

SHRI OM MEHTA : About the first point, during the investigation in a statement made by Santoshchand to the C. B. I. Mr. Ranjan Dwedi had indentified the Chief Justice of the Supreme Court to them. He is a lawyer in the Supreme Court.

SHRI BHUPESH GUPTA: Has he been arrested ?

SHRI OM MEHTA: Yes, he has been arrested.

About the second point, there is some link but because the whole matter is before the Commission of Inquiry, I will not like to give details.

SHRI BRAHMANANDA PANDA : May I know from the hon. Minister whether that particular lawyer has an American wife ?

SHRI OM MEHTA: According to whatever information we have. I think he has an American wife who is not in India at present.

### ANNOUNCEMENT REGARDING EXTENSION OF SESSION OF RAJYA SABHA

THE MINISTER OF STATE IN THE MINISTRY OF HOME AFFAIRS, DEPARTMENT OF PERSONNEL AND ADMINISTRATIVE REFORMS AND DEPARTMENT OF PARLIAMENTARY AFFAIRS (SHRI OM MEHTA) :

As you remember, Sir, with your permission last time I announced the extension of the House up to the 5th. Now I again come to you and with your permission I would like that because there is some urgent Government business, the House may be made to sit up to 8th of this month.

SHRI BHUPESH GUPTA (West Bengal) : Is it final now ?

SHRI OM MEHTA: I think so. Last time also when the same question was put to me, I said that nothing could be said. Now also I think this is the last extension but I would again say that nothing can be said at this stage.

### REFERENCE TO DISCUSSION AND PASSING OF THE BILLS AMENDING THE REPRESENTATION OF PEOPLE ACT

SHRI OM MEHTA : Sir, I would like to say that there are certain amendments to the Representation of the people Act which the Lok Sabha will be passing tomorrow and as there is paucity of time, we will like that as soon as they are passed by the Lok Sabha they should be taken up in this House the same day. For this purpose, I seek the permission of the House and yours.

MR. CHAIRMAN : Is it the sense of the House to accede to the request made by Shri Om Mehta that we take up the business relating to the amendments to the Representation of the People Act soon after it is passed by the Lok Sabha time same day ?

(No hon. Member dissented)

### MOTION REGARDING THE ANNUAL REPORT OF THE UNIVERSITY GRANT COMMISSION FOR THE YEAR 1972-73

—contd.

SHRIMATI SUSHILA SHANKAR ADIVAREKAR (Maharashtra) : Sir, we are considering the Report of the U. G. C. for the year 1972-73. A number of times in past also we have discussed the working of the U. G. C. in the Parliament. Many suggestions for making the U. G. C. a more effective body in the field of higher education have come forward. Sir, we all know very well that we have inherited the British education system and unfortunately we have not

yet come out of it whether it is at primary level or at college level. The Prime Minister has very aptly made an observation some time back: "One of the biggest mistakes we made when we gained Independence, was not to have overhauled thoroughly our educational system and structure. We are paying for it now." Sir, we all had expectations from the U.G.C. that it will make up for all that we could not do in the beginning, viz it will be an instrument to bring about the necessary changes in the education to suit over environments and requirements and will slowly come out of the shackles of British Method of turning out young boys and girls fit only for whitecollared jobs. In fact, today the lure for such education is so great that even a village boy would rather prefer to be a peon somewhere than go back to the village and work in the field, while the urban boy goes to foreign countries for better prospects and we are faced with the brain-drain problem.

Sir, as we have failed to a considerable extent to give a purposeful meaning to our education, whatever might be the reasons—I do not want to go into them because they are quite obvious—today we are witnessing the scenes of student unrest and the teachers' unrest upsurging at various educational campuses. The natural psychological consequence is that the youths and the student community have started demanding educational reforms with job-oriented bias, examination reforms and many such other reforms for the welfare and progress of student community. But they are not coming forward with the speed it should—and the result is that the students of today have started doubting the very usefulness of this education which turns them out in a society where they are like a square peg in a round hole, a complete misfit to find any job or work as the education has not equipped them to do any other type of work.

As I understand, Sir, the U.G.C. had appointed a committee for examination reforms, and if I am not mistaken, Poona University was selected for making experiments. But nothing as moved in this direction. Sir,  
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how long are we to continue this traditional and convention-bound methods? The main issue is that the U.G.C. is still thinking in the traditional way. Many of the so-called reforms are nothing but the blind imitation of certain experiments carried out in some universities, either in America or in Britain. Sir, I am afraid with this outlook our credibility is dwindling day by day and a day will come when the situation will be too difficult to handle. Practically all the universities in the country have to depend mainly on two bodies—the State Government and the U.G.C.—for all financial assistance. The U.G.C. which pays enormously large amount of money to these universities should also have an equally large voice in the policy frame of educational reforms and make the universities accountable for their failure to implement them. It is no use saying that education is a State subject and take refuge under statutory limitations. I am sure all reforms and new ideas and suggestions will be most welcomed by the State Governments and the universities to improve the higher educational standards. Of course, one could appreciate that the issues which are purely of an academic nature are left to them to be sorted out. And, Sir, I think that the education being a State subject, if it comes in the way, what stops us to make it either a Concurrent or Central subject?

Sir, we find in the Report that the number of universities and colleges has considerably increased, and so also the number of students. Out of them, some are very well managed and are up to the standard while some are not properly managed and properly equipped and their staff is also not up to the mark. On one side, we have a number of small universities coming up which are not only a small burden on our precious finances but also lower the standard of education. On the other, we have an example of Bombay University which is handling nearly 2 lakhs of students not only of the Bombay city but that of three other districts of the State, viz. Thana, Colaba and Ratnagiri, and also one more Union Territory, Goa.

[Shrimati Sushila Shankar Adivarekar]

Sir, how is it possible for the Bombay University to function with such a large area and student population. It has turned into nothing but an examination taking body and the standard of education is suffering.

Sir, with regard to the question of open University, we were told sometime back that an open university will be established. Sir, I don't know the progress of it. But I would like to make a small suggestion in regard to this project that instead of having one single open university for the whole country, let us think of establishing regional open universities. The U.G.C. can take a lead and persuade the State Governments to establish an open university in that State where you propose to start one. The result will be that it will reduce the present work of the universities by transferring all external students and correspondence course students to these regional open universities.

Another point, Sir, is that at present we have nearly 100 universities and institutions deemed as universities. At present, the UGC is directly responsible for central universities. The work of the UGC has increased tremendously. The hon. Minister should consider the suggestion of establishing regional offices of the UGC with a view to decentralise the functions of the UGC. Such an effort will no doubt contribute to greater efficiency on the part of UGC and it will enable them to be in closer contact with the working of the universities.

Sir, since we live in the age of number of innovations, the education should enable the youth to acquire basic tools of analysis of expression and an urge for self-development. With this in view in the present context, the work of revising curriculum which provides a basic built-in system of democratic values should be taken up and the right kind of text books and suitable orientation of teachers should also follow up. Let not this new opportunity pass by; let education become not a matter of filling empty vessels but an instrument of lighting the lamps.

Sir, while talking about teachers, I would like to congratulate the UGC for revising the pay-scales of teachers. Justice has been done to them although late. But now UGC must take initiative in laying down a comprehensive code of conduct for teachers in colleges and universities. The quality of teachers depends more upon their own education before and after they enter into the profession. The UGC should take up the greater responsibility of in-service education of college and university teachers and specially of those which are not located in urban areas.

Sir, the UGC has a number of works to its credit, like the revision of the pay scales of teachers. It has very successfully asked the universities to give representation to the students community at various levels in the university. It is a most welcome measure. Sir, this emergency has brought a new sense of awareness and responsibility in the students world. It has also made us aware of the direction in which the nation has to move. Sir, I would like the UGC to give thought to a serious matter, that is, to consider the future development of higher education. India of 1975 is different from India of 1966. Today we have to think of new India which has emerged as a result of our commitment of the ideal of eradication of poverty and justice for common man. We have to recast our education in this light and involve not only the technical academicians but representatives of industry, trade-union and farmers also. Let the UGC start gearing up its machinery to meet this challenge. Let all the Vice-Chancellors of the universities be called and asked to implement this new programme. Sir, I am told that there has been no such meeting of Vice-Chancellors in the last few years to discuss a number of common problems that are facing the universities. Let once UGC forget its main role of disbursing grants but take up the new challenge and do immense valuable work in the field of education and to the student community who are looking upon us with hopes and aspirations.

SHRI PRAMATHA NATH BISI (Nominated): I shall confine myself to university education because I have never really been connected with any school. So I do not know much about school and how it works. But I was connected with a very big university for about 20 years in more than one capacity. So I think I know something of the university and how these universities are running. Two learned Members from this side had spoken about the theory and philosophy of education. We are thankful that they enlightened us. But the thing is, no theory and no philosophy will make a university what it should be. A university means, an earnest student and an earnest teacher. This is the basis of a university.

Now, I shall go into some detail on this point which some of them have touched and which some of them have not, as to how these teachers are appointed. For these appointments or disappointments, whatever you may like to call, everybody connected with the university is responsible including the University Grants Commission.

Before I begin, let me remark that university education all over India is in a very bad shape; nothing can ameliorate it. Why? Let me go into details. It may interest you, Sir, who have left the university long ago.

PROF. S. NURUL HASAN: The chair is still connected with a number of universities rather intimately.

SHRI PRAMATHA NATH BISI: Oh! then he will appreciate it, he will like it also.

There is irregularity in holding examinations, late and very late publication of results, sometimes the results are revised at the threat of examiners. Then there is nepotism, favouritism, politicalism—I do not know if there is such a word, but it ought to be—and a sort of trade unionism. All these make it impossible for a competent and self-respecting man to get into the university.

This I speak from my own experience. How does it happen? By being protected by the shield of autonomy. Nobody can touch them; neither the University Grants Commission nor the hon. Education Minister can touch them because there is autonomy. And more often than not, a teacher who is not competent to teach in a degree college is taken, often on the minority report. Two greatest Bengali scholars—I do not name them; If I name them, you will know them—spoke for one candidate, and one indifferent scholar, not a Bengali literature, spoke for another gentleman. The appointment was for Bengali Literature. Then the whole case was sent to the Executive Committee. The Executive Committee on the minority report appointed him. This is being done in all the seven universities in West Bengal. My knowledge is confined to West Bengal. There are seven universities. One is the Central University, the Viswa Bharati, which is also in a very bad shape.

Teachers who are not competent to teach even degree classes are appointed as University lecturers. Some of them are my students and I am responsible for them. They cannot teach even degree classes.

There are vast numbers of students who are not fit for higher education. Hon'ble Members said that seven out of eight are taken in. I say even eight out of seven are taken because either this party or that party is at the back of that man. The more the number the more the merrier. Teachers of inferior calibre are taken. Classes are very irregularly held. Members connected with Universities have corroborated. One professor never took a class for months...

MR. CHAIRMAN: For three years.

SHRI PRAMATHA NATH BISI: Only he came on the 31st for drawing his salary.

PROF. S. NURUL HASAN: Even that was not necessary. It can go direct to the bank.

**SHRI PRAMATHA NATH BISI:** Classes are held irregularly. Mass copying is the order of the day. Sometimes university authorities try to whitewash this stigma. I am glad this time there was not much of mass copying. But everybody knows that mass copying was done without any restriction. Being myself a teacher I know that sometimes question papers are sold by professors, for a consideration. It may not be true but it is rumoured. I have never sold one and I have never seen one selling them. But this is a rumour; it may not be true also. Many Vice-Chancellors are nominees of political parties. They are helpless. Because they have to do this thing they do it. These are some of the causes of deterioration of University education. By and large, the student community has lost faith in University education.

**SHRI BRAHMANANDA PANDA** (Orissa) : What about teachers ?

**SHRI PRAMATHA NATH BISI :** There is some consideration for them at the beginning of the month. They neither possess any knowledge nor do they deserve a job. That is why there is general apathy about University education. Sometimes it is vocal. Sometimes it is silent.

Another cause for the deterioration in standards is the establishment of too many Universities in two short a time. After independence Universities grew like mushrooms due to political pressure or local patriotism. I think their number is now 99....

**PROF. S. NURUL HASAN :** It is 104.

**SHRI PRAMATHA NATH BISI :** I was a bit modest. Before 1947 it was not more than 30. Therefore, this is not spread of education. This is spread of illiteracy.

Unfortunately our base of highly educated men is not so spacious that it can supply competent teachers to the universities for teaching. If incompetent teachers teach

then the result is incompetent students. What is the good of bragging about philosophy and what is being done in China and what is done in Russia? That will not help us. The UGC is responsible in this way that establishing a university requires the sanction of the UGC. Why does the UGC give permission? Who asks? Who answers? Who is responsible for this sorry condition, for this deterioration? The Education Minister and his Ministry and the Central Government will say they have no jurisdiction over State universities. The State Government also pleads the same argument, that the university is protected by its autonomy. The UGC also pleads the same argument; autonomy of the university. So, it is evident that nobody bears the responsibility of the decline and fall of the university education. The Universities are very conscious of their autonomy. Nobody can touch them. So merrily and merrily they go from bad to worse. This I am speaking from the very bottom of my heart. I am not pleased to say these things; I am sorry. In my State—I do not know about other States; I suppose they are not so very different—these things are being done every day.

There are some Central Universities and institutes which are completely under the UGC. I know very little of them exception one which, I have mentioned already, is in very bad shape. My target is State universities and my base of knowledge is universities of my State, that is, West Bengal. There are two functions of the UGC. One is disbursement of money which Parliament allots to them for distribution among colleges and universities. The other is giving advice—mind it, giving advice—to State universities to keep standards high and flying. Alas, if the standard is kept flying, it is flying on a sinking boat. Universities are crying for money like so many amished children—money and more money. The UGC plays the part of a fairy godmother. As regards advice, the universities are competent enough, shrewd enough, to know that advice

without authority is airy nothing. So they pocket the advice and go away with the money. Sometimes the UGC forms a commission, but nothing is heard about it afterwards. My advice to the UGC is that something must be done to stop this rot.

Thus far I have only described the state of things. Now I have two constructive suggestions to make. The UGC should not be a passive onlooker of things. The UGC should have some active role in the higher education of the country. Perhaps this requires the sanction of the Parliament.

If Parliament is anxious about the betterment of higher education, it should be given. In the meantime something must be done. If no other ways are found, I sometimes think whether it is possible to promulgate something like an Academic Emergency. I am saying this in all seriousness. The political emergency has given good results. Why not an Academic Emergency? And all Universities should be ruled under that emergency for one year or two years or more as the Minister thinks. After that they will get back their autonomy and again begin the old game. This must be done...

AN HON. MEMBER : There will be some difficulty for that.

SHRI PRAMATHA NATH BISI : There are always difficulties and these difficulties must be faced. Subject to this observation of mine, I support the Motion presented by the hon. Minister of Education.

MR. CHAIRMAN : The House will re-assemble at 2.30 in the afternoon after lunch.

The House then adjourned for lunch at fifty-seven minutes past twelve of the clock.

The House reassembled after lunch at thirty-three minutes past two of the clock. **The Vice-Chairman Shri V. B. Raju**, in the Chair.

# **MOTION REGARDING THE ANNUAL REPORT OF THE UNIVERSITY GRANTS COMMISSION FOR THE YEAR (1972-73)—contd.**

DR. V. B. SINGH (Uttar Pradesh): Mr. Vice-Chairman, Sir, let me start with the story where it begins.

Sir, the UGC was founded to fulfil the aims and objects enshrined in Item 66 of the Union List in the Seventh Schedule of our Constitution, namely, "Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions". Incidentally the question of disbursing finances from the Centre to the Central Universities and to the State Universities via the State Governments also came up. This broke the medieval isolation in which the universities were growing. In the meantime, as the honourable Education Minister has pointed out in his introductory speech, the social demand for high education also increased. Obtaining higher education or, to put it in better words, to get university degree, became point of prestige, a point of honour and a point of dignity.

SHRI KALI MUKHERJEE (West Bengal) : Snobbery also.

DR. V. B. SINGH : Well, I would not say that. This increase in social demand for higher education led to various types of institutions imparting higher education. As my colleague Dr. V. P. Dutt said, in one university, a Member of the Academic Council said that there was a spare bathroom in his house where a college could be accommodated. This glut led to a number of disturbing symptoms.