

[Shri Mulka Govinda Reddy:]

these institutions but students coming from the rural areas are unable to find any place in them. (Time bell rings) Another five minutes, Mr. Deputy Chairman,
1 P.M.

MR. DEPUTY CHAIRMAN: No, no, you have already taken 14 minutes yesterday and another 10 minutes today.

SHRI MULKA GOVINDA REDDY: Only five minutes more.

MR. DEPUTY CHAIRMAN: No, one more minute and you will have to conclude.

SHRI MULKA GOVINDA REDDY: I am sorry I cannot finish within one minute.

MR. DEPUTY CHAIRMAN: Then you better cut short your speech.

SHRI MULKA GOVINDA REDDY: Sir, regarding the cultural exchange programme scheme, it is a very good scheme, but what is being now done is that we are having these cultural exchange programmes with only some of the socialist countries. They should be extended to other developing countries, including south-east Asian and west Asian countries.

Lastly, Mr. Deputy Chairman, I would like to urge that the medium of instruction in most of these universities and colleges should not be switched over to the regional language. For some decades to come, English should continue to be the medium of instruction in these colleges. Ultimately English should be replaced by Hindi. Sir, this three-language formula which has been accepted is not being implemented in all the States.

SHRI HARSH DEO MALAVIYA (Uttar Pradesh): How can you do it overnight unless you begin introducing Hindi now?

SHRI MULKA GOVINDA REDDY: I am not objecting to it.

MR. DEPUTY CHAIRMAN: Mr. Malviya, do not interrupt him now.

SHRI MULKA GOVINDA REDDY: In the southern States Hindi is being learnt even in high schools. Unfortunately any one of the southern languages is not being

learnt in the northern universities. I am glad to learn that when Shri Bansi Lal was the Chief Minister of Haryana, he had introduced Telugu as one of the compulsory second languages in Haryana colleges. The same thing should be followed by other colleges in other States, particularly in the northern States.

Sir, the UGC has given a valuable report. They have tried their best to improve the standards and improve the scales of pay of the teaching profession in the universities. I am sure, Sir, that the Education Minister, learned as he is, will do his best to improve the quality and improve the standards and improve the emoluments and provide facilities for the weaker sections of the students coming from the rural areas and particularly the Scheduled Castes and Scheduled Tribes so that they may be good citizens and they may be later on good people in being instrumental in implementing the socialist programmes of the Prime Minister. Thank you.

MR. DEPUTY CHAIRMAN: Now before we adjourn for lunch, I would like to say that there are 18 more speakers on this motion, and I do not think we can go on at this rate. So we will have to cut down the time of the speakers to 10 minutes or so each. Now the House stands adjourned till 2 P.M.

The House then adjourned for lunch at three minutes past one of the clock.

The House reassembled after lunch at three minutes past two of the clock, Mr. Deputy Chairman in the Chair.

**GOVERNMENT MOTION RE ANNUAL
REPORT OF THE UNIVERSITY
GRANTS COMMISSION FOR
1973-74—contd.**

श्री श्रीकान्त वर्मा (मध्य प्रदेश):
अध्यक्ष महोदय, पीछे लौटना अच्छा नहीं होता लेकिन जब आज की दुनिया चलत नजर आए तो फिर पीछे लौटने के अलावा कोई रास्ता नहीं रह जाता। ढाई हजार साल पहले हिन्दुस्तान में दो विश्वविद्यालय थे—नालंदा और तक्षशिला। यूनानी इति-

हासकारों ने इनके विषय में लिखा कि ये दोनों विश्वविद्यालय सच्चे अर्थों में विश्व-विद्यालय हैं, जिनमें दर्शन से लेकर अस्ट्रो-नोमी तक कोई भी ऐसा विषय नहीं है जिसकी ऊंची से ऊंची शिक्षा न दी जाती हो। केवल इतना ही नहीं, इन विश्वविद्यालयों से प्रेरणा लेकर यूनान, तेहरान और दुनिया के बहुत से हिस्सों में विश्वविद्यालय कायम हुए। यह मिथ्या है कि यूनिवर्सिटी पश्चिम यानी यूरोप की देन है। जिस देश का इतिहास विश्वविद्यालयों के मामले में इतना पुराना हो उस देश को आज अपनी यूनिवर्सिटी की हालत पर आंखें जरूर बहा लेने चाहिए।

आप जानते हैं कि नालन्दा और तक्षशिला की स्थापना के लिए किसी यूनिवर्सिटी ग्रांट्स कमीशन की स्थापना नहीं की गई थी। ये विश्वविद्यालय अपने आप पैदा हुए थे और समय के प्रवाह में अपने आप समाप्त हो गए। पिछले 27 वर्षों में हमने जिस शिक्षा प्रणाली को आगे बढ़ाया है और जिस पर हम गौरव कर रहे हैं वह नालन्दा और तक्षशिला की परम्परा में पैदा नहीं हुई थी, बल्कि वह बरतानवी उपनिवेशवाद की एक देन है। लार्ड मैकाले ने जो देन हिन्दुस्तान को दी या जो आपने हिन्दुस्तान को दिया उसको सन् 1947 में ही अपने कंधों से उतार दिया जाना चाहिए था। लेकिन हमने उसको बड़े गौरव के साथ अपने कंधों पर अभी तक जुए की तरह से रखा हुआ है और हम समझ रहे हैं कि हम शिक्षित हो रहे हैं। मैं समझता हूँ कि अगर शिक्षा का मतलब केवल डिग्रियाँ से है, तो हम जरूर शिक्षित हैं। लेकिन आज से पहले दुनिया में या इतिहास में शिक्षा का जो भी अर्थ रहा हो उसके अनुसार शिक्षा के सम्बन्ध में हम यह दावा नहीं कर सकते हैं कि हम सही अर्थ में शिक्षित हुए हैं। वास्तव में हम केवल डिग्रियों से ही शिक्षित हुए हैं और ये डिग्रियाँ हमको युनिवर्सिटियाँ न

दी हैं और इन युनिवर्सिटियों को आगे बढ़ाने का दावा यूनिवर्सिटी ग्रांट्स कमीशन कर रहा है। यानी इस शिक्षा पद्धति को वह आगे बढ़ाने का प्रयत्न कर रहा है। मैं पूछना चाहता हूँ कि आखिरकार युनिवर्सिटी ग्रांट्स कमीशन क्या करना चाहता है? उसके दिमाग में यह बात साफ नहीं है कि वह किस लिए बनाया गया है और उसको क्या करना है। क्या वह हमारे देश की शिक्षा नीति में परिवर्तन करना चाहता है या वह हमारे देश की शिक्षा का स्तर ऊँचा करना चाहता है? मैंने जब इस रिपोर्ट को पढ़ा तो मुझे ऐसा लगा कि इसके हर पृष्ठ में ऐसे दावे किए गए हैं कि अगर उनमें से एक भी दावा सही साबित हो जाए तो शिक्षा का स्तर मचमुच कुछ ऊँचा हो सकता है। लेकिन सच्चाई यह है कि इनमें से अधिकतर दावे केवल दावे हैं और वे अमल में नहीं आए हैं। उदाहरण के लिए इसके पृष्ठ 52 पर पुस्तकों के प्रकाशनों के संबंध में लिखा हुआ है —

"In consultation with the Ministry of Education and Social Welfare, the UGC initiated in 1970-71 a scheme for the preparation of university-level books by Indian authors. After 262 projects were accepted in various fields of science and humanities, 228 are in progress and six have already been completed."

यानी तीन वर्षों में युनिवर्सिटी ग्रांट्स कमीशन 50 किताबें भी नहीं लिखवा सका। अगर तीन वर्षों में 50 किताबें भी नहीं लिखी जा सकती हैं तो युनिवर्सिटी ग्रांट्स कमीशन क्यों यह दावा करता है कि वह शिक्षा का स्तर ऊँचा उठाने के लिए इतना प्रयत्न कर रहा है। जिस देश में इतने लेखक नहीं जो तीन वर्षों में टेस्ट बुक्स भी न लिख सकते हों, उस देश के लिए यह बड़े शर्म की बात होनी चाहिए। लेकिन मेरा खयाल है कि ऐसी बात नहीं है। हमारे देश में प्रतिभा की कमी नहीं है। लेकिन प्रतिभा की तलाश सही ढंग से की गई हो, मुझे इसमें संदेह है।

[श्री श्रीकान्त वर्मा]

युनिवर्सिटी ग्रांट्स कमीशन इस दिशा में अपनी तरफ से कोई विशेष प्रयत्न कर रहा है, इसमें संदेह होता है। जहां तक मैं जानता हूं, इस बारे में समाचार पत्रों में कुछ विज्ञापन निकाले जाते हैं और जिस तरह से टेन्डर इनवाइट किए जाते हैं, उसी तरह से लोगों को इनवाइट किया जाता है। मैं समझता हूं कि इसके अलावा कोई अन्य इनिशिएटिव नहीं लिया जाता है और न ही अन्य कोई सुविधाएं जुटाई जाती हैं। तो इस तरह बौद्धिक स्तर ऊंचा उठाने के लिए जो भी आवश्यकताएं हैं, उनको पूरा करने में, मेरे विचार में या जहां तक मैं समझ पा रहा हूं युनिवर्सिटी ग्रांट्स कमीशन में बहुत काम नहीं हुआ है। यह बात बहुत महत्व नहीं रखती अध्यक्ष महोदय कि हम किन इमारतों में पढ़ते हैं या पढ़ाते हैं। कविवर रवीन्द्र नाथ टैगोर ने विश्वभारती कायम की। विश्वभारती आज भी कुछ नहीं है केवल पेड़ों के नीचे पढ़ाई जाने वाली एक संस्था है। वैसे उसकी इमारत है। मैं यह नहीं कह रहा हूं कि उसकी इमारत नहीं है। लेकिन वह जवाहरलाल नेहरू विश्व-विद्यालय जैसी इमारत नहीं है।

मन्त्री जी ने मेरी ओर देखा और इशारा किया। मैं कह रहा हूं कि जवाहरलाल नेहरू युनिवर्सिटी की जैसी इमारत है वैसे मुन्दर इमारत कम से कम विश्वभारती की नहीं है, यह कम से कम आज से 40 साल पहले नहीं थी। लेकिन, आप देखिये कि क्या शिक्षा वहां दी गई और किस तरह के लोग उसने पैदा किए और जीनियस पैदा किए। अगर विश्वविद्यालय अनुदान आयोग का कार्य केवल इमारतें बनवाना है या इमारतें बनाने के लिए ग्रांट देना है तो बेहतर है कि वह यह काम बन्द कर दे। जहां तक मैं समझता हूं युनिवर्सिटी ग्रांट्स कमीशन का काम यह होता चाहिए कि वह अलग-अलग युनिवर्सिटियों में, विभागों में,

जिनको वह अनुदान देता है यह देखे कि वहां क्या कार्य हो रहा है और क्या कार्य नहीं हो रहा है। इस पर उसका कुछ नियन्त्रण तो होना चाहिए। वह केवल एक धना सेठ नहीं है जोकि दान दे देता है और उसके बाद गोलोक को प्राप्त हो जाता है। युनिवर्सिटी ग्रांट्स कमीशन की कुछ जिम्मेदारियां हैं, लेकिन इन जिम्मेदारियों की ओर उसका ध्यान कभी भी नहीं गया। यहां तक कि किस तरह की पढ़ाई हो रही है। आप युनिवर्सिटियों में जाकर देखिये कि वहां क्या पढ़ाई हो रही है। उदाहरण के रूप में हम साहित्य को ले सकते हैं। हमारे मन्त्री महोदय बहुत बड़े स्कालर हैं, हिस्ट्री के ही नहीं, साहित्य के भी हैं और वे खुद जानते हैं कि पर्सियन, संस्कृत, हिन्दी और अंग्रेजी इनकी जो भी पढ़ाई हो रही है वह किस तरह से शाब्दिक है। एक उदाहरण शेक्सपियर का लीजिए कि Be or Not to be हम इसका किस तरह से अनुवाद करे। इसमें क्या हम समझेंगे। आप यहां के अच्छे से अच्छे कालेज में जाइये और बड़े से बड़े डाक्टर से पूछिए कि इसको आप किस तरह से पढ़ायेगे तो उसको सुन कर आपको शर्म आयेगी। जिस तरह से वह अपना स्टाइल बतायेंगे तो उससे आपको शर्म आयेगी कि क्या इसका अर्थ बनाया गया है। अगर हम गालिब का शाब्दिक अर्थ निकालने लगे तो गालिब का कोई अर्थ नहीं रह जायेगा। अगर हम फ्रांस की सिम्बोलिक पोयट्री का शाब्दिक अर्थ निकालने लगे तो पोयट्री नष्ट हो जायेगी तथा तमाम साहित्य नष्ट हो जायेगा। साहित्य हर देश के लिए एक गर्व की चीज होती है। आजकल जो पढ़ाई हो रही है वह शर्म की चीज है। इस ओर युनिवर्सिटी ग्रांट्स कमीशन ध्यान दे और इसके लिए मेरा सुझाव है और मुझे विश्वास है कि मन्त्री महोदय इस पर विचार करेंगे। जिस तरह यूरोप, अमरीका के अधिकतर विश्वविद्यालयों में क्रियेटिव राइटिंग वर्कशाप्स हैं, जो वहां पर

केवल शाब्दिक अर्थ नहीं निकालते हैं, बल्कि लोगों को साहित्य की वास्तविक शिक्षा देते हैं और उनकी रचनात्मक प्रतिभा का विकास करते हैं, उसी तरह की क्रियेटिव राइटिंग वर्कशाप्स यहां भी कायम किए जायें। ये डिग्री देने वाली एम० ए० की कक्षाये बंद की जाये, इनसे कुछ नहीं होगा। इनसे केवल एम० ए० पास शिक्षा वाले टीचर पैदा होंगे और वे सारे जीवन पछताते रहेंगे कि हमने डिग्री ली और अधूरा जीवन जिया, पूर्ण जीवन नहीं जिया। ठीक इसी तरह नान-एलाइन्ड न्यूजपेपर कान्फ्रेंस आपने भी की है। यह कार्यक्रम अगले 10 वर्षों में कितना व्यापक हो जायेगा। हजारों नये समाचार पत्र निकलेंगे जो खुद ही निकाले जायेंगे, रजिस्ट्रार, न्यूज पेपर के अनुसार हजारों समाचार पत्र निकल रहे हैं। उनमें अनट्रेन्ड जर्नलिस्ट जो काम कर रहे हैं, उनके लिए कोई ट्रेनिंग की व्यवस्था नहीं है। लेकिन केवल 4 या 5 युनिवर्सिटियां ही यहां ऐसी हैं जहां जर्नलिज्म का कोर्स है, जहां जर्नलिज्म पढ़ाई जाती है। इसलिए मेरा यह भी सुझाव है कि हर युनिवर्सिटी में जिस तरह रिपोर्ट में बताया गया कि बाइलाजी, कैमैस्ट्री के लिए हमें जो काम करना चाहिये वह कर रहे हैं, तो यह अच्छा काम किया गया है, अगर वाकई में इसमें बहुत काबिल लोग निकले हैं। लेकिन मेरा अपना खयाल यही है कि जो भी काबिल साइंटिस्ट हुए हैं वह वेस्ट जर्मनी, ईस्ट जर्मनी, अमेरिका या यूरोप इन देशों के जरिये मे आगे बढ़े हैं।

खैर, आप मेरी तरफ देख कर मुझे कुछ संकेत कर रहे हैं, लेकिन मैं निरुत्साहित नहीं हूंगा। जो कुछ मुझे कहना है वह तो मैं कहूंगा। तो मेरा यह सुझाव है कि जर्नलिज्म का एक कोर्स हर युनिवर्सिटी में स्टार्ट होना चाहिए, ताकि हमारे छोट-छोटे समाचार-पत्रों में ट्रेन्ड जर्नलिस्ट्स हों और वे समाचार-पत्रों का स्तर ऊंचा उठा सकें और आगे चल

कर यह आपके लिए और भी जरूरी हो जाएगा; उस वक्त आप कहेंगे कि देर हो चुकी है।

ठीक इसी तरह आपने ट्रान्सलेशन की एक स्कीम बनाई। मैंने और भी जगह, जहां शिक्षा मन्त्रालय की बैठकें हुई, यह बात उठाई थी और यहां फिर संसद में—चूंकि यह एक सर्वोच्च मंच है, जहां कुछ कहा जा सकता है—मैं फिर यह दुहराना चाहंगा कि किसी भी सभ्यता का विकास अनुवाद के जरिए नहीं हो सकता है। अनुवाद का अर्थ है उधार। उधार ली हुई सभ्यता अधिक समय तक जिंदा नहीं रह सकती। हिन्दुस्तान की अपनी सभ्यता रही है और वह एक सामाजिक संस्कृति रही है। उसमें न जाने कितनी जातियां और सभ्यताये आई और एक मौलिक सभ्यता का, मौलिक धारा का विकास हुआ। लेकिन कभी वह उधार के बल पर नहीं चली। आप उधार के बल पर चलाना चाहते हैं। आप कहते हैं हमारे पास साइन्स की टेक्स्ट बुक्स नहीं हैं। मैं नहीं समझ पाता कि क्या वजह है कि हिन्दुस्तानी लेखक साइन्स की किताबें नहीं लिख सकते? क्यों नहीं लिख सकते? क्या वजह है कि स्पेस टैक्नालाजी पर वे नौजवान, वे नवयुवक, जो अहमदाबाद और बंगलौर में स्पेस टैक्नालाजी के क्षेत्र में काम कर रहे हैं और जिन्होंने आर्य भट बनाया है, जिन्होंने परमाणु विस्फोट किया, उनमें से कुछ लोग क्यों नहीं यह काम कर सकते हैं? जरूर कर सकते हैं। लेकिन उन्हें एप्रोच नहीं किया गया है और इसलिए वे अपनी ओर से कुछ करने को तैयार नहीं हैं। जो ज्ञान हम ले रहे हैं, उधार, वह ज्ञान हमें एक काम-चलाऊ आधार दे सकता है लेकिन हमें एक विस्तृत सभ्यता का स्तम्भ प्रदान नहीं कर सकता है। इसलिए मेरे विचार में आवश्यक है कि मौलिक साहित्य—मौलिक साहित्य से मेरा मतलब क्रिएटिव राइटिंग नहीं, बल्कि ज्ञान का

[श्री श्रीकान्त वर्मा]

साहित्य, Science, Biology, Technology, Bio-Chemistry and everything इन सब को प्रोत्साहित किया जाए और इसके लिए यहां के लेखकों को प्रोत्साहित किया जाए। आज से 50 साल पहले भारत की भाषाओं में राहुल सांकृत्यायन ने, के० पी० जैसवाल ने, डा० गौरख प्रसाद ने वे किताबें लिखी हैं जो आज बहुत से अंग्रेजी पढ़े-लिखे नहीं लिख सकते हैं। हमारे मन्त्री महोदय विद्वान हैं और वे जानते हैं कि इतिहास की उम्दा किताबें हिन्दुस्तान में लिखी गई हैं और कोई ब्रिटेन से आए हुए लोगों ने नहीं लिखी हैं, उन्होंने तो झूठा इतिहास लिखा है, झूठी तबारीख लिखी है। जो भी लिखा गया है, जो भी सच्चा विवरण मिलता है इतिहास का, पिछले कम से कम हजारों वर्षों का, वह हिन्दुस्तानी लेखकों का मिलता है। यह मैं मानता हूं, भारत में इतिहास लेखकों की परम्परा नहीं है, यहां माइथालोजी रही है, यहां ढाई हजार वर्ष पहले का इतिहास नहीं मिलता जब कि यूनान में और वेस्ट में इतिहास मिल सकता है; क्योंकि वहां इतिहास बोध या हिस्टोरिकल सेन्स रहा है। हमारे देश में हिस्टोरिकल सेन्स नहीं रहा है। यह मैं नहीं मानता कि पिछले हजार साल में इतिहास लिखा नहीं गया। भारत का इतिहास डिफरेंट डाक्यूमेन्ट्स के जरिए उपलब्ध है। तो क्या कारण है आज भी जो इतिहास हम पढ़ रहे हैं या पढ़ाया जा रहा है उसका काफी हिस्सा बौरोड है, नाम चाहे उसका कुछ भी हो, नाम किसी हिन्दुस्तानी का भी हो सकता है, लेकिन जो फैक्ट्स हैं वे क्यों उधार लिये हुए हैं और ज्यादातर उधार लिए हुए हैं, उनमें ओरिजिनल थिन्किंग नहीं है? इसलिए मेरा अनुरोध है कि चाहे आप नेशनल बुक ट्रस्ट के जरिए इस काम को करें या किसी और संस्था की ओर से, लेकिन मौलिक लेखकों और खास तौर से इतिहास के मौलिक लेखकों के जिम्मे इसको रखें,

खास कर मौलिक लेखकों के इसलिए कि इस विभाग के मंत्री स्वयं एक इतिहासकार हैं। हमने अब तक अपने इतिहास को समझा ही नहीं है और जब तक हम अपने इतिहास को नहीं समझेंगे तब तक हम यह नहीं जानेंगे कि हमारा आगे आने वाला इतिहास क्या होगा? उसे हम अपनी निगाहों से देखें और उसके लिए आवश्यक है कि हम अपने ही लोगों के जरिए य किताबें लिखाएं।

समय मेरे पास कम है। मुझे बहुत कुछ कहना था। लेकिन जैसा आपने पहले ही कहा, 10 मिनट का समय मेरे लिए दिया गया है। मैं समय और नियमों का पाबंद हूं इसलिए मैं केवल इतना और कहना चाहूंगा कि प्रधानमन्त्री ने एक महत्वपूर्ण बात कही थी, नान् एलाइन्मेन्ट कांफरेंस के उद्घाटन के अवसर पर, कि हम पश्चिमी देशों के थर्ड-रेट राइटर्स और एडिटर्स के बारे में बहुत कुछ जानते हैं...

लेकिन गुट-निरपेक्ष देशों के महत्वपूर्ण लेखकों और विद्वानों और जीनियसों के बारे में नहीं के बराबर जानते हैं। मैं आपका ध्यान इस ओर आकर्षित करना चाहता हूं, आपको याद दिलाना चाहता हूं और यह कहना चाहता हूं कि अगर आप उधार लेना ही चाहते हैं तो उन देशों से लीजिए जिनको आप गुटनिरपेक्ष कहते हैं या जो आपके नजदीक हैं या जो आपकी संस्कृति से मेल खाते हैं या जहां वास्तव में जीनियस हैं। उन देशों की ओर न देखिए जहां सभ्यता चुक चुकी है, जहां संस्कृति सूख चुकी है या जो नष्ट हो रहे हैं और नष्ट होती हुई अपनी सभ्यताओं और संस्कृतियों का सहारा लेकर अपने आपको जीवित और बरकरार रखना चाहते हैं।

SHRI KRISHNARAO NARAYAN DHULAP (Maharashtra): Mr. Deputy Chairman, Sir, the Report of the University Grants Commission for the year 1973-74 is now before us. According to the UGC Act, 1956, this Report should be

Report of the

Commission for 1973-74

submitted to the House for discussion and consideration annually. Sir, in the last page of the Report, signatures of the Members of the UGC are given but no date is mentioned. This Report has been published by the University Grants Committee in New Delhi in March, 1976. Why should there be delay in the publication of this Report? After two years, the Report has been published and now it is before the House for consideration.

Sir, I will first refer to the new formula of education that is given as $10+2+3$. This new formula is having an adverse effect on the students coming from the lower strata of the society, particularly those who come from Scheduled Castes and Scheduled Tribes. I would like the hon. Minister to make a survey of the students belonging to these two classes, viz. the Scheduled Castes and Scheduled Tribes so that a clear picture would be before the House as to how far our present system of education has encouraged the enrolment of students belonging to Scheduled Castes and Scheduled Tribes. According to the Directive Principles enshrined in the Constitution, up to the age of 14, education will be universal compulsory and free. But this has not been implemented as yet, because of the new formula.

Bottlenecks have been created and hurdles have been put in the way of progress of students belonging to the Scheduled Castes and Scheduled Tribes. The situation is like this. Because of this new formula, 11th standard and 12th standard are taken away from the high schools. And only a few high schools have been authorised to run the 11th standard in their schools. In the backward regions, there is hardly one high school in a tehsil running the 11th standard, and it would be very difficult for the parents of the students belonging to the Scheduled Castes and Scheduled Tribes to send their sons and daughters to places where the 11th standard classes are being run. If one has to go to a tehsil place, he has to traverse nearly eight or ten miles. And it will be difficult for him to go there and study.

Secondly, if they are compelled to stay at a tehsil place where 11th standard is being run by a school, it will add to the ex-

penses to be borne by the parents on the education of such students. Naturally, if they are to stay at those places, it is difficult to bear the expenses. The result will be that the students belonging to the Scheduled Castes and the Scheduled Tribes will find it very difficult to move to places where 11th standard is being run by schools and thus they will be deprived of their privilege of getting education in this country. Therefore, this matter should be given a serious thought and some ways and means should be found to see that students belonging to Scheduled Castes and Scheduled Tribes are given some facilities at places where 11th and 12th standard education is being imparted by schools and colleges. That is one point.

Then, Sir, it appears from the Report of the U.G.C. that it is bent upon seeing that less number of colleges are opened and less number of students get the benefit of higher education. It appears from the Report and it is stated on page 54. "The rate of growth of higher education was also not in keeping with our manpower requirements. Consequently, the problem of educated unemployed continued to be acute especially in sciences, engineering and medicine. It is a matter of serious concern that even highly qualified manpower in the country cannot be put to gainful occupation." So, from this Report it appears that the U.G.C. wants to gear up the pattern of education in this country to the availability of services and manpower utilisation. The content of this observation by the U.G.C. in its Report is that they want to see that less number of people are educated so that there is no unemployment in the educated sector of the youth in this country. If this is the outlook of the U.G.C. then naturally it appears that they are not in a mind to support the claims of the backward regions where people particularly belonging to backward communities are clamouring for higher education. This is the position after 29 years of independence. These students belonging to backward classes want to go in for higher education and get gainful employment wherever it is available. Therefore, this hurdle should be removed. As far as I know and this is a layman's view, there are three types of students who

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[Shri Krishnarao Narayan Dhulap]

go in for higher education in colleges. The first category comprises of those who are well off, very rich and who come from rich families. They go for higher education by way of luxury. They spend a lot of money. They enjoy college life and they are not worried whether they get employment outside or not. It is a sort of luxury to these people who come from the well-off sector of the society. The second category comprises of those who come from the upper-middle class of the society, namely, the sons of doctors, engineers, lawyers, advocates and small industrialists and high Government officials. They go to college for getting employment outside and by exerting influence on their parents to get them some employment and they are serious about it. Those who come from lower strata of the society, backward classes, they want education to get employment for their own livelihood and for the betterment of their living conditions. So, they are very serious to get education. Of course, some parents are not in a position to afford higher education for their children. What they do is, suppose after passing SSLC if their son does not get any employment, then the parents, instead of keeping him at home without any employment, send him to a college so that after two or three years he could get some employment somewhere and in the meantime if he is able to get some employment, he prefers to take up that employment rather than continue his studies. It is only because of that that there is this high figure of drop-outs. So, these three categories should be taken into consideration. I am not very keen about starting Arts colleges everywhere. Instead of that, some technical knowledge should be imparted to those who are in need of employment. If that is done, then there will be lesser unemployment. What is the use of sending children to Arts colleges for getting B.A. or M.A. degrees and keeping them unemployed. We are spending crores of rupees on education. My request would be that instead of putting some sort of hurdles and bottlenecks in the way of students belonging to backward classes, they should be given facilities for acquiring technical knowledge and there should be some planning. A survey should be

conducted to know how many engineers, how many doctors, how many technicians we need in this country and the whole educational system should be geared up in such a way that a person after getting a degree in a college or after getting a technical diploma or a degree from an institution, could be immediately provided with a job anywhere in the country. If that is not done, the problem of unemployment cannot be solved and there will be lakhs and lakhs of educated unemployed in this country. If they do not get any employment, naturally, Sir, empty mind is a Devil's workshop and naturally they will have a grudge against the present administration if they are not placed properly in life.

Secondly, Sir, about the backward students, a provision has been made in the Report under Students' Aid Fund. It is on page 27 and 28 to which I am referring. It says :

"...to enable needy students in the universities and colleges to have some financial assistance... for paying their tuition and examination fees, purchasing books and meeting other expenses related to their studies"

What is the outlay that has been provided ? At page 28 of the Report, some figures are there and I shall refer to them.

MR. DEPUTY CHAIRMAN : You have to conclude now.

SHRI KRISHNARAO NARAYAN DHULAP : I am just concluding. In 1973-74, the Commission paid a grant of Rs. 2,00,919 to 31 universities and Rs. 39,34,433 to 1,725 colleges under the scheme. It works out to Rs. 6,000 per university and Rs. 300 per college, and that too for the needy students who belong to the lower strata of society. This is nothing but a mockery. I request that this amount should be increased and the needy students should be given more money so that their expenses are met as far as possible. If that is not done, then it will only be a lip sympathy being shown for the education of the backward classes and students belonging to backward classes will not be able to come up to the standard and their conditions will not be ameliorated to the extent to which we generally talk about.

With these words, Sir, I conclude.

Report of the

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SHRI SRIMAN PRAFULLA GOSWAMI (Assam) : Mr. Deputy Chairman, Sir, the strength and progress of a nation depends upon education. It is only through education that we can strengthen our nation and ensure its progress and prosperity. Ultimately, this will be beneficial for humanity as a whole.—All over the world, one of the main aims of education is how it could be used to improve the quality of life in the society. The pattern of education in our country and the way in which we execute our educational policies are of prime importance.

Before I come to the UGC report, I must say that primary education should be free and compulsory for all children all over the country, irrespective of the fact whether they are backward or forward, whether they are from the hills or plains and irrespective of the religion, caste or creed to which they may belong. This is one of the constitutional obligations. Secondary education is desirable and it should spread and cover a large number of adolescents, giving them a variety of pursuits. Lastly, university education should be selective and it should be according to the talents of the individuals, their capacity to receive and according to the needs of the society. Primary education should be compulsory and free, secondary education should be planned, but university or higher education must be selective and restricted. There should not be a mushroom growth in this. After Independence, we have seen a mushroom growth of universities and colleges all over the country without any purpose. Graduates are being manufactured like manufactured goods in a factory. These things should be prob-

Government of India appointed many commissions and these commissions have made very valuable suggestions. We had the Sergent Commission, the Mudaliar Commission on secondary education and the Radhakrishnan Commission on university education. Finally, Parliament constituted a committee of Members of Parliament on education in 1967. Unusually, this committee presented its report within that year. Generally, in Parliament, whenever a committee is appointed, it seeks

extension after extension. But I am happy that this committee which was constituted in 1967 gave its report in that year itself. It has made some valuable recommendations. Our Government is thinking of re-modelling the system of education in our country. It is good. I do not have time to discuss these things. I am very much interested in primary education as well as university education. I am closely associated with the Gauhati University Executive Council for the last 12—15 years continuously. I have had the opportunity to meet students, professors, teachers and discuss their problems. I find that the UGC has not been able to give the necessary impetus, inspiration and the necessary leadership to the universities of our country. I do not know what was the purpose we aimed at when we established the UGC. When the UGC was established as an autonomous body, we expected that it would give the necessary leadership and inspiration to the universities. But after going through this report, I am sorry to observe that it has been more or less an intermediary distributing money or giving grants to the universities and colleges. It has not been able to supervise or examine the results of the schemes for which it allocates grants. Our country is so vast and people depend on recommendations. But once the grants come, there ends the matter.

Some years ago I told this House how a firm of Delhi went to our backward State of Assam, approached some colleges and told them that it would arrange for UGC grants provided the contract for building their hostels was given to it. At that time this Education Minister was not there. Mr. Chagla or somebody else was there—I do not remember. It was a fact that they got the grants and the firm got the contract. After taking some advance, the firm abandoned the contract. I do not know whether such a situation is still prevailing. But I must say from my own personal experience that the University Grants Commission awarded many scholarships to retired professors and grants for hostels, but there is no agency to supervise them.

Now, leave aside the policy of inspiration or impetus. This is not done. But I think the University Grants Commission must be reorganised and re-oriented to suit the pre-

[Shri Sriman Prafulla Goswami]

sent-day needs or else it should be abolished. Once the grants come from the Planning Commission, the Education Ministry itself can distribute them. I know that grants are given on account of patronage in some cases and on merits in some cases. Whether it is the Minister or the Chairman of the UGC, in our country patronage and merit are also taken into consideration.

Education is going to be a concurrent subject very soon. When it becomes a concurrent subject, the responsibility vests in the Education Ministry at the Centre when re-orientation of the University Grants Commission is all the more needed to give a lead and properly carry out the policies; then the UGC will have to do much more than what it is doing now.

Now, Sir, university education all over the world is a problem, and the methods go on changing according to the changes in the society and change of times. This is the age of science and technology. When we speak of science and technology, it does not mean that we should just imitate America. In America, the purposes of science and technology are entirely different from our own. Our outlook, our political life and outlook, our philosophy of life, our cultural background and our history are entirely different from that of America. Some years ago, when Prof. Rao was the Education Minister, some people told him not to make frequent experiments all over the country but to make experiments only in a localised area or in certain selected areas and to spread them only if they proved to be successful. Sometimes higher secondary schools are started and then they are abolished. Now they are going to have this 10+2+3 system. For the higher secondary schools you have got to provide qualified teachers, laboratories and other suitable equipment for work-oriented teaching. Recently I had a discussion on the subject of work-orientation. Everybody speaks—politicians and others—about work-oriented education, but unless you create the necessary conditions to impart work-oriented education to the students, the idea is meaningless. In many States what they do is, because if they adopt the new system of education they will get grants, they adopt the new system. They go to Prof.

Nurul Hasan and say "We have adopted this system and so you give us the grants." But these things should be done properly. I am all for this new system of 10+2+3; this is necessary; I support it. But you have to gradually convert the system, or give the necessary equipment, trained teachers and so on. Now what happened with the system of basic education? After the Sergeant scheme was introduced, why did the new method of basic education fail? Dearth of teachers, dearth of equipment! All this is necessary if students have to learn through work, purposeful work.

Now a peculiar situation, a new situation has come into our universities and I would just acquaint you with that. Due to the revised scales of pay recommended by the University Grants Commission and with the prescription that a doctorate will get such and such a pay scale, there is going to be a mushroom production of doctorates all over the country, specially in some universities so that their teachers will be benefited.

We are giving so many doctorates. Sometimes I feel I could also get at least three or four doctorates, because the thesis which is written over a small subject is only a compilation of certain things. The thesis comes up before the Academic Council for recognition. Then it goes to the Executive Council where we have no voice. We have to ditto it, whatever my be the subject. And then it goes to two outside examiners. There should be some restriction about giving doctorates. I do recommend that in M.A. there should be a thesis—as is said in some report also—but not at the doctorate level.

Then, some of our universities go on conferring honorary doctorate degrees on one politician or the other. This should also be stopped. You give honorary doctorate degree to a distinguished man, and that should be given only by a Central university. Put a ban on giving honorary doctorates by all other universities. When somebody told me "You can also have a doctorate", I said, "What will I do with that? I have my reputation and integrity as a politician. I am not going to use the doctorate for any service or appointment." So this thing should be controlled. Honorary doctorate degrees

should be given only by the Central Universities

Then the other thing is with regard to gradation. Gradation is good. Now, it should also be very carefully experimented. There should be gradation not in colleges, not in BA or MA, because we have a dearth of national character. As a previous speaker, Mr. Reddy, told us, red-tapism is going on amongst Professors and Lecturers. So gradation should be carefully implemented. But the semester and tutorial system must be made compulsory. At least 40 per cent, if not 50 per cent of the marks should be based on home work and tutorial works. So there should be semester system in all the colleges. That is not done because many students do not work properly and many Professors or Lecturers in colleges do not deliver their lectures properly. So the tutorial system or the semester system should be introduced. Then, for extra-curricular activities, work orientation also there should be marks given.

Then, I would say something about the syllabus in secondary schools and colleges. Sometimes the syllabus is very high and sometimes the question asked in the examinations are outside the syllabus. So all these things require to be thoroughly overhauled.

Then there is another thing. What are the universities all over the world doing with regard to moral and spiritual education? The younger generation has not been given any spiritual education or an ethical sense or any high objectives. Therefore, out of frustration, out of the fear of unemployment, students all over the world are so very addicted to drugs and all that. This problem of the younger generation must be dealt with properly. Every university has to keep a close watch on this problem. Fortunately, in India we are not so much afflicted with this, but in Delhi University and some other universities the students are addicted to drugs. While we may not have problems in the same magnitude as they have in America, I would say that from now itself we should learn from the experience of other countries and we should take precautions so that the younger generation is not spoiled

Thank you. With these words, I resume my seat.

SHRI GOVINDRAO RAMCHANDRA MHAISEKAR (Maharashtra) : Mr. Deputy Chairman, I first wish to offer my sincerest appreciation of the work the University Grants Commission is doing in the field of higher education in this country.

Sir, there are two institutions which in their own ways are rendering and doing services in the field of higher education. One is the University Grants Commission established in 1953 and the other is the Association of the Universities of India and Ceylon which was formerly called as the Inter-University Board of India and Ceylon. I know that both these institutions have worked in co-operation but I wish that there is still more co-operation between these two institutions, one being an authentic institution and the other being an informal Board of the Vice-Chancellors.

The University Grants Commission deserves compliments on quite a few counts. Firstly, when it was started in 1953, it was handling a few lakhs of rupees; today it is handling crores of rupees. It is not the amount to which I am drawing your attention, but the functioning of the University Grants Commission, which never permitted red-tapism to enter into the office of the University Grants Commission. This is a very important point. And it never lost sight of the administrative and legal efficiency that is demanded by normal procedures. Perhaps, in our country this is one of the few clearing houses which deserve compliments on this particular ground of not allowing the red-tapism to enter into it. Secondly, it has evolved—Sir, I lay emphasis on the word 'evolved'—a very wide spectrum of schemes for the development of the universities and colleges and for the welfare of the teachers and the students. Thirdly, the schemes cover all sections of higher education, curricular, co-curricular, extra-curricular, extra-mural and what not. There are schemes providing for the physical facilities of the colleges and the universities and of the teachers and the taught. Fourthly, the Commission has recently modified its procedures of operation, and all these modifications have been on the right line. It has been trying to encourage the college

[Shri Govindrao Ramchandra Mhaisekar] to develop. They have laid down certain conditions. But on a few counts they make special relaxations, for example, in respect of colleges in the backward areas, professional colleges, colleges which are for women and some other colleges. I wish rural area colleges are also considered along with them.

But, Sir, all this is not enough; much more will have to be done if we wish higher education to be higher in the real sense of the term. I am aware that a Committee has been appointed to go into the complete evaluation of the functioning and working of the University Grants Commission by the Government of India.

Sir, I crave your permission to submit a few of my observations and suggestions here. Firstly, I feel that in spite of its good intentions, the University Grants Commission has not been able to pull up a large number of colleges to the standard it desires. This has happened because the University Grants Commission operates on a wide canvas in this country. The paucity of funds and the imbalance in the distribution of these funds have definitely not been helpful to the colleges. Yesterday somebody pointed out the imbalance in the distribution of those funds as between the Central universities and the State universities. I add to this list the colleges that are affiliated to the different universities.

Sir, in a budget of Rs. 166.85 crores, the Central universities get Rs. 59.7 crores, that is 36 per cent; the State universities get Rs. 49 crores, that is 21 per cent, and the colleges get Rs. 35.35 crores, that is 21.5 per cent. We cannot forget here that the colleges account for 88.2 per cent of students and 83 per cent of teachers in the field of higher education. They also cater to the needs of 50 per cent of the students in the postgraduate education, whereas the universities handle only 12 per cent of the students and have 17 per cent of the teachers. Sir, I request that there should be equitable distribution of funds in the interest of natural justice.

Another important point which is very disturbing and which has been pointed out yesterday is the decreasing percentage of students in the faculty of science. Within

a period of one year, their number has come down from 30.3 per cent to 27.5 per cent. This is alarming in a period when the world-wide trends are entirely different.

Sir, there are two points in the implementation of schemes which result in injustice to the colleges. I feel it my duty to submit them here. Number one, there are a few schemes in which the UGC has been revising its financial contribution to the projects in the colleges, but those colleges which took up these schemes initially have not been allowed to have the benefit as if the beginners are the first sinners in taking advantage of these schemes. Number two, the UGC has topped accepting revised estimates on the projects, and the colleges have been sufferers in this field because the estimates have been changing on account of conditions which are not within the control of the colleges like cement shortage, the blanket ban on the construction of different buildings and so on.

Then I come to the academic leadership which the UGC has to give; it is giving it but I feel the pace is a little slow. Number one, I make mention of the 10+2+3 pattern. Sir, in this Report of 1973-74, one would have wished that there had been a mention of the consequential changes that are likely to take place in the country in the degree colleges after the introduction of the 10+2+3 pattern. One expected that guidelines should have been framed by the UGC by appointing a panel to help integration and co-ordination of the degree courses with the courses of the junior colleges or the higher secondary schools. But that has not happened. I now request that at least at this point a panel may be appointed and the matter may be expedited. The universities have not moved in this direction as speedily as they should have. The second point is about the remedial courses. This Report of 1973-74 mentions remedial courses which the UGC wants to establish for the Scheduled Castes and Scheduled Tribes students, for the weaker students coming from the economically weaker classes. But, Sir, even after two years, today we are not having any clear idea as to what should be taken, what should be the subject-matter and what should be the content of these remedial courses. I wish the UGC

here also appoints a panel and gives its guidelines.

Sir, for writing text-books in regional languages, committees have been established in the States. But I wish that these committees which have been established by the UGC seek the co-operation of the State Language Boards or the State Language Akademis. There are bodies like the Urdu Akademi, the Urdu Board and the Sanskrit Akademi whose co-operation should have been sought in the establishment of these committees which have been appointed for the writing of the text-books.

Then I come to the implementation of the new scales for the teachers. These have not been implemented. They have been implemented in a few States. Although a large number of States as a matter of policy have accepted them, there are a number of impediments that have come because many people feel that there has been too generous a revision and undeservedly in certain cases. Therefore, there have been irritants. But I wish that this matter is amicably settled through negotiations with the representatives of the teachers, with the representatives of the managements of universities and colleges and the UGC, and that the UGC helps in seeing that the matter is expedited.

Sir, I come to another important point. The UGC has not applied its mind to the non-teaching staff of the universities and colleges. I request that the UGC may consider them in relation to their pay scales, conditions of service and their *pro rata* requirements in universities and colleges.

Lastly I come to another important point and that is about the starting of new universities and new university centres. There has been practically a ban for the last two years on the starting of new universities. Alternatively a scheme of autonomous colleges has been suggested. Some university centres have been suggested. Autonomous colleges have been suggested to lessen the burden of the universities. Some centres have been established at places with a potential of developing into Universities with in the next ten to fifteen years. Everybody knows that scheme of autonomous colleges have not been that magnetic as

was thought initially. Only a few managements are coming forward to start autonomous colleges although 100 per cent grant is assured by the University Grants Commission. What is to be done ? I could see from the report that out of 95 universities, there are 21 universities which have a student population of above 60,000. Out of these 21 universities, if you take the example of Maharashtra, there are five which have got more than 60,000. Bombay has 1.16 lakh; Poona has 98,000. Nagpur has 92,000; Marathwada has 60,000; and Shivaji has 67,000. Their problems have to be solved. The burden of administration of the universities has become so much that they are unable to pay their attention to academic matters or look into the quality of the syllabi or to go into the question of welfare of the students or extra-curricular activities in which the students and the teachers are expected to participate. I am sorry to say that it is because of this that it has not been possible for the universities to pay attention to these important matters. For example, Bombay and Poona put together have two lakh students who require one university in the northern part of Maharashtra. Nagpur has 92,000 student population and they want one university in Vidarbha. Marathwada has 60,000. At least one university centre has been proposed at Nanded. This is still under the consideration of the University. I request the authorities to consider this very seriously.

I also feel that in the field of pedagogy, that is, in the field of methods of teaching, the University Grants Commission has to go a long way. Suitable teaching methods have to be investigated to suit the economic conditions of our country. For example, tutorials have been mostly avoided in colleges and universities because we feel that the students and the teachers are not suitable for the purpose. We have never thought of new methods which have been used in advanced countries. For instance, there is the method of self-assessment or neighbour's assessment. There are a number of such methods. I wish the university authorities take into consideration all these suggestions and help to enhance the standard of higher education in this country.

PROF. RASHEEDUDDIN KHAN (Nominated) : Mr. Deputy Chairman, the submission of the report of the University Grants Commission annually provides an opportunity for this House and the other House to take stock of the development of higher education in the country and to have a look at the problems of direction of development, of the achievements made both in physical terms and qualitative terms. Indeed, this is one of the two occasions annually where ...

SHRI B. N. BANERJEE : Are you sure it is annual ?

PROF. RASHEEDUDDIN KHAN : Unfortunately, although it is expected to be annual, the former Secretary-General of the Rajya Sabha has pointed out that the time lag is unhealthily expanding. How we hope that we come back to the problem of focussing the attention annually.

Therefore, without starting on a negative note, let me preface paying my compliments to the leadership the UGC has undoubtedly provided over the years and for giving the direction to the development of higher education in this country. I would also like to add a word of cheer and goodwill to the new Chairman of the UGC, if not for objective reasons, at least for subjective reasons because he comes from the fraternity of social scientists. I am happy he is presiding over the University Grants Commission because he is a person whose vision has been forward-looking and whose ideal informs the development of modernised, secular and socialist democracy in India.

Sir, the problem of procedure is an important problem. I was just looking into the problem mentioned by many friends here that the Report is submitted to the Government in compliance with section 18 of the UGC Act, 1956. And, Sir, the concerned section of the Act says like this :—

“The Commission shall prepare once every year”—not in subsequent years—“in such form and on such matters, as may be prescribed an annual report giving a true and full account of its activities during the previous year”—not during the years previous to the previous year—“and a copy thereof shall be forwarded to the Central Government.”

Strictly speaking, Sir, I think the Report is not in compliance with section 18 of the UGC Act. This is a belated arrival of a much required Report. Therefore, gently I would like to submit that it is my hope that in future the UGC, with its bureaucratic and able organisation, would not take such a long time which needlessly embarrasses the Minister of Education who, for purposes of the statute, is answerable to the Houses of Parliament.

SHRI HARSH DEO MALAVIYA : Are not bureaucracy and ability contradiction in terms ?

PROF. RASHEEDUDDIN KHAN : Need not be. An organisation can be bureaucratic and also able. The UGC has got its bureaucracy and has also able people.

Sir, there are several aspects in the Report which need some comment and I am sure that, with your consideration for me particularly on matters of education, you would bear with me if I make some remarks *en passant* on those aspects. Firstly, I find that the staff-student ratio mentioned at page 4 of the Report is very adverse because the ratio is 1 : 19.9 which is a very adverse ratio in the field of higher education. The University Grants Commission and the Ministry of Education have been attempting to bring the ratio to the proper level of 1 : 10. Now, something is to be done because, on the one side, the number of colleges and universities is increasing and, on the other, this ratio is very adverse. Unless we are able to maintain a certain positive ratio, the relevance of education and the quality of education would be adversely affected.

On page 7, mention has been made of the Central Universities. My friend, Shri Prakash Veer Shastri, was probably unaware of the fact that the UGC has got a particular, responsibility in funding the Central Universities. Therefore, to say that a very large proportion of the funds has been given to the Central Universities rather than to the States is beside the point. The UGC is expected to pay to the State Universities in some proportion. I would like to give some figures which will speak for themselves and I would like to mention for the information of the honourable Members of the House that the Jawaharlal

Nehru University, alas, has not been getting all that huge money, all that gold and silver that the honourable Members assumed earlier that it is getting and it is only a small proportion, as small a proportion as the generosity of the UGC is capable of giving. As a matter of fact, I will raise my small voice here and say that the Jawaharlal Nehru University is one institution which needs more funds and I am sure the UGC will be able to provide that because we have established in the last five years a standard there, without being pompous, of excellence and have set a particular tone and tenor to the development of all patterns of education.

Then, Sir, the book funds given by the UGC, as mentioned on page 19, are appallingly small. It is seventy-five thousand rupees in 1973-74 as against Rs. 80.35 lakhs in 1969-70 outside the ceiling of three lakhs of rupees which is very small and this seventy-five thousand rupees is to be distributed amongst fifty colleges and you can easily work out the average. Probably, every college will get one book or $1\frac{1}{2}$ books to $2\frac{1}{2}$ or pamphlets! You can very well imagine the situation. This aspect of the matter has to be looked into in conjunction with the very laudable proposition of starting book banks. I say this because people from college after college in the mofussil areas come to us and say that unless they have got the necessary material, educational material, they cannot improve. This, I am sure, will be looked into by the UGC. The proposition of starting autonomous colleges is a very healthy proposition. There has been some element of doubt in the UGC. But I will strongly endorse this proposal and I would like them to have a careful look at the proposition of establishing autonomous colleges.

Now, Sir, the word "elite" is being bandied about every time we talk about universities.

Obviously, every autonomous college, every good University will be an elite institution in terms of development of the mind, in terms of exposition of knowledge and in terms of inculcation of values. Of course, it ought not to be elite in composition or elite in terms of incomes level. But it has to be elite. Therefore, sometimes the word 'elite' is very wrongly used almost as a

vicious propaganda. I would say that an autonomous body should not have an autonomous management, as correctly pointed out. But it must have autonomy with experiment of courses and study with a different syllabus, so that they are not put in a strait-jacket by an all powerful University. I will give the example of Delhi University. [Delhi University administers about 65 colleges. Now, it is impossible for University as large as this, with an enrolment of almost one lakh people to keep a vigilant eye on the development of standards. Therefore, autonomous college is an unavoidable expansion in a country which is the second most populous country, a country which is known for numbers, a country in which the problem of numbers has to be solved by fragmentation of numbers. One way is fragmentation. I think, it is a very positive thing which should go on.

I am somewhat sorry to see from page 30 that Employment Information and Advisory Bureau have not been working adequately. The number of Employment Information and Advisory Bureaux is very few. Just 41 Universities out of 104 Universities and just 75 colleges out of 4308 colleges have Employment Information and Advisory Bureaux. Since I was associated as in charge of an Employment Information and Advisory Bureau in a University, I have some experience of this. I think it is a very important institution which will run in conjunction with the Ministry of Employment. And if we are talking of linkage of manpower and education, we have to plan education as an integral whole for national development. I think this Bureau should be strengthened and practically every University must have it.

The feature of salary scales of teachers is a welcome feature. I think there are no two opinions on that. I hope the Education Minister, my distinguished friend, will agree with me, although I consider that he and I belong to the same category of teachers, that unless the salary of school teachers is in a very organic way linked up with upward revisions of the salary in the Universities, a class orientation will come in. In a country where primary and secondary education is much more important, I would rather part with some of the allowances, sincerely and honestly, and see

[Prof. Rasheeduddin Khan]

that upward revision is done in primary and secondary school education. The Education Minister is himself conscious of it. He has been making speeches in the National Board of Secondary Education. But his speeches are not always backed by funds, because the Education Minister himself goes with a begging bowl to the Minister of Finance and the Planning Commission and they do not respond to him as the people of India responded to the 'Bhikkhu', Gautam. This is another problem. Then, I will say that the title 'Professor of Eminence', if I may be permitted to say so, is somewhat pompous. It seems pompous because there is the Professor of Emritus....

PROF. S. NURUL HASAN : May I just clarify? I think the University Grants Commission has made it specifically clear that this will not be used as a title.

PROF. RASHEEDUDDIN KHAN : I am happy. But here in the Report of 1973-74, 'Professor of Eminence' comes. I am almost verging on this point while I might have the dubious distinction of being called so. I would like this title to be changed, I think, Senior Professor or National Professor is good enough for purposes of accounts. But that is fantastic, I do not know how it originated. He may be getting Rs. 3000 or Rs. 4000. But let him be called a Professor, a good old professor.

Then, I would say that I entirely agree with my other friend that the insistence on Ph.D. even for Lecturers is unfounded economically, dubious, nationally bad and from the angle of planning of higher education, worse. What you must do is to insist that they must read and write and publish papers without the necessity of this examination, called Ph.D., being passed. I entirely agree with Prof. Dutt. What will ultimately happen is that the standard of Ph.D. will go down. It is already low. It will go down further, Mr. Goswami who has been a public figure in Assam knows it. We must do something which is a reflection of talent and merit and not insist on mere Ph.D. I would say that a large number of Ph.D.s are not worth it. I am parti-

cularly drawing attention to section 6, pages 37 to 39 regarding cultural exchange programmes and international collaboration. I think the time has come for the Education Ministry and the other concerned Ministries to give really handsome and generous funding for cultural exchange programmes. I have been a Member of the Indian Council of Social Science Research. I am the Chairman of the International Committee of the Council. I find that we are absolutely out of funds with the result that sometimes we have to draw funds available to us from outside sources which are acceptable to the Government of India. But still I would say that with the focus we have as authentic part of the non-aligned movement today, with the responsibility we have of building talent in a large part of Africa, Latin America and Asia and with the added responsibility of having human contact with them, how long are we going to depend on the Area Expert of the United Nations to understand what Nepal is or how long are we going to depend on some European to tell us what Africa is? We have to discover the qualities of our neighbours ourselves. Therefore, the cultural exchange programme must come in a very big way. I would say that 15 cultural exchange programmes or 10 or 12 *ad hoc* programmes are nothing. As a matter of fact, 10 to 15 *ad hoc* programmes are nothing more than one Senior Professor like me getting 3 trips to visit one or the other capitals for 10 or 15 days. Certainly, it makes some impact. But it does not make a deeper impact that we would like to have. Look at the Soviet Union or the United States of America or China. They have a huge massive programme of cultural exchange. I think we have to identify certain broad areas in the world. I would very strongly recommend that 40 countries have to be identified, as we have attempted to do in the ICSSR. The countries in South Asia are Sri Lanka, Nepal, Afghanistan, Bangla Desh and Pakistan. In South East Asia, we have Indonesia, Malaysia, Philippines, Vietnam and Singapore. In East Asia, there are Japan and China. In Oceania, we have Fiji and Australia. In Gulf States, there are Iran and Gulf Arab countries. In West Asia, there are Egypt, Iraq and Syria. In Africa, we have Tanzania, Nigeria, Mauritius, Algeria and Kenya.

There are USSR, Poland, Czechoslovakia, G.D.R. and Yugoslavia in East Europe; France, Denmark, Holland, Federal Republic of Germany and United Kingdom in West Europe; U.S.A. and Canada in North America and Mexico, Cuba and Brazil in Latin America. This is the rock bottom minimum. Unless we are able to build our own contacts, we will always find ourselves depending on other countries.

I would raise a particular word regarding the importance of developing Soviet Studies Programme in India. We have entered into a 20-year agreement with the Soviet Union. But our Soviet studies programme is highly inadequate. Jawaharlal Nehru University which has a Soviet Studies Department has a Reader at the top with two Lecturers getting one or two students per annum. It is not the way in which we have to treat the expansion of educational development in Soviet studies. All of us visit Soviet Union year after year. Our Prime Minister went there and she came back with a tremendous opening of heart. We are at a very sentimental level of *Russi Hindi Bhai Bhai*. They come and drink *Nimbo Pani* here. But is that all?

We have to promote Soviet studies in a big way. And I think we should at least have one or two centres of Soviet studies in India. At least the Centre at the Jawaharlal Nehru University has to be strengthened.

Sir, the University Grants Commission has taken a very welcome step of appointing committees to propose six cultural exchange programmes. I would add here another word that the University Grants Commission as the most important funding agency must work out a style of working in co-operation in collaboration with other educational organisations like the CSIR for science, the ICSSR for social sciences and the ICHR for history. They have started doing something. But it is not adequate, I think the initiative must come from the UGC because it is the funding agency. Sometimes I find needless sensitivity of jurisdiction. Sometimes there is a feeling that the flag of the UGC shall not fly too high if touched with a pair of tongs by such associations and organisations. I would very strongly recommend that the

UGC must have a large mind, a large heart. It has got a large source of funding and, therefore, it is the UGC which must attract the institutions, and they must go hand in hand. Sir, I must say that the Centres of Advanced Studies are in an absolute mess. They are in an absolute mess. I had an occasion to visit the Centre for Advanced Studies in Ancient Indian History and Culture at Calcutta. It was in shambles. The first professor had retired and the second professor at that time had not taken over. I do not know what the position is now. It is just calling them Centres of Advanced Studies, centres of excellence only because one fine morning the UGC desired to do so.

I would also add here with all my sympathies to the professor concerned that the programme of special assistance to select departments should also be very carefully reviewed because, I can tell you from my own experience, and I am prepared to say that the Economics Department of the Osmania University has a lopsided focus, and no macro-economics was taught. Year after year, when the students of the Osmania University's Economics Department are being interviewed, they halter and falter because there the hair-brain scheme called Osmania Cambridge School of Economics was established. Since the eminent professor who was responsible for this needless emphasis on one area to the exclusion of essential reading of economics has been a Vice-Chancellor happily, I send goodwill to him and to the University of which he has become the Vice-Chancellor. But the Economics Department of the Osmania University must be strengthened because you just cannot give special assistance to departments which are incapable of producing students who can be absorbed in the stream of the employment market.

Sir, the expert panels which the UGC has appointed in human and social sciences are doing very good work. Probably, after some of the reports are available, the courses of study and the syllabi will be revised.

Sir, the area study programme is very inadequate. As far as the Bombay University is concerned, it has done nothing about the Latin America and I think most of the area study programmes have to be very

[Prof. Rasheeduddin Khan]

carefully looked into. Examination reform has been long overdue. It has not been done. Unless we shift to the semester system of internal evaluation, examination system will always become a big bane of the higher education of India because the students depend on your textbooks only.

Lastly, I will say that Section 8—Perspective for the Fifth Plan—is very weak. It is a very, very weak thing where, unfortunately, even liberty has been taken in the English language because, as far as I know the word is 'viable' and there is no word like 'sub-viable'. Instead of viable or non-viable, you cannot have a sub-viable post-graduate department. Well, the drafting is not good. But it is not that bad. Probably, some other word could have been used. We have eminent friends in the UGC. The perspective chapter should at least be a very inspiring chapter. No body is asking them to write a piece of literature. But certainly we expect from the names which have been signed there and also from those who are associated with the UGC, a report which will be inspiring. I would just say that the Report here is too factual, too un-inspiring because it has too much focus on facts. Probably, it should be a little more inspiring. Sir, I will end by saying that unless education is taken as a subject of high national priority, as part of the national planning, education will suffer year after year. It is not only for the Minister of Education to ask for more funds; it should be for the Members of the House to help him and help the people of India to ask for more funds.

I would also say that there have been teachers in U.P. and Bihar since the time of the Fourth General Elections whose orientation to socialism, secularism and democracy is much different. It is not possible for us to give a correct orientation unless teachers are committed to the right values of socialism, secularism and democracy. This has to be looked into because the entire subversive system is operating. Today, after the emergency was declared, almost all those who have been enemies of these values appear as the biggest spokesman of these values and garlands are thrown and carpets are spread and slogans

are shouted. We have to make a differentiation because the educational system is a very sensitive system and India, as an authentic non-aligned third world country, must establish a new model of education which must be forward-looking, which must be inspired by the ideals which the Indian national movement has generated.

श्री नागेश्वर प्रसाद शाही (उत्तर प्रदेश):

उपसभापति महोदय, यह विश्वविद्यालय अनुदान आयोग की जो रिपोर्ट है इसको हम रिपोर्ट नहीं कह सकते। इसमें केवल कुछ आंकड़े दिए हुए हैं कि पिछले 10 साल में विद्यार्थियों की संख्या कितनी बढ़ी, कितनी घटी, अध्यापकों की संख्या कितनी बढ़ी और कितनी घटी और उन्होंने किस हिसाब से रुपया वांटा, केवल इन तीन चीजों के आंकड़े इसमें दिए हुए हैं, जो आंकड़े किसी भी दफ्तर का बड़ा बाबू इकट्ठा कर के प्रस्तुत कर सकता है, इसलिए इस को यू० जी० सी० की रिपोर्ट नहीं कह सकते, यह किसी दफ्तर के बाबू की रिपोर्ट कह सकते हैं।

श्रीमन्, यू० जी० सी० की रिपोर्ट में मुख्यतः जो चीज हम चाहते थे वह यह होनी चाहिए थी कि आज देश में विद्यार्थियों में अनुशासनहीनता क्यों है और उस अनुशासनहीनता को समाप्त करने के लिए यू० जी० सी० ने कौन से कदम उठाए हैं, कौन सा प्रयास किया जा रहा है कि विश्व-विद्यालयों का जेलखाने का स्वरूप बदला जाए? आज हम देश के किसी भी विश्व-विद्यालय में जाते हैं तो उसके फाटक पर पी० ए० सी० का कैम्प देखते हैं। (व्यवधान) डा० व्ही० बी० सिंह, आप हमारे मित्र हैं, युनिवर्सिटी के प्राध्यापक हैं, आपको शायद दुख नहीं होगा पर मैं अध्यापक नहीं हूँ लेकिन मुझे दुख होता है यह देख कर कि विश्वविद्यालय के फाटक पर पी० ए० सी० का कैम्प लगा हो और विश्वविद्यालय के अंदर पी० ए० सी० और सी० आर० पी० चली जाए। मैं समझता हूँ, इसकी सारी जिम्मेदारी आप लोगों के ऊपर है, विश्व-

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विद्यालय के जो प्राध्यापक हैं उनके ऊपर सारी जिम्मेदारी है। हम लोगों के भी प्रोफेसर होते थे और उनके सामने हम लोग अपना सिर नहीं उठाते थे। धत्तभीजी करने की बात तो दूर रही। अगर मालूम हो जाता था कि प्रोफेसर साहब क्लास में आ रहे हैं तो सब लड़के चुपचाप बैठ जाते थे। हमारे राजनीति शास्त्र के एक प्रोफेसर थे डा० देवी प्रसाद, वे दसा के मरीज थे और साल भर गांधी जी के आश्रम में रह कर दवा कराते थे; साल में 3-4 लेक्चर देने के लिए वे आते थे गांधी जी के आश्रम से। साल भर तक लड़के उनका इंतजार करते थे कि प्रोफेसर साहब कब आयेंगे और मेरा म्याल है कि इलाहाबाद यूनिवर्सिटी के आसपास के 4-5 विश्वविद्यालयों के स्टूडेंट्स उस दिन इकट्ठा हो जाते थे जिस दिन प्रोफेसर साहब आते थे लेक्चर सुनाने के लिए। और आज मैंने अपनी आंख के सामने देखा है कि विश्वविद्यालय में एक लड़की सीढ़ी से उतर रही थी, एक लड़के ने उसका दुपट्टा खींच लिया और सीनियर प्रोफेसर देख रहे थे यह अपनी आंख से लेकिन वह आंख नीचे किए हुए खिसक गए। ये 1600 रुपये तनखावाह लेने वाले प्रोफेसर हैं। उन्होंने अपनी जिम्मेदारी महसूस नहीं की। श्रीमन्, मैं यह साफ कहता हूँ कि आज विश्वविद्यालयों में जो अनुशासनहीनता है उसकी सीधी जिम्मेदारी विश्वविद्यालय के प्राध्यापकों पर है और सरकार की गलत शिक्षा नीति पर है। आजादी के बाद से आज तक सरकार ने शिक्षा नीति पर ध्यान ही नहीं दिया। यही कहा गया कि दोष केवल विद्यार्थियों का है। अब क्या है? 1975 की जुलाई में सारे विश्वविद्यालयों में विद्यार्थियों की ब्लैक लिस्ट बनाई गई जिनका यूनीवर्सिटी में एडमिशन नहीं होना है। ठीक हुआ। मैं इसका समर्थन करता हूँ कि जो विद्यार्थी अशान्ति पैदा करते हैं उनका एडमिशन नहीं होना चाहिए। लेकिन प्रोफेसर नूरुल हसन साहब आपने क्या उन टीचरों की ब्लैक लिस्ट

बनाई जो तनखावाह लेते हैं विश्वविद्यालय में और पढ़ाने कभी नहीं जाते, जो थर्ड डिवीजन पास हैं और जातिवाद के सहारे या किसी की सिफारिश के सहारे यूनीवर्सिटी में प्राध्यापक नियुक्त कर दिए गए हैं, जिनकी कतई कोई क्षमता नहीं है पढ़ाने की? क्या ऐसे लोगों के सामने बैठ कर विद्यार्थी अपना समय खराब करेगा? वह तो अशान्ति पैदा करेगा, स्वभाविक है कि अशान्ति पैदा होगी।

श्रीमन्, मैं इस रिपोर्ट में देख रहा था कि यू० जी० सी० ने कौन से कदम उठाये हैं विद्यार्थियों की अशान्ति दूर करने के लिए, उनकी अनुशासनहीनता दूर करने के लिए, मगर कोई चीज नजर नहीं आई। एक-दो वाक्यों में इसमें से कोट करना चाहूंगा और उसकी ओर मैं अपने शिक्षा मन्त्री जी का ध्यान चाहूंगा। आजकल फैशन हो गया कहने का कि सारे विद्यार्थी गुंडे हैं, गुंडई करते हैं और सारी जिम्मेदारी उन्हीं पर थोप देना कि वही जिम्मेदार हैं। अभिवाक और प्राध्यापक की कोई जिम्मेदारी नहीं है। पेज 4 पर आप देखेंगे कि 1953-54 में प्राध्यापक और विद्यार्थी का रेशो था 1 और 17 का और 72-73 में हो गया 1 और 20। इस तरह से बचाय सुधार होने के हालत और बिगड़ती जा रही है। यू० जी० सी० ने यह बड़ी ईमानदारी से स्वीकार किया है। श्रीमन्, यूनीवर्सिटी और एफिलिएटेड कालेजेज में विद्यार्थियों का रेशो है—यूनीवर्सिटी में 12 परसेंट और एफिलिएटेड कालेजेज में 88 परसेंट, टीचर्स का रेशो है यूनीवर्सिटी में 17 परसेंट और एफिलिएटेड कालेजेज में 83 परसेंट और ग्रांट का रेशो है 50 परसेंट। विद्यार्थी एफिलिएटेड कालेजेज में 88 परसेंट है और ग्रांट मिलती है 50 परसेंट। यूनीवर्सिटी में विद्यार्थी हैं 12 परसेंट और ग्रांट मिलती है 50 परसेंट। यह आपकी व्यवस्था है जिसके अन्दर आप चाहते हैं

[श्री नागेश्वर प्रसाद शाही]

कि एजुकेशन की हालत सुधरे। इसके सम्बन्ध में यू० जी० सी० ने ईमानदारी से एक सेन्टेन्स लिखा है —

"It is also apparent that no real improvement in undergraduate and pre-university education is possible without meeting the developmental needs of the collegiate sector of higher education."

इसको ईमानदारी के साथ उन्होंने स्वीकार किया है।

अब, श्रीमन्, और देखें कि भारत सरकार की ओर से कोई प्रयास नहीं किया गया इस लिये कि पूरे देश के लिये कोई एक शिक्षा नीति प्रदान की जाय। आज इंटीग्रेशन की बात होती है। आफिशियल लैंग्वेज कमेटी बन गयी है, मगर शिक्षा विभाग ने इंटीग्रेशन के लिये कौन सा कार्य किया। दक्षिण में भाषायी बलवे हुए और उनकी सारी जिम्मेदारी शिक्षा विभाग की है। उत्तर भारत के किसी भी राज्य में दक्षिण भारत की कोई भी भाषा नहीं पढ़ाई जाती। क्यों नहीं पढ़ायी जाती? क्या यह शिक्षा विभाग की जिम्मेदारी नहीं थी कि देश की एकता के लिये, देश की इंटीग्रिटी के लिये देश को एकवद्ध रखने के लिये दक्षिण भारत की भाषा को उत्तर भारत में पढ़ाया जाय? इसकी परवाह शिक्षा विभाग ने नहीं की और किया क्या। आज हम आफिशियल लैंग्वेज के लिये कमेटी बनाते हैं, वह संसद् में भी है और तमाम विभागों में भी है लेकिन शिक्षा विभाग का एक जी० ओ० है मिनिस्ट्री आफ एजुकेशन एण्ड सोशल वेल्फेयर का जो आपने 22 अप्रैल को जारी किया है और उसमें आपने राज्यों को हिदायत की है कि अंग्रेजी कंपल्सरीली पढ़ायी जाय। एक तरफ पिछले बीस साल के आंकड़े बताते हैं कि जितने विद्यार्थी फेल हुए हैं उनमें 70 प्रतिशत अंग्रेजी की वजह से फेल हुए हैं। यू० पी० के हाई स्कूल एण्ड

इंटरमीडियेट बोर्ड में 70 फीसदी विद्यार्थी अंग्रेजी में फेल हुए हैं तो आप क्यों इन सबकी जिन्दगी खराब करना चाहते हैं? आप क्यों सब का समय बर्बाद करना चाहते हैं। जो अंग्रेजी पढ़ना चाहते हैं, जो ऐसे विषय लेना चाहते हैं जिनके लिये अंग्रेजी पढ़ना आवश्यक हो उनके लिये आप अंग्रेजी कंपल्सरी कीजिए लेकिन आप सारे देश के लिये अंग्रेजी कंपल्सरी क्यों कर रहे हैं? आप दो मुंह से बोलते हैं। (समय की घंटी) मैं थोड़ा समय और लूंगा।

MR. DEPUTY CHAIRMAN: I am sorry you were not here. The time fixed is 10 minutes for each Member. You have taken more than ten minutes.

श्री नागेश्वर प्रसाद शाही: थोड़ा समय और दे दें, श्रीमन्, मैं बहुत जल्दी खत्म करूंगा।

MR. DEPUTY CHAIRMAN: Everybody feels that he should have more time. There are still about 11 speakers from the Congress Party.

श्री नागेश्वर प्रसाद शाही: मैं ज्यादा समय नहीं लूंगा। एक तरफ आप कहते हैं कि आफिशियल लैंग्वेज के लिये कमेटी बनाइये और दूसरी ओर आप ने आदेश जारी किया है कि अंग्रेजी को कंपल्सरी किया जाय। श्रीमन्, विश्वविद्यालयों की क्या हालत है। यू० जी० सी० की रिपोर्ट में होना चाहिए कि कितना उसके आदेशों का पालन हुआ है। मैं साधिकार कहता हूं कि 25 फीसदी अप्वाइंटमेंट यूनिवर्सिटीज में ऐसे हुए हैं ऐसे लोगों के हुए हैं कि जो अनक्वालिफाइड हैं। यू० जी० सी० ने जो क्वालिफिकेशन अप्वाइंटमेंट के लिये प्रिस्क्राइब की है वह क्वालिफिकेशन उन के पास नहीं है, तब भी वह जातिवाद के आधार पर या किसी अन्य आधार पर अप्वाइंट किये गये हैं। आप इस संबंध में रिपोर्ट क्यों नहीं मंगाते और क्यों नहीं उसे संसद् के सामने पेश करते कि कितने अनक्वालिफाइड आदमी

अप्वाइंट किये गये हैं। आपने प्रिस्क्राइब किया है कि सेंकिड क्लास एम० ए० एण्ड पी० एच० डी० या फर्स्ट क्लास एम० ए० इस क्वालिफिकेशन का वायलेशन हुआ है 30 परसेंट केसेज में। आप रिपोर्ट मंगाइये यूनिवर्सिटीज से। श्रीमन्, विद्यार्थियों को विद्यार्थी बनाने का कोई प्रयास नहीं किया गया। उनके लिये हास्टल्स की व्यवस्था नहीं, स्पोर्ट्स की व्यवस्था नहीं, न उनके स्वास्थ्य के रख रखाव की ही कोई उचित व्यवस्था है, न उनके लिये लाइब्रेरी की व्यवस्था है और न लेबोरेट्री की ही कोई व्यवस्था है।

उसका कोई जिक्र इस रिपोर्ट में नहीं है कि कितनी यूनिवर्सिटीज और कालेजेज में समुचित व्यवस्था लेबोरेट्री की, लाइब्रेरी की, डिस्पेंसरी की और होस्टल्स की है और ये सारी चीजें, जिम्मेदार हैं विद्यार्थियों में अशान्ति पैदा करने के लिये।

(Time bell rings.)

आखिरी बात कहकर खत्म करता हूँ। यू० जी० सी० में आज वाइस चांसलर की जगह खाली है।...

प्रो० एस० नुरुल हसन : जी नहीं, भर गई।

श्री नागेश्वर प्रसाद शाही : काफी दिनों तक खाली रखी गई। भर गई, इसके लिये बहुत बहुत धन्यवाद। लेकिन क्यों खाली रखी गई, इसकी भी जिम्मेदारी आपकी है और इस पर भी बहुत सी बातें कहीं जाती हैं।

आखिरी बात कह कर मैं समाप्त कर दूँ कि यूनिवर्सिटी प्रोफेसर्स में जो मैरिट के लोग हैं उनको रिकानिशन नहीं होती, उनकी मान्यता नहीं होती और ऐसे लोगों की मान्यता और रिकानिशन होती है जो चापलूसी करते हैं, स्कालर नहीं हैं, मगर दिखावे में ऐसा लगता है। इसकी जांच के लिये कृपया शिक्षा मंत्री जी एक कमेटी बिठायें कि जिन लोगों के डिस्पोजल पर ह्यूज फंड्स रखे गये हैं और जिन्हें रिसर्च का काम सौंपा गया है, उनकी क्या मैरिट है

और जिन्हें पूछा नहीं जा रहा है उनकी क्या मैरिट है। दिल्ली में ऐसे काफी लोग हैं जो दिल्ली में रहने का नाजायज फायदा उठाये हैं और देश में जो लोग बिखरे हुए हैं, स्कालर हैं और रियल मैरिट के लोग हैं उनकी पूछताछ नहीं है। आप कृपया अपनी नीति को इस माने में बदलें ताकि घोर असन्तोष समाप्त हो। धन्यवाद।

SHRIMATI MARGARET ALVA (Karnataka) : Mr. Deputy Chairman, Sir, by the setting up of the University Grants Commission, by the UGC Act of 1956, a new direction, it was hoped, would be given to the development of higher education in this country. It was also hoped that this august body would give a dynamic direction to the development of our institutions and our policy itself on education. In spite of many handicaps that UGC has had to face, I must congratulate it on many jobs that it has undertaken and for this Report—though it is two years behind time. I hope at least in future we will have an opportunity of discussing a Report which is more current and more up-to-date.

[THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) in the Chair]

The UGC has had to do its work in spite of many problems that it has had to face beyond its control. I am speaking here, for instance, of the contradictions which exist today. We have, on the one hand, a growing pressure for admissions into institutions of higher learning. On the other, we have the scarcity of funds. And with these two factors, we have also to admit that we have an economic growth rate which does not absorb completely our graduates who come out of the universities, with the result that UGC sometimes finds that most of its plans have to undergo major changes. In the light of this, I do welcome the steps taken by UGC to stem the tide of increasing admissions into institutions of higher learning. The figures for the period 1971-74 show clearly that the brake has already been applied and that some sort of slowing down of admissions into these institutions of higher learning is taking place. But I do not think that this by itself would solve the problem.

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What is going to happen to those whom we keep out of the universities? What are the alternatives that we are offering them? Is it technical education? Is it an apprenticeship scheme? What alternatives have we got for them? The Report is silent on this question. Therefore, I do feel that some definite planning for this has to be done, and I hope that this will form part of the Report of the UGC in future. But what I want to point out is that this way of keeping students out of the universities could also operate against the weaker sections who already have not many opportunities in different fields open to them, and unless special care is taken to see that proper representation is given to our economically backward sections and to other sections of our society which have been neglected in the past, this is going to operate to their great disadvantage. Then, I would also like to speak on the question of paying donation for admission into the professional colleges. I know that in many colleges in the south, especially the medical colleges, huge donations have to be paid in order to get admission. I think this system—they call it development fund or whatever it is—prevailing in the private colleges has got to be stopped. This system benefits only those sections of people who have the money to pay but who most often do not have the brain to study.

PROF. S. NURUL HASAN : You mean university colleges?

SHRIMATI MARGARET ALVA : No, medical colleges. There are such medical colleges, I do not want to name them. They are affiliated. In a country of such a size, a common pattern of education is difficult to evolve. But I think a beginning has got to be made in some way. The National Integration Committee in 1961 had pointed out I quote :—

“We consider that in the overall interests of our student population there should be a common pattern of education in the country which will minimise confusion and co-ordinate and maintain standards.”

We have got to think in terms of bringing about some kind of uniformity—perhaps this is not the right word to use in the

academic parlance but some sort of a common pattern of education in the country has to be evolved so that young people begin to think together and are educated along common lines. It is in this light that I welcome the 10+2+3 pattern if it is introduced in all parts of the country. I must say that if there is the infrastructure created to carry out the new scheme, it could answer this need. As the parents, the students and the teachers say, today the 10+2+3 pattern only seems to add up to confusion because none knows what they are heading for. I think that in many institutions the proper infrastructure is not yet there to implement this scheme, with the result that there is a certain amount of confusion and fear as to what it really is going to mean.

While speaking about a common pattern of education—this point has already been raised before—I do not see why more and more text-books cannot be printed on a national scale. Why cannot we have a common text-book in humanities covering all universities? Why cannot we have common science text-books? After all, science is a subject which has got to be taught in the same manner everywhere. I would also like to say that more and more emphasis should be laid on our own Indian literature, on the writings of our own national leaders—it is much more important—rather than on writers of the West and on writers of a different age altogether.

My next suggestion also could be tried for creating unity among the younger generation. A certain percentage of seats in the colleges in every State should be reserved for students coming from other States so that there is more mixing-up of students coming from the different States, and there would be a certain exchange of cultural and other ideas among the students living in the different parts of the country, who otherwise do not have any opportunity for this. If there is a national cultural festival or a festival of university students, perhaps for two weeks in a year they could live together and have opportunities for real emotional and cultural integration.

There has been a definite move to provide more and more facilities for higher education through correspondence courses and other such facilities, and I welcome

them. In a country of such a size where funds always present a problem. I think it is good that we are thinking in terms of giving these facilities to those who would like to carry on their education, while still engaged in their jobs. I am proud to say that the Mysore University of my State is the first university in this country to introduce a scheme by which anyone above the age of 35 can appear for the M.A. examination irrespective of whether they have any Intermediate or B.A. degree. If you can do that subject and you can pass the examination, there is no impediment to your appearing for the M.A. examination and getting the M.A. degree. This has been accepted by the people with enthusiasm, especially by the women in our State. More and more of them are writing for the syllabus and are wanting to do it. Many of them perhaps had got married early and had had no opportunity to do this course. And today when their children are settling down, they want to do it from their homes through the correspondence system. I think more emphasis should be laid on such facilities. (*Inter-ruption*). The age prescribed is 25 for B.A. and 35 for M.A. If you are above this age, you can do it.

Speaking about the direction which we have to give to our educational system itself, I feel that we have not given enough thought to giving proper direction to our university courses in the sense that I think there is not enough stress on the building of a spirit of nationalism among our young people. There is not even, I think, a chapter on the history of our freedom movement in many of our social science books. I do believe that at all levels a subject like social education—we have a subject called social studies but it is something else—which speaks about our national policies, which speaks about the different problems which our country faces and the solutions which have got to be found, giving a background and a national picture to our students, should be introduced if we want to give them a sense of involvement and a sense of dedication.

It is true that our educational foundations were laid by the British, but it is strange that we have not really taken positive or concrete steps to change it in a big

way. After all, the British pattern of education was meant for a particular age with the aim of training a section of our people to serve as, I would say, tools of the British to carry on the administration in this country. And we still have today, I feel, in a way a class system among our educational institutions. You have the so-called prestigious colleges, you have the private colleges, you have the most prestigious Central universities and so on, with the result that even when we are educating, we have got a class system, a sort of categorisation, which does not help to make our educational pattern uniform or truly socialist in its approach. And I do not see why this should exist almost 30 years after freedom.

I speak here on the Central universities. It is a good idea perhaps, yes. But I have never understood why we have got to think, for instance, in terms of universities being named on communal basis. After all in a country that speaks of secularism, let our Central universities be universities of learning. I would say that selection to the Central universities should be through a competitive examination, getting the best selected through competitive examinations. Let them come to the Central universities. Make them residential universities, if you want, so that even the ones who cannot afford it can come there on scholarships. But let the best students be chosen so that they can really be trained to give their best to the country and to its future.

Then I see from the Report that the amount spent on engineering and technology courses has fallen between 1970 and 1974. In 1969-70 we spent Rs. 268.14 lakhs on these subjects and yet in 1973-74 we have spent only Rs. 194.98 lakhs, a drop of almost Rs. 100 lakhs. I do not see how in a country which is speaking about industrialisation, about technological advance and about an economic base which is industrially strong, you can have a situation in which your expenditure on these vital subjects is decreasing as our industrialisation is progressing. What is wrong? I do not say it is only a question of cutting down funds because on humanities during the same period, we have increased our expenditure from Rs. 171.74 lakhs to Rs. 293.75 lakhs. We have taken money from that side and put it on the humanities side. How

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can this solve our need for trained personnel in this fast industrialising society?

I feel I should make another suggestion. In a country like India where agriculture is really the base and backbone of our economy, there should be special categorisation of funds for agricultural universities and these should be shown in the UGC reports. As it is, we do not have any idea as to how much really has been spent on agricultural colleges. I would in this connection quote here from the Kothari Commission's report of 1964-66 :

There is no sadder comment on the complete divorce of the present education system from national life than its neglect of agriculture which provides a living to 3 out of 4 persons, its indifference to values essential for an egalitarian society and the lack of any commitment of students or teachers to the national effort to build a better future.

I think more emphasis has to be laid on agricultural education if you want to make education part and parcel of the development processes in this country.

The question of research has also been spoken about both yesterday and today. I feel the time has come for us to move our research scholars out of their laboratories and concrete buildings. This country needs answers to our social problems and problems in the field of agriculture and problems faced by our people in the country side regarding housing, water and hygiene. Yet, we keep our scientific research scholars in big concrete buildings.

They do not know what is happening in the country side. How can they find answers or solutions to the Indian problems? They must do their research in the fields and the research subjects should be such as are connected with our problems. The subjects should have something to do with the needs of our people particularly on the rural side.

I have a suggestion on the question of scholarship. I understand that in most cases the scholarship money is given to the students at the end of the year. I may be mistaken. I gathered the information from the students. If it is true, the students are

not able to benefit from these scholarships because the whole year is over before they get the money. If you reimburse at the end of the year, it makes no sense. The procedure should be such that the scholarships, whenever they are given, should be given at the beginning of the year so that lot of economic distress can be avoided.

Secondly, these scholarships should be given to those who deserve help. I also feel that if the full scholarship is given in the form of cash, then some students may misuse it and instead of buying books, they may spend it on something else. Therefore, a part of the scholarship may be given to the students in the form of books and other requirements.

The NSS scheme has been introduced in many universities. I think it is being considered as some sort of recreation or pastime. Funds are being spent on this scheme. I feel it should be made compulsory and part and parcel of the college curriculum. Each and every student should take part in it and then only they should be allowed to take their examinations and degrees. I have been one of those who has been demanding compulsory rural service. One year of rural service should be made part and parcel of the curriculum for every professional and university course and no student should be awarded the final degree unless one year of rural service is put in by him or her in order to develop our country side.

Today, the question of sports is haunting all of us. We are a nation with six hundred million people and we have come back from the Olympics without even a bronze medal. What is wrong with us? UGC has allotted in 1973-74 a sum of Rs. 4½ lakhs for development of sports for a country like India. I do not blame them. But more emphasis has to be laid on development of sports in this country. Degrees and percentage of passes in the universities have unfortunately become the yardstick for judging universities and colleges. I think more and more emphasis has to be laid on physical fitness. As the Prime Minister recently pointed out, health and physical fitness of the nation, particularly, students have never been sufficiently emphasized in our schemes. Then, I come to the question of hostels. Eighty

per cent of our population lives in the rural areas and our statistics show that there is provision only for 4 P.M. ten per cent of the students in this country in the hostels. What is going to happen to the majority of the rural students who have got to come to these educational centres for their education if there are not enough hostels for their accommodation? Here, I may say just a word about our women or girl students and the grant to be given for the construction of women's hostels. During 1973-74, a sum of Rs. 59,72,500 was spent on hostels and I would be grateful if we could know how much of this has been spent on hostels for women and what percentage of the total grant has been spent for the construction of women's hostels. I say this because this is a great need of the girls who come from the rural areas and who need proper accommodation and I would like to know what has been done in this connection.

We have got a whole chapter in the Report on cultural exchange programmes and the programmes for the exchange of students with various countries. This is an important matter. But, at the same time, I would like to know what we are going to do to make the foreign students studying here more comfortable and more at home and I would also like to know what you are doing to see how they spend their holidays and what facilities we are offering to them to see this country and also to leave this country as friends of this country and not as those who were rejected or who were neglected. Particularly I am speaking particularly about the students from Africa and Asia because we still have a certain amount of reservation about them—at least amongst the students, and I think every effort has to be made institutionally to make these students feel more at home and more wanted in this country.

Madam Vice-Chairman, one point I would like to make finally and it is about the UGC scales. It is a very controversial subject which has been discussed in different forums. But I feel that it is absolutely necessary that these scales should be accepted by all the States in the country and these scales must be implemented. There is the question of the Ph.D. degree which has been made a pre-condition for

them to get these scales and I do not think that it is quite a fair proposition. After all, when we allow revision of pay scales in the case of the Government servants and others, we do not say that they should pass a particular examination or do something else to get the revised pay scales. So, this should not be there in the case of the teachers of the colleges and the universities because they have to have a certain status in society if they are to play their very big role as moulders of our young minds and as those who are to take our young ones along the right lines. Therefore, I think these scales should be implemented and this should be done quickly.

We are glad that Education is now going to be a Concurrent Subject and when this is done, I think the UGC will have a bigger role to play. But I do hope that it will begin to play a more positive role in our educational system and it will not remain just as an agency for distributing funds or as some sort of a social security agency in our educational system. This Report, as has been mentioned by others also, is two years old and many of the things that we are saying now are already outdated. But I do hope that in future a subject like Education is given more importance and that we would be able to study an up-to-date report.

Madam, I would like to conclude by saying that what we need in this country a generation of young people who are physically fit, mentally alert and spiritually alive and it is the University Grants Commission that must help in every way in making this possible. Thank you.

DR. Z. A. AHMAD (Uttar Pradesh) : Madam Vice-Chairman, I normally read the UGC Reports very carefully. Last year, I spoke on it and this year also I propose to make certain observations although, as has been said by many of the speakers here, the Report presented now is for the year 1973-74 and it is not the latest. I do not understand why the later reports were not submitted. Perhaps they were not ready. I do not really understand why the Report for the year 1975-76 could not be ready.

PROF. S. NURUL HASAN : It is in the press.

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DR. Z. A. AHMAD : In that case, we could have waited for some more time. We could have waited for those Reports and we could discuss these Reports after they come out of the press and that would have been a livelier discussion. Now, it is true that outdated reports, generally speaking, should not be placed before the House. This criticism is valid. I think the hon. Minister should accept this criticism. Either you get the Report or you wait till the Report comes. Now, there is not much time at my disposal. I do not propose to make a lengthy speech, but I will make certain points. Obviously, I cannot go into all the details about financial allocations made by the U.G.C. The U.G.C. as such is doing good work. I think there are no two opinions on that. The U.G.C. Chairman, Mr. Satish Chandra, is a very competent, capable man, with a very good understanding of the educational system. He is a forward-looking and a progressive man, who did his job very well as Vice-Chairman and who is doing his job equally well, and even better, as Chairman of the Commission. Similarly, I have no adverse remarks to make about the other officials. But Mr. Satish Chandra is undoubtedly a very competent person who, I am sure, is discharging his responsibilities very efficiently.

But, then, there are limitations under which the U.G.C. is functioning. And those limitations relate to the entire structure of the educational system and in regard to the educational policy that has developed during the last 27 or 28 years of freedom. It is under those limitations of that structure, that policy, the U.G.C. is functioning. Normally, one would say : He who pays the piper calls a tune. The U.G.C. pays the piper and calls the tune and it can bring about certain changes—of course, with certain limitations, a little emphasis here and there, a little more money there. But, nonetheless, there is the whole educational system, the whole set-up. States are there. State Governments are there. It is a State subject so far. And you cannot bypass all and bring about these changes.

Here, some criticism has been made that the U.G.C. Report has no sense of direc-

tion, no philosophy, no outlook, no perspective. Well, it is true that if we read the Report as such, the Report has no direction, no background, no philosophy, no perspective. But the whole educational system has been drifting for 27 years or 28 years after freedom, with all the heritage of the British rule which could not be done away with. Therefore, to criticise the present Ministry or to criticise the U.G.C. on the ground that it has not enunciated a philosophy of education or a big perspective, I think, is not reasonable and justified. The entire educational policy should be reviewed and it should be re-cast in the light of our new priorities, in the light of our social, economic and political objectives, in the light of the exigencies of our development, of our cultural and social advance. In the light of that, the entire educational system has to be reviewed. I am glad that now Education is going to be included in the Concurrent List. I think this step must have been taken much earlier. After all, Education is handed over to all sorts of people—communal minded people, reactionary people, rotten people, money-making people, and all sorts of people and colleges only for making money. People in authority are there only for making money or for propagating wrong ideologies. If education, the most vital subject of our national life, which is the basis of our future manhood or womanhood in India, is handed over to such people, I do not know what will happen to education. This reform should have been brought about much earlier. Now, even though it may be on the Concurrent List, I think there should be more element of centralisation in the functioning of the education system and in the formulation of policies. A greater dose of centralisation should be there. In the name of Concurrent List, you must not just nibble about here and there and pass a little amending Bill or lay down a guideline. There should be more of centralisation and a proper authority should be set up to intervene effectively and to curb the wrong tendencies, anti-national tendencies and the reactionary tendencies which have developed in the educational set up at the lower levels. This is a very important thing. Many friends here have said that it is a lop-sided development. The rate of

growth at the lower level is lower. The rate of expansion at the lower level is lower than at the Higher Secondary level or under-graduate or post-graduate levels. As our lady Member said, more allocation are made for Humanities and Arts than for Science and Technology. Well, all this criticism is correct. In a country like India, the pace of growth should be greater at the lower level rather than at the higher level.

Then there is the question of wastage. Obviously a boy goes up to a certain stage and then he disappears from the scene. All that money is wasted. The boy has to be looked after from stage to stage. His personality has to be developed. I recognise that it is a difficult problem in a country like India which has an uncontrolled system. Social objectives cannot be implemented because of the huge bureaucracy, looseness of social system, lack of authority and lack of political will. All these things are there. Nonetheless, efforts can be made to co-ordinate the educational system from down upwards and to see that wastage does not take place and the expenditure incurred and the labour spent on education is not wasted.

Now, it has also been said that as an instrument of social change, our education system is very weak. I want to underline that point. Under the Twenty-Point Programme, we are going to villages, distributing land, increasing wages and all that. But if our education goes on on the same rails, what will happen to our country? As I said earlier, in our educational set up, there are people who are fundamentally opposed to the basic objectives of the national life that we want to build up. In the Preamble of our Constitution, we say that we want to have a democratic society and a secular society. There are so many non-secular people and they are doing their mischief. Mr. Nurul Hasan cannot get rid of them. All sorts of people are there. We have to get rid of them.

I welcome that we are including in our Preamble to our Constitution that we will try to build a socialist society. Shamefacedly and blatantly anti-social people are occupying key positions in the universities. They are playing their game. You have to get hold of them. You cannot do it under the

conditions that exist today. If this emergency has to have any meaning and, apart from emergency, if a new disciplined life has to be created with some meaning, then you will have to find ways and means of getting rid of these anti-national and anti-social elements and removing them from the educational system. Who are responsible for this type of textbooks? You know what the textbooks are in the States. Who are responsible for the lectures they give in the classes, the twist they give? The way they mould the minds of our young students, you have got to get rid of them. Even if you have to use a certain amount of coercion, you have to get rid of them otherwise, every aspect of your national life will get vitiated. A new, organised, socialist society in India will not be developed on this line. You may take many steps at the administrative level. You may set many people behind the bars. That does not solve the problem unless you change the minds of the human beings. And that can be done only by a healthy, powerful, forward-looking, democratic and progressive educational system. That system has to be set up. I would urge upon Mr. Nurul Hasan and Mr. Yadav and all the authorities and the Government and the Prime Minister to pay their special attention to this problem because, Sir, you cannot escape any longer, you cannot close your eyes any longer.

Now, I have a word about the level of our educational teaching. I think the level of teaching in our country is not satisfactory. I would not say that it is low. But it is not satisfactory. It has to be raised. And my previous speakers have said about these Ph.D.s, that the lava of Ph.D.s, a cream of Ph.D.s is flowing into the educational system. I am a Ph.D. What difference has it made to me? Nothing. I was a second class M. Sc. I think I would have been a better teacher if I were a first class M.Sc. rather than a Ph.D., because, knowledge of a subject comes from a good degree, a Master's degree or a Bachelor's degree. With Ph.D., you have specialised a little point. I did research on our foreign trade during the East India Company, the trade between India and other countries. That is a useful thing. But that does not make me more capable of giving education in economics

[Dr. Z. A Ahmad]

or in politics. I would have been more qualified to be a lecturer if I had a first class M.Sc. degree rather than Ph.D. Therefore, this craze about Ph.D. is nonsensical. I think this should go. This should be reversed. This whole decision should be reversed. Why Ph.D. ? We have to see what class they have obtained in their Bachelor's and Master's degree. Let that be the basis and not this Ph.D. A second class professor like me can get his Ph.D. He can become a Doctor of Philosophy. No, that should not be. Select a man with a first class M.Sc. or M.A., rather than a Ph.D.

Secondly, Sir, the question of research. The research is not at all satisfactory. So many teachers here do not know many things. Now you have high scales of pay. Excuse me, I want them to be well paid. I do not want them to be under-paid. I know boys and girls who know nothing and getting Rs. 1300 or Rs. 1400. What do you teach ? You cannot carry on intelligent conversation. What do you teach to a student ? What general knowledge have you got ? And they will be getting Rs. 1300 or Rs. 1400. They say, "We are lecturers, we are senior lecturers, we are readers, we are Ph.D.s." The final answer will be : "I am a Ph.D. Do not question my ability and my knowledge and my competence." That is the attitude.

Therefore, I would insist that new norms, standards should be laid down and strictly enforced. Unless these are enforced strictly, things will not improve. We know all sorts of recommendations are made. We know how people are appointed to the posts in these colleges. We are the people who also recommend and we recommend anybody who comes to our house and says please write. All of you are doing this. They come with downcast faces and say 'please recommend' and I write to Prof. Nurul Hasan or Mr. Yadav. But that is another aspect of political life and administration. But you, from your side, should be very strict and see that only good and competent people are only taken.

THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) : Then, don't recommend.

DR. Z. A. AHMAD : I am only saying that I am sending it. God alone or Almighty alone will know whether you will get it or not. Madam, we are like, or what used to be, old *fakirs*, *peers* or *sadhus*. People used to go to them with requests for a child or for a job or for something else and they used to pray for them. The chances used to be fifty-fifty. Either they got what they wanted or they did not get it. Either the prayer was accepted or it was not accepted. If the prayer was accepted that man used to go about saying that such and such a *peer*, *fakir* or *sadhu* was a good man and his prayer was the most effective. If his prayer was not accepted, then he would say that he did his best but it was not his destiny and that is why he could not get it. We do the same thing. We all go on recommending. That is perhaps the compunction under which we have to function. But from your side you have to see to it that good people are appointed, that in the selection committees competent people are there and that selection committees are not subject to pressures from outside or external pressures.

SHRI BRAHMANANDA PANDA (Orissa) : While recommending let us do one thing. When you recommend a case to Prof. Nurul Hasan if he has to take it up seriously, then underline it with a red pencil.

DR. Z. A. AHMAD : That will be a trick. Then you will underline many letters which do not deserve to be underlined. In any case, that is by the way.

Now, this 10+2+3. I do not understand. Since I passed my matriculation this has been going on. First of all, tenth class examination, then two years intermediate and then three years. I do not understand it. If you have not evolved a proper system for this distribution of years and build a proper infrastructure and given this distribution of years a proper meaning and content, it would be just jugglery ten plus two plus three, ten plus three plus two, ten plus three plus one or ten plus four plus one. All these things I do not understand. That hon. lady Member has gone who made a very good speech. She said, well one does not know what will happen to plus two. I do not know what will

happen to plus two—vocationalisation. Have you got the infrastructure? Have you got the set-up for vocationalisation? You do not have. Have you?

PROF. S. NURUL HASAN : Yes.

DR. Z. A. AHMAD : I bless you, Sir, if you say you have. You are very optimistic, to say the least.

Then, if you have plus two, you will also have plus three. If you have plus two and then don't have plus three, plus two will be a wastage. Then if you do not have enough for plus two and then have plus three then again wastage will take place somewhere. Therefore, I would like to be enlightened on that subject and I would like my hon. Ministers to enlighten us and educate us because we are very much interested in the scheme of things. For me it affects not my children but my grand-children; for you it might affect your children, future generation. That is all I should say.

I think on the whole the U.G.C. is doing good work but it has its own limitations. Those limitations are the limitations of the present educational set up and the present educational policy which requires to be modified, amended, changed, in fact, revolutionised during the coming few years by concerted attempt an drive from the top.

Thank you very much.

DR. RAJAT KUMAR CHAKRABARTI (West Bengal) : Madam Vice-Chairman, many of the previous speakers have already mentioned that the report for the year 1973-74 should not come at the end of 1976. It is very difficult to discuss some of the items given therein. For example, I find amongst the names of the UGC members—if it is an upto-date list, I do not know—that apart from official members, that is, from the Government side, some are chosen from the South, one or two from the West and some from other areas. I do not like to sound parochial but it may show a certain reflection on the whole people of the Eastern region because I do not find a single name from the Eastern region. But this list may not be upto-date because as I told you at the very beginning, it is a list of 1973-74 and I do not know whether there have been any changes afterwards.

Madam, if we come to the students enrolment, as some hon. Member has already pointed out, if we look into Appendix VII at page 67, we find that roughly increase in enrolment has taken place in the Arts Faculty by more than two lakhs whereas it has gone down in Science, Engineering and Technology and in other Faculties. This aspect should be looked into properly.

Madam Vice-Chairman, another point that has also been rightly mentioned is about the staff-students ratio. The ideal ratio should be 1 : 10 but, may be, our country cannot afford to have a ratio of 1 : 10 at the present moment. At least we should try to keep it within 1 : 15. But we find that it went up to 1 : 20.7 in 1973-74. I do not know what is the position in 1975-76. I feel that as these reports are not too big, I if the people in the Commission do their home work throughout the year and collect the data, then just at the end of the year, it should not take more than five to six months for them to compile the data, process it and prepare such a short report like this and present it in the winter session of the same year, that is, in November-December of that year. Why should there be so much—or rather inordinate—delay in placing the report before the House?

Madam Vice-Chairman, without showing any disrespect to the previous Education Ministers, I congratulate Prof. S. Nurul Hasan for this gracious stand which he has taken in order to give a decent salary to the university and college teachers, which is comparable to the salaries in other fields. May I mention that many members said something about the Ph.D. and other things? I think it is a misconception. This certainly has been introduced not for those people who are already working in the educational institutions. It is meant for our future generation. We would like to attract better calibre of students and better type of teachers in the universities and colleges. But how do you expect to draw a Ph.D. and better calibre persons and even first-class M.As. as Dr. Ahmad pointed out? How can you draw him at a salary of Rs. 400 when even a Bank clerk gets a total salary of Rs. 700. Regarding the mention about Ph.D. degree, this again is a misconception because if we look into the figures here, we find that in the universities in

[Dr. Rajat Kumar Chakrabarti]

1973, it is mentioned, that the total number of lecturers is roughly about 17,600 and odd. Now what, are we proposing to do? We are now proposing to recruit lecturer of a university having a minimum qualification of Ph.D.

DR. Z. A. AHMAD : Why? What is sacrosanct about it?

DR. RAJAT KUMAR CHAKRABARTI : If we look at Appendix VI, we find that the number of students who are working for such degrees is 14,342. Assuming that it takes three-four years to get a doctorate degree, we will have a turnover of 14,000 students every three-four years. In a period of 10 years, there will be 20,000 or 30,000 Ph.D.s available in the country. But I do not understand why this question of mass production of Ph.D.s should come in. As has been shown, our requirement is only about 17,000. It will increase to a maximum of 20,000. Every three years, more than 14,000 Ph.D.s are turned out. Within a period of six or nine years, the figure would go up to about 42,000. Where will they go? As a matter of fact, the talents of the brightest of our boys who are doing Ph.D.s in this country are not being utilised by our country. Their talents are being utilised elsewhere, abroad. As Dr. Ahmad probably knows, most of the persons holding doctorates migrate to other countries like the United States, Canada, the United Kingdom or West Germany. They are not taken in our country. This is also due to the low salaries.

I also differ in regard to the master's degree and the doctorate. Master's degree is essentially a basic qualification before a person attains doctorate. While doing his doctorate, he does not lose his knowledge which he has acquired through his master's degree. On the other hand, he accumulates his knowledge.

SHRI B. N. BANERJEE : The point that is being made is, you cannot say that only the Ph.D.s should be allowed to be the teachers in the universities or colleges. There may be many persons who are M.As or holding other university degrees who may be as good. I can tell you that before 1932 and 1936, when I was in the college,

we were getting possibly the largest number of professors who were having first class master's degrees. We did not have a single Ph.D. teacher in our college.

DR. RAJAT KUMAR CHAKRABARTI : Probably, when Shri Banerjee got his degree, there were not many Ph.Ds. available and there were not many opportunities available to them. For example, we did not have a single Ph.D. in engineering, or rather a few Ph.Ds. in engineering in the year 1953. But we have quite a good number now, in the year 1976. This is a question of time. We have to move with the times.

As I was pointing out, our Education Minister has very kindly done so much for the teachers of the universities. I understand this will become a concurrent subject. Therefore, I would also request the hon. Minister to look into the fate of the non-teaching staff of these universities. As has been mentioned in the report, the non-teaching staff of the central universities are getting the benefits of the Third Pay Commission's recommendations. But the non-teaching staff of other universities in the States, who are also partners in the universities and colleges in the States, are in a pitiable condition. For example, the non-teaching staff working in the Calcutta University or in the Burdwan University or in the Jadavpur University are not treated on the same footing as those who are working in the Viswa Bharati University. The standard of living or the cost of living is practically the same for all. Why should one section of persons suffer while the other section of persons working in the central universities gets the benefits, when the work is similar in nature? This point should be looked into. Along with this, another point is that the fate of our primary, secondary and higher secondary teachers should be looked into because they are also in a pitiable condition. Their condition should also be looked into and the hon. Minister should do something when the subject becomes concurrent. If the funds are available, their lot should be improved and restrictions should be imposed in regard to the educational qualifications for becoming a primary, secondary or higher secondary teacher. This should be done in the same manner as it has been done

in regard to the university or college teachers.

There is another point which I would like to mention. We heard so much about the international exchange of teachers. Now, we have international exchange of teachers. But what about national exchange of teachers. How many teachers from one university go to work in another university within the country itself, on a one year leave and so on? How many teachers from the IITs have gone to work in other universities? Why has this system not been introduced in this country? Why facilities have not been given to the teachers of one university in the country to go and work in other universities within the same country? This should be looked into and something should be done regarding this. In this connection, I would also like to point out that there is no mobility of our teaching community. It is very difficult in our pyramid structure of our system to ensure promotions for our better and brighter boys. This is one of the main reasons why many of our bright boys migrate to other countries. For example, in an institution, if there are five lecturers who are equally qualified and equally brilliant and if there are only two posts of readers, what will happen? Two of them will get the chance and other three will rot in the same university. They cannot escape from that place. For example, if they have put in about 10 years of service and if they go to some other university in the country, they will not get the benefits of gratuity and provident fund which has been accumulated in the previous university. Therefore, there must be certain amount of mobility so that if a person finds out that there is no opportunity in that particular university or college where he is working, at least if he has the capability, he can move out to some other institution and at the same time getting the gratuity and provident fund benefits. After all, when a person has spent half of his life in one university, when he goes to some other university, he cannot afford to lose all the benefits accrued to him in the previous university. Therefore, this aspect should be looked into.

There is one last point which I would like to mention. This has also been men-

tioned by one of the previous speakers. This is about the Professor of Eminence. I do not like the stamp 'Professor of Eminence'. As has been mentioned already, he can be designated as a senior professor or a separate grade can be given to him. There should be some guidelines given to the universities because different universities are following different principles. In some universities, the Syndicate sends the names and in some other universities, the Vice-Chancellors send the names directly.

I would also suggest that the UGC should not be merely a fund-raising institution. It should have also some checking devices. Now, the UGC has a team. Before giving the funds or sanctioning certain projects, the team visits those places and makes some recommendations. On the basis of the recommendations, grants are given. But after the grants are given, there is no check. There is no way to check whether the schemes are being implemented properly. I would like to suggest that there should be four permanent standing committees and there should be one standing committee for each region. The tenure of these standing committees for three years. After three years, the members of the standing committees should be changed. Their duty should be to visit each and every university within that period of three years and find out whether the money given by the UGC has been properly utilised or not. They should thoroughly and deeply go into the matter and not simply and superficially look into it to find out how many papers have been presented and how many Ph.Ds. are there and so on. They should get in touch with the students, with the teaching community and with the other staff. They should also visit the laboratories and see the reports and so on. They should then submit confidential reports to the UGC for future guidance.

श्री जगदीश जोशी (मध्य प्रदेश) :
उपसभाध्यक्षा जी, उच्च शिक्षा अनुदान
आयोग की जो रिपोर्ट है उसको मैंने देखा
और उस रिपोर्ट के साथ साथ जो भारत
सरकार के शिक्षा विभाग की टीम है वह
भी देखी। दोनों के बीच काफी बड़ा विरो-
धाभास नज़र आता है। मैं उसी से शुरु

[श्री जगदीश जोशी]

करना चाहता था कि आखिर उच्च शिक्षा अनुदान आयोग केन्द्रीय सरकार की एक संस्था है, जिस संस्था ने भारत सरकार की शिक्षा नीति को भली प्रकार लागू करने और उच्च शिक्षा को गतिशील बनाने के लिये नियुक्त किया है। उनके कार्यकारियों ने सरकार की स्थापित नीतियों को कहां तक बरता है, यह देखने लायक विषय है। एक वाक्य है जो केन्द्रीय सरकार के शिक्षा मंत्रालय की 1975-76 की रिपोर्ट के 19वें पैराग्राफ में दिया है :

"Fifth Plan proposal of universities and colleges have also taken into account the need for special facilities to be provided for backward areas and special efforts are being made towards removal of regional imbalance."

यह शिक्षा विभाग की नीति ही भर नहीं है, भारत सरकार की नीति है और आज की वह नीति नहीं है, काफी पुरानी नीति है। मैं माननीय शिक्षा मंत्री जी से निवेदन करूंगा कि एक बार वे यू० जी० सी० के अध्यक्ष महोदय ने जो रिपोर्ट पेश की है और जो हिसाब-किताब के आंकड़े दिए हैं, जिसके जंगल में मैं नहीं जाना चाहूंगा, उनमें देखें कि पिछड़े इलाकों को उन्होंने क्या दिया है और विकसित इलाकों को उन्होंने क्या दिया है ?

उससे मेरा कोई विवाद नहीं है, लेकिन मैं कहना यह चाहता हूं कि उच्च शिक्षा को विकसित हिस्सों में थोड़े से अभिजात्य वर्ग में सीमित करने से 60-70 करोड़ लोगों के देश को सुसंस्कृत बना नहीं सकेंगे। स्थिति क्या है ? आयोग के अधिकारियों की काफी प्रशंसा की गई है। मैं उसका मुक्त भोगी हूं। मैं एक उदाहरण आपको बता दू। कुछ वर्ष पहले एक जंगली पिछड़े इलाके में वहां के लोग कानून का कालेज खोलना चाहते थे। मेरी आयोग के एक अधिकारी से बातचीत हुई। अब वे काफी वरिष्ठ अधिकारी हों, कह नहीं सकता। उन्होंने कहा देहात में ला

कालेज, आप क्या तमाशा कर रहे हैं। मैंने कहा देहातवालों को कानून की जरूरत नहीं है तो शहर वालों को क्यों जरूरत पड़ेगी, शहरवालों को कानून जानने के सौ जरिये हैं, कानून जानने की जरूरत वहां है, जहां कानून का दुरुपयोग करके सामान्य जनता का शोषण हो रहा है। पता नहीं बात उनकी समझ में आई या नहीं, लेकिन वाद में किसी तरह से मंजूरी मिल गई। बात यह है कि आयोग अपने दिमाग के दरवाजे को बन्द करके सारी बातों को सोचा करता है। यही कारण है कि दिल्ली, बनारस, कलकत्ता, मद्रास, बम्बई, हैदराबाद, बंगलौर आदि में ही विकास हो रहा है। वहां विकास हो, मैं उसका विरोधी नहीं हूं। ये बड़े शहर हैं, संस्कृति के केन्द्र रहे हैं, ज्ञान के केन्द्र रहे हैं, उनको विकसित करिये, लेकिन उन अंधेरी गलियों को मत भूल जाइए जिनसे नया हिन्दुस्तान उभरने वाला है और उभर रहा है, जहां आपको सही मायने में ज्ञान की रोशनी देनी पड़ेगी। मैं समझता हूं कि हमारे आज के शिक्षा शास्त्रियों को हमारे देश की जनता से भी कुछ सीखना चाहिए। दत्तात्रेय के लाखों-करोड़ों गुरु थे, जो भी मिलता था उससे वे सीखते थे। संस्कृत में एक श्लोक है कि अपने को अजर और अमर मान कर विद्या और अर्थ की चिन्तना करनी चाहिए। यह मूल वाक्य है। तो मैं कह रहा हूं कि हम लोगों को देश की जनता से भी सीखना पड़ेगा। बहुत सा ऐसा ज्ञान है जो बिखरा हुआ है, जो अलिखित है, जो देश की अपनी थाती है लेकिन हम इतना अधिक पराभूत हो गए हैं केवल सतही ज्ञान से समझने लगे हैं कि अगर उसको हम अपना लेंगे तो हम असमर्थ दुनिया के हिस्से बन जायेंगे। मैं समझता हूं कि हमें एक सामंजस्य विकसित दुनिया और अविकसित दुनिया के बीच में स्थापित करना पड़ेगा और शिक्षा का माध्यम एक नया समन्वय बनाना पड़ेगा जो विकासशील दुनिया का प्रभावी स्वर बन सकगा।

मैंने सुना कि अफ्रीका की बहुत बड़ी आबादी पेड़ों की पूजा करती है। इस देश में बहुत से लोग पेड़ों की पूजा करते हैं। यदि सामाजिक विज्ञान का अध्ययन किया जाय तो कुछ न कुछ सम्बन्ध अवश्य होगा। मैं वैज्ञानिक आधार की बात नहीं कह रहा हूँ लेकिन सोशल साइन्स के तौर पर इन तमाम चीजों पर अनुसंधान हो सकता है। लेकिन आजकल, जैसा कि अनेक विद्वानों ने कहा, बिलकुल बोगस पी० एस० डी० वंट रही है महज इसलिये कि तरक्की मिल जाय। मैं एक विश्वविद्यालय की कार्यकारिणी का सदस्य हूँ, एक थीसिस आई, कहा गया कि उसको पी० एस० डी० दे दी जाय, पता चला कि नकल है, दूसरी किताबों की। मैंने कहा कि मेरी हिम्मत नहीं है इसे पी० एस० डी० देने की, तीन बैठकों में मैं टालता रहा चौथी बैठक में मैंने कहा मैं आजंगा नहीं, पता नहीं क्या किया, शायद उनको मिल गई। ऐसा रिवाज एक जगह का नहीं है, सब जगह का है। कई जगह प्रोफेसर इस बात के लिए भी तैयार हैं कि पांच दस हजार लड़का दे दे तो उसकी थीसिस लिख देंगे, वह चली जायेगी, वह डाक्टर हो जायगा। मैं तमाम मित्रों के स्वर में स्वर मिला कर मंत्री जी से निवेदन कर रहा हूँ कि इस शर्त को वापस ले ले वरना इस देश में डाक्टरेट की उपाधि का बड़ा भारी दुरुपयोग होगा। डाक्टर बहुत से लोग हैं, डा० डी० पी० चट्टोपाध्याय बैठे हैं जिन्होंने दर्शन शास्त्र का अध्ययन किया है, डा० कर्ण सिंह हैं, नुरुल हसन साहब हैं जिनकी लिखी किताबों को लोग पढ़ते हैं। वे अपने से तुलना न करें कि हर डाक्टर उस सतह को छू सकता है।

यह मैंने थोड़े में उच्च शिक्षा की सार्वभौम नीति के बारे में कहा, लेकिन उसकी बुनियाद है प्राइमरी और माध्यमिक शिक्षा। माध्यमिक

शिक्षा की बुनियाद अगर मजबूत नहीं होगी तो उच्च शिक्षा बिलकुल लचर और कमजोर हो जायगी। आज हालत क्या है? ओलैंपिक के खेल हुए और हम एक लम्बा चौड़ा जीरो लेकर आ गये 27 साल के बाद और जी०डी०आर० एक छोटा सा देश है, जो बहुत छोटा है लेकिन जिसने सबसे अधिक तमगे इकट्ठे किये हैं। तो इन सब की जिम्मेदारी केवल सरकार की नहीं है। इस देश में तमाम विद्यालय हैं उनकी है। हमने शारीरिक तालीम देने के लिये क्या किया और प्राइमरी से लेकर हायर सेकेंडरी तक की जो तालीम है उसमें बच्चों के कंधों पर एक क्विंटल से कम किताबें नहीं होती हैं। मदरसे से घर लौट कर आने पर पता चलता है कि उसको होम वर्क करना है। अगर उसे पास होना है तो होमवर्क वह करेगा। तो इतनी जो किताबें लाद दी गयी हैं उस का कारण क्या है। एन० सी० आर० टी० नाम की एक संस्था बनायी गयी थी। उन्होंने कुछ शोध किया। उन में कुछ रूसी विद्वान आये, कुछ अमरीकी विद्वान आये और जिसने जो कोई अच्छी बात कही उसको उन्होंने ले लिया और सब कुछ उठा कर लड़कों पर लाद दिया और जितने विषय हो सकते हैं वह सब उन लड़कों पर लाद दिये। उनके पास आज इतनी किताबें हैं पढ़ने के लिये कि जितनी हम लोगों ने जिन्दगी भर नहीं पढ़ी। पता नहीं क्या उनका वनेगा। तो इस लिये मैं आपसे निवेदन करना चाहता हूँ कि उनके शारीरिक स्वास्थ्य की ओर, खेल कूद की ओर भी कुछ ध्यान दिया जाना चाहिये और उनके ऊपर से इन किताबों का बोझ कुछ कम करिये। अगर आप इस देश के दिमाग को बचपन में ही कुंठित नहीं कर देना चाहते हैं तो उन पर इतना बोझ मत डालिये कि वे विकसित ही न हो सकें। शुरू में आप उनको केवल भाषा और गणित पर ही लगाइये। आप भाषा एक ही नहीं, तीन या चार पढ़ायें, तो वह पढ़ सकते हैं। वे हिन्दी,

[श्री जगदीश जोशी]

पढ़ें, तमिल पढ़ें, तेलगू पढ़ें, बंगाली और मलयालम पढ़ें। विदेशी भाषाओं में अंग्रेजी ही जरूरी नहीं है। वह रूसी पढ़ें, जर्मन पढ़ें, फ्रेंच पढ़ें या अंग्रेजी पढ़ें। वह कोई भी भाषा पढ़ें लेकिन यह अंग्रेजी की अनिवार्यता समाप्त कर दी जाय क्योंकि सारे ज्ञान की मोनोपोली अब अंग्रेजी के पास ही नहीं रह गयी है। दुनिया में विज्ञान और दर्शन का ज्ञान अलग-अलग भाषाओं के पास है। फ्रेंच, जर्मन और स्पेनिश में है, रशियन में है और उनसे भी हमारे विद्यार्थी ज्ञान प्राप्त कर सकते हैं। अगर आप अपने यहां के विद्यार्थियों को यह ज्ञान प्राप्त कराना चाहते हैं तो आप यह बात अनिवार्य कराइये कि हमारे अपने देश में जो महाविद्यालय हैं या उच्चतर माध्यमिक विद्यालय हैं उनमें एक विदेशी भाषा अंग्रेजी, फ्रेंच, जर्मन, रशियन, अनिवार्यतः पढ़ायी जाय ताकि वे बाद में आगे बढ़ सकें और उस दिशा में जा सकें। अगर आप इस तरह से बुनियाद ठीक नहीं करेंगे तो ऊपर का धरातल कमजोर हो जायेगा।

दो और तीन का अनुपात जो आपने किया है बुनियादी शिक्षा के लिये उम के लिये हमारे शिक्षा मंत्री जी बधाई के पात्र हैं। यह एक राष्ट्रीय चीज है जिस का आधार राष्ट्रीय आन्दोलन रहा है और जिसको हम लोगों ने संघर्ष के दौरान बनाया है उसे अगर आप अमली जामा पहना सकें तो आप देश के इतिहास में अमर हो जायेंगे। लेकिन मैं निवेदन करना चाहता हूं कि उसके लिये एक जरूरी इन्फ्रास्ट्रक्चर होना चाहिए। उसको आप देश के वातावरण में उपलब्ध कराइये। आप के साथ पूरा सदन है, दोनों सदन आपके साथ हैं। वित्त मंत्रालय में आप को पैसे की कमी हो या प्रधान मंत्री के यहां हो, या कहीं चलना पड़े, सदन में कहना पड़े तो सब लोग उसके लिये तैयार हैं, लेकिन अधकचरे में उसको मत छोड़िये। गांधी जी और जाकिर हाह्व की

धरोहर को अधकचरे में नहीं पड़ जाना चाहिये। उसे कार्यरूप में परिणत होना चाहिये। उसके लिये आप माकूल इन्फ्रास्ट्रक्चर दीजिये। इसके साथ-साथ जो आगे की नौकरियां हैं आई० ए० एस० है, आई० पी० एस० है, पी० सी० एम० है, इनके लिये दल प्लस दो के बाद बी० ए० या एम० ए० की शर्त बिल्कुल खत्म हो जानी चाहिये। ऐसे विद्यार्थी जो उसके बाद किसी प्रशासनिक सेवा में या बिजनेस मैनेजमेंट में जाना चाहते हैं, इंजीनियरिंग में जाना चाहते हैं उनकी आप परीक्षाएँ करा लीजिये और फिर उनको दो चार माल की विशेष ट्रेनिंग देकर प्रशासनिक सेवा में आप ले लीजिये। यह कोटा चार, पांच साल पहले देश का शिक्षा विभाग राज्य सरकारों से और केन्द्रीय सरकार से हासिल कर सकता है और सारे विश्वविद्यालयों को फिर वह घोषित कर सकता है कि दस प्लस दो के बाद जो लड़के पास होंगे उनमें से इतने लड़के फलानी परीक्षा के लिये शिक्षित किये जायेंगे और उसके लिये जिनको प्रतियोगिता में बैठना हो वह बैठे।

कोई जरूरी नहीं है कि अधिक लोग बी० ए० करें। आज विश्वविद्यालयों में विद्यार्थियों की वृद्धि का संकट है। यह संकट केवल हमारे देश में नहीं है, अनुपात के तौर पर हमारे देश में बहुत कम है, लेकिन दुनिया के विकसित देशों में जो यह संकट पैदा हो रहा है और उनके विद्यार्थियों के सामने विश्व-विद्यालयों में भरती होने का संकट है, वे अपने आप नई विधियां बना रहे हैं कि किस प्रकार सख्ती करें ताकि यह संकट दूर हो सके। कितने प्रतिशत लोगों को विश्व-विद्यालयों में शिक्षा दें, और कितने प्रतिशत लोगों को हमारे कामों में लगायें, इस प्रकार की योजना बना रहे हैं? आज इस प्रकार में एक आतंक किया जा रहा है कि तमाम स्कूल और कालेज खोल दिये गये हैं और तमाम बी० ए० और एम० ए० पास हो गये हैं। इस प्रकार से जो एक आतंक पैदा करने की

कोशिश की जा रही है उसको दूर करना होगा।

Time bell rings

मैं 5 मिनट में समाप्त कर रहा हूँ।

मैं कह रहा था कि आनुपातिक दृष्टि से अगर आप देखें तो जो सारा वातावरण आज पैदा हो गया है उसके अनुपात में शिक्षा का अनुपात भी उतना सन्तोषजनक नहीं है, विशेष तौर पर उच्च शिक्षा का। इसके साथ ही मैं कहना चाहता हूँ कि प्राथमिक शिक्षा के जो निजी विद्यालय हैं उन पर खास तौर से ध्यान देना चाहिए। मैंने कई बार इस बात को सदन में भी कहा है कि ये प्राथमिक स्कूल कई प्रकार के तत्वों के हाथ में हैं। राष्ट्र विरोधी तत्वों के हाथ में हैं, राष्ट्रीय स्वयं सेवक संघ के हाथ में हैं, आनन्द मार्ग जैसी संस्थाओं के हाथ में हैं और मजहब के नाम पर अलग-अलग किस्म के मजहब इस मुल्क के अन्दर चल रहे हैं, उनके आडम्बर अलग-अलग रहे हैं, आप उन मदरसों को चलने न दीजिये, उन मदरसों पर आपको नियन्त्रण करना चाहिये।

उसके साथ-साथ जो पब्लिक स्कूलों की संस्था जुड़ी हुई है जिसके साथ इस देश में एक नई जाति पैदा हो रही है, एक आर्भ-जात्य वर्ग पैदा हो रहा है उसको आप समाप्त कराइये। मैं चाहता हूँ कि पब्लिक स्कूल की जो संस्था है यह सारे देश में से समाप्त कर दी जाए और अगर समाप्त करने में कोई अड़चन हो तो उनपर कोई सामाजिक नियन्त्रण रहे, सरकार का निरीक्षण रहे और उसमें एक निश्चित प्रतिशत लोग जो दबे हुए वर्ग के हैं, अनुपात से भरती कराये जाये भले ही सरकार को उनका खर्चा देना पड़े। एक तरफ एक आदमी का बच्चा चार सौ, पांच सौ, सात सौ, एक हजार रुपये में पढ़े और दूसरी तरफ दूसरा बच्चा म्युनिमिपैलिटी के स्कूल में दो रुपये में पढ़े तो उसके दिमाग में क्या अनुभूति होती है, क्या चीज

उसके दिमाग में बनेगी क्या संस्कार उसमें पैदा होंगे? उम बुनियाद को अगर हम मजबूत नहीं करते हैं, अगर हम पब्लिक स्कूलों को समाप्त नहीं करते हैं तो चाहे समाजवाद को हम संविधान में लिख दें, चाहे बड़े-बड़े कानून बना दें, सारा राष्ट्रीयकरण कर दें, लोगों के मन में जो फर्क पड़ जाएगा उसको हम दूर नहीं कर सकेंगे। मैं एक मुझाब दुगा शिक्षा मन्त्रालय को कि जितने पब्लिक स्कूल हैं, उनसे यह कह दें कि जितने विद्यार्थियों का चयन करना होगा वह हम करेंगे, उनका खर्चा हम देंगे। चयन हम करेंगे, पढ़ाइये आप। चयन हमारे हाथ में होगा। जो मैरिट में आयेगा, पैसे पर नहीं, योग्यता पर आयेगा उसका चयन करेंगे तो कुछ समझ में आ सकता है। लेकिन महज इसलिये कि एक आदमी है रुपया दे सकता है उसी का बच्चा वहां पढ़ेगा, वही वहां प्रतियोगिता में बैठ सकता है जो हजार या पांच सौ रुपया खर्च कर सकता है, यह उचित नहीं है। इसलिये ये जो पब्लिक स्कूल अंग्रेजों के जमाने से चल रहे हैं, यह जो सिलसिला चला आ रहा है, इसको समाप्त कीजिये।

इसके अलावा मैं आपको यह बताना चाहता हूँ कि बहुत से इलाकों में विदेशी तत्व, विदेशी एजेंसियां इन स्कूलों के जर्ग्ये काम किया करती हैं और उन पर सीधी कोई रोक हमारी नहीं हो सकती। उनके पैसे पर हमारी रोक नहीं हो पाती। उन पर आपको कोई नियन्त्रण लगाना पड़ेगा। अब वहां पर हमारा नियन्त्रण किम प्रकार से होगा, कितने प्रतिशत अध्यापक हमारे हों, किस प्रकार से उन पर हम काबू पा सकें ताकि पृथकता की और राष्ट्र विरोधी बातों को ये विदेशी एजेंसियां यहां पर न चला सकें, यह आप सोचें।

अन्त करने से पूर्व मैं एक वाक्य में कहना चाहता हूँ कि खेती, मेडिकल और आयुर्वेद के महा-विद्यालयों या विद्यालयों की बाबत आपकी काफी उपेक्षा प्रदर्शित हुई है।

[श्री जगदीश जोशी]

विश्वविद्यालय अनुदान आयोग के लिये आवश्यक है कि ये तीनों विषय प्राथमिक है। खेती के कालेज, दवा-दारू के, चिकित्सा के, एलोपैथी के कालेजों के साथ ही साथ जो आयुर्वेदिक या यूनानी कालेज हैं उन पर भी तवज्जह दिलायें। जिस प्रकार अनुसंधान करके चीनियों ने अपनी चिकित्सा पद्धति को आज दुनिया की चिकित्सा पद्धति बना दिया है, आयुर्वेदिक और यूनानी चिकित्सा पद्धति भी, अगर हम उसका वैज्ञानिक ढंग से विकास करने लगे तो मैं समझता हूँ कि दुनिया में अपना अच्छा खासा स्थान बना सकती है।

इन शब्दों के साथ इस देश की जमीन, इस देश की आबोहवा और इस देश के वातावरण को देखते हुए बिना विदेशों की नकल किये हुए अगर हम एक नई शिक्षा का निरूपण करें और उसके अनुसार इस देश को चलायें तो हम पुरानी प्रक्रिया ला सकेंगे।

एतद्देश प्रसूतस्य सकाशात् अग्रजन्मनः।

स्वं स्वं चरित्वं शिक्षरेण पृथिव्यो सर्वमानवः।

श्रीमती लक्ष्मी कुमारी चंडावत (राजस्थान) : श्रीमती उपसभाध्यक्ष महोदया, सदन दो दिन से यू० जी० सी० के बजट की रिपोर्ट के ऊपर बहस कर रहा है। मैं यह मानती हूँ कि देश के जो सर्वोच्च संस्थान हैं उनमें से एक यू० जी० सी० है। इसका नाम है अनुदान आयोग। चाहे वह रूपों के रूप में हो, फंड के रूप में हो या ज्ञान के रूप में हो, वह अनुदान है और इसी से अनुदान आयोग इसका नाम रखा गया है। लेकिन मैं यह मानती हूँ कि इस देश के 60 करोड़ व्यक्तियों को यह ज्ञान का अनुदान देता रहा है और इसका काम भी यही है कि हमें अनुदान दे। इसी लिए ज्ञान के अनुदान के रूप में मैं इस संस्थान की गरिमा और महिमा

को जानते हुए इसका स्वागत करती हूँ। आज हमारे देश को जो वैज्ञानिक दिए जा रहे हैं, जो चरित्रवान पुरुष दिए जा रहे हैं, जो बुद्धिजीवी व्यक्ति दिए जा रहे हैं, उनकी कुंजी इस आयोग के हाथ में रही है। लेकिन उस आयोग की रिपोर्ट जो आज हमारे सामने है वह 2-3 साल पुरानी है और उस पर हम बहस कर रहे हैं। मुझे लगता है इन दो-तीन सालों में काफी पानी बह गया है। मेरा कहना है कि जो रिपोर्ट यहां होनी चाहिए थी वह अप-टू-डेट होनी चाहिए थी और उसी पर पूरी तरह विचार-विमर्श होना चाहिए था। अगर हम इसकी तह में जाएं तो लगेगा कि हम पांच साल पुरानी रिपोर्ट के ऊपर बहस कर रहे हैं। मैं समझती हूँ जो इसमें बातें लिखी गई हैं उनको लिखने में भी वक्त लगा होगा तो इस कारण से यह पांच साल पुरानी रिपोर्ट कही जा सकती है।

यूनिवर्सिटी की जो शिक्षा दी गई है उसमें बढ़ोत्तरी हुई है और बहुत तेजी के साथ बढ़ोत्तरी हुई है। जहां प्राइमरी में दुगुनी-तिगुनी बढ़ोत्तरी हुई है वहां उच्च शिक्षा में पिछले वर्षों में छः गुना बढ़ोत्तरी हुई है। यह बताता है कि कई यूनिवर्सिटियां हमारे यहां खुलीं, कितने ही ज्यादा स्टूडेंट्स इसमें पढ़े हैं और कितनी ही ज्यादा मात्रा में बी० ए०, एम० ए०, डाक्टरेट और विद्वान इन यूनिवर्सिटियों से निकले हैं। राष्ट्र को बनाने वाला स्टूडेंट होता है, व्यक्ति होता है, विद्वान होता है और उसकी जड़ में शिक्षा होती है। उसके संबंध में मैं एक छोटा सा सवाल अपनी जानकारी के लिए शिक्षा मंत्री जी से आपके द्वारा सीधा पूछना चाहती हूँ। वह यह है कि जिस दिशा में हम अपने मुल्क को ढालना चाहते हैं, जिस दिशा

में हम अपने देश को ले जाना चाहते हैं और जो आज के जमाने की मांग है और जो हमारे देश की जरूरतों के लिए आवश्यक है, क्या ये युनिवर्सिटियां उसी ढंग से और उसी तरीके से शिक्षा देती रही है? मैं यह भी जानना चाहूंगी कि जो हमारे देश की निर्धारित नीतियां, नीतियां ही नहीं, जो हमारा लक्ष्य है जो हमारा ध्येय है, जो हमारा उद्देश्य है, क्या उनके अनुसार इन युनिवर्सिटियों ने हमारे मुल्क में शिक्षा दी है? हमारा सबसे बड़ा जो ध्येय है या नीति है, क्या वह सैक्युलरिज्म नहीं है, क्या यह सही नहीं है कि युनिवर्सिटियों में सैक्युलरिज्म का पाठ नहीं पढ़ाया गया है? क्या इनमें इस तरह की शिक्षा नहीं दी गई है जिनकी बुनियाद सैक्युलरिज्म है? आपका इतिहास काल मुसलमान और हिन्दुओं में बंटा हुआ है। क्या यह सही नहीं है कि इन युनिवर्सिटियों में जातीयता पनपी है और यहां के फैसले भी जातीयता के आधार पर हुए हैं? क्या यह सही नहीं है कि सिडीकेट में जो फैसले होते हैं वे जातीयता के आधार पर होते हैं। मैं भी उसमें थी, मैं जानती हूं कि सिडीकेट के फैसले जातीयता के आधार पर हुए हैं।

दूसरी हमारी नीति है डेमोक्रेसी। क्या हमारी शिक्षा डेमोक्रेसी के अनुरूप रही है?

5 P. M.

क्या यह सही नहीं है कि हमारी युनिवर्सिटियों में साम्राज्यवादी शक्तियों का असर रहा है और उन्होंने हमारे छात्रों और अध्यापकों के दिमागों पर अपना असर डालने की कोशिश की है? हमारे देश में ब्रिटिश लोग जिस विरासत को छोड़ गए थे, क्या उससे हम छुटकारा पाने में सफल हो गए हैं। हमारे देश के छात्र और हमारे देश की शिक्षा डेमोक्रेसी की तरफ बढ़ी या नहीं

और हमारे देश की शिक्षा हमारी नीतियों को मजबूत कर पाई या नहीं? ये कुछ ज्वलन्त प्रश्न हैं, जिन पर हमें गम्भीरतापूर्वक विचार करने की आवश्यकता है। क्या यह सही है या नहीं कि हमारी शिक्षा सोशलिज्म की तरफ अभी तक नहीं बढ़ पाई है? मैं समझती हूं कि हमारी सारी की सारी शिक्षा पद्धति की बुनियाद कैपिटेलिज्म के ऊपर आधारित है। हमारी आदरणीय प्रधान मंत्री हमेशा सेल्फ-रिलाएन्स की बात कहती हैं। उनका कहना है कि हमारी शिक्षा आत्म-निर्भर होनी चाहिए। लेकिन आज हम सर्वत्र अनुवाद की बात सुनते हैं और अनुवाद के आधार पर ही हमारा सारा काम चलता है। आज हमारी शिक्षा अनुवादों पर आधारित हो गई है। प्रत्येक राज्य में पुस्तकों का अनुवाद करने के लिए करोड़ों रुपये का बजट दिया गया है। लेकिन मैं समझती हूं कि आज आवश्यकता इस बात की है कि हमारे देश में छात्रों का मानसिक स्तर उंचा हो और उनमें ज्ञान की वृद्धि हो। हमारे देश की अपनी एक विचारधारा है और उसी विचारधारा से हमें प्रभावित होना चाहिए। हम एक स्वतन्त्र राष्ट्र के नागरिक हैं और हम चाहते हैं कि हमारी स्वतन्त्रता सदैव अक्षुण्ण रहे। हमें दूसरों के विचारों की नकल नहीं करनी चाहिए। ये दो चार मेरे छोटे से प्रश्न हैं, जिनका उत्तर मैं माननीय मंत्री महोदय से जानना चाहूंगी।

इन बातों के साथ-साथ मैं यह भी जानना चाहूंगी कि हमारी युनिवर्सिटियों से—मैं इन युनिवर्सिटियों को युनिवर्सिटी कहने के बजाए फैक्ट्रियां कहना ज्यादा उचित समझती हूं—जिस तरह के लोग निकलते हैं और उनको जिस प्रकार से बी० ए० और एम० ए० आदि की बड़ी-

[श्रीमती लक्ष्मी कुमारी चूडावत]

बड़ी डिग्रियां मिलती हैं, क्या उनको वास्तविक शिक्षा का ज्ञान होता है? क्या वे इन विश्वविद्यालयों से निकलने के बाद अपने पांवों पर खड़े हो सकते हैं और स्वावलम्बी बन पाते हैं? एक तरफ तो मां-बाप अपनी गाढ़ी कमाई का पैसा 14 वर्ष तक अपने बच्चों को पढ़ाने में खर्च करते हैं, लेकिन दूसरी तरफ वही बच्चे इन विश्वविद्यालयों से निकलते हैं तो सौ या डेढ़ सौ रूपयों की नौकरी के लिए दर-दर भागते हैं। लेकिन फिर भी उनको नौकरी नहीं मिल पाती है। ऐसी स्थिति में हमारे सामने सवाल आता है कि क्या हमारी शिक्षा ठीक दिशा की तरफ बढ़ रही है? आज स्थिति यह है कि एक निरक्षर आदमी जो मिट्टी की हाडी बनाता है वह भी पांच रुपए रोज के हिसाब से कमा लेता है और वह अपने आर्ट का मास्टर होता है। लेकिन इसके विपरीत हमारी युनिवर्सिटियों से हजारों की संख्या में आर्ट के मास्टर निकल कर अपने आर्ट के मास्टर नहीं होते हैं। इसके लिए आज सवाल इस बात का है कि यह स्थिति हमारे देश में क्यों पैदा हुई? कई बार यह भी देखने में आया है कि हमारी युनिवर्सिटियों में इस प्रकार के काम हो जाते हैं जिनकी निन्दा की जानी चाहिए और इस प्रकार की घटनाएं हमारे दिमागों को आन्दोलित करती रहती हैं। मैं चाहती हूं कि इस प्रकार की जो घटनाएं हमारी युनिवर्सिटियों में होती हैं, उनके संबंध में शिक्षा मंत्री महोदय स्पष्टीकरण अवश्य देंगे।

हमारे देश में बार-बार युनिवर्सिटीज की अटोनोमी की बात कही जाती है। मैं पूछना चाहती हूं कि इस प्रकार की अटोनोमी का अर्थ क्या है? यह अटोनोमी किस की चाहते हैं? क्या यह

अटोनोमी वाइस-चांसलरों के लिए मांगी जाती है या एक विशेष गुट के लिए मांगी जाती है जो कई वर्षों से वहां पर जम कर बैठा हुआ है? क्या यह अटोनोमी अध्यापकों के लिए मांगी जाती है या छात्रों के लिए मांगी जाती है? मैं चाहती हूं कि मंत्री महोदय इन प्रश्नों का उत्तर देने की कृपा करें।

इन बातों के साथ-साथ मैं यह पूछना चाहती हूं कि क्या यह सही नहीं है कि हमारी युनिवर्सिटीज में कई तरह के लोग भर गए हैं जिनका संबंध आर० एस० एस० से है? क्या आप के पास इस प्रकार की रिपोर्ट आई है या नहीं कि आर० एस० एस० के खास-खास आदमी युनिवर्सिटियों में ऊंचे पदों पर पहुंच चुके हैं? कई लोगों का संबंध आनन्द मार्ग जैसी संस्थाओं के साथ भी है। कई वाइस-चांसलर ऐसे हैं जिनका संबंध इन संस्थाओं से है। इन लोगों को विदेशों से इस देश की जड़ें काटने के लिए धन मिलता है। वे लोग हमारे देश के जवानों और छात्रों के अन्दर जहर घोलने के लिए प्रयत्न करते रहते हैं। मेरे ये कुछ सवाल हैं जिनके संबंध में मैं चाहती हूं कि हमारे माननीय मंत्री महोदय उत्तर देने की कृपा करें। मैं यह भी जानना चाहूंगी कि जिस दिशा में हम देश को आगे बढ़ाना चाहते हैं उस दिशा में आज शिक्षा चल रही है या उसके प्रतिकूल चल रही है। यानी डिफरेंट और अपोजीशन के रास्ते में चल रही है या उसको आगे बढ़ाने के लिए चल रही है।

इन बातों के अलावा दो-एक और बातों पर मैं अपनी राय आपके सामने पेश करना चाहूंगी। हमारी युनिवर्सिटीज में नाना प्रकार की विद्याएं पढ़ाई जाती

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है, कई प्रकार के विषय हैं। लेकिन एक ऐसा विषय है जिसके ऊपर हमारी युनिवर्सिटीज ने ध्यान नहीं दिया। मैं पूरा ध्यान न कह कर कहूँगी कि ध्यान नहीं दिया और कतई ध्यान नहीं दिया और वह ऐसा विषय है जिसका सीधा सम्पर्क है धरती के बेटों से, सन आफ दि साइल से, जिनका सीधा सम्बन्ध है हमारे आम अवागम से। जो हमारा फोक कल्चर है, जो हमारा लोअर कल्चर है, उनका लिटरेचर, उनका आर्ट है, उनके ऊपर कौन सी आपकी ऐसी युनिवर्सिटीज हैं, जो काम कर रही हैं। इसके लिए आप एक छोटा सा उदाहरण दे सकते हैं कि अन्ध्रापालाजी परे काम कर रहा है। लेकिन मैं कहती हूँ कि उस विज्ञान में उसका केवल एक छोटा सा अंश आता है। यह विज्ञान सारे देश में भरा पड़ा है। कोई राज्य ऐसा नहीं है कि जिसमें कई जन-जातियाँ न हों, जिसमें ट्राइब्स न हों और इन विषयों को लेकर युनिवर्सिटीज से कोई काम नहीं किया। सौराष्ट्र में इस तरह का इंस्टीट्यूट खोलने के लिए वहाँ के लोगों ने यू० जी० सी० में प्रार्थना पत्र दिया। कागज चलता रहा, लेकिन यह जो अपनी किस्म की एक संस्था खोलने का इरादा था, यू० जी० सी० से उसके लिए न तो ग्रांट मिली और न ही उसको कोई बढ़ावा दिया गया। जो हमारी युनिवर्सिटियाँ हैं उनमें लोकल टच नहीं रहता, वह जन-जीवन से कटी हुई है, इसलिए हमारे विद्यार्थी चाहे वे मास्टर आफ आर्ट्स होकर निकलें, लेकिन अपनी धरती के बारे में, अपनी आवश्यकताओं के बारे में उसको ज्ञान बिलकुल नहीं होता। जो वहाँ की स्थानीय समस्याएँ होती हैं, उन समस्याओं के साथ युनिवर्सिटी का कोई लगाव नहीं रहता है। यह बड़ा जरूरी है कि हमारी युनिवर्सिटीज जन-जीवन के बारे में, ट्राइब्स के बारे में और अवागम का जो

पुराना आर्ट रहा है, उनका जो म्यूजिक रहा है, उनका पहनावा रहा है, उनका नृत्य रहा हो, उसके लिए काम किया जाए। जब भी हम कला और संस्कृति का जिक्र करते हैं तो इतनी लम्बी लिस्ट आ जाती है, इसलिए संस्कृति और कला कहना ही काफी है।

हमारी जो युनिवर्सिटीज हैं उनका स्थानीय समस्याओं, स्थानीय भौगोलिक स्थितियों के लिए योगदान न होकर के जमीन से ऊपर हवा की बातें पढ़ाई जाती है। इसका नतीजा यह होता है कि इस तरह बेकार लोगों की संख्या बढ़ती जा रही है। उदाहरण के तौर पर मैं कहूँगी जैसे कि हमारी जोधपुर युनिवर्सिटी है। जोधपुर में इंजीनियरिंग कालेज है, राजस्थान का पिलानी इंजीनियरिंग कालेज है, लेकिन हमारी यह युनिवर्सिटी राजस्थान की ड्राउट की जो मुख्य समस्या है उस पर काम नहीं कर रही है। यह एक ऐसी प्राबलम है कि इसको ले करके उसमें युनिवर्सिटी को भाग लेना चाहिए, उसमें अनुसंधान होना चाहिए, इसके ऊपर कुछ किया जाना चाहिए। आप उत्तर में कहेंगे कि लोक नृत्य होते हैं, लोक म्यूजिक होते हैं, कल्चरल प्रोग्राम होते हैं और उनको पेश किया जाता है। लेकिन मैं आप को याद दिलाना चाहती हूँ कि जो वह फाक नृत्य या फाक म्यूजिक है उसको नष्ट करता है, उसको भ्रष्ट करता है, उसको खराब करता है। इससे न केवल उसका मजाक होता है जो लोक कला को जानने वाला होता है, इन कार्यक्रमों को देख कर उसका खून खौल उठता है। इस तरह से उसको क्यों खत्म किया जाता है। यही हाल रेडियो का है।

(Time bell rings.)

मैडम, मैं 2-3 मिनट से ज्यादा नहीं लूँगी। मैं थोड़े से शब्दों में आपके सामने

[श्रीमती लक्ष्मी कुमारी चूडावत]

सुझाव रखना चाहूंगी कि एक तो जो आपकी रिपोर्ट के टैक्सट में जो रिफरेन्स दिए गए हैं, उनमें जो कम्प्युनल बातें हैं जो कि रिफ़ेक्शनरी टैक्सट बुक्स में भरी हैं, आप एक कमेटी बिठाकर जांच करें। जो ऐसी पुस्तकें हों उनके उन अंशों को हटाया जाए, यह बहुत ही जरूरी है। यह मेरा आपसे नम्र निवेदन है।

दूसरी बात मैं आपसे यह निवेदन करना चाहूंगी कि हमारी युनिवर्सिटी का जो वातावरण है वह हम अच्छा नहीं कह सकते हैं। जिस प्रकार से गुटबाजियां चलती हैं उन गुटबाजियों को तोड़ने के लिए कदम उठाना चाहिए, खास करके जहां जातियों का रंग भरा जाता है उसको हटाना चाहिए। मुझे एक युनिवर्सिटी के सिंडीकेट में रहना पड़ा। जब मैं सिंडीकेट में मेम्बर बन कर गई तो मेरी छाती धड़क रही थी कि वहां इतने बड़े विद्वान हैं, डॉक्टरेट से नीचे कोई नहीं है, अपने-अपने विषय के जानकार हैं, कितने ऊंचे एकेडेमिक विचार वहां होंगे, कितना एक महान चैन्ज मुझ को देखते को मिलेगा, यह सोच कर मेरा दिल धड़क रहा था। लेकिन शिक्षा मंत्री जी मेरी गुस्ताखी है कि मुझे यह कहना पड़ रहा है कि मैंने कई मीटिंगों में उनके साथ रह कर देखा तो मुझे अपनी विचारधारा बदलनी पड़ी, मुझे लगा मैं छोटे कर्मचारियों के या अपर डिवीजन क्लर्क जैसे लोगों के मजमे में बैठी हुई हूं जहां पोस्ट्स की छीना-झपटी हो रही हो, किस को ऊपर उठाना, किम को दबाना, किस को हटाना, इस सब के सिवाय कुछ नहीं देखा। 2 बार लिख कर मुझे देना पड़ा कि कोई एकेडेमिक प्रश्न विचार के लिए आए लेकिन एक दफा भी एकेडेमिक प्रश्न नहीं

आया—केवल नौकरियों की, पोस्टों की और तरह-तरह की बातें जैसे हुआ करती हैं, जैसे किस का ग्रेड बढ़ जाए, किम को मकान दिया जाए, किम को हटा दिया जाए, किस को प्रमोशन दिया जाए। और वह भी सब क्या? जातीयता के आधार पर दिया जाए। तीन जातियों के गुट बने हुए थे। जब किसी व्यक्ति का सवाल आए, सारे एक जाति के लोग उधर हो गए। हमारे यहां स्थिति यह है कि हमारी राजस्थान युनिवर्सिटी का रिजल्ट आज तक नहीं निकला।

मैं आपका विशेष समय न लेकर आपसे पुनः प्रार्थना करती हूं कि उनमें चाहे आटानामी हो चाहे जो हो लेकिन सरकार इन सारी बातों को गहराई से देखे क्योंकि हमें 60 करोड़ के इस मुल्क को आगे बढ़ाना है। मेरा आपसे नम्र निवेदन है कि जैसे-जैसे मशीनीकरण होता जा रहा है, जैसे-जैसे गहरीकरण होता जा रहा है, जो हमारी पुरानी कला और कृतियों के अवशेष हैं वे तेजी से विलुप्त होते जा रहे हैं और अपने अमूल्य रत्न हम खो दे रहे हैं। अब भी आपने ध्यान नहीं दिया और उदासीनता बरती तो जो हमारी पुरानी चीजें हैं वे नष्ट हो जाएंगी जबकि दुनिया के लोग बाहर से आकर उन चीजों के ऊपर अनुसंधान करने के लिए भारत आते हैं। अब एक दो या तीन मुल्क ही ऐसे बच गए हैं जहां पर ये सामग्री है, जहां पर ये भण्डार भरे हैं। हम जो अनजान होकर अपने हाथों से बरबाद होते लुटते देख रहे हैं इस पर आप करीब से ध्यान दें।

THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) : Now, it is about 5.15 p.m. There are six speakers more. Would the Members like to continue or shall we close here?

AN HON. MEMBER : There are some Committee meetings. Let us close.

THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) : On Monday, only the Minister will reply. I don't think the Members will get a chance to speak. So many speakers have already participated in this discussion. None of them remained within the time limit of eight or ten minutes. All of them almost spoke for 20 minutes each. If it is the desire of the House to close ...

DR. V. B. SINGH (Uttar Pradesh) : I am waiting for your ruling, Madam.

THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) : We can continue upto 5.30. But you have to stick to the time limit.

DR. V. B. SINGH : I have never violated in the past, Madam.

THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) : Not only you. I have to take the sense of the House, whether they want to continue.

DR. V. B. SINGH : Madam, we are the victims of encroachment by others.

THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) : Then, we will sit upto 5.30. Members may please remember the time limit. Now, Dr. V. B. Singh.

DR. V. B. SINGH : Madam, Presiding Officer, I speak in three capacities, as a Member of this House, naturally as otherwise I would not have spoken, but professionally I am a teacher and an economist. All kinds of things have been said about the limitations of the U.G.C., that U.G.C. has not done this thing and U.G.C. has not done that thing. It is merely properly a question of resource and organisation.

The University Grants Commission and more especially the Ministry of Education should be congratulated on five counts, namely, for making attempts to modernise the courses at the university level for the first time and correspondingly making an attempt to prepare text books, for launching a programme of students welfare and introducing in-service training for making

the teachers upto date especially of the colleges and backward areas and lastly for introducing a new scale of pay which is comparable to some of the good ones prevailing in the country, because the catchment area to the universities is from the open market and if one sector of employers pays higher salary as compared to others, others will naturally get the third-rate type of staff. All these positive points are important because the criticism on the whole during the debate has been negative. For instance, without ascertaining the fact the Education Minister was criticised when actually he was attending a Cabinet Meeting. He was criticised straightaway by the opener of the debate and he is absent now so that he may not have to listen to the reply.

Then there was a reference to the Academicians Convention with the organisation of which I was myself responsible and a formal communication has not been sent to the U.G.C. about its recommendations. Such lop-sided things should not happen.

Another point that I would like to make is that while sitting in Parliament as Members of Parliament we should not expect the U.G.C. to do what it has not been empowered to do.

There is criticism about the distorted picture of funds of the UGC. So long as Education remains a State subject, so long as Parliament has accepted the principle of matching-grants, the UGC cannot give money to the State universities without matching grants. These are the principles which we have enunciated and which the UGC is following. Why should we criticise the UGC? It is best for us to change the rules and make all the university education the Central subject so that allocation of money is properly made. There is no dispute about the criteria of matching-grants.

The UGC has been criticised and for good reasons that the Report is delayed. How is the Report compiled? The statistics are collected from more than 100 institutions. Who send the statistics? The clerks send it through the Registrar. They are all the time quarrelling with the universities and the State Governments are saying that their pay scales are low. Then,

[Dr. V. B. Singh]

how can the statistics be compiled ? Out of this comes the positive suggestion that if the university education has three components and those who run the university system are divided into three sectors, the teachers, the students and the administrative staff. The administrative staff should also be brought within the purview of the UGC. The primary function for which the UGC has been created by an Act of Parliament is co-ordination and determination of standards. In the past we have been criticising that the UGC has not done anything towards it. It might have done something but to my mind still lot of things have not been done. I do not want to illustrate. There is paucity of time. Even one can get a second class after obtaining 45 per cent from one university, after obtaining 48 per cent from another university, after obtaining 50 per cent from another university. There should have been some co-ordination, some standardisation in teaching, examinations, text books and evaluation. Such attempts have not been made. They have been left to the universities as they are autonomous. They are the sacred class that cannot be touched. For the first time, one attempt has been made by the UGC to act according to the provisions of the University Grants Commission Act, namely, to recommend standards. And what is that ? It is to prescribe qualifications of fresh lecturers. That has come under criticism. Practically everybody has criticised, including my friend Prof. V. P. Dutt. Dr. Ahmad is not here. He would have been a very good teacher according to him, had he done only M.Sc. second class. But he would not have produced the brilliant literature from the A.I.C.C.'s Swaraj Bhavan, Allahabad under the patronage of Pandit Jawaharlal Nehru, had he not done Ph.D., which has inspired generations, including the present Education Minister and myself.

There are two cardinal functions of a university : advancement of knowledge and dissemination of knowledge. Dissemination of knowledge takes place on the basis of text-books of various types and the advancement of knowledge can take place only through research. So, if a teacher has to discharge these cardinal two-fold func-

tions in the university, namely, advancement of knowledge and dissemination of knowledge, then he must combine both. For dissemination, the text-books are available but those text-books are full of foreign illustrations. We want to take them out and have Indian data and analysis, and that comes through research. Therefore, it is a very right thing that the University Grants Commission has prescribed a research degree for lecturership so that the habit is formed. Once the habit is formed, it grows. Research will feed teaching; teaching will feed research and they will happily march towards advancement of knowledge and dissemination of knowledge. But my grouse is that the University Grants Commission has not gone further. It has not prescribed qualifications for readers and professors. Consistency demands that the logic should be carried forward otherwise, as in universities, various types of pressure groups, regionalism, casteism, groupism from which the country is plagued, will affect the university standards.

Our congratulations to the Prime Minister and to those who are responsible for thinking of amending the provisions. Education is becoming a Concurrent subject. Whatever the problems have been faced, they ought to be examined. Till before the emergency, everybody was complaining about police conducting the examinations, helping them before the results, guarding the teachers, guarding the visitors, and guarding the examiners. Mr. Shahi, my colleague, referred to P.A.C. It must be right of a particular university but not in general. If any sector has taken the maximum benefit out of emergency, it is the educational sector. Now, why is the P.A.C. there ? With law and order authority, the job of the Government, the job of the teacher is to create a healthy, democratic, secular and social atmosphere. For that, an ideological backing is to be launched and we have done nothing through the educational system so far, for which the UGC is also not responsible. Teachers are responsible; the teachers' associations are responsible; the whole country is responsible. We have to launch a full battle for democratic values, for secularism, for socialism, which are given in the Preamble, through debates, through seminars, through colloquy, through informal and formal

discussions. This should be brought in in the extra-curricular activities of the university life and should not be left to voluntary efforts. There must be some guidelines.

Then the last point that I am going to make is that there is increasing number of universities because of local pressure, but this is a social demand. We have accepted parliamentary system of government. MLAs, MPs lobby and the Chief Ministers and the Education Ministers have to open some new universities today or tomorrow. My State is the best illustration of this political game. But the social demand can be met without opening universities in the way we have done, through technological and pedagogical innovations. For instance, the British had done a lot for adult education in the 19th century. Compared to that, our contribution is almost nil. Correspondence courses could be organised on a larger scale. Television could be used for giving instructions. These are important sectors. They require research, they require some investigation, to find out what are the bottlenecks. The text-book programme of the University Grants Commission is lagging behind schedule like its Report because, to my mind, if there could be a section of professional people at some level, may be at the intermediary level in the UGC organisation, or the NCERT nucleus

could be expanded also to include university level text-books, the pace could be quickened and such books would have been available.

In this connection, the question of language has been brought in. Shri Prakash Veer Shastri suggested that in South Indian States there should be a Hindi University in each State. The University Grants Commission will be making a double mistake in starting one subject in a university. It will neither solve the problem of education nor even of Hindi which Shri Prakash Veer Shastri has in mind. I had a discussion with him and he agreed with me that the three-language formula should be implemented properly and that the Hindi Departments in colleges and universities should be strengthened more in the South and in the North the emphasis on literary Hindi should be toned down to such Hindi which may be accepted as a national link language or as a national language.

Thank you.

THE VICE-CHAIRMAN (SHRIMATI PURABI MUKHOPADHYAY) : The House stands adjourned till 11 A.M. tomorrow.

The House then adjourned at twenty-nine minutes past five of the clock till eleven of the clock on Friday, the 13th August, 1976.