

(ii) Notification G.S.R. No. 427(E), dated the 26th July, 1975, publishing the Companies (Declaration of Dividend out of Reserves) Rules, 1975.

II. Statements (in English and Hindi) giving reasons for not laying simultaneously the Hindi versions of the Notifications mentioned at I (i) and (ii) above.

[Placed in Library. See No. LT-9924/75 for I and II]

Kerosene (Restriction on use) Amendment Order, 1975

THE DEPUTY MINISTER IN THE MINISTRY OF PETROLEUM AND CHEMICALS (SHRI C. P. MAJHU): Sir, I beg to lay on the Table, under sub-section (6) of section 3 of the Essential Commodities Act, 1955, copy (in English and Hindi) of the Ministry of Petroleum and Chemicals Notification G. S. R. No. 958, dated the 2nd August, 1975, publishing the Kerosene (Restriction on Use) Amendment Order, 1975 [Placed in Library. See No. LT-9922/75]

Ministry of Communications (P & T Board) Notification

THE DEPUTY MINISTER IN THE MINISTRY OF COMMUNICATIONS (SHRI JAGANNATH PAHADIA): Sir, I beg to lay on the Table, under sub-section (4) of Section 10 of the Indian Wireless Telegraphy Act, 1933, a copy (in English and Hindi) of the Ministry of Communications (P & T Board) Notification S. O. No. 344 (E), dated the 10th July, 1975. [Placed in Library. See No. LT-9925/75]

MOTION FOR ELECTION TO GENERAL COUNCIL OF SOCIETY OF INDIAN SCHOOL OF MINES, DHANBAD

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN): Sir, I beg to move the following Motion :

"That in pursuance of the provisions contained in clauses (ii) to (iv) of rule

4 read with clause (iii) of rule 15 of the Rules and Regulations of the Society of the Indian School of Mines, Dhanbad, this House do proceed to elect in such manner as the Chairman may direct, one member from among the members of the House to be a member of the General Council of the Society of the Indian School of Mines, Dhanbad, in the vacancy caused by the expiry of the term of Shri Dharam Chand Jain."

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The question was put and the motion was adopted.

DISCUSSION ON THE ANNUAL REPORT OF THE UNIVERSITY GRANTS COMMISSION FOR THE YEAR 1972-73—Contd.

MR. CHAIRMAN : Now the Minister may reply.

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN) : Sir, I would, first of all, like to express to you my very deep sense of gratitude for having permitted a comprehensive discussion on a matter which is of great importance to the future of the country, namely, the question of higher education, with which the University Grants Commission is concerned. I am extremely grateful. Sir, to my hon. friends in this House for the interest that they have taken and for the illuminating debate that took place yesterday. It may be a little presumptuous on my part to say so, but I would like to compliment the hon. Members for the very high standard of their contribution and I have no doubt that my Ministry as well as the University Grants Commission will benefit greatly by the suggestions that have been made by hon. Members from both sides of the House. Sir, it would be invidious on my part merely to take names. But I do not remember that so many speeches of such a high calibre have been made on any one day in this august House as were made yesterday. Therefore, I would commit the

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"folly"—I put it within quotes—which one of my hon. friends mentioned—that the Minister always agrees with whatever is said in the House. I am going to agree with most of what has been said in this House because the propositions, by and large, that have been put forward are unexceptionable. However, it would be my duty to deal at some length with the individual suggestions that have been made, and Government propose to treat this debate with the earnestness that it deserves. Therefore, I shall attempt, with your permission, a point-wise comment on all the important contributions that have been made.

Sir, I will not necessarily proceed serially; but I will take up first of all the most important of all the points, that is the philosophy of higher education. The philosophy of higher education has been very clear so far as our national leaders are concerned. It was spelt out by many of our leaders since independence, particularly by the late Prime Minister Jawaharlal Nehru and by your august predecessors in office, namely, the late Presidents Dr. Radhakrishnan and Dr. Zakir Hussain and by someone who had adorned this office, which I am now in a most unworthy position to hold, namely Abdul Kalam Azad. These people have spelt out the main philosophy and purposes of higher education. The models that they had suggested are the models that are suited to India. They have neither been borrowed from one country nor from another country. They have stemmed out of the aspirations and hopes of the Indian people and they have sought to encompass the best traditions of Indian cultural heritage.

Jawaharlal Nehru once said that universities stand for humanism. This quotation is worth repeating again and again. I am very glad when my distinguished and learned friend sitting there in front of you referred with pain to an atmosphere which has grown in the universities where threat, intimidation, violence, narrow mindedness, communalism and bigotry have gripped the academic scene. I am not suggesting that

these were the characteristics of thinking of the majority of teachers or of students. But a small group had resorted to these things. Therefore, we found in the universities an atmosphere which was a negation of the university culture itself and if a university cannot stand for humanism it cannot be called a university.

The Father of the Nation once said—I am not exactly quoting him, but this is a point which every Indian must remember—that we should keep the windows of our mind open so that fresh breeze blows into it from all directions. But it should not turn into a whirlwind which would sweep us off our feet; our feet must remain firmly planted in the Indian culture and traditions and yet we should accept new ideas from wherever they come.

It is the proud privilege of universities to stand for discipline—discipline of mind and of culture. But unfortunately while we did talk of inter-disciplinary studies, we forgot the basic concept of discipline. In fact a time had come just before the declaration of emergency when the word 'discipline' had gone out of fashion.

What is the purpose of discipline? Sir, I am all in favour of the universities being geared to the tasks of development. But, without meaning any disrespect to those who say so, may I humbly ask: Are we going to discourage the reading of the classics for a university degree? Are we going to scoff at a person who takes his master's degree in Sanskrit or are we going to scoff at a person who has taken his doctorate degree in the literature of a particular language? Is he going to be looked down upon because he is not contributing directly to the so-called development of the society? Is the meaning of the word "development" going to be something as narrow as economic development? Is it not going to mean changing of the quality of life and the development of the culture of the people? I would, therefore, Sir, repeat it, not because it is not known to this honourable House or it is not believed in by this honourable House, but because in the midst of this

whirlwind of exploitation of the universities to which I referred yesterday, a situation has grown whereby some of the fundamental truths have become blurred and the lines are no longer visible. Sir, the basic purpose of a university remains like this that it is a centre of humanism, that in a university there should be no place for coercion or intimidation or for violence, that it is place for the adventure of ideas, that it is a place to absorb new learning and new thinking and that it is a place where the frontiers of knowledge have to be extended, be they in general education or in applied knowledge and sciences. And, Sir, if I may respectfully submit, this dichotomy is only a partial dichotomy between applied knowledge and real knowledge. In fact, no pure knowledge can go without its application and no applied knowledge can grow without the sound backing of theory and pure knowledge. Therefore, pure science, pure knowledge, applied science and applied knowledge are facets of the same basic reality and that reality is learning and knowledge and, Sir learning and knowledge are integral parts of the development of the human spirit and human body. We cannot learn in a vacuum and learning requires a sound mind and a sound body and a sound mind is not possible without basic values. Therefore, I entirely agree with my colleagues and the distinguished and honourable Members of this House who have emphasised the fundamental point that the basic values of socialism, of secularism and of democracy have to be spelt out and that the character of the young people has to be moulded in a manner that at the end of their learning they devote themselves not to their own individual and selfish advancement, but to the advancement of the society and of the people. Sir, if I am permitted, as a student of History, to make an observation, this country has been proud of its spirit of collectivism and it has never stood for the first person singular; whether at the grass-roots level, in the family or elsewhere. It was the family which was the unit and not the individual or, in the wider sense, it was the community or the whole world, belonging to the family. I hope, Sir,

that you can recognise from where I am quoting. This is, Sir, the Indian culture of which we should be proud and we should not be swept away by the capitalist values of the 19th century England and Western Europe where collective good was sacrificed in favour of individual competitiveness. But we have believed in co-operative living and we are proud of believing in co-operative living. Let us not abandon this cherished heritage of centuries in order to become the so called modern men.

Sir, I claim to have a modern mind and I am not one of those who reject modernism. In fact all my life, I have fought in my own humble way for modernism. But I have fought for the modernism of the future and not for the modernism of the 19th century.

If I may relate an anecdote, Sir, it was said that the British High Command, in the exercises for the British army that were conducted during 1930s, was preparing to fight the First World War all over again and they were terribly disappointed when Hitler decided to change the tactics. Sir, those of us who think that they are modern but who are preparing the country for the 19th century individualism and competitiveness will be well-advised to remember what the past of this country was and what the future of this country is going to be. Therefore, the Universities must reflect this spirit, the spirit of collective efforts, of commitment to society and of recognizing that no effort is worthwhile if it is not for the general good or even in the 19th century what Britain said the greatest good of the greatest number. Even that, philosophically, can be questioned beyond a certain point. Here, Sir, the greatest of our artistic works or collective works are anonymous works. I would like to know whether we feel inspired by knowing who painted the Ajanta or who carved the Ellora. It was only by chance, Sir, that some of us, including the present speaker before you stumbled upon a document which gave the names of the principal architect of Taj Mahal. It was the joint effort of a very larger number of people, each a master in his own right and each making his contri-

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bution, jointly to produce what today is regarded as a wonder of the world. Sir, this is India where people have merged their identity for the common good. Therefore, Sir, this the Universities will have to reflect. I would again submit that the University Grants Commission in its revised plans that it is putting forward, is attempting to bring back this essential quality of Indian culture into the Universities' system of today. And I would be referring to the examinations system where the grade system rather than the marks system is introduced so that the question of first position, first division or first rank will yield place to something which is different.

Sir, the second point I would like to mention is what the Prime Minister has been emphasizing for a long time, but particularly since the emergency. Sir, I am myself one of those who are very critical of the University system or of the educational system. Unless we are constantly vigilant, we will not be keeping up to date, we will not be bringing about improvements and changes and we will become complacent, and we will not fulfil our obligations to society. But, Sir, let us not lose our sense of perspective, because if we lose our sense of perspective then we lose the confidence in our people and in our nation. Our University system, Sir, and our educational system has produced individuals who have built dams, who have built powerhouses, who have sent Aryabhat and who were responsible for the nuclear experiment in Pokharan. It is our people, the products of our universities, who have manned the greatest social service apparatus that there is in the world today, it is they who are serving this country in various capacities. Therefore, Sir, we should also remember that today a very large number of students—I do not know the exact figures at the moment—thousands of students from the developing countries of Asia and Africa are coming to this country in order to benefit from this system of education. Simultaneously, Sir, thousands of our people—I am sorry, my friend, Mr. Om Mehta, is

not here; he is the Minister in charge and, therefore, he could have given the exact figures—are in demand as specialists in all the developing countries. If this system had been as bad as some people are trying to make out, why would have been this demand, why would have these people fulfilled the needs and requirements of this country and why would this system have been in demand by our neighbouring countries and in the other developing countries of Africa and elsewhere? Sir, only recently, I received a request from a very friendly African country to make a special provision for the study by a very large number of engineers from that country in the Rourkee University on water management. They would not have used a foreign loan in order to finance the education of such a large number of their engineers in an Indian university if there had not been some merit in what our people have achieved. Therefore, I would most respectfully submit that while criticizing—and we should criticize—let us not lose our historical perspective, let us not say that no change has taken place in India during the 28 years. Do we remember what the situation was 28 years ago, not only numerically but qualitatively? There was hardly any research going on. There were just a handful of distinguished individuals, who were doing research in spite of the difficulties that came their way, and who distinguished themselves and all honoured them. But what was the encouragement given by the Government for research? Today, practically every university is engaged in research of a very high order, and substantial assistance is being provided by the University Grants Commission for research.

Sir, take the relative balance between arts education and science education. I just submitted that I am a student of arts myself. I don't think that arts education is to be down-graded or that it is not proper. I think, it is a very good discipline of mind. But the country needs more and more scientists. Sir, almost 43 per cent of the under-graduates are in the science stream. This is not a small number, and this is not to train babus and clerks

as some people have been saying. Take Sir, the number of 12,500 doctors that we produce every year. This is almost five times the number of doctors that Britain produces. Take, Sir, the intake capacity of 25,000 bachelors in engineering and 47,500 diploma-holders in engineering that this country has been able to build up. This is a vast number. Although in percentage terms it is inadequate, I entirely concede the point that was made by my hon. friend that this constitutes only 10 per cent of the total student population and, therefore it has to be increased. But it cannot increase until the employment opportunities also increase, until the tempo of economic development also increases. Otherwise, Sir, professional education is very expensive. I can assure you that you cannot have professional education of a high degree on the cheap. Would it be better for us to provide so much money, generated by the poor people of this country, and spend it on persons who will not be able to utilize it? Therefore, Sir, in absolute terms, I agree and one will have to take this reality into account.

Sir, when my respected friend—who is not here today—Dr. Z. A. Ahmad, a learned scholar in his own right, was speaking yesterday, I was reminded of the 30s when he was in charge of the Economic Division of the All-India Congress Committee during the Presidentship of Shri Jawaharlal Nehru. We were students then and he used to come and address us in the university on the problems of economic development and carried the message of Jawaharlal Nehru to us. Sir, when he spoke yesterday, he spoke with depth of understanding and with great wisdom. There are a few points which I would have liked to bring to his notice but I hope he will read the records. He correctly raised the point, and it was echoed by my hon. friend sitting there, that the foundation of any system of higher education lies in school education and for that purpose we have to concentrate on school education also.

With your permission, Sir, I would like to digress a little from my main subject of

higher education and give a few figures about school education. I am giving you, Sir, the figures of the last two years. Sir, in 1972-73 the number of educational institutions was 5,50,000 and in 1974-75 it rose to 7,00,000, which, I am sure, this House will agree, is an appreciable number. The total enrolments in schools rose from 86.3 millions in 1972-73 to 100 millions in 1974-75. The primary school enrolment in the age-group 6 to 11 increased from 61.43 millions in 1972-73 to 66.10 millions in 1974-75. Sir, this is just to illustrate the point that the Government is doubly conscious of the fact that elementary education is to be given a very high priority indeed. But, I would not like this hon. House to feel that this elementary education is to be put as something which is antagonistic to higher education. The two are complementary to each other, Sir, and without one the other will not grow.

Sir, actually, only 10 per cent of the budget of the State Governments is spent on higher education and the rest on primary, secondary, technical and other education.

Again, Sir, I am very glad that the Prime Minister is present here. Before her I would not like to say that we have got enough money because we have not but the fact of the matter, Sir, is that 26 per cent of the total spending of the Central and State Governments is on education. And, traditionally, Sir, the brahmin has always kept in this country his bowl placed before others. I claim to inherit that tradition and, therefore, I will keep on asking for more money and more money and still more money. But, Sir, it should not be left unsaid that this country has ignored the educational sector.

Sir, as regards some of the specific points that have been made, there has been a great deal of demand that education should be placed on the Concurrent List. Sir, it is not a matter on which I can give any view. It is a matter really for the Prime Minister and the Chief Ministers to decide.

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But what I can promise this House is, we will have the point legally examined, whether under the present constitutional provisions the University Grants Commission can be given greater authority to provide a direction because, although many important provisions of reform have been introduced, the pace of their implementation is, I am afraid, rather slow and therefore, Sir, we can have this matter examined.

Sir, it has been said about Delhi that the provision here for higher education is inadequate. I would like to submit that even this year seats are vacant in 13 colleges for arts and social sciences in the B.A. and B.A. (Honours) courses. Therefore it would not be correct to say that facilities are inadequate. Sir, around 13 per cent of young people in the age group of 17—24 in Delhi are in institutes of higher learning compared to some of the States with which you have been associated, like Orissa where this percentage is 2.2. Therefore it would not be fair to say that Delhi is lacking in facilities.

Sir, the non-Plan expenditure of the University Grants Commission during the 4th Plan period was of the order of Rs. 12.47 crores on the colleges of Delhi and if you include Plan and non-Plan expenditure, the figure would come to something like Rs. 18 crores during the 4th Plan period. Compared to the limited amount available to my Ministry and to the UGC, this is a reasonable allocation for the colleges of Delhi. Out of about 60 colleges only 13 do not have their own buildings and even there efforts are being made to provide them with buildings.

Sir, the other point was in the opposite direction. It was said that there is a discrimination in favour of the Central universities as against the State universities. I would respectfully submit, Sir, that the difference arises in the pattern of assistance. All non-Plan assistance to Central universities is to be paid through the University Grants Commission which, in the case of State universities, is paid by the State Government. Secondly, Sir, there are certain

items for which development assistance too is not paid by the Central Government—by the UGC—but it is paid by the State Government, for example, administrative staff or campus development like roads, sewage, electricity and so on, but in the case of Central universities all this is charged on the UGC. Thirdly, Sir, there is a pattern of matching grants so far as all universities are concerned. Now in the case of Central universities, the UGC has to pay the matching share also. But if you take these factors into account, then generally it would be seen that there is no discrimination made between Central universities and State universities in the matter of assessing developmental needs and giving grants for that purpose.

A suggestion was made that regional offices of the UGC may be established. Sir, this point was examined at length and it was felt that this would not really contribute appreciably to the development of the State colleges and universities. The present principle is that the UGC appoints a Visiting Committee on which the State Government is also represented and this Committee visits each university, discusses the problems with the authorities of the university, with the teachers, with the students, with the faculty representatives and then takes a decision.

The University Grants Commission has also taken a decision recently to bring about greater co-ordination between the policies of the UGC and the State Government in the entire field of higher education.

My hon. friend, Shri Kumbhare, has made a reference to reservations for the Scheduled Castes and Scheduled Tribes. The UGC has taken a policy decision in which it is accepted in principle that reservation may be provided for Scheduled Castes and Scheduled Tribes for recruitment to the posts of lecturers in universities and colleges and the mechanics of such reservations may be worked out. Sir, this has become possible because higher recruitment qualifications could be prescribed in the wake of the revision of pay scales of university teachers. We are also trying our best to see that

the reservation of seats so far as students are concerned is also implemented in the universities and colleges as also in the matter of categories of research scholarships.

Sir, three of the hon. Members referred to an Urdu University. In this connection, firstly I would like to make a small point. An impression has been created that the Central Government proposes to establish a Sanskrit University. There is no such proposal before the Central Government and there seems to have been some misunderstanding. What the Centre has done is to establish a Rashtriya Sanskrit Sansthan which was established quite a few years ago and this has already been running five Vidya Peeths at Jammu, Delhi, Allahabad, Puri and Tirupati and it is proposed to strengthen these Vidya Peeths to provide encouragement to Sanskrit language. In the same way the Central Government has been deeply conscious of its obligation towards the Urdu language. As the House is aware, there is a Taraki-e-Urdu Board which has been responsible for producing university level books in Urdu as well as books of general interest and books of interest to the children. The Government had appointed a Committee under the Chairmanship of my colleague Shri I. K. Gujral to make recommendations for the promotion of Urdu. This Committee has recently submitted its report which is now under the examination of Government.

SHRI SIKANDER ALI WAJD : What about the Urdu University ?

PROF. S. NURUL HASAN : If the hon. Member would bear with me, I am explaining each point. Sir, the Urdu-speaking population in this country is spread all over the country. Therefore, merely one institution will not solve the problem of the Urdu-speaking population. Therefore, Sir, what we are encouraging is, in as many universities as possible the students should be permitted to answer their question papers through the medium of Urdu. There are over 21 university departments throughout the country where post-graduate facilities for taking degrees in Urdu exist. In this city Jamia Milia Islamia is one of our very important institutions of higher learning where

instruction is provided through Urdu and Government is very keen to help in the proper development of Jamia Milia Islamia. In fact, we are working on certain proposals which, if they are found acceptable to the University, would appreciably lead to the progress of Jamia Milia Islamia.

Sir, a reference has also been made to the effect that university teachers should not be permitted to become Members of Parliament. This matter has been discussed at great length and examined by the competent legal authorities and it was felt that this would be a retrograde step. From the quality of speeches that you heard yourself, Sir, yesterday, I am sure you would agree that bringing in teachers of the universities into the House adds to the total volume of wisdom that is available to the country.

Sir, Shrimati Sushila Adivarekar referred to a number of open universities. The Government of India had appointed a committee under the chairmanship of Shri G. Parthasarathi to examine the proposal for establishing an open university. This committee has submitted its report and it is under examination by the Government. Our policy is to encourage at least one university in each State to allow private candidates and to provide them facilities for corresponding institution. If this open university is established, I hope it will make its expertise available to the various State Governments so that State universities can also develop this particular technique.

Sir, reference has also been made about the Central University at Hyderabad. The Planning Board has met and made recommendations. The Executive Council has considered those recommendations and I understand that in collaboration with some of the other institutions already in existence in Hyderabad, some courses are likely to be started fairly soon.

Sir, I would also like to make a reference to the students' amenities. I briefly referred to it in my introductory speech. A great deal of emphasis is being laid by the University Grant Commission in the Fifth Plan on students' amenities. These include the

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establishment of hostels, book banks, non-resident student centres, student day study homes, day student centres, health centres, Students' Dey Fund, appointment of trained coaches, and student amenities in central universities. Sir, in so far as the National Service Scheme is concerned, this number during the last three years has jumped up to about 1.6 lakhs from a mere 40,000 or so which it was in the initial stages. We are hoping that more and more students would be involved in the National Service Scheme. The UGC is considering how for certain courses the work done by the National Service Scheme should be a part of the co-curricular studies of the students. In general, Sir, the U.G.C. has been giving a great deal of attention to the restructuring of courses to make them more effective so that along with theoretical studies, there is also a concrete training given to the students to apply their knowledge to the solution of problems which face the common people, particularly in the rural areas. Sir, I am very glad to report that the Faculty Improvement Programme has been taken up in right earnestness by the University Grants Commission and I have every hope that over a period of five years this Programme will enable a very large number of teachers to up-date their knowledge and to undertake research, to obtain training in research, so that they bring this creativity to bear on the teaching programmes that they undertake at the under-graduate level. I am afraid, Sir, I cannot accept the proposition that under-graduate teaching should be downgraded. Sir, this House has approved the scheme of restructuring of the educational system when it decided that it will have a pattern of 10 plus 2 plus 3.

The 10 pattern would have the teaching of science and mathematics as compulsory, the three language system, the work experience; the plus 2 will have a very large element of vocationalisation and it is hoped that for a majority of students it would be a terminal stage by itself. Having done that, then to look upon the plus 3 as something of a glorified high school, would be

counter-productive. In fact, the standards will have to be raised and the UGC is working on proposals to raise the standards of the plus 3 so that it can compare favourably with international standards. The M.A. or the M.Sc., which will take another two years after that, will be utilized for really intensive degree of specialisation as well as for a large number of inter-disciplinary studies which are becoming more and more necessary day by day.

Sir, examination reform has been rightly emphasized by all members of the House and the University Grants Commission has given a great deal of emphasis on the urgent need for improving the examination system. It has recommended internal assessment, it has recommended question banks, it has recommended grading and the doing away with the system of pass and fail. This grading system, Sir is already accepted by the Indian Institutes of Technology, by the Agricultural Universities and some of our traditional universities and I am glad to say, Sir, that many other universities are going in for the grading system and I hope it will come in, in the near future.

Sir, for the development of research, the University Grants Commission has established a Science Research Council which will be co-ordinating its efforts with other scientific agencies of the Government of India, so as to strengthen the base principally of pure research and also simultaneously for applied research. I have already submitted, Sir, that you cannot have a complete separation between pure and applied research.

Sir, before I conclude, I would again repeat what I started with, to thank the hon. Members for the interest that they have taken and to reiterate what our elders have given out as the main purpose of a university and I will, with your permission, Sir, read out what Jawaharlal Nehru said while addressing the Diamond Jubilee Convocation of the university where I had the

honour to be a student, the University of Allahabad, and I quote :

"A university stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search of truth. It stands for onward march of human race towards even greater objectives. If the universities discharge their duties adequately, then it is well with the nation and the people."

Thanking you, Sir.

THE PARLIAMENT (PREVENTION OF DISQUALIFICATIONS) AMENDMENT BILL, 1974

THE MINISTER OF STATE IN THE MINISTRY OF LAW, JUSTICE AND COMPANY AFFAIRS (DR. (SMT.) SAROJINI MAHISHI) : Mr. Chairman, Sir, I beg to move:—

"That the Bill further to amend the Parliament (Prevention of Disqualification) Act, 1959, as passed by the Lok Sabha, be taken into consideration."

Sir, at the outset I would like to say a few words regarding this Bill.

Article 102 (1) of the Constitution lays down certain disqualifications on account of which a Member is disqualified. Clause (1) therein says that if he holds an office of profit, he is disqualified from being a Member. Then, what this office of profit is has got to be decided and for this purpose in 1957 a Bill was prepared mentioning what the disqualifications were and what exemptions could be given. The Bill was submitted to a Joint Committee. The Joint Committee went through it. They submitted a report in turn and the Bill was passed in 1959. That was called the Parliament (Prevention of Disqualification) Act, 1959. Section 3 contains certain exemptions to the disqualifications and it mentions what are not offices of profit. Those which are not offices of profit and the holding of which will not disqualify a person from becoming a Member of Parliament have been mentioned in section 3 of the Act of 1959. The Joint Commi-

tee, to which this Bill was referred, further said this. Because a continuous scrutiny of the committees that are existing and a continuous scrutiny of the committees which may come into existence later on is necessary, a Standing Committee should be formed. This Standing Committee should be there to continuously scrutinise the new committees and the existing committees that may require to be scrutinised and report whether a disqualification will be there for a Member of Parliament. On this occasion I wish to mention that earlier there were various statutes, viz., the Acts of 1951, 1952 and 1953 and these statutes relating to the prevention of disqualification of Members of Parliament were repealed by the 1959 Act. The 1959 Act was considered to be the authentic Act as far as this was concerned. I think the House does remember why this disqualification clause was introduced in the Constitution and also why exemptions to that were also introduced. While introducing the 1959 Bill in the House the then Law Minister remarked that perhaps this was a legacy of British history. There came a conflict between the Members of Parliament and the employees of the Crown at that time. In order to see that the employees of the Crown did not unnecessarily interfere with the independence of Parliament and the freedom of Parliament Members, there were restrictions put on those who were employees of the Crown. Later on it assumed different forms. In course of time, it must have assumed this form also, viz., people who were holding Government offices, people who had some interest in the Government's commercial transactions or something like that might not be able to discharge their duties in an independent way. They may feel embarrassed also in discharging their duties freely on the floor of the House in Parliament. Therefore, there were restrictions put on persons holding such offices of profit from becoming Members of Parliament or Members of the Legislature also. These disqualifications were laid down in the Constitution in article 102. To this certain exemptions were necessary and these were laid down in section 3 of the 1959 Act. Later on, as this con-