

SHRI TIRUCHI SIVA: Sir the question is related to the Right to Education Act.

SHRIMATI VASANTHI STANLEY: Sir, I am bringing ...*(Interruptions)*...

DR. V. MAITREYAN: Sir, she is talking about a matter which is *sub judice*.

SHRIMATI VASANTHI STANLEY: This is not a matter which is *sub judice*.

SHRI TIRUCHI SIVA: It relates only to the situation of the students in Tamil Nadu. ...*(Interruptions)*... That's all. ...*(Interruptions)*...

MR. CHAIRMAN: Okay. ...*(Interruptions)*... One minute please. The Chair is constrained to give a ruling. If this kind of contention continues in relation to a supplementary question, the main question has been answered, the Chair will construe that as a closed matter and go on to the next question. ...*(Interruptions)*...

SHRI TIRUCHI SIVA: But, Sir, the question is related to the main question. ...*(Interruptions)*...

SHRIMATI VASANTHI STANLEY: The situation in Tamil Nadu is...*(Interruptions)*...

MR. CHAIRMAN: Please resume your place. ...*(Interruptions)*... Question 87. ...*(Interruptions)*... Please. ...*(Interruptions)*...

**श्री रुद्रनारायण पाणि:** सर, इसमें supplementary तो पूछने दीजिए...(व्यवधान)...

**श्री सभापति:** बैठ जाइए, बैठ जाइए!...(व्यवधान)...

**श्री रुद्रनारायण पाणि:** सर, ...(व्यवधान)... इस लिस्ट में उड़ीसा का नाम नहीं है!...(व्यवधान)...

**श्री सभापति:** पाणि जी, आप बैठ जाइए!...(व्यवधान)...

**श्री रुद्रनारायण पाणि:** माननीय सभापति जी, ...(व्यवधान)... मैं आपके माध्यम से पूछना चाहता हूँ कि क्या...(व्यवधान)... उड़ीसा सरकार को दिया है या...(व्यवधान)... उसके साथ भेदभाव बरता है?...*(व्यवधान)*...

**श्री सभापति:** पाणि जी, आप बैठ जाइए!...(व्यवधान)... पाणि जी, प्लीज़...(व्यवधान)... नहीं, नहीं। अब यह सवाल खत्म हो गया। We are on Question 87 now.

#### Cooperative education

\*87. SHRI BIRENDER SINGH: Will the Minister of AGRICULTURE be pleased to state:

- (a) whether 'cooperative education' is necessary for the success of cooperatives;
- (b) whether agencies entrusted with the cooperative education programme at the primary level are fully equipped with adequate number of education instructors in proportion to the number of individual members of primary societies;
- (c) whether the timing of cooperative education is such that it does not militate against farmers' sowing or harvesting operations; and

(d) whether the cooperative education provided to members has been able to prevent the malpractices prevalent in primary, central and apex levels of the cooperative movement?

THE MINISTER OF AGRICULTURE (SHRI SHARAD PAWAR): (a) to (d) A Statement is laid on the Table of the House.

***Statement***

(a) to (d) Cooperative education plays an important role in successful working of the cooperatives. However, 'Cooperative Societies' is a State subject under entry 32 of the Second List of the Seventh Schedule of the Constitution and therefore cooperative societies except the multi-state cooperative societies are governed by the State Cooperative Societies Acts enacted by the respective States. The State Cooperative Unions have the responsibility to take care of the cooperative education in the States/UTs taking *inter-alia* into account farmers sowing or harvesting operations.

As the State Cooperative Unions are not fully equipped to provide cooperative education as per the requirements, the Government of India under the Central Sector Scheme for Cooperative Education and Training, provides assistance to the National Cooperative Union of India (NCUI) to implement the cooperative education and training programmes in the country. Government of India also provides assistance under the aforesaid scheme to the Junior Cooperative Training Centers (JCTCs) in the States/UTs, through NCUI, to train the personnel working in the cooperatives at the grass-root level. The cooperative education and training provided by NCUI, State Cooperative Unions and JCTCs strengthen the cooperatives in the country and assist to professionalise the working of cooperatives. It also creates awareness amongst the members about their duties, rights and responsibilities which in turn help in prevention of malpractices in the cooperative societies.

SHRI BIRENDER SINGH: Mr. Chairman, Sir, the hon. Minister, in his reply, has said that 'Cooperative Societies' is a State subject. He has also agreed that the State Cooperative Unions are not fully equipped to provide cooperative education as per requirements and in lieu of that they have come out with a scheme which is Cooperative Education and Training Scheme and the required amount is handed over to the National Cooperative Union of India. Sir, what I want to know from the Minister is, would he be able to tell me the entire amount which is given to NCUI for this cooperative education? There are two types of education which is required. One is before the formation of the cooperative society and the other is after the society starts functioning so that the members, those who are involved in cooperative movement, should know the entire working of the banking system, the system under which the cooperative works. So, I would like to know from the hon. Minister what is the amount which is spared for this purpose. Please tell the same separately, that is, before the formation of the cooperative society and after the society starts functioning.

SHRI SHARAD PAWAR: Sir, there are two types of societies. Some societies are registered under the State Cooperative Act. These societies are also contributing a small sum for the education fund which has been set up by the State Cooperative Union. They are looking after the State Cooperatives. There are some societies whose area of operation is more than one State. These societies are registered under the Multi-State Cooperative Act, which has been supervised by the Government of India. We provide some money to them. In fact, the NCUI (National Cooperative Union of India) has taken the responsibility for training. Previously, the Government of India was giving some grant. But now we have decided that instead of giving them grants on a regular basis, there should be a corpus of Rs. 300 crores. Out of Rs. 300 crores, Rs. 100 crores have been provided by the Government of India. The money has already been released. One hundred crores rupees have been brought by the NCUI. So they have two hundred crores rupees and they are using the interest on corpus for that purpose. That is one.

SHRI BIRENDER SINGH: Sir, that is not my question.

MR. CHAIRMAN: Just a minute.

SHRI SHARAD PAWAR: Secondly, there are some other institutions like the Vaikunth Mehta National Institute of Cooperative Management and the National Council for Cooperative Training. There also we are giving financial support. For instance, the NCCT has a cooperative training programme. It is implemented by them through five regional institutions of cooperative management, 14 institutions of cooperative management and the Vaikunth Mehta National Institute of Cooperative Management, which is located in Pune. The grants-in-aid of hundred per cent are provided by the Government of India to the NCCT for implementing cooperative training programme. We are helping them. The States are also helping them. And perhaps the societies are also contributing to it.

SHRI BIRENDER SINGH: Sir, about 1,200 crore members are registered under the Cooperative Societies Act in different States. If one member represents one family, that means, there may be more than 40 per cent coverage of the cooperative movement. Two systems are working there. One is the two-tier system. And the other is the three-tier system. What I want to know from the hon. Minister is this. When it was found that the three-tier system was more costly, it was giving a lot of losses to the societies, then it was decided to have a two-tier system. And it was assured that to start a two-tier system, a lot of help would be given from the Government of India. Thirteen States are still to implement that. I want to know whether he is in the know of this and whether these States are being asked to shift from three-tier system to two-tier system.

SHRI SHARAD PAWAR: Sir, basically, a cooperative society or a cooperative movement is a movement of public. These movements and these institutions are set up by the members of

public. The Government has a limited responsibility, which is sort of supervisory. For training purpose, most of the responsibility has been taken by the State Cooperative Unions. The State Cooperative Unions are getting some funds from each and every society which has been registered in the area of operation of that State Cooperative Union. From those funds, they have taken this programme. Training essentially is not for all members. In fact, we will be very happy for it, but training essentially is for office bearers and some of the staff members of the cooperative. They have been provided with it.

MR. CHAIRMAN: Question House is over.

-----

#### WRITTEN ANSWERS TO STARRED QUESTIONS

##### **Diversion of funds meant for implementation of OBC reservation**

\*88. PROF. ANIL KUMAR SAHANI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether funds meant for implementation of quota for OBCs were diverted and spent by JNU on purchasing assets, national and international travel, field work and attending seminars/conferences;

(b) if so, the action taken thereon; and

(c) whether JNU had achieved its goals and improved its infrastructure and basic facilities as per objectives of grants released under Tenth and Eleventh Five Year Plans?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI KAPIL SIBAL): (a) and (b) According to the information provided by the University Grants Commission, Rs. 214.18 crores was allocated to JNU for implementation of OBC reservation in admission in terms of CEI Act, 2006. It comprised Rs. 144.14 crores as Recurring and Rs. 70.04 crores as Non-Recurring Grant. The Recurring grant is to be spent on salary of teachers, non-teaching posts and non-salary/other expenditure and the Non-Recurring Grant is meant for augmentation of physical infrastructure.

Against the total release of Rs. 108.52 crores, the JNU has spent Rs. 96.65 crores which includes expenditure on providing housing for faculty/non-faculty, additional academic buildings, classrooms, IT infrastructure, procurement of equipment, laboratory running expenses, books and journals, electricity and water charges, maintenance of vehicles/equipment, national and international travel, field work, seminars and conferences.

(c) During the Tenth and Eleventh Plan period the development and improvement of existing infrastructure and basic facilities included creation of 3 new Centres, 2 Special Interdisciplinary Centres, 2 Hostels, Lecture Theatre cum Convention Centre and Advance