

are being made by a man like Mr. Lakhi Kant Bose. . . (Interruption) Mr. Home Minister, you should kindly find out this thing. Such things are happening. I would also request you to inquire about the incident that happened to Mr. Sanyal.

MR. DEPUTY CHAIRMAN : Now, Mr. Umashanker Joshi, on University Grants Commission Annual Report.

SHRI DWIJENDRALAL SEN GUPTA : No, Mr. Deputy Chairman, let the Home Minister first say something on what we have said just now. It is a very serious matter.

DR. K. MATHEW KURIAN (Kerala) : Yes, he should say something. He should tell us what he is going to do about such things.

SHRI LOKANATH MISRA (Orissa) : Sir, I am only scared. . .

MR. DEPUTY CHAIRMAN : No, please sit down.

SHRI LOKANATH MISRA : I do not want to take the time of the House. Mr. Siddharatha Shankar Ray has been put in charge of Orissa elections. Let him not carry this *modus operandi* to the Orissa elections.

MR. DEPUTY CHAIRMAN : Mr. Umashanker Joshi.

DR. K. MATHEW KURIAN : Sir, when a Member of this House has been injured in an incident and it has been brought to your notice here, the Home Minister should say something on it.

SHRI DWIJENDRALAL SEN GUPTA : Let him get up and say something.

MR. DEPUTY CHAIRMAN : Please take your seat. . .

SHRI DWIJENDRALAL SEN GUPTA : You ask the Home Minister to get up and say something.

MR. DEPUTY CHAIRMAN : Mr. Sen Gupta, I have been asking you repeatedly to take your seat. I will not allow anything more on it.

SHRI DWIJENDRALAL SEN GUPTA : He should inquire into the incidents.

MR. DEPUTY CHAIRMAN : No, please sit down. This is not the way to behave. There is a limit. . .

SHRI BHUPESH GUPTA : Even your anger has a limit. And I am glad that you are maintaining it within limits.

MR. DEPUTY CHAIRMAN : Mr. Umashanker Joshi now.

MOTION RE ANNUAL REPORT OF THE UNIVERSITY GRANTS COMMISSION FOR THE YEAR 1971-72—Contd.

SHRI UMASHANKAR JOSHI (Nominated) : Mr. Deputy Chairman, I would only like to dwell on the general malaise in higher education as far as the problem of student unrest is concerned. An important point was made by the honourable Member, Shri K. P. Subramania Menon, that 80 per cent of those who get higher education come from 20 per cent of the population, which only means that the elitist sections are perpetuating themselves. Once a foreigner got an interview with Mahatma Gandhi for a minute or so and one of the two questions that he put to him was, "What makes you despair of the situation in India?". He answered : The hard-heartedness of the educated. Something is wrong with education. Let me assure the House, through you, Sir, that the so-called illiterate people of our country are not uncultured. It may be that the educa-

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 ted people are uncivilized in their own manner.

There is not so much wrong with the students in our country as perhaps with the teachers. There is not so much wrong with the teachers in our country as perhaps with the politicians, especially those who are in power. When you and I and many of the Members of this hon. House were going to the school and college, we had a galaxy of tall men in our country to whom we looked. Today the students feel frustrated. And as one of them is reported to have stated at a meeting in Delhi yesterday, the elders have much to contribute to their frustration. The frustration also comes from the compulsions of the technological revolution that is taking place on this planet. The frustration also emanates from the revolution of rising expectations. The frustration also comes from the lack of opportunities that the younger people can have to express themselves so that their creative energies can freely flow.

I want to touch upon some specific items mentioned in the Report. But before taking them up, may I, at the outset, raise a question? How can we make the students study? How can we make the teachers teach? How can we make the parents get involved in the education of their children? One remedy that suggests itself is to allow the colleges to hold examinations. The Universities should be only called upon to issue certificates on the basis of the results that have been communicated to them by the respective colleges. Today there are about 89 Universities that dole out certificates. Sometimes they are torn up even as they are given at the Convocation ceremonies. Let the colleges themselves, which are about four thousand in number be responsible for the final certificates. Let them be solely responsible for the examinations and let them also at the examinations give trial to the open book system.

This will assure at least that the students are in a position to use those books. During the whole year the parents are grievously negligent of their role. It could be said of a parent that he worked very hard after the student's examination was over, but even then the son failed! The parents' work begins after the student has appeared at the examination. They do so because the authority responsible for assessment is far away from the place where the examination takes place and they think that if the boy gets a good class, he will get some employment. First is, degrees are passports without visas. Already, as it was mentioned on the floor of this House, officials like to pick up young people who are rather like clean slates, who have not to unlearn certain things. Let the parents and the teachers and the students know for certain that some performance is expected of them. Perhaps, this can be encouraged by making the colleges solely responsible for the final certificates. I am talking of the autonomous colleges in a very broad manner.

Coming to the specific things mentioned in the report, I want to congratulate the U.G.C. on having put greater emphasis on the affiliated colleges which are far-flung on this sub-continent of ours. In 1969-70, a grant of Rs. 354 lakhs was given to the affiliated colleges which was almost doubled in the next year. We are happy to see that in the year of the report, i.e. 1971-72, it has risen to 9 crores of rupees. It is also heartening to see that they have provided for staff quarters and teachers' hostels at these affiliated colleges where 85% of the total teaching staff live and work. For needy students Rs. 135 lakhs have been spent after the book banks. About 89 study centres for students who cannot get opportunities for studying at their modest residences have been opened and about Rs. 30 lakhs have been spent on them. Again, aid to needy students has been taken

care of and Rs. 42 lakhs have been granted to 45 universities and about 2000 colleges for that purpose. As far as the money spent on book banks, study centres and students' aid is concerned, I may humbly suggest that there should be a periodical survey to find out whether all this money has been properly spent.

Block grants given to the central universities and maintenance grants given to the constituent and affiliated colleges in Delhi amount to almost one-third of the total expenditure and I would like to dwell at some length on this item. A point was made the day before yesterday that on one side of the road in a certain city, the expenditure per student was very low and on the other side it was very high. This is inherent in the two-tier university structure, that of universities run by the Centre and universities run by the States. I have some experience of a State university. For a year, I got only Rs. 3.56 lakhs to run a university which had more than 140 colleges and about 60,000 students. About Rs. 40 lakhs were distributed as maintenance grants to those colleges. But the total comes to a very negligible sum compared to the amounts which we are spending after the central universities. That expenditure is not to be cut down. But I would suggest that the States in which the Central universities are located should be coaxed into bearing some part of the expenses. I may add, and this is not in contradiction with what I have said just now, that some token maintenance grants should be given even to the State Universities because the State Governments do not come forward promptly with the matching-share and many programmes cannot be implemented just because of this. I would be satisfied as an ex-administrator if even a token grant of Rs. 5 lakhs or Rs. 10 lakhs is given to the State Universities as a maintenance grant. If you study the figures, you will see that Delhi gets quite a big chunk of the

total allocation. Even then, one of the hon. Members, who should know better, talked critically about the situation in Delhi. He said that there was a wall between the Delhi University and the U.G.C. The figures in the Report show that the U.G.C. was good enough to spend, apart from Rs. 132 lakhs the maintenance grant to the Delhi University, another amount from Rs. 239 lakhs for the maintenance of the constituent/affiliated colleges in Delhi and in the year of the Report Rs. 29 lakhs were spent for specific programmes of those colleges and Rs. 127 lakhs were given as grants to new colleges of the Delhi University.

One problem that is first emerging in our country is about the gulf, the yawning gulf, between the campus professors, i.e. the university teachers and the teachers working in the affiliated colleges. At my university there was happily no such thing. But, at other universities, which I have visited in some capacity or the other, I have found that the university professors feel that they should be let alone and the affiliated colleges and their staff should not hinder them from pursuing their academic activities. So, there is some bad-blood. As I have mentioned earlier, 85 per cent of these professors are working in the affiliated colleges in our country and their plight has to be looked into.

I am happy to note that during the past three years or so the U.G.C. is seized of this problem. In 1969 it was spending only Rs. 354 lakhs for the colleges and how it is spending Rs. 9 crores. They have also given the professors of the affiliated colleges a grade of pay, but, what is missing is the academic atmosphere. There are managements of all sorts and in some States the ruling sections are in league with these managements and the professors are bound to clamour for converting all the colleges into constituent colleges.

[Shri Umashanker Joshi]

So, some day you will have to deal with this problem. Just as in Delhi all the colleges are constituent colleges and the centre has to spend on all the colleges, so also in the States you will be called upon to convert all the affiliated colleges into constituent colleges and meet the expenses.

I will now give in short my reaction to certain details. It is mentioned that Rs. 15,000 are granted for the purchase of medical books to medical colleges. In these days it would mean only 100 or 150 books. That grant should be raised to some sizeable amount.

Scholarships in Arabic and Persian have been given. And what is the amount? It is Rs. 18,330. I referred to such stipends while speaking on the Aligarh Muslim University Bill also. This is a very paltry sum. So is the sum allocated to post-graduate studies in Sanskrit, Pali and Prakrit, which comes to Rs. 10,800.

I find that less and less grants for books and journals are being given during the last three years. In 1969-70 it was 1.67 crores. It dwindled to Rs. 1.37 crores in 1970-71, and in the year of the Report it is below Rs. 1 crore. With the price rise this would also mean less number of books, and about twenty new universities have come up during the last four years. Even if they want to have a core library, this money is very negligible.

The U.G.C. is helping research participants from amongst students and professors, but as far as students are concerned, the number has dwindled in the year of the Report. In 1969 it was 86; it is only 23 in the year of this Report. I think we should have more and more student participants in research activities and we should invite suggestions from the professors as to why they shy away from undertaking this work.

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN): Sir, on page 60 of the Report, the hon. Member would observe that the number of persons doing research in the universities is about 15,000.

SHRI UMASHANKER JOSHI: I am not referring to that. On page 26 there is a mention about another category that of the research participants. Some advanced researchers from amongst students stay with the advanced teachers at a centre; similarly, junior professors also live with advanced teachers. The U.G.C. has provided for this, which is a laudable thing. Certainly this is not said by way of finding fault. Only we should see that more and more students are encouraged to do research. There are only 23 such students.

Another important activity that the University Grants Commission is doing is, according to me that of teachers' training. Under the teachers' training programme they have spent Rs. 9 crores in the year before the year of the Report. But during the year of the Report the amount fell to 3.72 crores. I should think this to be the best of investments. Our teachers ought to get an opportunity to train themselves. In a country like ours nothing would be more conducive to the raising of academic standards, and I would urge upon the UGC and the Minister, through you, Sir, to see that this activity is not starved of funds.

About co-operation between Indian and foreign universities, the U.K. team suggested that centres in this country interested in some particular disciplines could be identified and they should establish contacts with their opposite numbers in the U.K. This should be the case with respect to our relationship with universities in other countries as well. We should build up an academic personnel which

maintains a continuous dialogue with advanced centres of study in other countries. That will help in the free flow of researchers, fellows, lecturers and professors between the Indian centres of study and the foreign centres of study. Our exchange programmes also should be planned with an eye on this pattern. Other countries send professors to India with the full knowledge that those whom they depute will benefit from the experience. In India there was a lack of a comprehensive scheme in this respect here though for the last two years or so we are trying to evolve a system which would be conducive to the building up of a body of scholars and teachers in this country who would most benefit from their foreign sojourns.

DR. V. A. SEYID MUHAMMAD (Kerala): Mr. Deputy Chairman, Sir, day before yesterday Dr. Mahavir made a reference. I am glad Dr. Mahavir is here because he is a man to whom I listen with considerable care and I hope that he will show some generosity towards me. Dr. Mahavir day before yesterday was kind enough, extremely kind I should say, to take this House into confidence and reveal an interesting fact. That fact is he keeps a file. And what does that file deal with? Fortunately it does not deal with details about individuals of this country. Thank God, "we have not come to that stage yet but that file, he said", deals with the universities, all the universities of India. He then made a reference to the action which the Education Minister has taken and the Government has taken regarding the Aligarh University.

DR. BHAI MAHAVIR (Delhi): With your permission I did not exactly follow him. Did you say that I was having some file of my own on...

DR. V. A. SEYID MUHAMMAD: You were having a file; you said you had a file on universities.

DR. BHAI MAHAVIR: I am afraid you got me wrong. I had a newspaper clippings file taken from the Library relating to the news that have appeared in the papers about our universities. It was not a private file that I was having. I had only borrowed the clippings file from the Library.

DR. V. A. SEYID MUHAMMAD: I am sorry it was not clear; I am sorry I misunderstood it. Anyway he had a file; whether kept by somebody or by himself, it is a different matter and he referred to it.

DR. BHAI MAHAVIR: It was from the Library here.

DR. V. A. SEYID MUHAMMAD: He made a reference, as I said, to the Aligarh University and the policy and the steps being taken by the Education Minister and the Government. What was the occasion for him to make that reference to Aligarh University? The occasion was another hon. friend had made a reference to Patna University and said that the unions are being converted into communal organisations. That was the occasion for him to refer to the Aligarh University. I do not know why when a reference to something being done in Patna University is made my hon. friend should get agitated unless as they say the cap fits. Any way he found it necessary to make an attack against the policy of the Government. I remember a story in this connection; when somebody made a reference to the Patna University immediately my friend retorted and referred to the Aligarh University policy. Even assuming my hon. friend's attack is well-founded I recall a story about a visitor who came to Russia and that visitor said, your underground is not kept clean. That visitor was from America and immediately the Russian retorted, you are treating the Negroes in America very badly. Similarly when somebody makes a reference to Patna

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University my friend here says that you are doing bad things in Aligarh. Whatever he has said, I will deal with it. What is the substance of the allegation? The substance of the allegation was the Education Minister and the Government for the purposes of the U.P. election, immediate U.P. election, were being communal and they were dealings with the affairs of the University in a communal way. Does it really reflect the fact? My friend is very systematic and I must pay him that compliment. He is very systematic in stating facts. He is very systematic when some terminological exactitude is involved. Now what are the facts? The facts have been debated innumerable times here. Articles have been written. Speeches have been made. Propaganda has been made. The main demand of the Muslim communalists was that the minority character of the Muslim University should be kept. In the debate here, I think around the 26th July, the Minister unequivocally stated that we shall never declare it a minority institution. The same observation the Prime Minister in her interview with Sheikh Abdullah made. And throughout the question was going on the stand of the Government, of the Prime Minister, of the Education Minister and that of the party the stand has been that there will be no compromise on this point.

Sir, the Supreme Court has examined the question. It has gone up to the 1921 Act and traced the facts of the situation that it is not a minority institution and it cannot have minority character. That is the stand that the Government has taken. The Government has taken the view that on principle it cannot be done and for expediency or even in the interest of the Muslim community itself it is not going to make it a minority institution. That was the consistent stand on which there is no compromise.

It is true that in the recent amendment to the Statute certain things have

been done. Let me examine briefly what are the things which have been done. My friend says that there was compromise with communalism. One thing which has been done is there was an alteration in the composition of the Court. There has been increase in the representation of the non-teaching staff. Is it communal? Representation of the students union has been increased. Is it communal? An increase has been given for representation of colleges and technical institutions. Is it communal? An increase has been effected, as I said, in the non-teaching staff. Where is communalism in it.

Another specific allegation was that donors have been given representation. Is it the first time in the history of Universities that donors are given representation. If in doing these things, incidentally if it benefits some community and if it is on good principle, if it is not communal on principle and if it gives some distant advantage to some community, that also my friend cannot tolerate.

Sir, the greatest thing in the cultural history of this country which every Indian should feel proud of is a basic thing. What is that basic thing? This is tolerance of the opposite view.

DR. BHAI MAHAVIR: May I submit for a minute? The hon'ble Member has been very kind and considerate to me in that he must have devoted a good deal of attention to the points that I raised. I would be happy if he answers one point which was my main point. If the Government gives an assurance that the academic and higher bodies of a particular University will continue to have a Muslim majority under whatever euphemistic labelling you may try to cover it, I would like to know if that is communal approach or not, and if it is not, whether we are not talking the same language. We can agree to differ.

PROF. S. NURUL HASAN : With your permission, Sir, since a reference has been made to Government assurances, I would only request my hon. friend, Dr. Bhai Mahavir, to read the text of my statement before this House. He can easily pick it up from the records there. I have said that Government would not be a party to any artificial attempt being made to reduce the majority of the Muslims on the principal bodies of the university. For historical reasons, they are in a majority and we will not make any artificial attempt to reduce that majority.

DR. BHAI MAHAVIR : Well, I do not know what is the definition of artificiality. Was this Act an artificial thing, or was it a natural sort of boon coming from the heavens? Was the Act an artificial thing, or are your decisions artificial things?

DR. V. A. SEYID MUHAMMAD : Since my friend was kind enough to ask me that question, I will be very glad if we go back a little into the history of the Aligarh Muslim University. When in 1872 or around that time, the question of representation in the governing body came up, the demand before Sir Syed Ahmed Khan was that no representation should be given to the non-Muslims in the governing body. Sir Syed said—and that is exactly the principal being continued now—that as and when the proportion of the Hindu students and the Hindu teaching staff increased, there would be representation given to the Hindus as well. That is the present policy. If the position is that the majority of the students are Muslims and the majority of the staff are Muslims, then necessarily they will continue. What is wrong with that? The demand of the reactionaries at that time to bar completely the entrance of the Hindus into the governing body and other bodies was resisted. That still continues and as long as the majority of the students are Muslims and the majority

of the staff are Muslims, this will necessarily continue. What is wrong with that? I do not know, my recollection is that the hon. Minister did not make the statement in the shape in which it was put. I hope I have replied to his question.

Now, I shall come to the point that I was dealing with when the question was asked, that is, what is the principle behind this in encouraging a particular weaker section. What is wrong with that? I was mentioning a historical fact of which every Indian is proud, that is, the tolerance, the graciousness and the generosity to the weaker sections living in this country. That has been there from the very early times, and irrespective of community, irrespective of religion, as an Indian everyone is proud of it. And if the Government does something and it picks up a particular community, why should my friend say it is communalism? Does the theory of Indianisation preclude this generosity, this tolerance? (*Time-bell rings*) Sir, I will say a few words, with your kind permission, about the other point that was made. Here theories have been propounded: the Marxian theory of education has been propounded and the liberal theory of education has been propounded. There is no quarrel with the basic principles. Nobody disagrees with them. And basing on that theory, an attack was made on the University Grants Commission and the Education Minister that certain things have not been done and they should be done. I understand that. But let us see what the fact is. Under the Constitution—entry 11 of List II—Education is a State subject, subject to the provisions of entries 63 to 66 of List I and entry 25 of the Concurrent List. A limited power is given to the Centre and under that limited power, a statutory body, the University Grants Commission, was created in 1956. Anybody who knows the elementary principle of law knows that a statutory body has

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the power which is given to it by the statute creating it and nothing more. While wanting very many things to be done by the University Grants Commission, we must see what their powers are and what limitations are there. You cannot expect an 8 H.P. engine to do the work of a big steam engine or a locomotive. If your grievance is that it is not strong enough to do that, are you prepared, is this honourable House prepared, are the various States prepared, to give more power, by amending the Constitution, to the Centre? Unless you are prepared for that, expecting too much from the University Grants Commission and criticising it, I do not think, is desirable. If the House is prepared, if the States are prepared, to amend the Constitution to give more power, I can understand. Is the House prepared to grant more money to the University Grants Commission? As the report says, Sections 12, 13 and 14 read together, the powers of the University Grants Commission are well known: controlling, coordinating and advising... not even controlling; coordinating and recommending. The only weapon which they have got under section 14 is only a sort of control — Unless you do that, what we do is to withdraw the grant. That is all, that is the maximum that they can do about it. Within the limited power under sections 12, 13 and 14 read together, the University Grants Commission and the Education Minister have done a very wonderful thing. It is not with a partisan view that I am saying this. You examine the details of the report and see what has been done. Thank you.

PROF. RASHEEDUDDIN KHAN
(Nominated): Mr. Deputy Chairman, maybe, I am the last speaker, because two Members are in an advanced stage of stupor and the Benches are all equitably free both from the Treasury side and the Opposition side. But I am

happy that what is lost in quantity is more than made up by quality because my learned friend, the Education Minister, is here. I would not like to take more time. I would only examine two or three aspects of the slim report of the UGC which is becoming slimmer and slimmer, maybe, in consonance with the attitude of the country and also Parliament where education goes mostly by default. I would like to go over the whole field because we have in the Minister a person who understands the problems of higher education, indeed, of the whole education. Therefore, the misery of education, the problems of education, the problem that even the Planning Commission is not giving adequate funds at all, are all so well known that I would not lose my breath on them. I would, therefore, attempt to speak on two or three things. Firstly, I would like to make some points with reference to the area study programme in the Indian universities. We have now about 98 universities—89 universities and 9 deemed universities—with about 4000 colleges and 1,40,000 college teachers and 32,63,000 students, which in terms of the total population of India is still very little, but in terms of development is a very sizeable achievement. I would not particularly refer to the area study programme and the cultural exchange programmes for two reasons. I think it is part of the development of India as an authentic third world country, as a country which is trying to look at the problems of the world from a new perspective of a new evolving civilisation, a civilisation based on secularism, democracy and socialism, that we must try to interpret not only ourselves, but try to interpret our neighbour, try to interpret the whole world. One of the purposes of the area study programme is to see that a whole corpus of knowledge is available in which it is possible for the public to be enlightened and the Government to make enlightened foreign policy for-

mulations. I see from the report of the UGC on pages 12 and 13 that as of now, apart from the Jawaharlal Nehru University School of International Studies which has been a pioneer in the development of various study programmes, there are only ten area study programmes which are going on and these ten area study programmes are located in nine universities only. Now, if you examine the type of areas which are under investigation, we will find that several chunks of the world which are left over. I will start with Europe. I think it is very important for us to have an excellent area study programme of Europe, at least of some specific countries about which I will mention a little later. Then, Sir, although the area study programme of Africa is there—my compliments to Dr. Vidya Prakash Dutt, Pro-Vice Chancellor of Delhi University and he knows more than we know and things known should not be advertised—the way it is going is not quite satisfactory. Something should be done as the African study programme is a very important programme. As a matter of fact many organisational impediments were there and it was first a Department which it should not have been and then it was introduced at lower levels and so on and so forth. I strongly feel that the entire Africa must be differentiated and there should be Arab Africa, Saharan Africa, East Africa and West Africa. I think it is an area which is easily understood by us.

Then I think Oceania is the whole belt particularly with new orientation of Australia and with our increasing emphasis on making Indian Ocean a zone of peace. Therefore, there should be a very systematic study on Oceania.

Then, somehow or other almost for the last hundred years we have taken Europe for granted. Sometimes we looked at England as the very epitome of the whole of Europe and Europe

outside England was not worthy of any attention. The same thing continues now.

I would particularly say that with the understanding of Germany and France and Holland and Scandinavia, particularly in our dealings with them in the international political scene, Europe should not be neglected and in order to build bridges between us and these specified European countries something should be done. This, I submit, is a very important dimension.

Then I will say that despite 20 years treaty of peace, friendship and co-operation with the Soviet Union, Soviet studies in this country are not very well organised. I say this with some hesitation and with my tongue in my cheek in the faint hope that my words will not be echoed at least in my University. This programme has not taken off the ground. Even the Jawaharlal Nehru University has not taken up Soviet study programme with the vigour and with the seriousness which it deserves.

SHRI UMASHANKER JOSHI : It can be a part of the political science studies.

PROF. RASHEEDUDDIN KHAN : It should be a full-fledged field. I have in my report submitted to the Ministry of Education listed that in the Soviet Union you have about 18 to 20 institutes dealing with several aspects of life. You have this Institute of Oriental Studies, which is a huge affair, in Moscow, Leningrad and Tashkent. A very systematic study is being done there from the angle of Marxism and Leninism—a perspective which is known in Soviet Union. But what are we doing? I will even submit that we know next to nothing about Soviet Union except at two levels. One is the level of ideology which is partisan and is well known. The other is sentimental level or 'bhai-bhai' level. Some

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of us go to Soviet Union and say that Soviet Union is a big gun and we are well fed and looked after by them. They come here and say that India is an old friend. That is all. There is no systematic study.

Another point is that even those who have gone there and studied there are not properly employed here after their return. They are either unemployed or mini-employed. This aspect has to be looked into.

Now I would like to go straightway into the question of book production. This is one of the big weaknesses of higher education in India. We do not have the type of books which are needed to give a correct perspective. I am happy to know that UGC is having a book production programme and by 1971, 1,500 titles have been published and 90 books have been evaluated in 1971-72. But my hunch is that a large proportion of these books is on science. I would say that since war and defence begin in the minds of men, minds of men can be better developed through books on social sciences. Therefore, necessary attention must be given to this aspect. I think the National Book Trust on the one side and UGC's book production programme on the other will take care of this as the American University Publication programme takes care of the university books, there. I think the universities have a set of books, text-books, which they publish and I think even if a heavy investment is needed here, the Minister should see to it that it is done.

Thirdly, Sir, I would speak about the Centre of Advanced Studies. I had an occasion, a very unhappy occasion, to go there as a Member of the UGC with a team to the Calcutta University and I have never seen a university in shambles as the Calcutta University. Members from Calcutta and West Bengal are conspicuous by their absence here. Anyway, Sir, the whole Univer-

sity is in shambles and I found that in the Centre of Advanced Studies, in Ancient History, after the first Professor had retired, they have not recruited any other Professor so far. The whole Centre of Advanced Studies is without any Professor and I do not know why. Even after our eminent Education Minister became a Minister at the Centre, his place has been filled in the Aligarh University. But it is not so in the Centre of Advanced Studies. The Centre of Advanced Studies has become a Centre of Advanced Studies only in name. Either they have to retain it as a Centre of Advanced Studies in reality or they will have to examine their whole investment policy with regard to this Centre. I would also suggest that these Centres should be Centres where higher techniques, improved methods and more up-to-date courses are taught. As far as I am aware, in the social sciences, the courses are usually out-dated and the books are also not in keeping with the changed times. Either these Centres become really the pace-setters in their branches of learning or the whole policy, I submit, Sir, will have to be re-examined.

Lastly, Sir, I do not see any reason why, in a country which calls itself a democratic country and which is aspiring to become a socialist country and which is speaking about secularism and so on, education in the last 26 years has almost gone by default. You have occasionally paid compliments to education by nominating a well-known Vice-Chancellor or nominating an unknown teacher to this House and now we have as Education Minister a man with vision, with socialism in his blood and in his whole being and even about this Education Minister, if the newspaper reports are to be believed, we still are not sure whether he will be there or not and this is a sorry state of affairs. Sir, with all the modesty at my command and with all humility, I want to say that education must be

taken seriously, very seriously ... (Interruptions) ... At least the Minister of Parliamentary Affairs who is here in the House at the present moment should not indulge in side-talks, but he should listen to what is being said in the House. There should be some seriousness shown about education and education should be taken as a very important matter as industrial development should be taken to be a very important matter or as agricultural development should be taken seriously, because the whole concept of man depends on it and I want to raise my small voice of protest against any attempt not to take education seriously and I would say that unless this is done, all of us would lead a very frustrated life and if we do not take education seriously, probably we may be enjoying ourselves at the cost of education, but would be surely neglecting the development of Indian civilization and culture. Thank you, Sir.

MR. DEPUTY CHAIRMAN : The House stands adjourned till 2-00 P.M. when the honourable Minister would reply.

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

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

MESSAGES FROM THE LOK SABHA

(I) The Foreign Awards (Recognition and Enforcement) Amendment Bill 1973

(II) The State Bank Laws (Amendment) Bill 1973

SECRETARY-GENERAL : Sir, I have to report to the House the follo-

wing messages received from the Lok Sabha, signed by the Secretary of the Lok Sabha.

(I)

"In accordance with the provisions of Rule 120 of the Rules of Procedure and Conduct of Business in Lok Sabha, I am directed to inform you that Lok Sabha, at its sitting held on the 14th November, 1973, agreed without any amendment, to the Foreign Awards (Recognition and Enforcement) Amendment Bill, 1973, which was passed by the Rajya Sabha at its sitting held on the 16th August, 1973."

(II)

"In accordance with the provisions of Rule 120 of the Rules of Procedure and Conduct of Business in Lok Sabha, I am directed to inform you that Lok Sabha, at its sitting held on the 14th November, 1973, agreed without any amendment, to the State Bank Laws (Amendment) Bill, 1973, which was passed by Rajya Sabha at its sitting held on the 30th July, 1973."

MOTION RE ANNUAL REPORT OF THE UNIVERSITY GRANTS COMMISSION FOR THE YEAR 1971-72

—contd.

PROF. S. NURUL HASAN : Mr. Deputy Chairman, Sir, I am extremely grateful to the hon. Members for the keen interest they have taken in the Report of the University Grants Commission. Sir, it is a source of encouragement to the Government, to the Commission and, if I may submit, to the academic community at large, that the Parliament is keenly watching the progress of higher education. Sir, you