

श्री ईश्वर चौधरी : क्या यह कुष्ठ
अध्यापन तथा अनुसंधान संस्थानों को
स्थापना कहां कहां की जाय इस पर विचार
करते समय बिहार का ध्यान रक्खा जायगा?

श्री उभाशंकर दीक्षित : अवश्य रक्खा
जायेगा ।

SHRI R. BALAKRISHNA PILLAI:
May I know whether there is any pro-
posal submitted by Kerala Govern-
ment to establish some kind of leprosy
Institute along with Nooranad Lep-
rosy Hospital in Kerala and if so what
is the attitude of Government on
establishing this Institute?

SHRI UMA SHANKAR DIKSHIT:
I am not aware of any proposal from
Kerala Government. If the hon. Mem-
ber separately writes to me or asks a
separate question, I will give the
desired information.

श्री एस० एस० बनर्जी : क्या सरकार
का ध्यान इस तरफ आकर्षित हुआ है कि
कोयला खदानों में काम करने वाले मजदूर
अक्सर सिलीकोसिस रोग से पीड़ित हो जाते हैं
और क्या इस बारे में कभी कोई सर्वे किया
गया है और इस बीमारी के बारे में पता
लगाया गया है ?

श्री उभाशंकर दीक्षित : मेरे पास इस
समय सूचना नहीं है लेकिन मैं आप को
इस बारे में पता लगा कर सूचित कर सकता
हूँ ।

अध्यक्ष महोदय : यह एक अलहदा
प्रश्न है ।

SHRI PARIPOORNANAND PAI-
NULI: In view of the fact that the
incidence of leprosy is on the increase

particularly in pockets like the Terai
areas, and in view of the fact also
that there is paucity of funds, do Govern-
ment propose to have domiciliary
treatment of lprosy patients?

SHRI UMA SHANKAR DIKSHIT:
Yes, Sir. The experience hitherto has
shown that if we have leprosy colo-
nies, the patients whose some part or
other has been damaged irrecoverably
go on living there as if it is a kind
of permanent residence, and the work
becomes more or less restricted. The
present policy of the Government is to
have as many short duration hospitals
and out-door-patient hospitals so that
this disease can be controlled; but it
is more useful to have domiciliary
treatment because very often, in the
early stages, the patients do not come
and inform the hospitals for fear of
public ignominy. We have this under
consideration and we shall increase the
facilities for domiciliary treatment.

Academic Autonomy to Polytechnics

*290. SHRI ARVIND NETAM: Will
the Minister of EDUCATION AND
SOCIAL WELFARE be pleased to
state:

(a) whether the Western Regional
Committee for Technical Education
has recommended that well-established
Polytechnics be granted academic auto-
nomy to evolve new types of techni-
cal courses to suit present day needs:
and

(b) if so, the reaction of Govern-
ment thereto?

THE MINISTER OF EDUCATION
SOCIAL WELFARE AND CULTURE
(PROF. S. NURUL HASAN): (a) and
(b). An Export Committee appointed
by the All India Council for Technical
Education has recommended various
measures for the reorganisation of
polytechnic education in the country.
These measures include, among others,
grant of academic autonomy to well-
established polytechnics to evolve new

types of technician courses in consultation with industry. A plan of action to implement the main recommendations of the Committee has been drawn up and sent to all state Governments.

The Western Regional Committee at its meeting held on 3rd November, 1972 has commended the Plan of action to the State Governments in the region.

श्री अरविन्द नेताम : मैं जानना चाहता हूँ कि इस कमेटी की जो मेम मिफारिण राज्य सरकारों को भेजी गई हैं तो क्या उस के बारे में कोई निश्चित अवधि का संकेत दिया गया है कि उस समय के भीतर राज्य सरकारों से रिपोर्ट केन्द्रीय सरकार को प्राप्त हो जाय ?

श्री० एस० नरुल हसन : जैसा मैंने बतलाया मुख्य मिफारिण इस कमेटी की हर राज्य सरकारों को भेजी गई हैं बाकी इस पर जो बाकायदा कार्यवाही है वह तो पांचवीं पंचवर्षीय योजना के दौरान हो सकेगी क्योंकि इस में खर्चा होगा। दूसरी चीज यह है कि इस वक्त काम करने के लिए हम ने अटो-नमस पोलिटेकनिक्स बनाने के लिए मशविरा दिया है। हम ने हर एक राज्य सरकार से कहा है कि वह एक ऐक्ट बनायें और फिर उस का एक मॉडल हम तैयार करके राज्य सरकारों को भेजने वाले हैं कि उस को उन तबदीलियों के साथ जो कि राज्य सरकार जल्दी समझती हो, उस तबदीली के साथ उस मॉडल कानून को वह अपने यहां पास करें

SHRI P. G. MAVALANKAN: May I know whether this principle of autonomy is restricted to evolving new types of technical courses only or whether it also extends to the implementation of those courses and the financial expenditure involved in implementing them?

PROF. S. NURUL-HASAN: If I have your permission, I shall read out the recommendation made by the expert committee in regard to autonomy, which defines the nature of the autonomy....

MR. SPEAKER: It is not long, I suppose.

PROF. S. NURUL HASAN: It is about half a page long.

It reads thus:

"The academic autonomy to polytechnics should include powers to formulate their own curriculum of courses to evolve their own teaching methods, to make assessment of the performance of the students and to conduct final examinations. The diplomas, however, should be awarded by the State Boards to the candidates completing the courses and examinations conducted by the polytechnics. Maintenance of the standards of the courses offered and overall assessment of the institution, however, would be the responsibility of the standing evaluation and assessment committee of each State Board."

The question of financial autonomy has to be within the framework of the overall financial resources of the State Government, and we are trying to have, subject to the approval of the National Development Council, that technical education should be jointly the responsibility of the Central Government and the State Governments.

SHRI CHAPALENDU BHATTACHARYYA: Arising out of the statement read by the hon. Minister, do I take it that the autonomy permitted

to the technical institutions will not in any way bring about uneven development of technical schemes?

PROF. S. NURUL HASAN: Why should it necessarily do so—I cannot understand.

SHRI P. VENKATASUBBALAH: The conditions of the polytechnic schools in the country are not at all satisfactory. Many of them are on the verge of closure because there is a growing unemployment even among the diploma holders. I would like to know from the hon. Minister whether this new type of technical courses would go to give a sort of job-orientation for these diploma-holders so that they could get jobs. Also are any separate technical universities being formed to evolve their own methods of technical courses so as to give job facilities to these diploma holders?

PROF. S. NURUL HASAN: All polytechnic education is job oriented. Therefore, the question of giving job-orientation does not arise. However, in view of the fact that new types of industry are likely to come up, and have been coming up, in different regions, it is essential that the diploma courses should be so modelled that they can cater to the needs of the industries that are coming up. That is the rationale of giving autonomy to certain well-established institutions which can maintain standards. So far as the question of unemployment is concerned, fortunately the figure of unemployment among diploma-holders has been going down. The present figure on the special employment exchange live register is about 20,000 which is a backlog of about four years. But it is hoped that as the Fifth Plan schemes get under way there will not only be no unemployment but possibly there might even be some marginal shortfall in the number of diploma-holders needed by industry.

In regard to the question of technical universities polytechnic education

in any case is not covered by the proposal of setting up technical universities.

आदिवासियों के लिए मध्य प्रदेश में कन्द्रीय अनुदानों से चल रहे स्कूल

* 292. श्री धनशाह प्रधान : क्या शिक्षा और समाज कल्याण मंत्री यह बताने की कृपा करेंगे कि :

(क) मध्य प्रदेश में आदिवासियों के लिए प्राथमिक, माध्यमिक, तथा अन्य स्तर के कितने स्कूल केन्द्रीय सरकार के अनुदानों से चल रहे हैं तथा केन्द्रीय सरकार द्वारा अनुदान के रूप में इन संस्थानों को प्रत्येक वर्ष कितनी धनराशि दी जा रही है; और

(ख) क्या सरकार का विचार वहाँ कुछ नए स्कूल खोलने का है ?

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN): (a) and (b). Education is a State subject and is financed from State funds. In respect of the State sector of the Education Plan block grants are given under the normal pattern of assistance.

Similarly under the Backward Classes Plan there is a provision for construction of schools, hostel buildings and Ashram Schools and also for girls' hostels and tribal development blocks. Under the schematic budget of a Tribal Development Block, 12 per cent of its total outlay can be utilized for social services, including education; this amount can be varied by the State Governments in accordance with the requirements of each area. The question of grants exclusively for primary, middle and other schools by the Central Government, therefore, does not arise. The provision for the programmes under the Backward Classes Plan in the past 4 years is as follows: