

Shri Satya Narayan Sinha: I have already announced in regard to the Report of the Commissioner for Scheduled Castes and Scheduled Tribes.

Shri Ram Sewak Yadav: That was a separate resolution.

Mr. Speaker: Shri Hukam Chand Kachhavaia gave me to understand that there was a part-heard discussion on the Backward Classes Commission's Report.

श्री सत्य नारायण सिंह : वह तो पार्ट-हर्ड डिस्कशन है । वह तो इसी सेशन में आ जायेगी ।

Shri K. N. Pande: In regard to the Bonus Commission's report, I would like to point out that the question has got so many complications. As a result of the decision at the tripartite conference, the matter has been put before a sub-committee consisting of labour representatives as well as the representatives of the employers. Let them resolve it first. If the matter is taken up here for discussion before that, it will create further complications. Therefore, my suggestion is that let the report of that sub-committee come first, and then the question can come up before the House.

12.12½

BUSINESS ADVISORY COMMITTEE

THIRTY-THIRD REPORT

Shri Rane (Buldana): I beg to move:

"That this House agrees with the Thirty-third Report of the Business Advisory Committee presented to the House on the 10th December, 1964".

Mr. Speaker: The question is:

"That this House agrees with the Thirty-third Report of the Business Advisory Committee presented to the House on the 10th December, 1964".

The motion was adopted.

12:13 hrs.

MOTION RE: ANNUAL REPORTS OF UNIVERSITY GRANTS COMMISSION FOR 1961-62 AND 1962-63—*Contd.*

Mr. Speaker: The House will now take up further consideration of the following motion moved by Shri M. C. Chagla on the 9th December, 1964, namely:

"That the Annual Reports of the University Grants Commission for the years 1961-62 and 1962-63, laid on the Table of the House on the 21st August, 1963, and the 19th February, 1964, respectively, be taken into consideration."

The hon. Minister may now continue his speech.

श्री बालकृष्ण सिंह (चन्दौली) : अध्यक्ष महोदय, गोरखपुर यूनिवर्सिटी अधिनियम के कारण पोस्ट-ग्रेडएट कक्षाएँ खोलने के सम्बन्ध में पूर्वी उत्तर प्रदेश के चौदह जिलों के डिप्टी कालेजों में जो वैधानिक कठिनाई उपस्थित है, शिक्षा मंत्री के बोलने से पहले मझे उस के बारे में कुछ कहने के लिए दो मिनट का समय दे दीजिये, ताकि उन का उत्तर आ जाये ।

अध्यक्ष महोदय : मिनिस्टर साहब बोल रहे हैं । उस से पहले और स्पीच की इजाजत नहीं दी जा सकती है ।

The Minister of Education (Shri M. C. Chagla): I had just commenced yesterday afternoon when the House rose, and I was thanking the Members for participating in a very interesting debate. May I say this that I have received what I might call a mixed bouquet, partly of flattering compliments and partly of very strong and adverse criticisms? I do not certainly deserve the first, and I hope I also do not deserve the second. I

do not think it is necessary for me to explain to the House why I do not deserve the first. But it is my bounden duty to satisfy the House that I do not deserve the adverse criticism that has been advanced against what I said in presenting the two reports of the University Grants Commission.

The main criticism advanced against me by my hon. friends Shri Prakash Vir Shastri and Shri U. M. Trivedi was with regard to the medium of instruction. I have been accused of having changed Government policy. I have been told that I have given expression to views which do not represent the views of the Government and that I have deviated and departed from what was the settled policy of Government. This question goes on being raised from time to time. It has become like King Charles's head, and once and for all, I want to satisfy the House from documentary evidence that whatever I have been saying, whatever policy I have been enunciating, has been the policy of the Government and continues to be the policy of Government.

Now my hon. friend, Shri P. V. Shastri, said that when I returned from the USSR I pointed out that they had many republics, that the language of each republic was developed, that every encouragement was given to it by the Russian Government and yet there was an overall Russian language which everybody spoke. Then he said that although I said this after my return from the USSR—I complimented the scheme of education there—in my recent statement I have changed my views. That, again, is entirely erroneous.

Let me enunciate what is the policy about the medium of instruction. We are all agreed—Government is agreed—that ultimately the medium of instruction in the universities will be the regional language. There is no doubt about it. That must be the logical evolution of our policy. Once

we introduce the mother tongue in the secondary schools, when these boys go up to the universities, it must follow that the best system of education would be to impart to them education in universities in their own mother tongue. There is no doubt about it. But...

श्री किशन पटनायक (सम्बलपुर) :
यह "बट" कितने साल का है ?

श्री मु० क० चागला : अगर माननीय सदस्य जरा मेहरबानी करेंगे, तो मैं बताऊंगा कि कितने साल का है और क्या करना है ।

अध्यक्ष महोदय : मिनिस्टर साहब उधर ध्यान न दें ।

Shri M. C. Chagla: This, again, is the policy of Government—I shall presently read it out—that the transition from English as the medium of instruction in universities to the regional languages should be careful, well-thought-out and after proper preparation was made.

Shri Ram Sewak Yadav (Barabanki): Precisely what is that?

Shri M. C. Chagla: If the hon. Member will have a little patience, I am going to satisfy him.

It is also the policy of Government that when you have 14 States and 14 languages . . .

Shri Hem Barua (Gauhati): 16 States.

Shri M. C. Chagla: 14 languages in the Constitution. When we have 14 languages, there should be a language which constitutes a bond and a link between the different parts of our country.

My hon. friend, Shri Shastri, said that I might be a jurist but am not an educationist. I lay claim neither to be a jurist nor to be an educationist. But I do lay claim to one thing, and I shall go on laying claim to that, and that is my passionate devotion to

[Shri M. C. Chagla]

the unity of this country. That is my faith and my creed. And I will not permit my hon. friend, Shri Shastri, or any other hon. Member on that side to make me deviate.....

Shri Kapur Singh (Ludhiana): On that side also.

Shri M. C. Chagla: Both sides. I will not permit my hon. friends on that side or on this side to permit me or to force me to deviate one inch or an iota from that policy that I have enunciated.

Shri Narasimha Reddy (Rajampet): Quite right.

श्री किशन पटनायक : क्या रिजनल लैंग्वेजिज की हिमायत करना हिन्दुस्तान की एकता, इंडियन यूनिटी, के खिलाफ जाना है ?

Shri M. C. Chagla: I am coming to that.

Shri Raghunath Singh (Varanasi): There should be no interference.

श्री किशन पटनायक : यह आरोप है ।

Mr. Speaker: Order, order. Let us hear the Minister patiently . . . (*Interruption*). He should hear me at least. Before I have spoken half a sentence, some hon. Members interrupt me. I was going to say that if some Member has to ask some questions or seek a clarification, I would allow it at the end.

श्री किशन पटनायक : सरकार एकता और राष्ट्रीयता को खत्म कर रही है और दूसरों पर आरोप लगाती है ।

Shri M. C. Chagla: I do not understand my learned friend's agitation. Is he not interested in the unity of India?

Shri Kishen Pattnayak: More than you.

Shri M. C. Chagla: I am very happy to learn that. If anyone is more interested than me in the unity of India, then I bow to him. Therefore, let us pursue an educational policy which will not undermine the unity of India.

May I again repeat the policy of Government? The policy of Government is—and I am going to support it by reading out excerpts from educational authorities—that we will work for the substitution of English by the regional languages as medium of instruction in the universities, but the transition must be careful, slow, well-prepared, and it is very important that, while we are working for that, we must not destroy the language which acts as a link between the different parts of our country.

There again, the policy of the Government of India is clear. We must work for the day when our own national language becomes the link language, that is Hindi, but till Hindi takes the place, English must continue.

श्री रामसेवक यादव : वह दिन कभी नहीं आयेगा अगर आप निश्चित हो कर बैठें रहेंगे ।

Mr. Speaker: I will request him to continue to face me.

Shri Raghunath Singh: He is more partial to the Opposition Benches.

Shri M. C. Chagla: I was facing them because the criticism came from them. I am sorry. I feel more encouragement if I look at you.

Mr. Speaker: Sometimes I become envious that he is looking towards them!

Shri M. C. Chagla: I have been told that we have been slow in substituting Hindi for English. I have been accused of not supporting the propagation of Hindi. That is a libel. I shall again satisfy this House as to what I have done in the course of one year that I have been Minister.

Let me tell the House that you cannot ram Hindi down the throats of South India.

श्री राम सेवक यादव : प्रान्तीय भाषाओं के बारे में आपका क्या कहना है ?

Shri M. C. Chagla: South India and Bengal are not prepared for this operation to open their throats for Hindi to be rammed down them.

Shri Kapur Singh: I do not want to interpret the hon. Minister, but does he mean that Hindi can be rammed down the throats of North Indians?

Shri M. C. Chagla: Therefore, I appeal to my hon. friends in the interests of the unity of India, in view of the fact that north, south, east and west constitute one country, that we should go slow. Let us carry the South and Bengal and other parts of India with us.

Therefore, my attempt has been to argue with them, to persuade them, to counsel them but I will not be a party to forcing Hindi upon the South or Bengal or any part of the country.

श्री किशन पटनायक : संविधान में फोर्सिंग की बात लिखी हुई है क्या ? भाषा के बारे में जो धारा है, उसके बारे में क्या यह लिखा हुआ है कि इसको किसी पर फोर्स किया जायेगा, किसी के साथ कमपलशन बरती जायेगी ?

अध्यक्ष महोदय : अब आप . . .

श्री राम सेवक यादव : अध्यक्ष महोदय, ऐसा कहा जाता है जैसे कोई हिन्दी जबर्दस्ती किसी पर लादना चाहता है। मंत्री महोदय अंग्रेजी लाद रहे हैं। जब वह हिन्दी और दूसरी भारतीय भाषाओं का दूँ बनाते हैं।

अध्यक्ष महोदय : आप सब ने अपनी अपनी तकरीरें खत्म कर लीं और जो कुछ कहना था, कह लिया। अब गवर्नमेंट की जो पालिसी है

वह बताई जा रही है, उसको भी आप को सुनना चाहिये।

श्री किशन पटनायक : गवर्नमेंट की पालिसी संविधान के खिलाफ . . .

अध्यक्ष महोदय : जो पालिसी है, उसको सुन तो लें।

श्री किशन पटनायक : सुन नहीं सकते हैं। मैं वाक आउट करता हूँ।

12.25 hrs.

[Shri Kishan Pattnayak then left the House.]

Shri M. C. Chagla: Whether the House approves of it or not, the policy of the Government is here. I had enunciated it in the other House, I have enunciated it here, and now I shall point out how this policy has been. . . .

Shri Harish Chandra Mathur (Jalore): It is too much for the hon. Minister to say that the policy is there, whether the House approves it or not. The policy is there because the House has approved of it. You cannot have a policy which the House does not approve.

Shri M. C. Chagla: I accept the correction of Shri Mathur.

Shri Shinkre (Marmagao): If the House has already accepted it, there is no need for the Minister to speak.

Shri M. C. Chagla: This is the policy of the Government approved by the House, whatever any section of the House might say.

Let us see what the various educational authorities have said. Shri Shastri has said that I am not an educationist. I am not.

I plead guilty to the charge. He will at least respect what the educationist have said from 1948-49, what the Chief Ministers have said, what the Vice Chancellors have said and what the inter-university board has said. This is what our President Dr. Radhakrishnan said in the Commission's report of 1948-49:

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"But some time will elapse before such a consummation is reached. During the interval, whose length depends upon the earnestness of Governments, what is to be done? It is neither feasible nor desirable to create a void in the Centre by immediately abandoning the language which is in use. 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."

That is what Dr. Radhakrishnan said. The Inter University Board says as follows:

"The Board feels that if fissiparous tendencies are not to develop and extreme provincialism spread, there is need for the Universities to have a common language. A common language is also necessary to enable students and teachers to migrate from one university to another, and generally for inter-university contacts"

We have passed that stage and unfortunately we have not been able to get agreement of our universities to

have a common language and they have now accepted that different universities will have different regional languages. What was emphasised was that we must see that the fissiparous tendencies in our country did not increase and that the bonds between different universities remained and that is why I have been emphasising the importance of a link language. The Board goes on to say:

"The Board realises that in certain areas the regional language of the State is considered suitable for being introduced as the medium at the university stage. But even in such cases, at this stage of development of higher education, there will be serious difficulties in producing suitable text books of highest standards and in finding teachers in sufficient numbers in the higher grades of learning. Educational institutions should not, therefore, be deprived of the freedom to continue to use English as the medium of instruction for the time being."

This is exactly what I have been saying. The Board says: All India institutions of teaching and research should for sometime to come continue to have English at least as one of the media of instruction."

I shall also read an extract from the official language Commission 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."

That was what the Official language Commission report of 1954-55 says... (Interruptions.)

The Kunzru Committee report of 1957 says:

"That the change from English to an Indian language as the medium of instruction at the university stage should not be hastened."

"That the change to an Indian language should be preceded by an adequate preparation both in the cultivation of the Indian language concerned as a medium of expression for learned purposes and by the preparation of a sufficient body of learned literature in that language in all subjects of study." I am sure this Committee will be accepted as a committee of eminent educationists.

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 special place which it must continue to have in the intellectual and scientific fields and as a means of international contacts is not conditional upon the perpetuation of the existing arrangements. English will continue to be of great help to us and remain an important subject of study especially for those engaged in advanced scientific work. The number of scientific and technical terms already runs into lakhs. Thousands of new words are being coined every year. Our scientists and technologists are familiar with English terms. The task of translating the existing and future scientific and technical terms into all Indian languages is immense and the risk that such translations may be artificial or inexact and unfamiliar to present day scientists and technologists has to be guarded

against. Different terminologies in different Indian languages may cause confusion and will make the interchange of scientific and technical knowledge within the country difficult."

Shri Hari Vishnu Kamath (Hoshangabad): I submit that the new words coined should be a little simpler.

Shri M. C. Chagla: It goes on to say that it is obviously desirable that there should be uniformity in the use of the scientific and technological words in all Indian languages. I have pointed out that.

Then, I may refer to the extracts from the resolution passed by the Chief Ministers' Conference in August, 1961. It shows that not only the Government of India's policy has not changed but has received the support of all the Chief Ministers. I will read that resolution:

"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."

This is a paraphrase of what I have been saying and repeating day in and day out.

"Teachers and students will not be able to migrate easily from one university to another and the cause of education will suffer for lack of a common link, between universities in different linguistic areas. The importance of such a common linguistic link between universities was emphasised. Such a common link can only be English or Hindi; ultimately it will have to be Hindi. And it is necessary, therefore, that every attempt should be made to make Hindi suitable for this

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purpose. The change-over to Hindi and generally to a regional language as a medium of instruction will only be effective when such a language has adequately developed for the purpose of modern education and more especially for the scientific and technical subjects. Every effort should be made to develop Hindi and other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus scientific and technical subjects will be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional languages as media. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges."

Then we come to the views of the Inter-University Board of India, the University Grants Commission and the Vice-Chancellors' Conference; they all supported and approved the resolution passed by the National Integration Council at its meeting held in June, 1962. I shall read out the resolution. But before that—this is very important—may I read out the statement issued by the National Integration Conference held at New Delhi from September, 28 to October 1st, 1961:

"The Conference recognised that Hindi must develop ultimately as a link for inter-State communication. As, however, it would take some time for the language to evolve sufficiently to express all modern concepts, English will continue to serve the purpose till Hindi is adequately developed."

Shri Maurya (Aligarh): Is there any limit to it?

Shri M. C. Chagla: I will point out what we have done for Hindi. I would request the hon. Member to remain patient.

"As regards the medium of university education, while a plea was made for the use of Hindi as the medium of an all-India basis, the general view was that the regional languages are bound to replace English as the medium of instruction as soon as the necessary preparations for the change-over could be made acceptable to the academic world. But it was agreed that in such an agreement, there would be the necessity of a link in the shape of a language understood all over India. It was felt that this link must ultimately be Hindi, but since Hindi, like any other regional language, will take some time for its full development, English will continue to be such a link. This implied that Hindi must continue to be taught as a second language as in the secondary stage of education, where necessary; and it also implied that English, apart from continuing as a transitional link will remain as a language of international importance for the enrichment of our languages in regard to science and technology."

Finally, this is the extract from the proceedings of the National Integration Council held in June, 1962.

"The Council reaffirms the conclusions set out in paragraph 15 of the Statement issued by the National Integration Conference in September-October, 1961. The Council recalls that these conclusions did not differ materially from the decisions in regard to the medium of instruction at the university stage arrived at by the Chief Ministers' Conference in August, 1961, as also that they had since been accepted by the Emotional Integration Committee in its preliminary report.

The Council considers that, while generally speaking, the replacement of English as medium was thus an inevitable and which should be actively pursued, every care should be taken by universities to ensure that the transition is made without jeopardising the quality of education and after careful preparation, e.g., the cooperation of teachers and the availability of good standard books written by university teachers or other experts for which every incentive should be provided by the authorities concerned.

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. In the transitional stage, English will serve as the link among university men, and between university and university in respect of exchange of professors or migration of students; whilst, at all times, as a language of great international importance, English would furnish a link with the outside world, constitute an indispensable tool for further study and assist in the development of the regional languages. The Council hopes that while English would thus be an international link at all times, its place as an internal link will gradually be taken by Hindi as it develops. The Council, therefore, urges that at the university stage, the students should be equipped with a progressively better command of Hindi in addition to good working knowledge of English such as would enable them to follow lectures delivered in that language.

"The change in the medium of instruction in a university is primarily a question for the univer-
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sity to decide. While it seems natural that regional languages would gradually become the media of instruction at the university stage, the Council sees no reason why there should be any bar to the use of English or Hindi as a medium of instruction in a university, or in some of its colleges. Indeed it foresees that in some special circumstances, the establishment of such a college might become a desideratum."

I ask those who accused me yesterday, in the face of all these, is it justified, is it tenable to suggest that in whatever I have said, I have departed from the policy laid down by Government supported by all these educationists and approved by Parliament?

Some Hon. Members: No; you have not departed.

Shri M. C. Chagla: I repeat again. The policy is very simple. We are working towards the regional languages becoming the media of instruction in the universities.

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.

Shri Maurya: Sir, even yesterday I put a specific question. Is there any time limit for it?

Shri M. C. Chagla: I will mention about the time. My hon. friend knows it as much as I do, that education is a State subject. The uni-

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versities are autonomous bodies. It is for my hon. friend to tell the State to prepare for this. We will give every assistance, but we cannot do it. It is for the university to decide what the medium will be, what text-books should be prepared and what preparations should be made. Education is not a concurrent subject. My hon. friend cannot lay the blame at my door and say that universities still continue to have English as the medium.

Shri Maurya: Some of the universities are aided by the Centre.

Mr. Speaker: Aid is a different thing altogether.

Shri M. C. Chagla: Shri Prakash Vir Shastri laid another charge at my door which is again an equally unfair charge. The charge was that when I went to Gujarat I gave expression to something which differed from what the Prime Minister said when the Prime Minister visited Gujarat just a few days before. I fully believe in the collective responsibility of the Cabinet and I have the greatest loyalty for my Chief, the Prime Minister. I assure this House that in what I said I in no way departed from the policy of Government or from what the Prime Minister said a few days before. As a matter of fact, the subject of controversy in Gujarat which raged on me when I returned was not considered by the Prime Minister at all. What was the question? It is a very narrow question. In Gujarat they start teaching English from the Eighth Standard.

Shri Frank Anthony (Nominated—Anglo-Indians): Absurd. They can't learn it.

Shri M. C. Chagla: There is a strong demand that it should be started from the Fifth Standard. The Government does not agree to it. Deputations of secondary school headmasters visited me. All that they asked me was to

persuade the Government to make the teaching of English from the Fifth Standard optional. They said that if students come and want to learn from the Fifth Standard they will give all the facilities and they do not want any additional grant.

Shrimati Yashoda Reddy (Kurnool): Very reasonable.

Shri M. C. Chagla: I am glad that at least somebody thinks that this is reasonable, and this is exactly what I said.

Shri Narendra Singh Mahida (Anand): We also say that.

Shri M. C. Chagla: In my public speech I said: "I hope and trust the Government will consider this point of view because it seems to be very reasonable."

Shri Narendra Singh Mahida: But the Government is not thinking in those terms.

Shri M. C. Chagla: The Government of Gujarat takes the view that the Union Minister has no right to go to Gujarat, make a speech and say something which is contrary to the policy of the Government of Gujarat.

An Hon. Member: Undemocratic.

Shri M. C. Chagla: I entirely disagree with that point of view. Is it only the duty of the Centre to give money to the States for education?

Some hon. Members: No, no.

Shri Hari Vishnu Kamath: Advice and guidance also.

Shri M. C. Chagla: I have a right to speak to the people of Gujarat. In a democracy people must come before any Government. It is the people who create the Government. It is through the people that the Government

exists. I have a right to enunciate and elucidate the policy of the Centre in any State, in any part of India even if it happens to disagree with the policy of the State concerned.

Shri Narendra Singh Mahida: Gujarat is the only State which is not listening to the advice of the Education Minister (*Interruption*).

Shri M. C. Chagla: It is very surprising. This is a matter of record and Shri Shastri can find it out—I will send him the papers. Every Gujarat paper in Ahmedabad, after I made my speech, fully supported what I said, including the Congress paper—the leading Congress paper is *Gujarat Samachar*. It came out with headlines supporting the view I had taken.

Shri Prakash Vir Shastri (Bijnor): The Gujarat Provincial Congress Committee wrote a letter to the Prime Minister.

Shri M. C. Chagla: I am talking of the people of Gujarat and not of the Congress Committee. I will give an instance to Shri Shastri. We in Parliament, I am assuming, are in favour of education being made a concurrent subject. The Sapru Committee has recommended to that effect. The States do not agree. Is it suggested, if I go to Gujarat, I cannot appeal to the people to try to persuade their Government to make education a concurrent subject? Without the consent of the majority of States I cannot do so. To say that a Minister from the Centre can only tell the people what the Government of that State pleases or likes, I think it is an entirely untenable position.

Shri J. P. Jyotishi (Sagar): Let us not differ so much in public.

An Hon. Member: Even if it is a public issue?

Shri M. C. Chagla: My constituency is the whole of India. I have a right to speak to the people anywhere.

Dr. M. S. Aney (Nagpur): As a member of the Government you cannot do that under the Constitution.

Shri M. C. Chagla: As a member of Government I cannot take a view which is contrary to the policy laid down by the Centre.

श्री यशपाल सिंह (कैराना) : यह तो बहुत अच्छा हुआ कि माननीय मंत्री जी ने साफ कर दिया कि गुजरात की प्रदेश कांग्रेस कमेटी जनता का प्रतिनिधित्व नहीं करती है।

Shri M. C. Chagla: I have not said that (*Interruptions*).

Mr. Speaker: Order, order. Democracy should not be carried too far here.

Shri Hari Vishnu Kamath: Sir, I want to seek a point of clarification. May I ask whether the very fine attitude he has displayed towards a provincial party organisation will be emulated by his colleagues on the Treasury Benches?

Mr. Speaker: That he may ask of his colleagues. Let us listen to the Minister now.

Shri M. C. Chagla: For the record I have not said anything about the Gujarat Provincial Congress Committee. I only mentioned, which is a fact, that the whole Press of Ahmedabad supported the view that I took and I think the view, as somebody said, was a very reasonable one. Give the option to those who want to study from the Fifth Standard.

Mr. Speaker: That "somebody" was Shrimati Yashoda Reddy.

Shri M. C. Chagla: Now, Sir, we do believe in this, that so long as English continues to be a part of our educational system it should be taught well. And,—I have got the statement here—almost all the States start teaching English from the Fifth or Sixth Standard. Many States are now going

[Shri M. C. Chagla]

to start it from the Third Standard itself.

Shri Frank Anthony: Quite right.

Shri M. C. Chagla: Uttar Pradesh and Madras have decided to do it. West Bengal has started it. Even Bihar has done so.

श्री राम सेवक यादव : यह सरकार और अंग्रेजी दोनों एक साथ साथ बंधी है ।

अध्यक्ष महोदय : दो तकरीरों तो साथ साथ नहीं चल सकती ।

Shri M. C. Chagla: Therefore, if we take the view that it would be good for education if English is started earlier, surely it is not such a crime or such a terrible thing that the Union Minister gave expression to the idea. So much for Gujarat and what my bon. friend has said.

Now I come to another point. I have been charged with not supporting the propagation of Hindi. I shall point out what the Ministry has done as far as Hindi is concerned.

Shri Nath Pai (Rajapur): Why is he all the while considering himself as an accused in the dock?

Mr. Speaker: Probably he has been longer in the judiciary and here in the Parliament he is new. He will get used to it. It is the job or duty of the Members to blame him and to charge him. Therefore, he should not take them so seriously.

श्री राम सेवक यादव : मंत्री का मतलब भारत सरकार से है । यह मंत्री की व्यक्तिगत नुकताचीनी नहीं है ।

Shri Hari Vishnu Kamath: "Sir, you too have been a Judge.

Shri M. C. Chagla: I confess, I have not been accustomed to the Parliamentary life. My feeling is that

Miristers should not be accused unjustifiably. Parliament has the right to be vigilant and to criticise; but the criticism should not be misguided and it is the duty of the Minister to answer to the criticism. That is my view of parliamentary life.

Coming to the subject, financial assistance is given to voluntary organisations to expand their activities in the propagation and development of Hindi. The allocation for the Third Plan was Rs. 25 lakhs. In the first three years we have spent Rs. 12.42 lakhs and for the current financial year the provision was raised from Rs. 6 lakhs to Rs. 29 lakhs.

Shri Frank Anthony: What a waste of public money?

Shri M. C. Chagla: Then there is appointment of Hindi teachers in non-Hindi speaking States. Hundred per cent assistance is given to the non-Hindi-speaking States for the appointment of Hindi teachers in higher secondary schools. The State Governments of Andhra Pradesh, Kerala, Maharashtra, Mysore, Orissa, West Bengal, Gujarat and Madras are participating in this scheme. For the Hindi teachers training college in non-Hindi speaking States one hundred per cent financial assistance is given. Under this programme teachers training institutions have already been set up one in Kerala, three in Mysore, three in Andhra Pradesh, one each in Madras and Gujarat. The Governments of West Bengal and Orissa propose to open a college each next year. The Maharashtra Government have provided facilities for the training of Hindi teachers in their existing colleges for which cent per cent grant is given by the Centre.

We have set up a Central Hindi Institute at Agra for the training of Hindi teachers, particularly for the non-Hindi-speaking States. Scholarships for advanced studies in Hindi are being given to the students of various

States. The number of scholarships has been raised from 200 to 1,000 this year.

Then we have a scheme of free gift of books to educational institutions in non-Hindi-speaking areas. Under this scheme selected books are purchased in bulk and distributed to schools and colleges and public libraries in the non-Hindi-speaking States. Books worth Rs. 2 lakhs are distributed each year.

Then I come to the Commission for Scientific and Technical Terminology. The Commission has revised and finalised scientific and technical terms up to the first degree standard in physics, chemistry, mathematics, botany, zoology, geology and geography. A consolidated English-Hindi glossary of about 50,000 terms in the subjects has been brought out. The Hindi-English version of this glossary is nearing completion. The Commission has also reviewed and finalised about 14,000 terms of medical sciences and about 4,000 terms in agriculture. For evolving terminology in three branches of engineering—civil, electrical and mechanical—an organisation has been set up in the University of Roorkee and the finalisation of the terminology in these three branches up to the first degree standard is likely to be completed within a period of two years.

Then there is the preparation and translation of standard scientific books at the university level. This scheme has been launched to facilitate a smooth change-over from English to Hindi and other Indian languages and also for popularisation of the scientific and technical terminology evolved by the Government of India. Under this scheme, 527 books have been approved for translation. The translation rights of 272 books have been procured. The programme of translation into Hindi is being implemented through universities, academic bodies of State Governments and literary societies of all India status engaged

in similar jobs for which hundred per cent assistance is given by the Government of India. Whole-time cells have been established at Delhi, Bhopal and Banaras and it is proposed to set up similar cells at two other places. Similarly, a Translation Bureau has been set up in the Central Hindi Directorate as well. The Gujarat State and the Punjabi University are also taking advantage of the scheme of translation of standard works into Gujarati and Punjabi.

Then there is the translation scheme for preparation, translation and publication of books in collaboration with the publishers. This scheme also aims at bringing out scientific and worthwhile books within the easy reach of common readers.

Does this record show that I have tried to suppress Hindi and I am not giving full support to it?

Shri Muthyal Rao (Mahbubnagar): Rs. 20 lakhs is not sufficient.

Shri M. C. Chagla: My hon. friend says that Rs. 20 lakhs is not sufficient. If I get Rs. 20 crores, I will use the whole of it.

I think the excitement is now over. Let me deal with the normal subject of the University Grants Commission. I did not introduce this topic. When I opened the debate on the University Grants Commission, I kept aloof from it; my hon. friends, Shri Trivedi and Shri Prakash Vir Shastri brought it out. So, I thought it was time that this matter should be finally settled and the House should know where I stand and where the Government stands.

श्री प्रकाशवीर शास्त्री : मंत्री महोदय ने बिल्कुल उल्टा समझाया। अगर अध्यक्ष महोदय ने इजाजत दी, तो मैं उन को बताऊंगा।

अध्यक्ष महोदय : आज तो नहीं।

Shri M. C. Chagla: There are some people who cannot be convinced.

[Shri M. C. Chagla]

Coming to the University Grants Commission, those who have spoken on this subject have overlooked the fact that the University Grants Commission functions under two important limitations. The first limitation is that of funds and the second, which is equally important, is that of the constitution of the Commission. Under the Act, it can only spend money on Central universities for maintenance. In case of universities, other than Central universities, it can only spend for development. My hon. friend, Shri D. C. Sharma, is not here. He said that everybody should be equal before the law and the universities should be equal before the University Grants Commission. But they are not and they cannot be. The law itself makes a distinction between Central universities and non-Central universities. The Central universities are under the Central Government. The rest are under the State Government. The law does not permit us to spend money on those State universities for the purpose of maintenance.

May I also point this out? There was criticism from various hon. Members about the appointment of Vice-Chancellors, about the appointment of university staff, about the appointment of the Syndicate and Senate, about the framing of statutes and rules and so on in different universities. But these hon. Members forget the fact that university is a State subject. Then there is such a thing as the autonomy of the university. So, we have no voice. Even when I read in the papers that a bad Vice-Chancellor has been appointed, what can I do? If I find that unsuitable people have been appointed to the staff of the university, I am helpless. Therefore, until this subject of university and higher education is made a concurrent subject this criticism in this House has no validity. I can control it only up to a point by writing to the Chancellor and appealing to him. But, under the law, under the Constitution, it is for the State to rectify and remedy these things.

An Hon. Member: Amend the law.

Shri M. C. Chagla: The same thing applies to affiliated colleges. I am painfully conscious how bad the standard of affiliated colleges is. But, there again, affiliation is in the hands of the university or of the States. We cannot tell the university: why did you affiliate this college which is not fit, disaffiliate this college and soon. But I may say that even there the Commission has prepared a scheme of selection of 100 colleges which could be given special assistance for their development, especially for post-graduate teaching.

Then, my hon. friend, Shri Pant, referred to two colleges at Nainital and Gyanpur. He said these were very good colleges but now the emoluments of teachers there had been downgraded. The other day a Member of Parliament told me that the Agra college, which has great traditions for the last one hundred years, has downgraded the salary scales of its teachers.

13 hrs.

Curiously, the State Government has taken the view that because the University Grants Commission has laid down a certain scale of remuneration all colleges should receive the same even though in the case of some colleges they were receiving more than what the University Grants Commission recommended. The object of the University Grants Commission was not that the salary scales in some colleges should be downgraded; their object was to upgrade the salary scales. But the State Government has taken this curious view. I assure my hon. friend, Shri Pant, that I have already taken this matter up with the University Grants Commission and we will see what we can do about it.

Then, my hon. friend, Shri Bajaj, mentioned about text books and said

that the U.G.C. should produce standard text books. I may mention for the information of the House that we have three schemes now working which will help us to enable our university students to get cheap text books—one is in collaboration with the United Kingdom, the other is in collaboration with the United States and the third, which has just been set up after my visit to the USSR, is in collaboration with that Government. The way it functions is that joint boards are set up and these joint boards decide the titles of books which should be put on the Indian market at cheap rates. In the case of Russian text books, of course, they will have to be translated. We have selected the most important text books in medical, technological and technical subjects because I realise how expensive these books are and these books should be made available to the students at cheap rates. These books are now being sold at one-third the price at which they are sold in the United States, the United Kingdom and the USSR.

Dr. Ranen Sen (Calcutta East): In which language is this translation being done?

Shri M. C. Chagla: It is done in English at present but it is open to any State to translate it into the regional language. These are very high class books dealing with technological, technical and medical subjects.

My hon. friend, Shri Barua, mentioned the need for 200 universities.

Shri Hem Barua: 250, I said.

Shri Nath Pai: Do not underestimate.

Shri M. C. Chagla: Our hands are full with 61 universities and Shri Barua will realise what 250 universities will mean. As a matter of fact we do not want to have, as far as possible, any more universities if we

can help it. A university is not a college. A university is not an isolated academic centre. A university by its very name implies universality. That means, it must have different faculties.

Shri Hari Vishnu Kamath: No more for all time or only for the present?

Shri M. C. Chagla: No; I do not say that. We are going to be very strict about it. I am sure, Shri Barua did not mean it very seriously. He said that discipline would improve; but I do not think I need go any further into this.

A lady Member of this House Shri-mati Lakshmikanthamma, mentioned women's education. May I say about this that the percentage of women students has risen in colleges and institutions of higher learning from 18.5 in 1962-63 to 19.5 in 1963-64.

An Hon. Member: Very slow progress.

Shri M. C. Chagla: The Commission shares 75 per cent of the expenditure on women's hostels against 50 per cent in the case of men's hostels.

An Hon. Member: Why this distinction?

Shri M. C. Chagla: The additional expenditure on the revision of salaries of women teachers is also shared to the extent of 75 per cent.

Shri Hem Barua: Why this bias for women?

Shri M. C. Chagla: Because women are still backward. That is why we have a bias.

Shri Hari Vishnu Kamath: They are in the House already.

An Hon. Member: How many?

Shri Hari Vishnu Kamath: More than enough.

Shri M. C. Chagla: I plead guilty to that bias. I hope, I shall continue to have it.

My hon. friend, Shri Sharma, and several other hon. Members complained about the delay in bringing these University Grants Commission's Reports before this House. I am not responsible for the business of this House. They should complain to the Minister of Parliamentary Affairs. The report is submitted in time and it is for my colleague to find time for it.

Shri Ram Sewak Yadav: What about joint responsibility?

Shri M. C. Chagla: Not for the business of the House. But I sympathise with my colleague, the Minister of Parliamentary Affairs, for whom I have great regard. There are more important matters which always come cropping up and this poor University Grants Commission goes on being postponed.

My hon. friend, Shri Sharma, mentioned that Dr. Kothari is a part-time Chairman of the Commission and that he has also been appointed part-time Chairman of the Education Commission. I wish to assure the House that it was with great difficulty that I could persuade Dr. Kothari to become the Chairman of the Education Commission. He is very hard worked and I think, we should pay a tribute to him that he agreed to serve as Chairman of that commission.

That is also an answer to the criticism made by Shri Shastri that I do not have representatives of regional languages. Dr. Kothari is a Hindi-speaking person. He knows the problem of Hindi; he comes from Rajasthan. As I said in the other House, after all, we can only have a few members on the Commission but that will not prevent anyone from coming and giving evidence or from submitting any memorial or statement and the Commission will consider any and every point of view. Therefore, Shri Shastri need not be afraid that the

point of view which he represents and which he so eloquently expressed in this House will not be placed before the Commission.

My hon. friend, Shri Sharma, said that 100 national scholarships were not enough. But he overlooks the fact that these are only granted by the University Grants Commission. The Ministry grants 90,000 post-matric scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes; 15,000 national scholarships for meritorious students and 24,000 national loan scholarships. Every year our Budget for scholarships is increasing.

An hon. Member mentioned that there was discrimination in grants to the Banaras Hindu University and the Aligarh Muslim University. Let me give the facts. The maintenance grants to Central universities are related to their size in terms of the number of departments and enrolment. During the year 1961-62, the total enrolment in all the departments which numbered 30 in Aligarh Muslim University was 5,042 whereas in Banaras Hindu University the total enrolment in 52 departments was 7,372. The maintenance grant to Aligarh Muslim University during the period, 1953-64 to 1961-62 went up 3.47 times from Rs. 15 lakhs in 1953-54 to Rs. 52 lakhs in 1962 while in the case of Banaras Hindu University the corresponding increase was from Rs. 27.50 lakhs to Rs. 75 lakhs, that is, 2.73 times. This will indicate clearly that Aligarh Muslim University is not suffering any discrimination so far as maintenance grants are concerned.

With regard to the development programmes, grants are released to the universities periodically keeping in view the progress achieved in their implementation. Similarly, the amount given to the two universities for revision of salary scales of teachers is dependent on the number

of teachers working there. In Banaras Hindu University the total teaching staff in 1961-62 was more than that of Aligarh Muslim University by about 70 per cent.

My hon. friend, Shri Shastri, mentioned, if I remember aright, how dare the Aligarh Muslim University teach Hindi in the Roman script. I had a talk with the Vice-Chancellor. I quite agree that our Constitution lays down that Hindi should be taught in the Devanagari script and the House knows that I have been trying to work for the Devanagari script. But what was pointed out to me—and I felt that there was considerable force in it—was that there were many students from the South in Aligarh who would not be prepared to study a new script in order to learn Hindi, but if it was Roman script because they knew English they would be able to learn Hindi. Which is better—not to know Hindi at all because you are not prepared to learn in that script or to know Hindi although it is taught in the Roman script? I thought this was done in the interest of Hindi. But if you have a prejudiced eye, you see everything distorted.

Shri Raghunath Singh: We will prefer Urdu script to a foreign script.

Shri M. C. Chagla: They have to learn that.

श्री जगदेव सिंह सिद्धान्ती (झज्जर) :
हिन्दी का उच्चारण शुद्ध नहीं हो सकता है।
बहुत खराब पालिसी यह है।

श्री राम सेवक यादव : हर प्रश्न का उत्तर हो सकता है, उसी तरह से यह जवाब है।

Shri M. C. Chagla: But this is not a policy. This was only intended for a few students from South India who expressed a desire to study Hindi. They said that the Devnagari script was difficult for them and that they knew the Roman script. They said that if they could get some books in

Roman script, they would like to learn Hindi. Facilities were provided for them.

श्री राम सेवक यादव : हिन्दी सीखना चाहते हैं लेकिन उसके अक्षरों से बैर।

Shri Raghunath Singh: Hindi and Devnagari script are two different things. Devnagari script is used in other countries too; it is international. It is taught in Nepal, Fiji, Mauritius and also here in Maharashtra and Gujarat and other areas. All the Sanskrit literature is in Devnagari script. That is not Hindi.

Shri M. C. Chagla: That is the script recommended by the Constitution. I realise this...*(Interruption)*.

Shri P. R. Patel (Patan): What is the number of South Indian students in that University as compared to the number of other students?

Shri M. C. Chagla: Very few; about 10 or 15.

Shri Raghunath Singh: For 10 or 15 students you are doing this. *(Interruptions)*.

Mr. Speaker: Order, order. Why these interruptions from all sides?

Shri M. C. Chagla: I need not repeat what I have said.

Then, Mr. Singh talked about education in rural areas and he complained that that aspect of education has been neglected. There are two important points in this connection. The new colleges which are being established at the rate of 100-150 per year in the country are being established in rural or semi-rural areas where high school education has already developed. The first need is to establish high schools in the rural areas and generally where there are 10-15 high schools, establishment of a college normally follows.

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Then, there are 14 rural institutions of higher education in the country which cater to some specific programmes for rural requirements. On a reference from the Ministry of Education, the University Grants Commission considered if some of those could be brought under Section 3 of the UGC Act for being deemed as universities. The matter is under consideration and it is hoped that about 3 institutions could be deemed as universities.

Then, Shri Krishnapal Singh said that the UGC did not pay sufficient attention to physical side and character of students. May I say what the UGC has done? Grants are being provided to universities for the establishment of health centres. 32 Universities have so far been assisted for this purpose. The Commission has appointed a Committee under the Chairmanship of Dr. A. L. Mudaliar to examine the proposal for introducing a health service scheme in the universities for their staff and students. The Commission has agreed to help universities to engage sports coaches trained by the National Institute of Sports, Patiala. Universities and colleges are providing facilities for games and sports out of their normal budgets and grants from State Governments. Funds for physical education are being disbursed by the Ministry of Education.

As regards the promotion of character, may I say that my hon. friend Mr. Barua—I do not think he would deliberately do so; it is not fair of him if I may say so—perhaps he had not read fully my Convocation Address to the Delhi University. He said that in that Address I blamed the politicians for students' indiscipline. That was only one of the causes. I also stressed the emotional and psychological causes.

Shri Hem Barua: But that particular theme was reported in the papers, you blaming the politicians.

Shri M. C. Chagla: You know what the papers do. They pick out something.

Shri Ram Sewak Yadav: He is himself a politician.

Shri Hem Barua: That means he has accused himself.

Shri M. C. Chagla: I gave three or four causes.....

Shri C. K. Bhattacharya (Raiganj): The Radhakrishnan Commission on University Education blamed the teacher-politicians for all the troubles in the Universities.

Shri M. C. Chagla: I also said, the home surroundings were not satisfactory. They had nothing to do in the vacations. I asked the Delhi University authorities to tell their students to do something creative. They do nothing. They go to coffee houses and cinemas and they suffer from frustration. I said that one of the important things to do is to find something for the students to do during the leisure hours and during the vacations.

May I point out, as regards character, that the Commission has generally accepted the recommendations of the Sri Prakasa Committee relating to the institutions of Chairs in the field of comparative religion, ethics and moral philosophy? Such Chairs are to be instituted in the Universities of Allahabad, Bombay, Calcutta, Kuruksheetra, Madras, Magadh, Osmania, Poona, Rajasthan and Visva-Bharati.

Shri Krishnapal Singh (Jalesar): Not Agra.

Shri J. P. Jyotishi: Nothing to improve the character of boys of other Universities?

Shri M. C. Chagla: The problem of student indiscipline was examined by a committee appointed by the U.G.C. The Commission has been trying to provide the necessary amenities to the student community and suitable con-

ditions for work and study which are conducive to an improvement in the general academic atmosphere and student behaviour. Now, as to what has been done, I referred to it in my opening speech. So, I will not repeat that.

Then, a very important question was raised with regard to corruption in education. Two or three Members spoke about it. Well, I have already used fairly strong language about capitation fees charged in some parts of India. I said it was black-marketing in education. This matter was taken up when we met in Bangalore in the Central Advisory Board of Education.

Shrimati Yashoda Reddy: It is black-marketing in education.

Shri Shinkre: Not black-marketing; there is stock exchange in education.

Shri M. C. Chagla: And all the Ministers agreed that something should be done about this. What is worse is, unqualified people, inexperienced people, put up boards and say they are prepared to teach students and they charge fees. They have commercialised education. I told the Chief Ministers, "If you want to drive a car, you need a licence. But you can set up yourself as an educationist without any permission at all." They agreed with me that if I could send them a model Bill, they will try to introduce it in their respective States so that some control should be kept over those who pose as educationalists without any qualifications.

Shri Hari Vishnu Kamath: Rank cheating it is.

Shri Nath Pai: Quacks and pedlars.

Shri M. C. Chagla: I told them that they can prosecute them. They said that it is difficult. I am looking into it. But I think the problem of corruption in education is the same as the problem of corruption everywhere.

Shri Narendra Singh Mahida: What about guide books and other unauthorised books?

Shri J. P. Jyotishi: This is the root of all corruption.

श्री योगेन्द्र झा (मधुबनी) : ज्यादा सम्पन्न लोग ज्यादा करप्ट हैं, ऐसा क्यों ?

Shri M. C. Chagla: In my opinion, corruption is always due to scarcity. When we have a society of scarcity, there is corruption; when we have a society of plenty, there is no corruption.

Shri Hem Barua: No; not always.

Shri Nath Pai: You may say there is scarcity of character in leadership, particularly in the leaders and in the Treasury Benches.

Shri M. C. Chagla: We can avoid this if we had sufficient number of institutions. Therefore, we must have more facilities for these students so that they are not tempted to pay these large capitation fees.

Then, a legitimate criticism was made about the failure of these matching grants. I entirely agree there. I think the matching grants have failed because when the University Grants Commission says, they are prepared to pay 50 per cent, the State is not in a position to pay the other 50 per cent. Apart from that, after five years or so, even this 50 per cent becomes a committed expenditure. Therefore, we have taken it up with the Finance Ministry that this idea of matching grant has not worked not only in the realm of higher education but even in the realm of primary and secondary education. But I might point out that in the following matters, the University Grants Commission has provided cent per cent assistance—so, the question of matching grants does not come in here—namely, for the development of

[Shri M. C. Chagla]

facilities in an established department engaged in post-graduate teaching and research, for the development of selected university departments as centres of advanced study, for books and journals needed by universities, for text-book libraries in colleges, for research and learned work, for summer schools and seminars etc.

Then, a point was made, to which I entirely agree, that higher technical, medical and agricultural education should all be brought under the purview of the Ministry of Education. I think that it is wrong to fragment education. All institutions of higher education should come under the same umbrella. Other Ministries are concerned in this matter, and we shall see whether we can arrive at some settlement on this question.

A point was also made that sufficient attention had not been given to examination reform and the problem of wastage. The report on examination reform prepared by the expert committee appointed by the commission has been published. Many universities have expressed their general agreement with the recommendations of the committee and are contemplating the introduction of certain measures of reforms such as selective admissions, provision of tutorial guidance and the giving of due weight to sessional work in the final assessment. Assistance has been given to some universities to set up examination reform units, and a centre of advanced studies in educational research is being established in the Baroda University.

The problem of wastage is being tackled by improving library and laboratory facilities and the standards of instruction and providing essential opportunities and incentives for advanced study and research.

I believe that I have dealt with most of the points that have been raised in the course of the debate. I hope, if I may repeat what I said

while introducing this motion—you may criticise me as a Minister; you may criticise the Government policy, but as far as the University Grants Commission is concerned, you will agree with me that during the two or three years the report for which we are discussing now, they have done very fine work and they have rendered very good service to the cause of higher education.

Shri Raghunath Singh: What about my point about marine engineering and maritime law? That has not been replied to.

Shri M. C. Chagla: The point raised by my hon. friend Shri Raghunath Singh was that we should have a course of marine engineering in this country which has a very long sea-board and which has had great marine traditions in the past. As my hon. friend knows, I replied to that point, and pointed out what the position was. But perhaps I think it is better if I place the facts before the House.

The training of engineers and navigation personnel for the merchant navy is the direct responsibility of the Ministry of Transport. It has set up a merchant navy training board to advise it on various matters. That Ministry has established a marine engineering college at Calcutta and a nautical engineering college at Bombay. In the college at Calcutta, hundred students are admitted every year for training as marine engineers for ships. The college at Bombay provides facilities for part-time courses to engineering apprentices in order that they may prepare themselves for the competency certificate examination held by the Ministry of Transport. Nobody who does not hold a competency certificate of the Ministry of Transport can be employed by the shipping companies in a responsible engineering position on a sea-going vessel. The merchant navy training

board is at present considering a proposal for starting a training academy in Goa which will give one-year common basic training both to engineers and to navigators. After the common course, the two streams will proceed to their respective training establishments to have higher specialised training.

Engineering courses in universities, about which my hon. friend spoke, and colleges affiliated to them are designed to train persons who can be employed in production work, developmental work or design and research. Since marine engineers for ships are needed solely for maintenance, courses in marine engineering as such have not been introduced in any of the university colleges as yet. When the manufacture of ships is undertaken in this country in a big way, the demand for marine engineering graduates will arise which can be fulfilled by providing courses in selected university colleges.

The shipping industry requires another type of engineer called the naval architect. There is a difference in the case of the naval architect. The marine engineer looks after the engine, whereas the naval architect looks after the building of the ships, whose task it is to design and build ships. Facilities for the degree in naval architecture have been provided in the Indian Institute of Technology, Kharagpur for some years now. The offtake of graduates in this field is small, and, therefore, the course is run only by one institution in the country. The admissions to the course which is run in co-operation with shipyards vary from 15 to 20 every year. Practical training in the shipyard forms an integral part of the course. If the shipping industry should require more naval architects, facilities could be easily expanded at Kharagpur.

Shri Ragunath Singh: What about maritime law? At present, this is not taught in any university.

Shri M. C. Chagla: I have already written to the University Grants Commission to see whether they can help the Banaras Hindu University to include maritime law in the law course.

So many points had been raised, and I hope that I have not overlooked any. I have tried to answer as many as I can. Once again, I thank the House for the patience with which it has heard me.

Some Hon. Members rose—

अध्यक्ष महोदय : अगर आप लोग खामोशी से खड़े हों तो मैं एक एक को बुला लूंगा, लेकिन अगर खड़े हो कर एक साथ आप सवाल करना शुरू कर देंगे तो मेरे लिए मुश्किल हो जायगा। और कोई सवाल एक मिनट से ज्यादा का न हो।

श्री यशपाल सिंह : अंग्रेज यह फाल्स लाजिक पेश करता था कि जब हिन्दू और मुसलमान मिल जायेंगे तो हम यहाँ से चले जायेंगे। वही फाल्स लाजिक मिनिस्टर साहब पेश कर रहे हैं कि जब हिन्दी और अन्य भारतीय भाषायें प्रबल हो जायेंगी तो अंग्रेजी चली जायगी। लेकिन आज जो हिन्दी के मुहाफिज बैठे हुए हैं उन के होते हुए हिन्दी या भारतीय भाषायें कैसे प्रबल हो सकेंगी? इस बारे में संविधान में जो आपने पवित्र वायदा किया था उस का क्या होगा।

अध्यक्ष महोदय : आप तो नए सिरे से स्पीच देने लगे।

श्री यशपाल सिंह : मैंने एक मिनट में ही कहा है, ज्यादा वक्त तो नहीं लिया।

अध्यक्ष महोदय : इस का यह मतलब तो नहीं कि जो कुछ मर्जी में आवे कह दिया जाये।

श्री यशपाल सिंह : मैंने पूछा है कि जो सरकार ने वायदा किया था उस का क्या हुआ ?

श्री राम सेवक थादव : संविधान के निर्माताओं ने अंग्रेजी को समाप्त करने और उसकी जगह देशी भाषाओं और हिन्दी को रखने के लिए एक समय निर्धारित किया था और वह था 1965 । माननीय मंत्री महोदय भी कहते हैं, सरकार की ओर से आश्वासन दिया जाता है कि हिन्दी या दूसरी भाषायें अपना स्थान लेंगी लेकिन जब वे इस लायक बन जायेंगी । मैं जानना चाहता हूँ कि जिस तरह से संविधान निर्माताओं ने एक समय निर्धारित किया था, क्या वैसे ही कोई चीज इस मंत्रालय के दिमाग में है ? कब तक यह सम्भव हो सकेगा ? नहीं तो आज जो उत्तर और दक्षिण के बीच में या हिन्दी और दूसरी अन्य भाषाओं के बीच में जो द्वन्द्व शुरू कर दिया गया है इस की सारी जिम्मेदारी इस मंत्रालय पर ही है ।

श्री बोर शास्त्री : कल मैंने कहा था कि श्री चागला शिक्षा शास्त्री होने के बजाय न्याय शास्त्री अधिक हैं, लेकिन आज मैं बल पूर्वक उन अपने शब्दों को दुहराना चाहता हूँ । दुर्भाग्य से अध्यक्ष महोदय, आप उस समय कुरसी पर नहीं थे जब मैं बोल रहा था, उस समय उपाध्यक्ष महोदय कुरसी पर थे । अगर श्री चागला मेरे उस भाषण की एक पंक्ति में भी यह बता सकेंगे कि मैं जबरदस्ती किसी भी राज्य में हिन्दी लादने के पक्ष में हूँ, तो मैं इस भरे हाउस में अपनी भूल स्वीकार कर लूंगा । और अगर उस भाषण की आड़ में श्री चागला ने यह कह कर हिन्दी और दूसरी भाषाओं के बीच में भेद उत्पन्न करना चाहा है, तो मैं चाहूंगा कि शिक्षा मंत्री श्री चागला इस भरे हाउस में अपनी भूल को स्वीकार करें । एक बात . . .

अध्यक्ष महोदय : इस तरह एक दूसरा भाषण तो नहीं दिया जा सकता ।

श्री प्रकाशबीर शास्त्री : मैं भाषण नहीं दे रहा, मैं तो प्रश्न पूछना चाहता हूँ ।

अध्यक्ष महोदय : प्रश्न करना हो तो उस तरह से करिए ।

श्री प्रकाशबीर शास्त्री : जब संविधान में कहा गया है कि हिन्दी वह है जो देवनागरी लिपि में लिखी जाय, तो क्या अलीगढ़ यूनि-वर्सिटी में 15 बच्चों के लिए अलग से हिन्दी पढ़ाने के लिए रोमन लिपि की व्यवस्था करके क्या देश में अनेकता का वातावरण पैदा नहीं किया जा रहा है? यदि कल को कोई कहे कि हिन्दी को फारसी या किसी और लिपि के द्वारा पढ़ाया जाय तो क्या उस का आप प्रबन्ध कर देंगे? क्या इस प्रकार अनेकता की स्थिति पैदा नहीं हो रही है ?

Shri Narendra Singh Mahida: May I know whether Government propose to change the name of the Aligarh Muslim University to 'Aligarh University'?

डा० रानेन सेन : श्री-लैंग्वेज फार्मूला के अन्तर्गत यह तय हो गया था कि हिन्दी-भाषा-भाषी राज्यों में एक माड्रन इंडियन लैंग्वेज कम्पलसरी तौर पर मिखाई जाये । हम लोगों को खबर मिली है कि हिन्दी-भाषा-भाषी राज्यों ने पंजाबी, या तामिल, बंगला आदि कोई माड्रन इंडियन लैंग्वेज सिखाने से इन्कार किया है । मैं यह जानना चाहता हूँ कि इस बारे में इस मंत्रालय का क्या कहना है और क्या करना है ।

श्री बालकृष्ण सिंह : ईस्ट्रन यू० पी० के चौदह जिलों में तीस डिग्री कालेज गोरखपुर यूनिवर्सिटी से एफिलिएटेड हैं । गोरखपुर यूनिवर्सिटी अधिनियम के कारण उन कालेजों में पोस्ट-ग्रेडुएट शिक्षा नहीं दी जा सकती है, जबकि यू० पी० के बाकी चालीस जिलों

में वह शिक्षा दी जाती है। गोरखपुर में एग्रीकल्चर की शिक्षा नहीं दी जाती है और एग्रीकल्चर की कोई फ़ैकल्टी नहीं है। इस प्रकार इन तीस डिग्री कालेजों में न तो कृषि की पोस्ट-ग्रेजुएट शिक्षा दी जा सकती है और न दूसरे विषयों की उत्तर स्नातकीय शिक्षा दी जा सकती है। मैं यह जानना चाहता हूँ कि ईस्टर्न यू० पी० के साथ यह भेदभाव क्यों है और गोरखपुर यूनिवर्सिटी जो ईस्टर्न यू० पी० के लिए शिक्षा के सम्बन्ध में "डाग इन दि मेंजर" बनी हुई है, उस की इस नीति को बदलने के लिए क्या किया जा रहा है।

Shrimati Yashoda Reddy: In view of the fact that now there is so much of agitation by the Hindi fanatics....

Mr. Speaker: She should ask the question straight.

Shrimati Yashoda Reddy:with their intolerant and emphatic attitude about sticking to the time-limit fixed in the Constitution, and in view of the fact that we have amended the Constitution many times, do Government think it possible to amend the Constitution to extend the time-limit till such time as the South Indians and other non-Hindi speaking people are able to accept Hindi as the official language so that till that time English is allowed to continue to have its present status?

Dr. M. S. Aney: No.

Mr. Speaker: Order, order. There ought to be some minimum standard observed at any time. I do not know whether that explosion was deliberate or otherwise.

Shri Mohammad Elias (Howrah): Will the Government take any action with regard to the agitation of professors of West Bengal who have decided to boycott examining of the

papers from the end of this month because if it is allowed to happen, there will be a disaster in West Bengal? Will the Central Government intervene in the matter?

श्री तुलशीदास जाधव (नांदेड़): कालेजों में पुस्तकें तो इंगलिश की दी जाती हैं और पढ़ाया जाता है मात्र-भाषा में। यह जो विरुद्ध-दिशा चलती है, उस के लिये क्या किया जा रहा है ?

श्री ज्व० प्र० ज्योतिषी: देश के लिए हमारे जंगलों का उत्पादन बहुत महत्वपूर्ण स्थान रखता है। इस सम्बन्ध में शिक्षण देने के लिए देहरादून में जो संस्था है, वह अच्छा काम कर रही है। मुझे पता चला है कि शासन उस को यूनिवर्सिटी का रूप देने जा रहा है। मैं यह जानना चाहता हूँ कि मंत्री महोदय इस बारे में क्या सोच रहे हैं।

Shri C. M. Kedaria (Mandvi): In view of what has been stated by the Minister about the demand for the teaching of English, is he aware that in Gujarat there is a resolution passed by the Secondary School Teachers' Association that English should be taught from the 8th, and there is also a great demand from the rural areas that English should be taught from the 8th standard? So is he aware that, looking to the spirit of the people who have advocated the teaching of English, from 8th? Is it also not the fundamental right of the citizens?

Mr. Speaker: That is all right. Shri Kapur Singh.

Shri Kapur Singh: Has the Minister of Education informed himself of the state of affairs prevailing in the Punjab in which the Punjab Government have set themselves on the deliberate policy of eliminating all Sikh influence from the senates of the four universities of Punjab? If he has, does he propose to register any positive reaction to this?

Shri M. C. Chagla: I do not know whether I am expected to reply to all the questions. I think I will give an omnibus reply.

I have carefully listened to every question. I shall pay attention to them and wherever necessary, take action.

श्री रामसेवक यादव : जो प्रश्न पूछे गए हैं, उन का जवाब तो आना चाहिए ।

अध्यक्ष महोदय : मैंने ये प्रश्न बक्व के बाद पूछने की इजाजत दी थी । मिनिस्टर साहब कहते हैं कि वह एक एक प्रश्न का उत्तर नहीं दे सकते ।

This has been considered by the House. We will take up the next item.

12.35 hrs.

MOTION RE: TWELFTH REPORT OF
THE COMMISSIONER FOR SCHEDULED
CASTES AND SCHEDULED
TRIBES

The Deputy Minister in the Department of Social Security (Shrimati Chandrasekhar): I beg to move the following:

“That this House takes note of the Twelfth Report of the Commissioner for Scheduled Castes and Scheduled Tribes for the year 1962-63, laid on the Table of the House on the 24th November, 1964”.

13.33½ hrs.

[MR. DEPUTY-SPEAKER in the Chair].

In this connection, I would like to place before the House some of the broad objectives of the programme that is implemented by Government. This Report of the Commissioner for Scheduled Castes and Scheduled Tribes, was submitted to us on 31st October, 1963 which was the due date. But copies were laid on the

Table only after a year. So I owe an apology to the House for the delay. The delay was due to the delay in printing...

Shrimati Renuka Ray (Malda): One year!

Shrimati Chandrasekhar: Delay in placing the Report on the Table of both Houses was due to the time it took in the printing press. Actually the first part of the Report was received by us on 17th September, though the manuscripts were sent to the printing presses on 23rd November. The second part was available to us only on 10th November. Therefore, we could lay copies of this Report only on the 24th November. Even the Hindi version of the Report was laid on the Table only a few days back. So we realise this delay. Henceforth we intend to have the Report printed by private printing presses so as to let the House have the Report as early as possible.

The Commissioner has made 231 recommendations on various aspects of the problem relating to the scheduled castes and scheduled tribes and the other backward classes. By the very nature of the problem, most of the recommendations call for action by State Governments. The recommendations that call for action by the Government of India are being dealt with by the Central Government in consultation with the concerned Ministries. Some action has already been taken.

Art. 46 of the Constitution specially enjoins on the State the duty to promote with special care the economic and educational interests of the weaker sections, in particular the scheduled castes and the scheduled tribes and to protect them against social injustice and all forms of exploitation.

The House is aware that ever since independence, Government having been taking various measures for the welfare of the backward classes. This