey of India because the Survey did not put up its own case. But, in September, 1960 the scales of pay were revised on the lines suggested by the Pay Commission for other similar services. But, as we are finding it difficult to recruit and retain skilled personnel in the Survey of India, we are considering the need to revise further the scales of pay. But, as there are some 230 different categories, affecting 12,500 people, the revision is bound to take time.

I am very proud of the Survey of India. It will soon be celebrating its bi-centenary. It is one of the finest organisations that we have and I entirely endorse what Shri Banerjee has said. During the Chinese aggression, the people from the Survey of India were working at great risk to their lives.

Shri S. M. Banerjee: My point is only this. In 1962 when this question was replied to in this House, the then Minister in charge of this department Shri Humayun Kabir, said that he will appoint some sort of committee to revise the pay scales. He was one with us that the Pay Commission has not done justice to the Survey of India People. My only request is whether he will go through the various pay scales, compare them with the scales in other departments, because they are doing much more important work than others, and see....

Shri M. C. Chagla: I have already taken it up and it is now pending with Finance. As I said, there are as many as 230 different categories and it will take time. But I can give this assurance that I will personally look into it and expedite the matter. I cannot do more than that.

May I say a word about the Archaeological Department for which a very handsome compliment has been paid by the Reviewing Committee I appointed, presided over by the eminent archaeologist, Sir Mortimer Wheeler? And this is what he says about the Archaeological Survey of India, and I suppose the House is entitled to know it:

“the Survey is on the whole the most efficient, as it is certainly the most comprehensive, in the world.”

As this compliment is coming from an outsider, I think the House should feel proud of our Archaeological survey.

Shri Hari Vishnu Kamath: I am sorry to interrupt the Minister. Is he aware that in the New York World Fair, in the Pakistani pavillion, the excavations at Mohendo-Daro have been referred to as 3,000 year old Pakistani civilisation? I saw it last year myself.

Shri M. C. Chagla: Before 1947 all civilisation was Indian.

Shri Hari Vishnu Kamath: I am glad to hear that.

Shri M. C. Chagla: I do not understand how there can be a Pakistani civilisation before 1947.

Shri Hari Vishnu Kamath: Write and ask the Pakistan Government.

Shri M. C. Chagla: Then I come to rural education. We are re-organising the whole system of rural institutes.

Coming to women's education, many of the lady Members have emphasised the importance of women's education. I am one of those who believe, and deeply believe, that no society can progress unless women are educated. Therefore, I am giving a higher priority to women's education. We have special schemes for women's education.

According to me, one of the main problems in the matter of women's education, to which one of the Members, also referred, is that we cannot get the women teachers to go to the villages unless we given them houses. Men are prepared to go and stay anywhere. But women, naturally, hesitate to go and live in outlying parts of the country without the provision of accommodation. Therefore, we are giving top priority to the construction of staff quarters for our women teachers.

A reference was made to Banasthali in Rajasthan. I have visited that institution. I think it is one of the finest women's institutions that I have seen anywhere and we are seriously considering giving it the status of a deemed university. Every help that we can give to this institution will be given.

One word about our cultural relations. We have negotiated an agreement with USSR which covers a wide field in the realm of education, science, music, sports and others in the various exchanges for the period covered by this agreement. We are also about to negotiate cultural arrangements with the East European countries and with France.

14 hrs.

The ICCR has been doing very good work. We had the Indo-Arab Symposium last year. We are proposing to have a South East Asian symposium this year. We realise how important South East Asia is to our safety and to our security. So, we should have greater cultural contacts with the South East Asian countries. Therefore, we are having a symposium on South East Asia.

Then, we have the Azad Memorial Lectures. Last time, we had the Director-General of the UNESCO, a very eminent person, giving the lectures. We have also a scheme of the Nehru Award, somewhat like the Nobel prize.

[Shir M. C. Chagla]

This award will be given every year to the person who has made the greatest contribution to international understanding.

Shri Hari Vishnu Kamath: No Nehru Memorial Lecture?

Shri M. C. Chagla: There will be one lecture delivered. We will have very eminent jury which will be above party. That jury will select the person who has made the greatest contribution to international understanding in the year. He will be paid a lakh of rupees and he will deliver one or two lectures.

I have appointed a Committee to review all the Academies and the ICCR. I would like to draw the attention of the House to one important thing that the ICCR is doing. You will find it on page 130 of the Report. This is of great importance to my mind and I want to explain this. It is said here:

"The Council continued to maintain and support Chairs of Indian studies in Australia, Iran and Yugoslavia and the Visiting Professor of Slay Studies in India. The three Cultural Lecturers of the Council stationed in Trinidad, British Guiana and Surinam have continued their useful work of teaching Hindi and giving lectures on different aspects of Indian culture. The Council continued its subsidy to the Hindi Lecturer at the University of Rome in Italy".

श्री प्रकाशवीर शास्त्री : क्या माननीय मन्त्री जी को मालूम है कि इस कौंसिल के बारे में आडिटर-जैनेरल की रिपोर्ट क्या है ? क्या यह सत्य है कि इस कौंसिल में हिसाब-किताब में गड़बड़ होने के कारण डा० देशमुख ने त्याग पत्र दे दिया ?

श्री मु० क० चागला : जी नहीं बिल्कुल नहीं । मुझ से यह सवाल पहले भी पूछा गया

था और मैंने इससे इंकार किया था । इस तरह की जो रयूमर्ज फ़ैलाई जाती हैं वे बिल्कुल ग़लत हैं । डा० देशमुख ने मुझे लिखा था कि चूँकि मेरी तबियत अच्छी नहीं है इस लिए मैं इस का चेयरमैन नहीं रह सकता ।

श्री प्रकाशवीर शास्त्री : आडिट रिपोर्ट क्या है ? क्या यह ठीक नहीं है कि इस कौंसिल के हिसाब में गड़बड़ है और कुछ किताबें भी ग़ायब कर दी गई हैं ?

श्री मु० क० चागला : माननीय सदस्य मुझ को गड़बड़ बतायें । मैं उसको देखूंगा । वेग एलीगेशन्ज के बारे में मैं क्या कर सकता हूँ ? अगर माननीय सदस्य मुझे कोई कंक्रिट चीज़ बतायें तो मैं उसको देख सकता हूँ । उन्होंने डा० देशमुख के रेज़िगनेशन के बारे में कहा है । डा० देशमुख ने कहा कि मेरी तबियत ठीक नहीं है मेरी तबियत बहुत ख़राब है और मेरे पास टाइम नहीं है । उन्होंने यह भी कहा कि मुझे इस बात का बड़ा मान है कि मैं इसका चेयरमैन था ।

श्री प्रकाशवीर शास्त्री : आडिट रिपोर्ट में बारह लाइन बिल्कुल साफ़ हैं कि कैसे उन्होंने बिना टेंडर के फ़रनीचर ख़रीदा, किस तरह दोमंज़िला मकान में लिफ्ट लगाई जबकि गवर्नमेंट का कानून इस की इजाज़त नहीं देता है । इस प्रकार की बारह आपत्ति हैं । अगर मन्त्री महोदय चाहें तो वह रिपोर्ट को मंगा कर देख सकते हैं । मेरे कहने की ज़रूरत नहीं है ।

श्री मु० क० चागला : डा० देशमुख फ़िनांस कमेटी के वाइस-चेयरमैन थे । ये सब एलीगेशन्ज उस कमेटी ने देखी हैं और उसकी रिपोर्ट है कि उन एलीगेशन्ज में कुछ नहीं है । मैं माननीय सदस्य को वह रिपोर्ट भेज दूंगा । अगर वह मुझ को कोई और बात बतायें तो मैं उसको फिर देखूंगा । लेकिन फ़िनांस कमेटी ने डा० देशमुख जिसके वाइस चेयरमैन थे एक एक एलीगेशन का ख़ाता देखा है और उसका यह डिसेज़न था कि उनमें कुछ नहीं है ।

श्री प्रकाशवीर शास्त्री : इस कौंसिल को कम से कम हिन्दी के प्रचार का काम न दिया जाये। इस को लाखों रुपये दिये जाते हैं लेकिन इस ने एक साल लगभग 323 रुपये और एक साल 1368 रुपये खर्च किये हैं। यह कौंसिल हिन्दी के प्रचार का काम नहीं कर सकती है। इसने एक अध्यापक रखा था लेकिन वह भी छुट्टी लेकर आ रहा है।

श्री मु० क० चागला : तीन जगहों पर हमने हिन्दी लैक्चरार भेजे हैं। हम ज्यादा भेजना चाहते हैं।

श्री प्रकाशवीर शास्त्री : मुझे पता है कि सुरीनाम, ट्रीनीडाड और ब्रिटिश गिन्नाना के तीन जगहें हैं जहां भारतीय रहते हैं। वहां इसका क्या फायदा है ?

श्री मु० क० चागला : शास्त्री जो मुझे बतायें कि इसमें और ज्यादा क्या काम हो सकता है।

श्री प्रकाशवीर शास्त्री : सरकार स्वयं इस काम को करे।

Shri M. C. Chagla: I come to the last points, namely, the question of national integration. We have appointed an Education Commission. There was some criticism about the Education Commission. May I say that this appointment has received plaudits from all over the world! We have received assistance from the UNESCO which has said that this is the only country which has appointed a Commission of this character and which is reviewing the whole of the educational field through one body.

Shri D. C. Sharma (Gurdaspur): It is something unique.

Shri M. C. Chagla: It is something unique, as Prof. Sharma says. No country has done it. The educational world is awaiting its report because it will be of great importance. Somebody said: Why do we want to have

foreigners for national integration? Why should we not take the advice of eminent people from the United States, USSR and France?

Shri Hari Vishnu Kamath: Education transcends national barriers.

Shri M. C. Chagla: Quite so. It transcends or should transcend national barriers.

Now, about All India Educational Service. I am very happy to tell the House that the Rajya Sabha at the instance of the Home Minister unani- mously passed that Resolution. That shows that Parliament realises the importance of the unity of India. There was not a dissenting voice when this Resolution was put to the Rajya Sabha.

Then we have the All India In- stitutes which are to my mind doing a great work for national integration. Our IITs, engineering colleges, our re- gional teacher training colleges, our management institutes, our staff col- lege at Hyderabad and the Institute of English at Hyderabad, our Central Universities which are four at pre- sent—all these are getting professors and students from all over India and they are thus helping in national in- tegration. This means that we are having mobility of students and pro- fessors. This is one way of maintain- ing the unity of India.

Then, preparation of text books. That is another important way we can bring about national integration. We are preparing text books particularly in History written from the Indian national point of view. These text books will be sent to the different States who will be requested to trans- late them into regional languages.

I spoke about mobility of teachers and students. The University Grants Commission has a scheme whereby teachers are invited from other Uni- versities to go and lecture to different

[Shri M. C. Chagla]

universities and—this is very important—we are giving special scholarships to students who, from one part of India go to universities in different parts of India. A student from Madras who goes to Bengal or Delhi is given a special scholarship so that there will be greater contact between North and South and East and West.

श्री प्रकाशवीर शास्त्री : जो गुरुकुलों में जायें उन को भी छात्रवृत्ति देनी चाहिए ।

श्री मु० क० चागला : जरूर । मैं उसका ब्याल रखूंगा ।

I have taken a longer time than...

Shri Swell: One small question, Sir.

Mr. Deputy-Speaker: I cannot allow any more questions (*Interruption*). I can allow only three or four questions.

Shri Swell: One small question. I did not interrupt.

Mr. Deputy-Speaker: Yes, Mr. Swell.

Shri M. C. Chagla: In winding up, I want to say that I have taxed the patience of the House and I am grateful for the patience with which hon. Members have heard me.

Shri Swell: I want to know from the Hon. Minister of Education whether the personnel, a section of the personnel, of the Indian Educational Service will also be drafted to the teaching posts in universities and colleges.

Shri M. C. Chagla: The present scheme is that it will have two wings—administrative and technical. I shall be very happy if we can also have educational posts. It is a matter of negotiations between various States and ourselves. The matter is

not finalised. But certainly I will bear this in mind and pass it on to my friend, the Home Minister.

Dr. M. S. Aney: I have made a commitment here that I shall undertake to get the consent of the Maharashtra state. But my understanding was that the matter related to primary education. If the Central Government is prepared to bear all the expenditure for the same, I shall make a commitment to approach the Maharashtra Government to get their consent.

Shri M. C. Chagla: I was only talking of the Sapru Committee's report. That was about higher education

श्री प्रकाशवीर शास्त्री : जनवरी 1965 के बाद सूचना और प्रसारण मन्त्रालय तथा खाद्य मन्त्रालय ने हिन्दी के प्रयोग के सम्बन्ध में गृह मन्त्रालय की नीतियों के अनुसार कुछ सर्कुलर जारी किये थे । शिक्षा मन्त्रालय जो कि गृह मन्त्रालय द्वारा निर्देशित नीतियों का पूरा पालन भी नहीं कर रहा है और जिसने न कोई इस प्रकार की विज्ञप्ति जारी की उसके लिए क्या कारण है कि शिक्षा मन्त्री को एक सर्कुलर जारी करना पड़ा कि उनसे बिना पूछे कोई नया निर्णय हिन्दी के सम्बन्ध में न लिया जाए ? क्या उन्हें अपने मन्त्रालय पर इतना अविश्वास था कि वह कोई नया निर्णय लेने जा रहा है या उनके मन में रिजर्वेशन था ? इस प्रकार का सर्कुलर जारी करने की क्यों आवश्यकता अनुभव हुई ?

श्री मु० क० चागला : यह तो आपको मालूम ही है कि दो तीन सर्कुलर बाहर निकले थे और उनसे इतनी गड़बड़ी हुई थी साउथ में और उनको वापिस भी लेना पड़ा था । उमके बाद मैंने आर्डर पास किया कि भी इस तरह का सर्कुलर इण्टर न किया जाए मेरी स्पेसिफिक कमेंट के बिना । कोई पार्लिमी मैंने बेंच नहीं की है ।

Shri S. M. Banerjee: One more question.

Mr. Deputy-Speaker: No more questions. We have taken 1½ hours over this.

Shri S. M. Banerjee: Just one question.

Mr. Deputy-Speaker: No; you have spoken, Shri Banerjee. I am very sorry.

Shri S. M. Banerjee: That day also I spoke only for five minutes.

Mr. Deputy-Speaker: Have I to put any cut motion to the vote of the House separately?

Shri Narendra Singh Mahida (Anand): My cut motions to Demands Nos. 16 and 17.

Shri Sarjoo Pandey rose—

Mr. Deputy-Speaker: You have spoken, Shri Sarjoo Pandey.

Shri S. M. Banerjee: He has not spoken.

Mr. Deputy-Speaker: No more questions. I am very sorry. Am I required to put any other cut motion to the vote of the House separately?

Shri S. M. Banerjee: No. 83 regarding teachers' salaries.

Mr. Deputy-Speaker: I put to vote cut motions Nos. 28 to 32 to Demand No. 16.

Cut motions Nos. 28 to 32 were put and negatived.

Mr. Deputy-Speaker: Now cut motion No. 37 to Demand No. 17. The question is:

“That the Demand under the head ‘Archaeology’ be reduced by Rs. 100.”

[Need to restore Modhera—“Surya Mandir” and Sidhpur ‘Rudra Mahal’, archaeological gems of Gujarat. (37)]

The motion was negatived.

Mr. Deputy-Speaker: The question is:

“That the Demand under the head ‘Ministry of Education’ be reduced by Rs 100.”

[Failure to increase the emoluments of the teachers. (83)].

The motion was negatived.

Mr. Deputy-Speaker: I shall now put all the other cut motions to the vote of the House.

All the other cut motions were put and negatived.

Mr. Deputy-Speaker: The question is:

“That the respective sums not exceeding the amounts shown in the fourth column of the order paper” . . .

Shri Hari Vishnu Kamath: You must read those amounts. What is the total? How much we are granting, we must know.

Mr. Deputy-Speaker: They are on the order paper. I will have to make the calculations, deduct those that have been granted. That will take time. 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, 1966, in respect of the heads of demands entered in the second column there-

[Mr. Deputy-Speaker]

of against Demands Nos. 15 to 21 and 118 relating to the Ministry of Education."

The motion was adopted.

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

DEMAND No. 15—MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 76,05,000 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, 1966, in respect of 'Ministry of Education.'"

DEMAND No. 16—EDUCATION

"That a sum not exceeding Rs. 37,25,87,000 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 to March, 1966, in respect of 'Education.'"

DEMAND No. 17—ARCHAEOLOGY

"That a sum not exceeding Rs. 1,01,63,000 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, 1966, in respect of 'Archaeology.'"

DEMAND No. 18—SURVEY OF INDIA

"That a sum not exceeding Rs. 3,58,82,000 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, 1966, in respect of 'Survey of India.'"

DEMAND No. 19—BOTANICAL SURVEY

"That a sum not exceeding Rs. 27,54,000 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, 1966, in respect of 'Botanical Survey.'"

DEMAND No. 20—ZOOLOGICAL SURVEY

"That a sum not exceeding Rs. 24,19,000 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, 1966, in respect of 'Zoological Survey.'"

DEMAND No. 21—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 8,97,49,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of 'Other Revenue Expenditure of the Ministry of Education.'"

DEMAND No. 118—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 5,04,62,000 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, 1966, in respect of 'Capital Outlay of the Ministry of Education.'"

14.12 hrs.

MINISTRY OF HOME AFFAIRS

Mr. Deputy-Speaker: The House will now take up discussion and vot-