

[Shri Nawal Kishore]

पता नहीं चला। मैं आप से जानना चाहता हूँ कि यह बात कहाँ तक मुनासिब है, नम्बर एक। नवम्बर दो, मैं भूपेश गुप्त जी की सारी बातों से तो सहमत नहीं, लेकिन एक बात में उनसे सहमत हूँ कि यह बात सही है कि इतना इंपाटेंट ईश्यू गवर्नमेंट तय करे और उसमें अपोजीशन पार्टिज को कंसल्ट न करे, यह बात भी मुनासिब नहीं है।

MR. DEPUTY CHAIRMAN : The information was given in answer to a question in the Lok Sabha. There is no point of order on that.

MESSAGES FROM THE LOK SABHA

I. THE INDIAN TELEGRAPH (AMENDMENT) BILL, 1972

II. THE SUPREME COURT (ENLARGEMENT OF CRIMINAL APPELLATE JURISDICTION) AMENDMENT BILL, 1972

SECRETARY : Sir, I have to report to the House the following 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 9th August, 1972, agreed without any amendment to the Indian Telegraph (Amendment) Bill, 1972, which was passed by Rajya Sabha at its sitting held on the 31st July, 1972."

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 9th August, 1972, agreed without any amendment to the Supreme Court (Enlargement of Criminal Appellate Jurisdiction) Amendment Bill, 1972, which was passed by Rajya Sabha at its sitting held on the 3rd June, 1972."

Sir, I lay a copy of each of the Bills on the Table.

MOTION RE ANNUAL REPORTS OF UNIVERSITY GRANTS COMMISSION FOR 1969-70 AND 1970-71

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN) : Sir, I b--g to move the following motion :

"That the Annual Reports of the University Grants Commission for the years 1969-70 and 1970-71, laid on the Table of the Rajya Sabha on June 24, 1971, and June 2, 1972, respectively, be taken into consideration."

Sir, I would not like to take much time of the House while moving this motion because I would like to benefit from the contributions which the hon. Members may care to make, and I would be making an attempt to meet the points at the end of this discussion,

I would, however, draw the attention of the hon. Members to two or three very important points which should be taken into consideration.

The first point is that throughout this period there has been on an average 8.3 per cent increase in the student population. There are demands from practically every part of the country for establishing new colleges and for establishing new Universities. But the resources at our disposal are extremely limited and, therefore, the University Grants Commission has had to function within this very serious constraint. We cannot take up a policy that the opportunities of higher education will be denied particularly to the backward sections of our population. Furthermore, the State Governments who are principally concerned with all education, including higher education, have also been supporting the establishment of new colleges and universities. At the same time, there has been a tremendous explosion of knowledge going on in every field, and if (his country is to face the challenges with which it is faced, for development and self-reliance, then the⁵, Universities have to make a much more valuable contribution to research than they have been able to make till now. Now, unfortunately, the funds have been 'extremely limited. Within these constraints, the University Grants Commission has made an attempt to take steps which will lead to the raising of standards of education and research, and has also taken due note of the basic needs of teachers and students.

Sir, these are the major problems with which the UGC was faced, and I would request hon. Members to let us have the benefit of their suggestions, of their criticisms, and of their opinions, on the functioning of the University Grants Commission.

Thank you, Sir.

The question was proposed.

SHRI KRISHAN KANT (Haryana) : Sir, this is the first time that our Minister of Education, Prof. Nurul Hasan, is here with us to reply to the debate. So I welcome him here and I hope the discussion will be useful. His tenure as Education Minister might bring modifications and revolutionary changes and the removal of defects in our educational system. First of all, I would like to say that we should have given a thought to the idea of considering the reports of the University Grants Commission. We consider one report every year and here we are considering two reports. Perhaps the Government feels that it is a ritual to be performed but the idea of putting these reports before the Parliament was that every year we consider one report, give our views, the Government takes advantage of that and the next year we consider another report. I would like to know why we should consider two reports.

SHRI BHUPESH GUPTA (West Bengal) : What you have said as to what was done in the past is entirely wrong that one report was discussed in a year in Parliament so that the next report takes into account the discussions in Parliament and all that. Now we have developed a tie. Not only this Ministry but other Ministries and other Committees also bring more than one report at a time.

SHRI KRISHAN KANT : So, I would request the hon. Minister that henceforward we may discuss one report in a year. Of course, we are completing discussions on the 1970-71 Report and the other discussion might take place after two or three years.

SHRI BHUPESH GUPTA : Only one report should be taken up in one year.

SHRI KRISHAN KANT: That must be taken into consideration.

Then, Sir, I am not going into the details of the various activities of the University Grants

Commission. The report says that we have 93 Universities and the number of students on the rolls has increased to 30,01,292. Professor Hasan has also referred to some of the very good suggestions. Last paragraph of the 'conclusion' contained in the 1969-70 Report says : Educational reconstruction needs ideas, but they are not in short supply. What is needed is adequate resources, and concentration of effort exceeding a certain critical size. And the Education Commission says : "The absolute amount *per capita* spent by us on education is about one-hundredth of that spent by a highly industrialised country like the U. S. A. Japan and the U. S. A. and the U. S. S. R. are spending considerably more than 6 per cent of the GNP on education, about twice as much as India."

Sir, if we really want to implement the educational programmes, have we thought of spending more ? Unless you have a proper type of education, proper type of students coming out, I do not know what type of society you are going to build up. I will not go into the details of the expenditure on education but, Sir, even after you have 100 Universities and even after there are 60 lakh or one crore students, the main question before the country is to evaluate the type of education that is being imparted to students. During the last 25 years—we are going to celebrate the Silver Jubilee of our Independence—lakhs and lakhs of students are coming out but are those students worthy of being put in society ? Are those students imbued with the spirit of a socialist society ? Are they agitators ? We had the demonstrators that day here. We know how the students' unions are functioning. The main question that I would like Prof. Hasan to answer, to think, to consider, is to evaluate the U. G. C's reports on this basis. What is the quality of students ? What are they going to make ? Students come out after copying, after agitation, after having a fight with their teachers. The standard of their education is very bad. Their moral responsibility to the society is not good. If that is so, what is the need of that education ? What is the need of the UGC itself. The UGC has two objectives, i. e., standardisation and co-ordination of education . . .

SHRI BHUPESH GUPTA : Now, Mr. Krishan Kant, let us adjourn. You can speak after lunch.

SHRI KRISHAN KANT : I do not raind.

SHRI BHUPESH GUPTA : I know Mr. Krishan Kant speaks better after taking food.

MR. DEPUTY CHAIRMAN : The House stands adjourned till 2.00 P. M.

The House then adjourned for lunch at One of the clock.

The House reassembled after lunch at two of the clock. [MR. DEPUTY CHAIRMAN in the chair]

SHRI KRISHAN KANT : Sir, the first sentence of the Education Commission's Report said "The destiny of India is now being shaped in her classrooms." What is the destiny ? Do these students, do these teachers know what it that destiny ? Are they motivated to achieve that destiny ? What destiny India will have is clear from the standards of education; standards of behaviour, standards of examinations. Sir, this year, the Health Minister was saying, out of 800 students 650 were first class. Are they really first class students ? The question here is are we clear about the destiny that we have to achieve ; are we clear about the socialist society that we have to build ? Sir, I remember when the Banaras Hindu University was being established there was a lot of discussions going on as to the type of curricula that should be there, the type of syllabus that should be there. One British educationist went to Banaras and he was staying with Mr. Shiv Prasad Gupta, Mr. Gupta told him, we are having discussions for months together about curricula, syllabus and various other things ; can you suggest what type of curricula we should have. The British educationist said, it is very simple, Gupiaji ; first you decide what type of citizen you want to create and immediately you would know what type of syllabus you should have. So have we decided what type of citizen we want to have ? This is the basic question. The Education Commission has said that it is necessary to transform the educational system so as to relate it to the needs and aspirations of the people. What have you done about it ? Do you think that the students who are coming out of the colleges would be able to man the industries, manage

agriculture ? The agricultural graduates, the agricultural engineers, they do not want to take to agriculture, they want jobs. Agricultural graduates and Engineers, medical graduates, none of them wants to go to villages and work. What is this ? There is something basically lacking. The University Grants Commission is meant for two objectives, Standardisation and Coordination. Are the standards of universities all over the country the same ? There are bad universities, there are good universities. What has been done to standardise, raise the level of the standard of education of the universities, and how they have been coordinated ? The Report speaks of many types of committees for syllabus and all that. But what is at present being practised ? I would not like to go into details but I would like to refer to what a university was meant for. In the Education Commission's Report reference is made to a speech of Jawaharlal Nehru in the Allahabad University. He said there, "university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards even higher objectives. If the universities discharge their duties adequately, then it is well with the nation and the people." Sir, do our universities show a picture of humanism, of tolerance ? What we saw here last two months of the Aligarh Muslim University ? Does it show reason and adventure of ideas ? Sir, not only that. In the Education Commission's Report while dealing with the "special responsibilities" of the universities mention is made of this. "First and foremost, they must learn to strive to serve as the 'conscience of the nation.' Are they striving to serve as the 'conscience of the nation' today ? Are they trying to reply to the questions which the society poses today ?

Sir, may I refer to what is happening, how even Vice-Chancellors are appointed, how people manage to be appointed to the universities ? A Chief Secretary retired ; he is made the Vice-Chancellor. An IAS Secretary for Education retired; he is made the Vice-Chancellor. And in the Councils, the Inspector-General of Police, the Commissioner of a Division, they are appointed. Have we no educationists left, Sir ? Why go far ? See it in the Ministry of Education. After independence one thing was innovated. The Secretary in the Ministry of Education used to be an educationist. Now we have an administrator. When Professor

-V. K. R. V. Rao wasberti he agreed to bureau-prat, and we have an administrator-now. What does it show ? Does it not show that you you have not been able to produce so many educationists, educationists who can manage ■ university education or administration of educational policies ? It means they are fail' ures as administrators. It is a pathetic picture •to see that administrators are being made Vice-Chancellors to administer universities. It is certainly a very bad reflection on what we have .done to our education. Either our administrative approach is wrong, the Governmental approach is wrong, or we have not been able to produce educationists. This is how it happens. Sir, 'when a person lras retired as Secretary in the Department of Education, or as Chief Secretary or as the Commissioner of a Division, ie wants to seek a job. He wants to seek favours of the Chief Minister or the Education Minister to become a Vice-Chancellor on retirement. Do you think such universities can be the conscience of the nation ? Job-see-lters cannot be the conscience of the nation. The Education Commission's Report further adds, ". . as assessors of the notional way of life". That is what a university should do. "And this responsibility bfmines all the greater in the absence of an enlightened public opinion. There are so many new pulls and force¹,—as well ■ as old ones—operating in our national life—as indeed in the life of man as a whole—that its .balance has become very precarious, and there ..is a danger ol losing our bearings unless universities are able lo play this role adequately by by involving themselves deeply in the study and evaluation of the social process. Such involvement is vital—they say—since, univer-, sities are preeminently the forum for a critical assessment of society—sympathetic, objective, unafraid—whose partiality and motives cannot. be suspected." So Car the Indian universities have not performed this function adequately. After this Education Commission's Report, which was submitted probably in 1966, what have we. done ? Have we evaluated the work of the University Grants Commission and of the universities on the basis of this ? Sir, further ., the Education Commission's Report says : "This may be due either to apathy or failure to. . rec, gniso* the importance ol' this role." but .. then, they say :

: ■ "In' some cases, an apprehension of the -:- displeasure of the authorities or the influen-; tialvested interests, which may not take to kindly their opinions and criticisms may also :-:■ have worked as a deterrent-*

"To discharge this function properly, the university teachers should cultivate not only intellectual integrity courage and scientific knowledge but also win public confidence."

Have our universities thrown and intellectual challenge to the political leadership of this country ? We talk of a socialist society, but what do we see today ? The Xaxalites are going on in Bengal. A recommendation of the Education Commission specific dly referred to the Calcutta University. It said on page 652 :—

"The State Government in consultation with the UGC and the Government of India may have the affairs of the University of Calcutta examined with a view lo finding a way out of the difficulties created by a rapidly increasing undergraduate population."

What have you done to the Calcutta University ? Calcutta and Bengal breed Xaxalites. Today the Naxalite leaders might have been arrested and some might have died, but d think that Naxilism is dead. The questions posed by Naxilites and which bred NaxaMfes are still there to be answered. Can the universities give an answer ? Can the educational institutions give an answer ? Can the students give an answer ? These are my basic questions. You have to evaluate the Reports Of the University Grants Commission and the working of the Education Ministry on that is. One very good recommendation of the Education Commission relates to student discipline. It says :—

"TtieJ responsibility for indiscipline taking place is multilateral and no effective solution is possible unless each agency.—[stu- dents, parents, teachers, Slate Governments and political parties—does its own duty,">.

The present Education Minister has got the capacity, has the calibre and has the vision to get together all the political parties, teachers, students and parents and pose before litem this question : Your future is going to become lifeless. You have to face the world like this. Can you bring about a change ? With your co-operation we have to build up a new university structure , new syllabi and a new type of administration, so that you can build up a new university and the type of socialist society which you want to build. This-is thy basic question. I think the hon. Minister will

[Shri Kiishan Kant.] do something about it. Some young men who have come here recently told me : This is how you behave. There is a vicious circle of corrupt politicians, corrupt administrators and corrupt businessmen in this country. Who is to break this vicious circle? It has to be broken by those who have not yet developed vested interests in our socio-political system and they are the youth and the students. Many students cannot tell me that our youth have been polluted. See the way university elections are being conducted. A sum of Rs. 40,000 or Rs. 50,000 has been spent for the election of the President of the Students' Union. Is that the way and is that the model for our students? There is already corruption among the political parties during the elections. Can these students who come out of the universities change the political system of the country? A cultural revolution can be brought about in a society only by those who have not yet developed a vested interest. They alone can break this vicious circle, Gandhiji brought about a cultural revolution at that time by enthusing the people, by bringing in them inspiration and fearlessness to work against all authority, if something is wrong. Can you say that the present system of education inspires our students to resort to revolt in the right direction? The method of the Naxalites may be anti-national and misdirected, but the revolt in the youth cannot be curbed, I do not want the youth to revolt in that way, but they should revolt in the right direction. Can the present educational system, where selections are made on the basis of groupism. Professors are, in league with each other in different Universities, where they become a selection body and where such people are selected who belong to their groups, deliver the goods? No proper change can be brought about, nothing can grow up if people who have the capacity to mould society engage in factionalism and groupism and talent is suppressed. The selection process must be changed. ^

These are the various suggestions which I wish to make. The Education Minister is well-versed in all these things. I do not want to go into the details about the syllabus, about the advanced course, etc. What will the advanced centres do if advanced human beings are not produced? I would request that something should be done to co-ordinate the work of the universities in respect of production planning and production in different areas

so that the students who come out of the universities know how to face the society. Those who are trying to help the students should be imparted practical education, and if practical education is given, they can be useful in production processes in industry or in agriculture. While submitting Education Commission's report Prof. Kothari in his letter mentioned that what they want is production experience and social service as the integral parts of education at more or less all levels of education. Has something been done about it, whether it is arts students, science students or engineering students? Cannot they be given training as Mao did in China? Let them go to the village areas so that they know what life is, that they do not become white-collar job holders in cities. Has anything been done by the Government of India and the UGC to give them practical experience, practical look into life so that they do not become unfit later on? I hope the new Minister of Education will try to do something.

Lastly, I will pay my respects to Prof. Kothari who has done something. This is perhaps his last year as Chairman of the U. G. C. He is a person who is imbued with high ideals. He has done good work and I would like the traditions he built to be kept up. The country has yet to go ahead and we will need many more Dr. Kotharis so that the country goes forward to achieve the ideals which inspired our educationists in the freedom struggle days and the earlier stages of Indian independence,

SHRI SHYAMLAL GUPTA (Bihar) : Mr. Deputy Chairman, our hon. Minister has said that we need more money for giving additional facilities to our students in the colleges. I have a report before me of the expenses of the University Grants Commission in 1970-71. The expenditure was Rs. 31.61 crores out of which Rs. 9.82 crores was spent on maintenance grants to Central Universities and Delhi University. Delhi University gets Re. 2.5 crores and other plan projects include grants to Central Universities also. Our great leader, Shri Jawaharlal Nehru, was the leader of the whole nation. We have started a University under his name. In 1969-70 the total strength of the students reading there was 79. In 1970-71 it went up to 276. The number of teachers were more than the students, and what could be the expense and can we in any way give the same facilities to all the other students in the country? I will

say that Jawaharlal Nehru University was spending crores of rupees on the plea that higher education was being imparted. What is the higher education? Research and Ph.D. D. Litt. for which students have been prepared, other universities are also preparing for the same. Take the case of the Delhi University. We have spent Rs. 2½ crores on the Delhi University, with a student population of 40,000 to 50,000. Are the U. G. C. giving the same grant per student to the other Universities in the country? I think it is wrong. I do not have the figures for other Universities also before me, so I cannot say much about it. I would request the hon. Minister to check them up and he should in the name of socialism give equal opportunity to all. In the Delhi University one teacher costs Rs. 1,000 per month. More than half the science teachers are sitting idle. We gave eighteen periods a week out of which only eight are teaching periods and ten are tutorials. Because they are idle, they create trouble. They are doing this because an empty mind is devil's workshop. I would request the hon. Minister and the University Grants Commission that all the expenses should be equally distributed all over the country rather than being very liberal with one or two Universities and starving others.

Now, about the curriculum, our curriculum needs a change. In the USA and other countries the students learn and earn. Here a poor student cannot continue his studies without State help or without a scholarship. In other places there are scholarship but there are also opportunities for him to get employment in the industrial or business houses. In Delhi a peculiar situation has arisen. The University here gave an assurance that those students getting 40 per cent marks will get admission. But there was a hue and cry when students getting even 43 per cent were not admitted. Now, I request the hon. Minister to look into this. Even in respect of the IAS, third class BAs can appear, but in the University it is said that only high second class can be admitted into M. A. The hon. Railway Minister the other day was saying that we should remove the class distinction III class from the railways. Why should we not remove this distinction here also?

About Rs. 3½ lakhs we are spending on the utilisation of the services of retired teachers. I

have personal knowledge—most of these old teachers who have retired at the age of 60 or 62 they are again employed, re-employed. Why Because the Chairman or the other members of the University Grants Commission are friends of them, and they are practically doing nothing, wasting public exchequer's money. I have a strong feeling that this re-employment process must be stopped.

The salary given to a Delhi teacher seems to be the highest. Why should we not give the same scales to all the University teachers in the country? Take Bihar or UP or other Universities. In UP, I have personal knowledge—a teacher after working for 20 years is getting Rs. 300. Take Gaziabad, 10 miles from Delhi. A teacher there gets Rs. 300. But here we pay Rs. 400 basic plus other benefits, which come to Rs. 800 per month to a start. Why should we not in these days of socialism bring all these emoluments at par for all the teachers in all the University colleges in the country?

One crore of rupees were granted by the Government to each state to translate books into regional languages. It is all a fraud, I should say. I can prove to the hon. Minister if he has time. If the original book costs Rs. 12.50, the same book translated in to Tamil has been priced at Rs. 28, after getting the subsidy from the Government of India. What has the Minister of Education done? Can the Minister of Education or the University Grants Commission whichever authority is connected with it send us a list of the books which they have published, the quality, the quantity, the price and the sales figures? Are we not throwing away good money into the waste paper basket. We are paying Rs. 500 a month or Rs 6,000 per annum to scholars for the production of books now. May I know from the Education Minister and the University Grants Commission how many books have been prepared under this scheme during 1969-70, 1970-71 and 1971-72? Three years have passed. The report here does not mention anything. About Rs. 3½ lakhs or more has been spent each year. May I know how many manuscripts have been prepared and published? It is given in Appendix 12, Page 54. I am a publisher of books myself. I am Chairman of a college here. I know what difficulties we are passing through by the University Grants Commission agreeing to set

[Shri Sbyasalal Gupta] up the Teachers' Council. The administration of the colleges cannot run. The Principal cannot control the teachers. The teachers may or may not take the class. The money of the nation is being wasted. You can find out for yourself how much money we spent on grants for writing manuscripts or books. I brought this point to the notice of the Chairman of the U. G. C. about a month back. I produced an original book and a Tamil translation. I will give you the name of the book, "Modern Physics". The original book costs Rs. 12.50 while the Tamil translation costs Rs. 28. Do you think a Tamil student will purchase a book costing 2 times the cost of the original book? The main purpose of the U. G. C. and the Ministry of Education in giving grant for this purpose is to produce cheaper and better books for the use of these regional students. All this is wasted. Sir, my humble request again will be that the expenditure on universities or university students should be at par all over the country.

श्री ओउम् प्रकाश त्यागी (उत्तर प्रदेश) : उपसभापति महोदय, इस देश के निर्माण और रक्षा का कार्य हमारे देश के सामने सबसे प्रमुख है, और निर्माण कार्य के भी मैं समझता हूँ दो अंग हैं। एक हमारे इस देश का जो भौतिक अंग है उसका निर्माण हो और दूसरे उसकी आध्यात्मिक उन्नति हो। दुर्भाग्यवश, इस देश में भारत सरकार की सबसे भयंकर भूल यह रही कि उसने नल और नालियाँ, कल और कारखाने और सड़कों इत्यादि की उन्नति को राष्ट्र का निर्माण समझा। इसी आधार पर हमारी सभी पंचवर्षीय योजनाओं की कल्पना की गई। हमने राष्ट्र के धर्म की उपेक्षा की, हमने राष्ट्र के नैतिक चरित्र की उपेक्षा की, राष्ट्र को शिक्षा की उपेक्षा की। मेरा कहना है कि वास्तविक राष्ट्र-निर्माण दो ही जगह होता है—या तो माता की गोद में होता है या शिक्षा संस्थाओं में गुरुओं के चरणों में होता है। एक जीवित राष्ट्र जब उसमें तैयार होता है तो भौतिक राष्ट्र स्वतः बन कर खड़ा हो जाता है, उसको कोई नहीं रोक सकता। अगर आप भौतिक राष्ट्र की उन्नति पर ज्यादा बल देंगे और जीवित राष्ट्र के प्रति उपेक्षा करेंगे तो चरित्रहीन राष्ट्र बन कर

खड़ा हो जाएगा और वह आपकी तमाम भौतिक उन्नति को राख का ढेर बना देगा। फिर न राष्ट्र की एकता रह सकेगी न इस देश की सुरक्षा हो सकेगी।

जितने भी दोष समाजिक हो सकते हैं, उन्हें शिक्षा संस्थाओं के द्वारा दूर किया जा सकता है। परन्तु हमने विश्वविद्यालयों के निर्माण में उपेक्षा की और यही कारण है कि शिक्षा के विभाग को जो अनुदान दिया जाता है, सरकार की ओर से, जो बजट पास होता है वह दयनीय और सब से कम है—5 या 6 प्रतिशत। हमारे शिक्षा विभाग को यह जो सहायता दी जाती है, जिसके आधार पर हमारा विश्वविद्यालय अनुदान आयोग केवल उस बजट के एक भाग से काम करता है, इससे यह साफ जाहिर होता है कि सरकार ने अपनी योजना में भयंकर भूल की है और जो यह राष्ट्र निर्माण के कार्य के लिए विशेष आयोग बनाया था, जिसको विश्वविद्यालय अनुदान आयोग बोलते हैं, उसकी स्थिति मेरी दृष्टि में वही है जो एक आदमी और औरत के बीच वाले व्यक्ति की होती है, जो न आदमी होता है और न औरत, वही स्थिति आज इस आयोग की भी है। केवल पोस्ट आफिस की तरह इसको कुछ धन मिल गया है और उसको बांटने का काम इसका है जो यह बांट रहा है, अन्यथा इस आयोग के द्वारा देश का बहुत कुछ कल्याण किया जा सकता था।

हमारे देश के सामने प्रमुख समस्या जातिवाद, भाषावाद, क्षेत्रवाद, छुतछात, प्रांतीयता और संकीर्ण साम्प्रदायिकता की है और इस सभी समस्याओं को हम इस आयोग के द्वारा, शिक्षा विभाग के द्वारा दूर कर सकते हैं तथा समस्याओं का समाधान कर सकते हैं। चूँकि हमने शिक्षा को एक स्टेट सत्रेक्ट बनाया है और अपने विभाग को केवल पोस्ट आफिस की एजेन्सी बना कर के हमने अपने हाथ काट लिये हैं और इस तरह से आज हमारे हाथ में कुछ भी नहीं रह गया है। मैं एक प्रश्न सरकार से पूछना चाहता हूँ अर्थात् भारत सरकार की देश में एकता लाने

के लिए प्रमुख नीति यह है कि जातिवाद, प्रान्तीयता, भाषावाद और संकीर्ण साम्प्रदायिकता को प्रोत्साहन न दिया जाय, परन्तु मैं शिक्षा मंत्री जी से एक बात जानना चाहूंगा विशेष रूप से कि होना यह चाहिये था कि हमारा विश्वविद्यालय अनुदान आयोग ऐसे किसी भी विश्व-विद्यालय, ऐसे किसी भी कालेज को कोई भी अनुदान न दे जो भारतवर्ष की सेक्यूलर नीति में, धर्म निरपेक्षता की नीति में विश्वास न रखता हो, जिनकी स्थापना जातिवाद पर हो, मतवाद पर हुई हो या जो इन चीजों का समर्थन करते हैं या जो संकीर्ण साम्प्रदायिकता के आधार पर बने हों, चाहे वे विश्वविद्यालय हों, चाहे वे कालेज हों, उनको किसी तरह का भी अनुदान नहीं दिया जाना चाहिये। परन्तु दुर्भाग्य की बात तो यह है कि आज आयोग इस तरह की सहायता दे रहा है और देते ही चला जा रहा है। जब आयोग को नाना प्रकार से टोका जाता है तो मैं यह देखता हूँ कि जो जातिवाद के आधार पर, संकीर्ण साम्प्रदायिकता के आधार पर, विश्वविद्यालय या कालेज खड़े हैं, वे ही आज ज्यादा अनुदान ले जाते हैं।

अध्यक्ष महोदय, मुझे जानकारी ही नहीं है बल्कि समाचार पत्रों से भी यह जानकारी प्राप्त हुई है और शिक्षा मंत्री जी से मैं यह जानना चाहूंगा कि क्या यह बात सही है कि श्री कोठारी जी, जो चेयरमैन हैं, उन्होंने त्यागपत्र दे दिया है? जहां तक त्यागपत्र देने की बात है यह खबर समाचार पत्रों द्वारा प्राप्त हुई है कि हमारे माननीय शिक्षा मंत्री जी के हस्तक्षेप के कारण उन्होंने त्यागपत्र दिया है; क्योंकि उनकी उपेक्षा की गई है सीधे आयोग के मंत्री के सहयोग से और उसके द्वारा उन्होंने अपनी मनमानी की है जो कि कोठारी जी के लिए सहन नहीं था और यही कारण है कि उन्होंने अपने सम्मान तथा स्वाभिमान की रक्षा के लिए त्यागपत्र दे दिया। आपने अनुचित ढंग से इस प्रकार के साम्प्रदायिक संस्थाओं को अनुपात से और आवश्यकता से अधिक अनुदान दिलाया और उसमें एक अलीगढ़

यूनीवर्सिटी भी है, जिसको अनुपात से अधिक धन दिलाया गया। जब इस प्रकार की घटनाएं हैं, तो फिर मैं समझता हूँ कि इस प्रकार के आयोग की आवश्यकता क्या है जो केवल पोस्ट ऑफिस का काम करता हो और जो सरकार के धन से इस प्रकार की भावनाओं को प्रोत्साहन देता हो। जो कालेज या विश्वविद्यालय इस देश में जातिवाद, भाषावाद, संकीर्ण साम्प्रदायिकता को फैला रहे हैं, उसे जन्म दे रहे हैं, मैं समझता हूँ स्वतंत्रता के पश्चात्, यह निश्चित धारणा बन जानी चाहिये थी कि कोई कालेज रहे या न रहे, ऐसे कालेजों को सहायता दी जायेगी जो देश में विघटनकारी तत्वों को प्रोत्साहन देते हैं।

अध्यक्ष महोदय, मैं अलीगढ़ यूनीवर्सिटी की ही बात नहीं कहता हूँ, मैं गोरखपुर यूनीवर्सिटी की बात भी कहता हूँ जहां पर ठाकुरवाद और ब्राह्मणवाद चल रहा है। बनारस संस्कृत विश्वविद्यालय में भी जातिवाद के झगड़े रहे हैं। इस प्रकार के जो विश्वविद्यालय हैं, अगर उनको सरकार से सहायता मिलती है, तो फिर यह बात मेरी समझ में नहीं आती है फिर इस आयोग के द्वारा देशहित कैसे होगा।

दूसरी बात मैं यह जानना चाहता हूँ कि हमारी सरकार का और विश्वविद्यालय आयोग का हमारी शिक्षा पद्धति पर कहां तक नियंत्रण है। मैं समझता हूँ कि आयोग का सहायता देने वाले का भी नियंत्रण होना चाहिये। जो सहायता देता है, उसको वहां की शिक्षा पद्धति पर, वहां के शासन पद्धति के ऊपर नियंत्रण भी होना चाहिये। परन्तु वर्तमान समय में जो आयोग की स्थिति है, उससे यह मालूम होता है कि उसका कोई नियंत्रण नहीं है। यूनीवर्सिटी ने प्रार्थना पत्र दिया और आयोग ने दे दिया बगैर यह देखे कि यह ठीक है या नहीं। कालेजों ने आवेदन किया और उन्होंने दान दे दिया। इनके द्वारा दान देने के बाद इन्हें माला पहनाई गई और ये खुश हो गये और सरकार से आकर कह दिया कि हमने बड़ी सहायता बांटी है।

[श्री ओइम् प्रकाश त्यागी]

लेकिन सहायता देने के पश्चात् जिन विश्व-विद्यालय और कालेजों में आपसे सहायता ली है, उन्होंने उसका सदुपयोग किया है या उसका दुरुपयोग किया है ? क्या उन कालेज को प्रान्तीय सरकार से भी अनुदान मिला है ? क्या उन्होंने धोखा देकर तो आपसे अनुदान नहीं लिया है ? क्या आयोग के पास कोई विभाग है कि जो जांच करे कि जिन्होंने सहायता ली है, उन्होंने उसका सदुपयोग किया है या नहीं ? हम सहायता करते रहें चाहे वे हमारे खिलाफ किताबें पढ़ाएं । इस देश का इतिहास और शिक्षा पद्धति बिल्कुल वही है जो अंग्रेज हमको दे गया था । अंग्रेज ने हमको जानबूझ कर यह सिखाया कि हम जंगली हैं, हमारे बाप-दादे जंगली थे, हमारे अन्दर कोई योग्यता और क्षमता नहीं है कि हम इस देश में शासन कर सकें, हम तुम्हें पढ़ा रहे हैं, लिखा रहे हैं जिससे तुम्हारे अन्दर शासन करने की योग्यता हो जाय । जब भी हम स्वतंत्रता की बात कहते तो अंग्रेज कहते कि तुम्हें अभी योग्यता प्राप्त नहीं हुई है, बहुत समय लगेगा शासन करने की योग्यता और क्षमता लाने में । उदाहरणार्थ आर्य लोगों का आदि निवास-स्थान अर्थात् यहां बाहर से आए या भारत से बाहर गए । यह बहुत बड़ा प्रश्न है, ऐतिहासिक तथ्य है । इसके ऊपर इतिहासकारों में मतभेद है, भारतीय इतिहासकारों और विदेशी इतिहासकारों में बहुत बड़ा मतभेद है । विदेशी इतिहासकारों का मत है कि आर्य लोग मध्य एशिया से आए । इस मान्यता का यह कुपरिणाम हुआ कि भारत में आदिवासी और गैर-आदिवासी का संघर्ष प्रारम्भ हो गया । आप दक्षिण में चले जाइए, उनका एक ही नारा है कि आर्यों की संस्कृति और सभ्यता और उनका धर्म यहां नहीं चलने देंगे, उनका नारा है कि राम का नाश हो और रावण की जय हो । उन्होंने आर्यों से सम्बन्धित सभी बातों के विरुद्ध एक बहुत बड़ा जिहाद बोला हुआ है । उनका हिन्दी का विरोध इसी लिए है; क्योंकि वह आर्यों की भाषा है । मुझे वहां मन्दिरों में जाने का मौका मिला । संस्कृत के मंत्रों को मन्दिरों की

दीवारों पर से पोत दिया गया है; क्योंकि वे आर्यों की भाषा में लिखे हुए थे । यह भावना किस लिए जाहिर की गई है ? इसी एक तथ्य के कारण कि आर्य लोग बाहर से आए । विश्वविद्यालयों में यह बढ़ाया जा रहा है कि आर्य लोग बाहर से आए । आज हम लोग विदेशियों की आंखों से, विदेशियों के चश्मे से उनके ज्ञान से लिखी हुई किताबें पढ़ रहे हैं । यहां के इतिहासकारों से पूछने की आवश्यकता अनुभव नहीं की गई । महात्मा तिलक और डा० सम्पूर्णानन्द जैसे विद्वानों ने अनेकों प्रमाण देकर यह सिद्ध किया है कि आर्य लोगों का आदि-निवास स्थान भारत में है और वे भारत से बाहर गए । इसकी ओर ध्यान ही नहीं दिया गया है । मैं शिक्षा सलाहकार समिति का सदस्य था, मैंने प्रश्न किया कि नूरुल हसन साहब बहुत बड़े विद्वान हैं, मैं उनसे भी जानना चाहता हूं कि जब इतिहासकारों में दो मत हैं, कुछ लोगों का विश्वास है कि भारत में बाहर से आर्य लोग आए और कुछ लोगों का मत है कि यहां से बाहर गए तो इतिहासकारों के दोनों विचार हमारे विद्यार्थियों को क्यों नहीं पढ़ाए जाते । आपके पास एक ही जवाब है, जो मुझे दिया गया कन्सल्टेटिव कमेटी में कि हम क्या करें, यह विषय प्रान्तीय है । हमारे विश्वविद्यालय अनुदान आयोग को भी इसमें हस्तक्षेप करने का कोई अधिकार नहीं है ।

उपाध्यक्ष महोदय, शिक्षा सलाहकार समिति में यह भी प्रश्न उठा था कि देश की तमाम प्रगति का आधार देश का चरित्र होता है । चरित्र किसी भी राष्ट्र की प्रगति का मूलाधार है । मैंने सुझाव दिया था कि शिक्षा पद्धति में चरित्र निर्माण को अनिवार्य कर दिया जाय, नैतिक शिक्षा को अनिवार्य बना दिया जाय । उसका उत्तर यही था कि हम क्या करें, स्टेट सब्जेक्ट है ।

इसके अलावा मैं एक चीज और पूछना चाहूंगा इतिहास और विज्ञान के सम्बन्ध में । भारतवर्ष की संस्कृति का एक दिन था जबकि इसका तमाम संसार में चक्रवर्ती साम्राज्य था । फिजिक्स, केमिस्ट्री, ज्युमेट्री आदि जितनी भी

शाखाएं विज्ञान की हैं उन सभी ने भारतवर्ष में जन्म लिया और यहां जन्म ले करके बगदाद होती हुई यूरोप में पहुंची। इतना ही नहीं, सबसे पहले समुद्री व्यापार इस देश ने किया। जहाज बनाने की कला इस देश में थी। गोआ और कालीकट केन्द्र थे विदेश व्यापार के। तो वह हमारा इतिहास कहाँ है जब यहां साइंस ने जन्म लेकर विदेशों में पदार्पण किया और जब यहां ज्युमेट्री, अलजेबरा, टेकनामीट्री आदि सभी ने जन्म लिया। मैंने पूछा कि हमारे प्राचीन वैज्ञानिक तथा सांस्कृतिक इतिहास को पढ़ाने के लिए क्या प्रबंध किया जा रहा है। तो जवाब मिलता है कि हमने प्रबंध किया है, हमने तमाम स्कूलों में नाचने गाने और प्राचीन भारतीय नाट्यम को सिखाने की व्यवस्था कर दी है। यह नाचने गाने को भारतीय संस्कृति समझ रहे हैं। आज मंगोलिया में जाइये, साइबेरिया में जाइये। वे देश भारत के साथ प्राचीन सांस्कृतिक सम्बन्धों के आधार पर पुनः सम्बन्ध स्थापित करना चाहते हैं। लेकिन आज दशा यह है कि इंडोनेशिया, साइबेरिया, मंगोलिया और मिडिल ईस्ट के लोग अपने ग्रंथों से सिद्ध करें कि वहां आर्यों की संस्कृति के बिन्दु हैं और आर्य जाति से और भारत देश से हमारे सम्बन्ध हैं। मंगोलिया से डा० रघुवीर के लड़के कितना साहित्य ले करके यहां आये हैं। वे लोग हमारे साथ संपर्क स्थापित करने के लिए हमारी संस्कृति से अपनी संस्कृति का सम्बन्ध जोड़ रहे हैं। जापान में यहां के सांस्कृतिक देवता हैं तमाम के तमाम। उनके साथ सम्बन्ध जोड़ने के बजाय ऐसे ही ऊट-पटांग आर्यों का इतिहास पढ़ाया जा रहा है। फिर भी विश्वविद्यालय अनुदान आयोग के सम्बन्ध में यहां बोलते हैं कि हमारा समर्थन करो। किस लिए? मैं कहता हूं कि यह विश्वविद्यालय अनुदान आयोग समाप्त कर देना चाहिये। अगर आप को सहायता ही करनी है तो स्टेट गवर्नमेंट्स को दे दीजिये। यह बेकार का अड़ंगा क्यों लगा हुआ है। इसके नाम पर पता नहीं आप कितने कर्मचारियों को पैदा किये हुये हैं। मैं समझता हूं कि यह बिलकुल गलत है।

उपाध्यक्ष महोदय, इसके अलावा मैं एक बात और कहना चाहता हूं कि जिन शिक्षा संस्थाओं, विश्वविद्यालय और कालेज को आप सहायता देते हैं, उनका इस देश के निर्माण से सम्बन्ध है। और वह यह है कि इस देश में हम कैसे नागरिक पैदा करें मुझे माफ किया जाये यह कहने के लिए कि अगर विश्वविद्यालय अनुदान आयोग का इस आधार पर मूल्यांकन किया जाय तो पता चलेगा कि 1947 में जो विद्यार्थी पैदा हो रहे थे आज 1972 में इन कालेजों और यूनिवर्सिटीज से निकलने वाले विद्यार्थियों का स्तर, नैतिक स्तर और योग्यता और चरित्र का स्तर उस समय की अपेक्षा बहुत अधिक गिरा हुआ है। तो आयोग जो कार्य कर रहा है हम उसका समर्थन कैसे करें? वह क्या कर रहा है? हमें यह बताइये तो सही। आयोग का काम क्या है? आपके आयोग ने इन समस्याओं में समाधान में क्या योग दिया है? उपाध्यक्ष महोदय, शिक्षा और बेकारी का बहुत बड़ा संबंध है। शिक्षा द्वारा पढ़े हुए नौजवान आज कालेजों से निकल रहे हैं और आजादी के समय उनकी संख्या 1 लाख होती थी और आज 30 लाख की तादाद में वह निकल रहे हैं। बेकारी इस देश में बढ़ती चली जा रही है; क्योंकि अंग्रेजों की शिक्षा पद्धति नौकरी दिलाओ थी और उसी को हमारी गवर्नमेंट, हमारा विश्वविद्यालय अनुदान आयोग खाद और पानी दे रहा है, उसी नौकरी दिलाओ पद्धति का पोषण कर रहा है। आज देश में आवश्यकता है 'काम दिलाओ' शिक्षा पद्धति की। मिनिस्टर आता है, एलान करता है कि हम शिक्षा में, उसकी नीति में परिवर्तन करेंगे और आशा है कि हमारे बच्चों को उससे अच्छी शिक्षा मिलेगी। अगर हमारी 'काम दिलाओ' शिक्षा पद्धति होती तो आज हमारे कालेजों और यूनिवर्सिटीज में इतने विद्यार्थियों को जाने की जरूरत नहीं थी। वहां वही विद्यार्थी जाते कि जिनको उच्च शिक्षा की आवश्यकता थी, नहीं तो मैट्रिक पास होने-होने तक काम दिलाओ शिक्षा पद्धति में वह अपने काम धंधे से लग जाता। आज क्या है, उपाध्यक्ष महोदय, इच

[श्री ओउम् प्रकाश त्यागी]

कालेज और यूनिवर्सिटीज में अधिकांश बच्चे इसलिए जाते हैं कि उनके सामने कोई और प्रोग्राम नहीं है और लड़कियाँ इसलिए जाती हैं कि उनकी शादी के लिए कोई अच्छा घर मिल जाय। लड़कों को लोग इसलिए भेज रहे हैं कि शादी होने तक तो वह कालेज जाता रहे चाहे फेल ही हो जाय, लेकिन पढ़ता तो रहे। लड़के भी मौज लेने के लिए जाते रहते हैं। इस प्रकार हमारे कालेज और यूनिवर्सिटियों में जिन विद्यार्थियों की आगे पढ़ने की इच्छा भी नहीं है वह जा रहे हैं और उन पर राष्ट्र का पैसा भी खर्च हो रहा है और वह बेकार पैसा हो रहे हैं। होता यह चाहिए था कि इन यूनिवर्सिटीज और कालेजों में देश की टीम जाती। थोड़ी संख्या में वे जाते तो कोई हर्ज नहीं था। तो मैं कहना चाहता हूँ कि प्राइमरी से लगाकर, माध्यमिक शिक्षा कालेज और यूनिवर्सिटी शिक्षा तक एक कोऑर्डिनेशन होना चाहिए, काम दिलाओ शिक्षा पद्धति होनी चाहिए। आप केन्द्र की ओर से उसको निर्धारित कीजिए। आप जिन यूनिवर्सिटीज और कालेज को सहायता दे रहे हैं, उन्हें आदर्श कालेज बना कर खड़ा कीजिए और कहिए कि इस प्रकार की शिक्षा पद्धति यहाँ होनी चाहिए तब हम तुम को सहायता देंगे। इन यूनिवर्सिटीज में जहाँ देश भर के बच्चे आते हैं, आप एक सेकुलरिज्म का आदर्श उपस्थित कर सकते हैं। आपने आज तक वह क्यों नहीं किया? ...मैं एक दो मिनट और लूंगा।

अंत में मैं एक बात और कहना चाहता हूँ और वह यह है कि आज आप का शिक्षा पद्धति पर नियंत्रण नहीं है तो कम से कम आप तमाम प्रान्तों के शिक्षा मंत्रियों को बुला कर अपने इस आयोग के द्वारा इस प्रकार का प्रयत्न तो कीजिए कि जिससे देश की मनोकांक्षाओं और लक्ष्य के अनुकूल, देश के आदर्शों के अनुकूल हमारी शिक्षा पद्धति बन सके और अगर आप इसमें असमर्थ हैं तो मैं नूरुल हसन साहब से कहूंगा कि आप ईमानदारी से इसको वाइंड अप कीजिए और प्राइम मिनिस्टर श्रीमती इन्दिरा गांधी के चरणों में

इसको डाल दीजिए यह कहते हुए कि यह बेकार का, एक पोस्ट आफिस का काम हमारे जिम्मे आप मत रखिये। आप अपना अनुदान सीधे स्टेट्स को देते रहें और उनको फ्री छोड़ दीजिए चाहे वह देश की कोई शकल बनायें, चाहे देश में वे कैसे ही बच्चे पैदा करें, आप उनको बनाने दीजिए और जब वह बच्चे इस देश में एक नयी जनरेशन के रूप में उभर कर सामन आयेंगे, खड़े होंगे, तब देखियेगा कि क्या होता है। आज जो जनरेशन आयी है, उपाध्यक्ष महोदय, यह बात कह कर मैं अपनी बात समाप्त करूंगा, आप देखें कि वह क्या है। मैं आज बड़े खेद और हार्दिक वेदना के साथ एक बात कहना जा रहा हूँ। हमको आशा थी कि स्वतंत्रता प्राप्ति के पश्चात् हम अपनी कल्पना का भारत इस देश में पैदा करेंगे, हम अपनी उड़ानों के अनुकूल इस देश में नागरिक पैदा कर सकेंगे, अपने बच्चों को अपनी महत्वाकांक्षाओं की पूर्ति के लिए उसके अनुकूल बना सकेंगे, लेकिन आज 20, 25 वर्षों में जो नया भारत हमारी गवर्नमेंट की शिक्षा संस्थाओं ने पैदा किया है, वह एक ऐसा भारत पैदा कर दिया है कि जिसके कारण बच्चों के माता पिता अपने घरों में बैठे हुए अंधेरे में रो रहे हैं और वे समझ नहीं पाते कि वे अपने लड़के और लड़कियों के बारे में क्या कहें, उनके चरित्र और आचरण को कैसे बतलायें और सुनायें। आज ऐसा भारत उन्होंने बना कर दिया है, जिससे वास्तविक भारत का कोई संबंध नहीं है। हमारा नया भारत एक चू-चू का मुरब्बा है और वही आप इस देश में पैदा कर रहे हैं, जो कल भी हमारे सामने आयेगा। भगवान ही मालिक हैं इस देश का। इन शब्दों के साथ मैं अपने विचारों को विराम देता हूँ। धन्यवाद।

SHRI PRANAB KUMAR MUKHERJEE (West Bengal) : Mr. Deputy Chairman, Sir, at the very outset, I offer my thanks to Mr. Om Prakash Tyagi for bringing so many things within the limited discussion. I must admit my shortcomings. I have not made that much study of origin of Aryans or the cultural bondage between Mongolians and Indians as

to bring all these matters within the discussion on the reports of the University Grants Commission for the period 1969-70 and 1970-71. And therefore, I am not making any attempt to dispute what he said about the origin of Aryans and about the cultural bondage of this country . . .

SHRI MAN SINGH VARMA (Uttar Pradesh) : You mean that history has nothing to do with education ?

SHRI PRANAB KUMAR MUKHERJEE : After hearing so much about the origin of Aryans from Mr. Tyagi, practically I have forgotten history that I learnt at school or college . . . *(Interruptions)*.

But ' I take exception to some of his remarks which he made about the University Grants Commission. Sir, I have heard the English translation, and the word which he used for the University Grants Commission is "impotent" and that they have done nothing.

I think it is not proper to term the University Grants Commission as 'impotent' or as a post office and to advise that the University Grants Commission should wind up its business because it is, according to the old Jan Sangh theory at the feet of Mrs. Indira Gandhi. If you take the trouble of going through the reports of the University Grants Commission for the two years under reference, you would find that apart from grants under various heads to Universities and institutions affiliated to Universities, they have done some commendable work in the fields of research, advanced studies, in opening new institutions, in dealing with the problems which are very serious nowadays in the academic work, and so on. They have made some concrete suggestions about examination reforms. They have made some concrete suggestions about the medium of instruction. They have enhanced financial assistance to various research institutions on humanities, science, technology, engineering and also on advanced studies.

Sir, if we look at some of the figures which are reported in these Reports, we will find that the number of students increased from 11.55 lakhs in 1961-62 to 30.01 lakhs in 1970-71, the number of Universities have increased from 46 in 1961 to 84 in 1971, in addition to

the institutions which are deemed, according to section 3 of the University Grants Commission Act, as Universities. The number of colleges has increased from 2,749 in 1966-67 academic session to 3,604 in 1970-71 academic session. I need not go into the details of the financial assistance to these institutions. But if we look at these figures alone, definitely we can say that the University Grants Commission should deserve some congratulations from the hon. Members of this House.

Mr. Deputy Chairman, Sir, if Mr. Tyagi takes the trouble of going through the sections of the University Grants Commission Act, 1956, he himself will come to the conclusion that the power which was given to the University Grants Commission is limited. And within this limited power which the University Grants Commission had at their disposal, what the University Grants Commission has done, I must say, and I have no hesitation in placing it on record, is commendable, and we should be proud of it. I do not accept the view of Mr. Om Prakash Tyagi that they were guided by any parochial ideas or sectarian ideas. I was astonished to learn from him that he has taken exception to granting financial assistance to the Aligarh Muslim University and he thought that as the Aligarh Muslim University propagated a particular idea, financial assistance was granted to them. It is not so. If you look at the financial assistance given to the Aligarh Muslim University you will find that the total amount of assistance given for the period 1970-71 is Rs. 204 lakhs against the strength of 8,324 students. I would like to give another instance, that of Visva-Bharati. Nearly Rs. 62 lakhs was given to Visva-Bharati as against 1,283 students. Therefore, I do not know how he comes to the conclusion that the Aligarh Muslim University favoured for communal ideas—according to him, not according to us.

The Aligarh Muslim University is an important national institution. They have made valuable contributions—he may differ from me but it is a fact. Nowadays they are conducting a course of research and study in Medieval History. That is an advance course of research and study in Medieval History. I have gone through some of their publications and particularly I would request Mr. Om Prakash Tyagi—he is a student

[Shri Pranab Kumar Mukherjee] of history—to go through some of these publications. They have done a notable service so far as studies in Medieval History are concerned. If such an institution is granted assistance I do not know what is wrong in it. Therefore, I do not think the criticism which he has put forward is substantial.

Mr. Deputy Chairman, nobody would say that whatever is going on in the academic arena of our country is good. There are troubles—who does not know it? The State from which I come is a trouble spot in the academic arena now. The Calcutta University which is the premier university, established in 1857, is a trouble spot nowadays. But to make an attempt to make certain individuals or institutions responsible for it, I think, is not correct. And if we try to shift our own responsibility we might not go to the root of the problem. We may criticise, we may condemn, and we may vilify but by this we cannot get at the root of the problem, we cannot get rid of the problem, we cannot arrive at the desired solution. Therefore I think we should take an objective view of the Reports of the University Grants Commission and we should keep in mind that they had to perform their duties with limited resources and limited power.

One of the very serious problems in the academic world which we are having nowadays is the present system of examination. You know, Sir, in almost all the universities troubles are there because of the present examination system. The University Grants Commission had its Seminar, there was the meeting of the University Vice-Chancellors, the Education Commission headed by Dr. Kothari has made certain recommendations. But nothing serious and positive has been done in this respect, I would therefore request the hon. Education Minister to take a serious note that these problems should not be shelved for a long period.

In the Calcutta University—of which I was talking—the results of 1970-71 have not yet been published. Everyday we talk of hooliganism of the students, indiscipline among the youth, juvenile delinquency and all sorts of things. But, Sir, place yourself as a candidate in an examination. You appear in 1970

and the result of that examination is not published up to 1972. What would be your psychology? What would be your state of mind? These things are happening and it is for the University Grants Commission and it is for the Education Ministry to look into these problems seriously. Nowadays the Calcutta University is having more than 2,34,000 students. I am glad that the University Grants Commission has appointed a Review Committee to look into the problems of the Calcutta University. And I congratulate the University

Grants Commission that they have 3 P.

M. timely appointed a Committee to look into the problems of the Calcutta University. Today the Calcutta University is having a student strength of 2,34,000 and odd. Can you imagine, Mr. Deputy Chairman, that one institution can conduct examinations from university to post-graduate stage, conduct classes for post-graduate sections and in certain cases for under-graduate sections, do research and do all types of jobs? Is it possible physically for one individual institution? Therefore I would request the hon. Minister to look into the suggestion put forward before the Review Committee and also before him that the Calcutta University should be decentralised. Not only Calcutta University, but decentralisation in academic system should be our guiding principle. The West Bengal Secondary Board of Education is conducting examination for more than two lakh students. Is it physically possible to conduct examinations for two lakh students, set the question papers, get the answer sheets, examine them, and prepare the mark sheets? Naturally there are bound to be errors. It is humanly impossible and that is why I say there should be decentralisation at every level. I do not say it can be done overnight nor do I claim that it should be done immediately but there should be a start.

In the Report of the University Grants Commission various methods are given for sessional assessment and other types of assessment. I am not a technician nor an expert on the subject but as a humble student of education I can tell you that some of these methods should be taken up so that the examination system becomes easier and the anxiety of the students is done away with. That is the only thing I want from the Education Minister and the University Grants Commission.

Mr. Deputy Chairman, Sir, another thing to which I would like to draw the attention of the hon. Education Minister is the medium of instruction. We find in the Report of the University Grants Commission of 1970-71 that certain recommendations were made by the Kothari Commission and they were discussed in the Committee of Vice-Chancellors and they also made some recommendations. But those recommendations are not given effect to, I would only mention one instance. Some trouble is going on in Gauhati University. I am sorry my friend, Mr. Bipinpal Das reminds me that it is a *sub judice* case and therefore I would not mention it but I would like to point out that similar things may crop up elsewhere. There is a demand from the Nepalese-speaking students of Darjeeling and Jalpaiguri Districts for Nepalese to be made the medium of instruction for them in the North Bengal University. My suggestion to the hon. Education Minister is that such things should be accepted straightway as far as possible if there is not any serious difficulty and time should not be killed in this manner. Language has a sentimental appeal and therefore whenever such demands come up before the academic institutions, before the examining bodies, before the Universities or before the Government, they should take prompt action and they should expedite the whole thing. That is my only suggestion to the hon. Minister of Education. (*Time bdl rings*).

Sir, I would take only two or three minutes more. I would like to draw the attention of the hon. Minister to another thing though it does not come directly within the scope of this discussion on the Reports of the University Grants Commission, and that is about adult education and illiteracy. Mr. Deputy Chairman, here the position is very alarming. According to the last Census the total number of illiterate people in the country is 398 million. If we go through the various Census Reports we find the percentage of literacy has increased. In 1951 it was 16.6 per cent ; in 1961 it was 24.0 per cent and in 1971 it was 29.4 per cent but the actual number of illiterate persons has not decreased ; it has in fact increased. Today the total number of illiterate people in our country is almost half of the whole world's illiterate population. Can we expect any social change, any economic development, any advance to-

wards socialism keeping 398 million illiterate people behind us ? Now it is a question—before the Education Ministry, before the University Grants Commission—of what priority should be given, whether the priority should be given to adult education, mass literacy and eradication of illiteracy or to higher education ? I leave it to the Education Minister who himself is an educationist. I know, Sir, his shortcomings in implementing the priorities because, Sir, Education is a State subject and he has not much to do in the field of literacy. But still I want that something should be done in this respect, and in that connection, Sir, I would like to reiterate my old demand which I made on the floor of this House on many occasions. The protagonists of State autonomy may rise and stand against me but still I hold this view that until and unless Education is made a Concurrent subject, until and unless Education is brought within the effective control of the Central Ministry, not much will be done and it cannot be done. You will be astonished to know, Mr. Deputy Chairman, Sir, that it is the experience of the Education Ministry here, it is the experience of the Education Department here, that whenever for any project of literacy money is sanctioned to the State Governments, they eat up that money for other purposes and they neglect it. I must condemn all the State Governments that they have not taken it up in right earnest. For the work of literacy the Central Government has allotted money. They have started pilot projects. But because of the negligence and callous of State Governments, these pilot projects have not been fully utilised.

Mr. Deputy Chairman, Sir, after twenty-five years of independence, when we are going to celebrate the 25th anniversary of our independence, we should keep in mind that we have 398 million illiterate people and that, in spite of four Five-Year Plans, in spite of investing huge amounts of money for the development, in spite of doing much towards the economic development of the country, we are not even in a position to give the minimum needs, the basic needs to 398 million people of this country, and I would request the hon. Minister for Education to look into it and to do whatever is possible within his capacity.

Thank you, Sir.

DR. K. MATHEW KURIAN (Kerala) : Sir, my hon. friend Mr. Pranab Kumar made a tirade against State Government.

SHRI PRANAB KUMAR MUKHERJEE : My criticism was only against their policy on literacy.

DR. K. MATHEW KURIAN : Of course I have no soft corner for the State Governments run by his own party, and I have no soft corner for any single State Government but, none-the-less, he made a very serious point which must be discussed. He suggested that Education should be made a Central subject or a Concurrent subject—I think he said Concurrent subject. This is a trend which is not to be accepted by Members or the Treasury Benches. I think it is a very dangerous trend. It is not as if the Central Government did not have adequate powers to influence events. They had for twenty-five years, barring a few years of non-Congress Governments in some States, they had their own monolithic Congress Party ruling throughout the country, and they could have through their political organisation enabled a reduction of illiteracy and an increase in education of the masses, and so on. But it has failed for all these years, and the new recruit to the ruling party, Mr. Pranab Kumar Mukherjee, of course should know that it is his own party's mistake during the last 25 years which he himself so ably narrated, and I would like to ask him whether he is going to celebrate illiteracy or he is going to celebrate the many achievements in the field of education.

Sir, I will come to the U. G. C. Reports. It is unfortunate that the able Education Minister Mr. Nurul Hasan, has to present the Reports of the U. G. C. for 1969-70 and 1970-71. It is very unfortunate that Professor Nurul Hasan has been given this unpalatable task of presenting two old Reports of the U. G. C.—at least one of them is old. Now what do we find in the content of the Report of the U. G. C. for 1969-70 ? It is on page 3. "Within the resources available, the Commission has made planned and concerted efforts to meet the challenge of an unprecedented expansion as well as the need for raising the level and quality of academic achievement." This is the claim, and I looked through the Report to find

any substantiation of this assertion. Sir, I must confess that I have been terribly disappointed by my inability to find any concrete substantiation of this tall claim. The Report also claims that centres of advanced study have been created with a selective approach, with the object of promoting excellence. The Report even claims that these centres of advanced study have functioned as centres or peaks of excellence. Not only that. The Report claims that they have served as pace-setters and breeders of more centres of excellence. This is precisely the point which I want to contest. The whole educational policy of the Government of India has been shaped by a selective approach. I am not against the selective approach in a limited manner, but what is this selective approach followed by the Government of India in the past twenty years ? It is essentially an 'elitist' approach, promoting education at the top, neglecting primary education and secondary education. If you see the total allocation for education in this country, you will find that one-third is for primary education, one-third for secondary education and one-third for higher education. Education at the primary level and secondary level, in terms unrelated to the total requirements of finance, is a massive problem and should have got priority. It is true that with the constraints on the resources in the entire country, of course as a result of faulty planning and the inability of the ruling party and the Government to raise resources from where the money lies, the State Government today are unable to carry out even their limited task in the field of primary and secondary education. The finger of accusation for this should be directed against the Central Government which has not been able to give more authority, functions and resources to the State Governments to enable them to carry out the limited task which has been assigned to them. Without adequate powers and resources being transferred to the State Governments, in other words, without a meaningful State autonomy, this problem cannot be tackled at the base. The selective approach also has been made in the form of advanced centres of study. A careful study of the results in the past several years will show that the advanced centres have remained centres in a pocket without having any multiplier effect. These advanced centres have not been able to breed new centres of excellence. On the contrary, they have become a kind of

introvert *status quo* establishments by promoting and perpetuating the 'elitist' character of our educational system.

The UGC speaks about supporting research and the new emphasis being given to research. I have got here a summary of the preliminary report of the fact-finding committee of the Delhi University Research Scholars Association. Research scholars who have been actively engaged in the task of research have come forward with this statement :—

"The committee find that the research scholars are working in such pathetic conditions in which neither one can think independently nor do any worth-while research work. They neither have proper sitting place nor proper library facilities. There is an overall shortage of equipment, apparatus, chemicals and other accessories which are the basic necessities for doing any worth-while research study."

I would like the hon. Minister to state on the floor of the House whether this is not true. Is it not true that, while the number of research scholars enrolled by universities for Ph. D. and other research has been increasing, the amount of money that is allotted for scholarships and library facilities has been lagging behind ? It is true that more money is spent on research and libraries, but it is a paltry sum compared to the increasing demands for scholarships and other research facilities. The UGC Report for 1969-70 has devoted a separate paragraph to student affairs. At page 33 regarding student participation it says : —

"Opinion is generally unanimous on effective student participation in the management of hostels, student homes, non-resident student centres, canteens, libraries and reading rooms, co-curricular programmes etc., etc., as well as on the need for active student co-operation in the maintenance of discipline. The question of student participation in the academic and administrative affairs of the universities and colleges is, however, being further examined by a UGC committee."

It is curious that as late as 1969-70, after two decades of talking about student participation by the great experts, when it comes to student participation in running canteens, in running non-resident student centres, student

homes, etc. students have participation. They have no difficulty in granting participation in peripheral matters, but when it comes to students participation in academic and administrative matters of the university, they say a Committee of the UGC is looking into it. I have gone through the report for 1970-71 of the UGC. In that report there is a reference to student participation. If I am not mistaken it is conspicuous by its absence. A Committee is looking into the question and that is the end of the matter. Similarly we find that in most of the universities where they talk about student participation it is only about peripheral matters. I would also like to show that even in the Gajendragadkar Committee report, which is considered by the hon. Minister of Education as a sacrosanct document—of course I know he himself has deviated from it where it suits him—of course I do not agree with it fully and there may be certain sections of the Gajendragadkar Committee Report which may be useful and adequate, but as a whole that report is an apologetic report of the discredited educational policies pursued by the Government ; this does not make an overall assessment but in parts at least this statement can be made. Therefore, I would like the hon. Minister to state whether he is considering a reversal of the policies pursued so far with regard to student participation, whether he will give directives or advice to the State Governments and universities through the UGC to ensure that student participation in academic and administrative spheres is extended without any further delay.

Similarly, I would like to emphasize another point. While in university education particularly allotments for university education are distorted in certain fields which are necessary for the development of capitalism in this country or the so-called green revolution through the Agriculture Universities, for various types of engineering and so on, which suits their capitalist development, barring this, where it comes to professional or technical education which will help the masses of the people, particularly working people, middle class and so on, and also in this connection women of the middle class and the lower middle class, you will find precious little being done, particularly if you examine the total allocation of the UGC and the allocation of the universities themselves. Emphasis on allocation of funds which will help creation of courses, professional and technical courses which will help women to

[Dr. K. Mathew Kurian] have certain employment opportunities, is practically lacking barring few schemes here and there. Education of women, particularly to enable them to have employment opportunities, particularly women of the middle class and the lower middle class—this is an area which has been neglected in the past.

I would also like the hon. Minister of Education to refer to the memorandum submitted by the All India Federation of University and College Teachers' Organisation. In their memorandum they had demanded a uniform running grade of Rs. 550-1850 for all university and college teachers and it should be a running grade which should be considered. The usual argument that there is need for hierarchy in the university teachers profession does not carry very much conviction. Secondly, there is the question of uniform service conditions of all college and university teachers all over India and ensuring statutory security of service and regular payment.

I would also here refer to the question of democratisation of university education to ensure majority of teachers' representation on all university bodies. In this connection I would like to refer to two questions. When it comes to democratisation, the Minister might say that all the proposals of the Gajendragadkar Committee are being implemented and a comprehensive Bill is being brought forward. May I refer to the unfortunate, recklessly passed Aligarh Muslim University Act? I am not decrying certain aspects of the Aligarh University Act. When you look back, it is very clear, as I warned in my speech in this House on the occasion of the discussion of the Aligarh University Act, that unless the democratic rights of the teachers and students are ensured, the teachers and student community cannot accord favourable consideration of this Act. What we really find is that while the Gajendragadkar Committee had prescribed that the Deans of Faculties should hold their office by rotation according to seniority for a period of two years... on the contrary, the Aligarh Muslim University (Amendment) Act makes the Dean an appointee of the Vice-Chancellor, pure and simple, and the Minister has plainly misrepresented the Gajendragadkar Commission's Report. If I understood him correctly, the Minister claimed that his proposals are in tune with the Gajendragadkar Commission's Report. But with reference to the appointment of Deans, he had actually

deviated from the Commission's Report. Similarly, we find that in the Aligarh Muslim University (Amendment) Act openly antidemocratic steps have been incorporated. For instance, the constitution of the teachers association and the students' councils will be decided by the Executive Committee. It is unheard of that the teachers' association should have a constitution given to them by the management.

PROF. S. NURUL HASAN : The hon. Member is speaking—quite rightly—on the Aligarh Muslim University (Amendment) Act on which he has already spoken and to which I have already replied. And if he is going to go into the details again, would he expect me to devote my time to reply to these questions? I cannot allow his statement to remain on the record of the House without my being given an opportunity to reply.

DR. K. MATHEW KURIAN : Sir, he said that he cannot allow it to go on. Is he to allow it or you?

MR. DEPUTY CHAIRMAN : What he means is that he would take a lot of time to reply to them.

DR. K. MATHEW KURIAN : I have not taken any time about it. I was just referring to the question of democratisation. I have given an example of the line pursued by his own Ministry. The hon. Minister when he brought forward the Aligarh University Bill incorporated all this regarding the constitution of the teachers' association and the students, councils which I am claiming is contrary to the spirit of democratisation, and so far as the appointment of the Dean is concerned, it is contrary to the Gajendragadkar Commission's Report itself. This is my submission. Therefore, I have tried to refer to the Aligarh Muslim University Bill which I submit is a very relevant matter of the discussion on the University Grant Commission's Report. What I am discussing is at the level of policies. Similarly, the Delhi University Teachers' Association had submitted a memorandum to the hon. Minister.

PROF. S. NURUL HASAN : This matter is coming up and there will be a discussion. It can be raised then.

DR. K. MATHEW KURIAN : I am referring to the question of the democratic rights

of the teachers. I am giving an illustration which is very relevant that unless the Minister accepts the policy of democratisation we cannot really go ahead. That is my main point. The Delhi University Teachers' Association had an agitation. Their agitation arose from the undemocratic manner in which a Bill has been brought forward. I want an assurance from the hon. Minister, nothing more, that before a comprehensive Bill is being brought forward—will he assure this House?—the Delhi University teachers or for that matter the teachers of the various universities who are affected by the concerned Bill will be consulted. We do not want just the Opposition leaders of this House to be consulted, but will he consult the Delhi University Teachers' Association before a comprehensive Bill or even before the Delhi University (Amendment) Bill is brought forward? Therefore, unless democratisation in real terms, that is consultation with the teachers of the universities, in matters of educational reform is accepted as a matter of principle, we will not be able to go ahead.

When we talk about educational reforms, the University Grants Commission's Report claims about a lot of things that they have done, particularly about examination reform. I have got here the Annual Report and audited Statements of Accounts for 1970-71 of the West Bengal College and University Teachers' Association with reference to examination reform. While the University Grants Commission is claiming in its Report of 1970-71 that a lot of reform is being done about examination, the Report is absolutely silent on a very serious matter, that is enveloping the whole of West Bengal where education has come to a standstill. In the Calcutta University, in the Kalyani University and other universities examinations have become a mockery. I will quote only one instance of 14.1.72, that is after the period to which this Report is referring. While we have been given the UGC's Report about examination reform, what has been happening in West Bengal? A section of the local people of Kamarpukur, on 14.1.72 demanded resignation of nineteen teachers and the librarian of the college. Seventeen of them were forced to resign and resignations of four of them were accepted by the Principal then and there. Similarly, in another case Prof. Shyam-lal Chakraborty was asked not to come again to his college, Vidyasagar College for Women at the point of a revolver. I understand he was a C. P. I. follower. In most of the Universities in West Bengal education has come to

a standstill. Examinations have been made a mockery by the Chhatra Parishad and Yuva Congress which belong to the ruling party. If this attitude continues, what is the point in discussing the U. G. C. which has a scheme of examination reform when the reality in West Bengal is that examinations have been made a mockery by the ruling party itself? (*lime Bell rings.*)

THE DEPUTY CHAIRMAN : Please wind up.

DR. K. MATHEW KURIAN : I am finishing. I am quoting an instance. One more minute. In Kerala where I come from—I must speak on this for a moment—for two months education has come to a standstill. What has been the Government of India doing? They talk about right to interfere by taking education to the Concurrent List. What is the difficulty in a State, where Congress is also part of the ruling government, to give protection in the Ninth Schedule to the Education Act. There are certain things which the Government of India could have straight-way taken up giving constitutional protection to the Education Bill and so on and to ensure that education in Kerala does not suffer. Students and teachers in Kerala are being held to ransom by private management. Unless the hon. Minister gives clarification on all these matters of fundamental policy we cannot really discuss the U. G. C. report any further.

SHRI THILLAI VILLALAN (Tamil Nadu) : Mr. Deputy Chairman, Sir, today we are discussing the two reports of the U. G. C. for 1969-70 and 1970-71. The first report has been laid on the Table of the House on 24.6.71 and the second on 2.6.72. My first submission would be that we are discussing the report for 1969-70 after three years—after a very long time.

[THE VICE-CHAIRMAN (SHRI V. B. RAJU) in the Chair]

I would submit that is more or less doing a post mortem work in the Education department after two years.

DR. K. MATHEW KURIAN : Post mortem is usually done immediately after death.

SHRI THILLAI VILLALAN : But we are doing it after two years. My first request to the

[Shri Tbilisi Villalan]

hon. Minister would be that he must first take necessary steps at least to discuss the report of the same year. The seventieth report we could have discussed in the same year and the next report. Seventy-first report this year otherwise this becomes a formal thing, a farce. We wanted to suggest so many things. We wanted to place comments on the working of the U. G. C. on the same year. This could be taken into consideration for modification, for alteration, for implementation. But after two years what is the use of offering suggestions ? What is the use of giving comments on the reports which have no effect at all ? It will be simply discussing in an academical manner. My first submission would be that the reports must be placed before the Parliament then and there and discussion should take place immediately after the report is laid on the Table.

My next submission is of a general nature. Under the Constitution, we are having a Department of Education in the Centre and also in the State. This will be affected, if I put it in the legal parlance, by the flaw of multiplicity. My second submission is this. Education is in the List of State Subjects. The State Government is in direct control of all universities and colleges ; they are in direct touch with the teachers ; they are having direct contact with the students and the parents. The Central Government is also having a Department, a Ministry a Minister for Education. But they have a very meagre number of universities or educational centres under their direct control. I am of the view that this has been affected by the flaw of multiplicity. We speak every time that we must reduce the expenditure and avoid wasting public money. But we are having two institutions, one at the Centre and one in the State. This is a general Constitutional matter. In this discussion I wanted to make only a mention about that. I do not want to proceed further about this.

Then, my third submission would be that here in the first Report, I find that under the heading 'Examination Reform', they have stated so many new methods. Now the examination method is mainly running on the path of testing the memory. Testing the memory is the method now adopted by our educational system. I would suggest that this is not a proper method. This can be changed. This can be modified into testing of talents. For centuries together, we have been testing the

memory of the students. They will read things and they will write examinations only to show that they are having certain things in their memory. They are not showing their talents. We want to build up a society by the students, by the future citizens of the country. We want to use their talents for the rebuilding of the nation. So, the entire system of examinations, the entire reform, should run on the path of testing the talents but not testing of the memory.

Sir, I will be very brief. I do not want to take much of the time of the House. I want to take this opportunity to make a request to the hon. Minister for Education. I had occasion to go to Uttar Pradesh along with Mr. Manoharan and two Muslim League Members of this House, Mr. Abdul Samad and Mr. Khaja Mohideen. We went to Ferozabad. There I happened to see the Muslim College there. Due to the recent agitation the whole college has been burnt to ashes. We saw with our own eyes each and every room. The whole library was burnt, the whole laboratory was burnt. Only the Principal with tears was left. The other things have been burnt to ashes. The Principal represented that he came to Delhi and submitted a memorandum to the Prime Minister and also the Education Minister that some financial assistance must be given to them immediately at least to purchase the furniture benches and desks for the students. So the Principal represented to us. I am taking this opportunity to repeat the same request of the Principal to take immediate steps. The college was started in the year 1943. It was run by a committee representing both the communities. The students of the Hindu community form 60 per cent and that of the Muslim community 40 per cent. But the college is called the Muslim College. Now it has been burnt to ashes. Nothing is left. I would request the honourable Minister—he comes from the same State he knows full well about the condition of the college—that he must take immediate steps to restart the working of the college by giving assistance at least for purchasing furniture and other material for the students.

With this request I conclude my comments on these two Reports.

SHRI BIPINPAL DAS (Assam) : Mr. Vice-Chairman, at the very outset I must say that this institution, the University Grants Commission, since its very inception right

uptil now, has done a very commendable work indeed, if we only take into consideration the fact that a huge explosion has taken place in the field of higher education in the sense that during the last ten years the number of universities has gone up from 49 to 93, the number of colleges has gone up from 1,783 to 3,604, and the number of students in higher education has gone up from 11.55 lakhs to 30.01 lakhs. These figures themselves make it very clear that something like an explosion has taken place in the field of higher education. Had there been no UGC to take care of this, I feel absolutely sure, we would have landed in chaos. I do agree that the University Grants Commission might not have been able to do what we expected and what we wanted it to do. They might not have been able to achieve a hundred per cent success. But had there been no UGC, had they not taken the steps that they have taken to meet this situation, there would have been complete chaos in the field of higher education today. I am absolutely clear in my mind and this I say from personal experience. And from that point of view I would like to congratulate the University Grants Commission on whatever work they have done, on whatever achievements they have made.

- But I have to point out a few things. Firstly, taking the case of education in science and education in technology, I find that the grants paid in 1970-71 have come down from what was paid in 1969-70. So the UGC is answerable to this. The grants paid for science in 1969-70 were Rs. 360.56 lakhs and in 1970-71 Rs. 345.5 lakhs. When I examine further I find that in almost all fields the grants have come down, for instance, in the matter of equipment, in the matter of books and in the matter of journals. This is something which must be very seriously taken note of. This is clear from page 3 of the 1970-71 report. In the matter of science education, in the matter of equipment, books and journals the grants paid to universities and colleges have come down in 1970-71 compared to what they were in 1969-70. I do not know how they will explain this. But certainly it indicates that instead of expanding in the matter of science education, we are lagging behind. I do not know the latest situation. I am only quoting from the report. In the case of technology and engineering the grant paid in 1969-70 was 286.14 lakhs whereas in 1970-71 it came down to 186.36 lakhs. It has come down by 100 lakhs. It has come down in what matters and in what fields? It has come down in the matter

of buildings, in the matter of books and journals, equipment, fellowships and in almost in every field. This is something very serious, I should say. Whereas this country is expected to march forward in the fields of science education, engineering, technology and in all fields, the grants paid indicate that we have not expanded or the UGC has not been able to meet the requirements of the situation. This I want to bring to the notice of the Minister because I consider this to be very serious and the matter should be looked into and appropriate steps be taken to meet the situation in future.

Now another matter. When we discussed the UGC report in 1970 in this House, I pointed out that—I am repeating it again—the affiliated colleges where major part of higher education is carried out deserve special attention. I find from the report that 88 per cent of the students were enrolled in the affiliated colleges and over 90 per cent of the students receiving instruction in science, commerce and medicine were enrolled in the affiliated colleges. The report says that about 48 per cent of the students at the postgraduate level and 12 per cent of the research scholars in various faculties were in these colleges in 1970-71. Of the total academic staff 83 per cent is working in the affiliated colleges. I have quoted these figures to show how much burden the affiliated colleges are carrying in the matter of higher education compared to the unitary or federal types of universities. If you look at this and then try to examine how much financial assistance has been given to these affiliated colleges, then I think the situation is not very happy at all. During the year 1970-71 Rs. 11.64 crores were granted to Universities whereas the total amount granted to the affiliated colleges whose number is 3,604 was only Rs. 7.40 crores. To less than 100 universities UGC has paid Rs. 11.64 crores and to 3,604 affiliated colleges they paid only Rs. 7.40 crores. Have they done real justice to the affiliated colleges? I leave it to the judgment of the Education Ministers, the UGC and this House. I may humbly submit that justice has not yet been done to them, although I must admit that compared to 1969-70 the financial assistance has doubled and I am very grateful to them for that. But still it is lagging far behind the actual requirements. Much still remains to be done. Sir, in this connection, I may be permitted to make a remark. Of course we know that high school education does not come under the purview of the UGC. But, I would like to make a general remark. We find

[Shri Bipinpal Das] that during the last 25 years of independence, we have been spending more money, relatively speaking, and paying more attention, comparatively speaking, to the top, neglecting the 'bottom. Colleges are neglected, affiliated colleges are neglected and as you go down the ladder, secondary education and then primary education and so on and so forth—all are neglected. The whole system, the whole educational system in our country, stands like an inverted pyramid : the top is heavy and the bottom is absolutely weak. Unless this is corrected, I do not think we are going to have a very healthy and sound educational system.

Now, Sir, we all know that one of the main objectives of bringing into existence this UGC was to raise the standard of education at the higher level. This is a point which I would like to emphasise today. Now, I quite agree that in order to raise the standard of education at the higher level, the UGC has done a number of things, introduced a number of schemes, indeed. One cannot just brush aside this by saying that they have not done anything, as two of my friends just now said. That will ' be injustice. They have done a number of things, they have taken a number of measures and they have introduced a number of schemes to raise the standard of education. I do not want to go into details because there is no time. We all know it and the Report is full of them. Everybody knows it and even Dr. Kurian knows this.

DR. K. MATHEW KURIAN : What is the standard of education in West Bengal ? Mass copying is going on there. Is that the standard ?

SHRI BIPINPAL DAS : Why are you interrupting me ? I did not interrupt you. You please listen to me. Why do you interrupt ?

THE VICE-CHAIRMAN (SHRI V. B. RAJU): You should not have taken his name.

DR. K. MATHEW KURIAN : Mass copying is going on there. Is it the standard of education that you should have ?

SHRI BIPINPAL DAS : He is not Om Prakash Tyagi. He is different from Mr. Tyagi. He is a teacher. If I may say so, people like him are beneficiaries of the UGC and a

teacher like him should not make a blanket accusation like that. It is not fair.

Now, Sir, I will ask the Education Minister and also the UGC, in spite of the efforts made, schemes introduced and measures taken, whether the standard has fallen. Or has it risen ? If it has not gone up, why ? Sir, the steps they have taken are quite on the right lines. You cannot find fault with the steps that they have taken. Still the standard has not gone up. On the contrary, in some cases, the standard has gone down. The question is this : Why is it so ?

AN HON. MEMBER : Political interference.

SHRI BIPINPAL DAS : When I think of the falling standard, I ask myself why it is so. I am trying to look at this question as an academician and not as a politician like Mr. Kurian. So, I am trying to examine this question not from the perverted political angle of Dr. Kurian, but from the viewpoint of an academician.

DR. K. MATHEW KURIAN : Do you mean to say that the mass copying allowed by the Chattra Parishad is not distortion or perversion ?

SHRI BIPINPAL DAS : They have made all the efforts. Now, I am making an absolutely individual suggestion and I am making this suggestion to the UGC and the Education Ministry. In the whole of the educational system, the teacher is the central figure. The teacher is the nucleus around whom the whole system revolves. Unless we take care of the teacher, nothing is going to happen. We may have very good buildings, big libraries, well-equipped laboratories and all kinds of facilities for the teachers and students. But, if the teacher is not the right type of man to teach, if you have not been able to produce the right type of man to take the responsibility of teaching, then, all these arrangements will be empty in my opinion. What have you done to create or to build up a cadre of the right type of teachers ? They have done something. They have the summer institutes, they have the refresher courses, they have the scholarship schemes and they have the research projects. All these things are there. So many things have been done. But still the question remains. I say this from my own experience. If there is the right type of teacher and if the other amenities and

facilities are still inadequate, the standard will be maintained and will go up ; and if all the amenities, etc. are there but the teacher is of the wrong type, nothing will happen. This is my thesis. I am not going to make a long speech. So I make an appeal to the UGC, which has already done a lot of commendable work through its research work, to examine this question. The question remains. It has not been answered.

Take Soviet Russia. They have the highest paid people in teaching profession. Teachers are the highest paid. They have produced very good teachers. And, therefore, if we want to have good teachers, we must be able to attract the best to the teaching profession. But how ? Emoluments alone will not attract, I must warn you. No. In Soviet Russia, in their system of society, they build up teachers from the secondary stage itself—those who would teach at the secondary stage and those who would teach at the higher stage, the University stage and so on. Teachers are selected and built up according to their merit, according to their aptitude, according to their calibre, right from the secondary stage. And then they give a very high status to them. Today in our country, teachers have a very low status in society. Therefore, some more thought should be given to this question : How can we attract the best possible brains into this line ; ' If you give them a proper status in society so that they feel a sense of responsibility for it, only then, I think, ultimately some result will come out.

One word more and I will finish. I would request the UGC to be more careful about two things : First, the grants paid to the institutions should be properly utilized. Sir, I need not repeat all the points made previously in this regard. I am sure that they have already taken some steps. But, again, I say from a little bit of personal experience that all the money that comes out from the U. G. C. is not always properly spent. Some machinery should be built up by the U. G. C. itself to have a regular check—and a thorough check—regarding the proper utilization of grants.

Secondly,—and this is my last point—I have come across certain cases. The Education Minister may be surprised, I do not know. When I was the Principal of a College, at that time I came across such a man who said, "You want UGC grant ? Give me a contract for 5 lakhs, 3 lakhs, or 2 lakhs. Give me a

contract. I will get you the grant". I was stunned. The man just came into my office, saying this. I told him, Sir : I do not need your help, if I do not get grant by the straight door, I won't take it from the backdoor or in a roundabout manner. I was surprised to find that several neighbouring colleges took the help of this architect—the so-called 'architect' —and got grants very easily, while a developed college like mine had to suffer a lot. Now, this is a strange thing.

I know, at the top the University Grants Commission is managed by very able men, men of eminence, men of integrity, and of high calibre. But some trouble is there at the lower levels. I suggest that the Chairman, Secretary and other high officials should take care of the lower levels in the U. G. C. so that such rackets cannot go on operating. I would like to take one more minute to answer a question raised by Dr. Kurian. Unfortunately, Dr. Kurian did not read the 1970-71 Report and, therefore, he has said that this report has said nothing about the students' participation in the University administration. It has said it. I draw his attention to page 24 of the Report. And then the Gajendragadkar Committee's report may not be a very ideal one but certainly it is a step forward, it is a progressive report and in the light of that report I will urge upon the Education Minister to implement the recommendations of this report so far as democratisation is concerned, so far as the students' participation is concerned. This has been done in the case of Aligarh University. It is a good step and I would suggest that the recommendations be implemented in the case of all other Universities also.

श्री नागेश्वर प्रसाद शाही (उत्तर प्रदेश) :
उपसभाध्यक्ष महोदय, मैं इस रिपोर्ट के और यूनिवर्सिटी ग्रान्ट्स कमिशन के कार्यक्षेत्र और अधिकार क्षेत्र के अन्दर ही अपने विचार रखूंगा।

मैं सर्वप्रथम तो यह कहना चाहूंगा कि अपने देश में संविधान की व्यवस्था होते हुए भी कि सबको शिक्षा प्राप्त करने का अधिकार है और सरकार का कर्तव्य है कि सबको शिक्षा प्रदान करे और शिक्षा की व्यवस्था करे। स्वतंत्रता प्राप्ति के 25 साल बीत गए अभी तक इसकी व्यवस्था सरकार नहीं कर सकी है, इससे बड़े दुःख, शर्म और ग्लानि की बात किसी भी सरकार के लिए,

[श्री नागेश्वर प्रसाद शाही]

जो अपने को प्रजातन्त्री और समाजवादी होने का दावा करती है, नहीं हो सकती।

श्रीमन्, आज भी अपने देश में ऐसे लोगों की संख्या, जो कतई अपना नाम भी लिखना नहीं जानते, 80 प्रतिशत से ज्यादा है। यह हमारी 25 साल की आजादी की प्रगति का नमूना है। इससे यह साफ जाहिर है कि अपनी सरकार प्रजातन्त्री होते हुए भी 'गवर्नमेंट बाई रीजन' नहीं है बल्कि 'गवर्नमेंट बाई फोर्स' है। यह पुलिस के डण्डे के बल पर प्रशासन चलाती है, जनता की राय के बल पर प्रशासन नहीं चलाती। किसी भी देश की जनता जो शिक्षित नहीं है, जिसका 80 फीसदी से ज्यादा अंश अपना नाम भी लिखना नहीं जानता, उस देश में हुए चुनाव को और उस चुनाव के द्वारा चुनी हुई सरकार को कभी भी सही मानी में चुनी हुई सरकार नहीं कहा जा सकता।

श्री कल्याण चन्द (उत्तर प्रदेश) : आप अपने बारे में तो नहीं कह रहे हैं ?

श्री नागेश्वर प्रसाद शाही : भाई, हम लोगों को तो अपने विधायक चुने हैं। इतना ज्ञान तो सरकारी बेन्च पर बैठने के बाद होना चाहिए।

श्री कल्याण चन्द : आपकी पार्टी के बारे में कह रहा हूँ।

श्री नागेश्वर प्रसाद शाही : सरकारी बेन्च में बैठने के बाद लोगों को उतना ज्ञान नहीं रहता है। उनको पता नहीं कि उनको विधायकों ने चुना है, जनता ने नहीं चुना है। (Interruption) देखिए, मुझ से सारी बातें मत कहलवाइए।

उपसभाध्यक्ष (श्री बी० बी० राजू) : शाही साहब, ऐसे आपका टाइम खत्म हो जाएगा।

श्री नागेश्वर प्रसाद शाही : हमारा टाइम कैसे खत्म होगा? आप उनको रोके।

4 P. M.

मैं यह निवेदन कर रहा हूँ कि आपने देश में शिक्षा को मुख्यतः राज्य का विषय बना दिया है। आप अधिकांश राज्यों के बजट को देख लीजिये। वे शिक्षा के ऊपर कितना प्रतिशत खर्च करते हैं और पुलिस के ऊपर कितना खर्च करते हैं। मैं केवल एक राज्य, उत्तर प्रदेश का उदाहरण आपके सामने रखना चाहता हूँ। वहाँ पर शिक्षा पर जितना खर्चा होता है, उससे दुगुना से भी अधिक पुलिस पर खर्च होता है। यह इस बात को साबित करता है कि सरकार अपना प्रशासन किस ढंग पर चलाती है। आज वहाँ पर जनमत के बल पर शासन नहीं चल रहा है, जनता के विकसित विचार धारा के आधार पर शासन नहीं चल रहा है, बल्कि पुलिस के डण्डे के आधार पर शासन चल रहा है। आज जिस तरह से सभी लोकहितकारी विभागों में धन का अभाव है, उसी प्रकार से शिक्षा विभाग भी धन के अभाव से ग्रस्त है और यूनिवर्सिटी ग्रांट्स कमिशन की भी यही हालत है। वह भी आज धन के अभाव से ग्रस्त है। उनकी स्कीमों, उनकी व्यवस्थाओं, उनकी योजनाओं को धन के अभाव के कारण कार्यान्वित नहीं किया जा सकता है और न ही उन्हें किसी तरह का शोप ही दिया जा सकता है।

श्रीमन्, इन दो वर्षों की रिपोर्ट में जो चीज नहीं आई है, उसकी ओर मैं शिक्षा मन्त्री जी का ध्यान दिलाना चाहता हूँ। आज अपने देश में शिक्षा के क्षेत्र में हानि हो रही है, वहाँ पर परिस्थितियों ने जो विकराल रूप धारण कर लिया है, उसकी ओर मैं मन्त्री जी का ध्यान दिलाना चाहता हूँ। मैं वाइस-चान्सलर से ही इसकी शुरुआत करना चाहता हूँ।

आज यह रोग सा हो गया है कि शिक्षा शास्त्रियों, जिन्होंने विश्वविद्यालयों में अपना जीवन व्यतीत किया है, जिन्होंने शिक्षा क्षेत्र में अपने जीवन का अधिकांश समय लगा दिया है, उन्हें आज कुलपति या उप-कुलपति नहीं बनाया जाता है। आज तो रिटायर्ड आई० सी० एस० या

किसी रिटायर्ड हाई कोर्ट के जज को कुलपति या उप-कुलपति बनाया जाता है। मैं यहाँ पर किसी का नाम नहीं लेना चाहता हूँ, लेकिन शिक्षा मन्त्री जो इस बात को गौर कर लें कि उत्तर प्रदेश के विभिन्न विश्वविद्यालयों में जो कुलपति हैं उनमें से कितने ऐसे हैं जिन्होंने विश्वविद्यालयों में अपना जीवन व्यतीत किया है? जो रिटायर्ड आई० सी० एस० आफिसर या हाई कोर्ट के जज हैं, जिन्होंने अपनी 20 या 25 साल की सर्विस में शिक्षा के क्षेत्र में कोई भी कार्य न किया हो, आज आप उन्हें कुलपति या उप-कुलपति बना देते हैं। आप शायद इन लोगों को इसलिए बनाते होंगे; क्योंकि ये मैजिस्ट्रेट्स चांसलर या गवर्नर से कर लेते हैं तथा अपने आदमियों को सिलेक्शन कमेटियों में रखवा लेते हैं।

इस तरह की व्यवस्था करके आप चाहें कि विश्वविद्यालयों में शिक्षा का स्तर सुधारे, विश्व-विद्यालयों में अनुशासन हो, शिक्षा का वातावरण उच्चतम हो तो यह असम्भव है। आप कह सकते हैं कि वाइस-चांसलर का काम शिक्षा का नहीं है, एडमिनिस्ट्रेटर का है, प्रशासक का है, लेकिन जो विद्यार्थियों के बीच में नहीं रहा, जो विश्वविद्यालय की समस्याओं में सम्मिलित नहीं रहा, उसमें घुला मिला नहीं रहा वह उसकी समस्याओं का समाधान कभी पा नहीं सकता है, विद्यार्थियों की कठिनाइयों को कभी समझ नहीं सकता है और विश्वविद्यालय की व्यवस्थाओं पर उसका ध्यान जा ही नहीं सकता है। ऐसा व्यक्ति जो हाई कोर्ट से रिटायर होने के बाद या आई० सी० एस० से रिटायर होने के बाद वाइस-चांसलर नियुक्त किया जाता है, वह प्रयास इस बात का करता है कि उसका तीन साल का कार्यकाल या तो विदेश में घूमने में बीते क्योंकि वाइस-चांसलर लोगों को एक्सचेंज इनवीटेशन दूसरे कंट्रीज से मिलते रहते हैं, वहाँ के वाइस-चांसलर यहाँ इनवाइट हो जाते हैं और यहाँ के वाइस चांसलर वहाँ इनवाइट हो जाते हैं और उनका खर्चा विश्वविद्यालय देता है। इसलिए ऐसे इनवीटेशन हमेशा मिलते रहते हैं एक देश से दूसरे देश के वाइस-चांसलरों को। तो ऐसे वाइस-चांसलर जो नियुक्त होते हैं, जिनका कोई लगाव विश्वविद्यालय से नहीं होता है, वे अपना

तीन साल का कार्यकाल केवल किसी प्रकार अपना समय व्यतीत करने में लगाते हैं कि उनको अपनी तनखाह बरकरार मिलती रहेगी, सारी सुविधाएं बरकरार मिलती रहेंगी, यूनीवर्सिटी के पैसे से विदेश का भ्रमण करते रहेंगे। अगर मन्त्री महोदय ऐसे वाइस-चांसलर के तीन साल के समय का अध्ययन करें, तो पाएंगे कि आधे से अधिक समय उन्होंने विश्वविद्यालय से बाहर व्यतीत किया है। मैं नाम बता सकता हूँ। इन लोगों से कभी भी विश्वविद्यालय का हित नहीं हो सकता है। इसलिए मैं निवेदन करता हूँ, मन्त्री महोदय से कि ऐसी कोई व्यवस्था करें ताकि शिक्षा शास्त्री जिन्होंने विश्वविद्यालय में अपने जीवन का अधिकांश समय लगाया है, उन्हें ही इस पद पर नियुक्त किया जाय। उनसे इन संस्थाओं का कल्याण होगा। इससे एक लाभ और होगा। आज जो प्रोफेसर हैं, जो डीन हैं वे महसूस करते हैं कि उनको आगे जाने का कोई स्कोप नहीं है, उन्हें वाइस-चांसलर होने का कभी मौका नहीं मिलेगा इसलिए कि इस पद पर कोई ऊपर से लाद दिया जायगा, कोई न कोई शक्तिशाली रिटायर्ड आदमी यहाँ आ जायगा। एक प्रोफेसर जो 25-26 साल की उम्र में प्रोफेसर एक्वाइंट होता है, वह सोचा है कि हमको इसी पद पर रिटायर हो जाना है, आगे जाने का कोई अवसर नहीं, विश्व-विद्यालय की व्यवस्था में आगे बढ़ने का, उपकुलपति होने का कोई अवसर नहीं मिलेगा। इस दृष्टि से यह आवश्यक है कि ऐसी व्यवस्था की जाय कानून में जिससे केवल वही लोग विश्वविद्यालय में उपकुलपति नियुक्त हो सकें, जो विश्वविद्यालयों से सम्बन्धित हों, जो कम से कम 5 साल या 10 साल प्रोफेसर के पद पर किसी विश्वविद्यालय में सेवाएँ रहे हों। इससे विश्वविद्यालयों का वातावरण सुधारने में बहुत मदद मिलेगी।

दूसरी बात, श्रीमन्, जो मैं कहना चाहता हूँ वह यह है कि यू० जी० सी० ने विश्वविद्यालयों में लेक्चरर्स के चुनाव के लिए जो योग्यता निर्धारित की है, उसकी अवहेलना अक्सर कर दी जाती है। उन्होंने योग्यता निर्धारित की है फर्स्ट क्लास पोस्ट ग्रेजुएट डिग्री या सेकिन्ड क्लास पोस्टग्रेजुएट डिग्री विद पी० एच० डी०। मन्त्री जी अगर विश्व-

[श्री नागेश्वर प्रसाद शाही]

विद्यालयों के एक साल के सिलेक्शन्स की रिपोर्ट मंगा लें तो उन्हें ज्ञात होगा कि जो योग्यता निर्धारित की गई है यू० जी० सी० द्वारा उसका समादर होने के बजाय अवहेलना ज्यादा हुई है। इसका नतीजा यह होता है कि जब थड़े क्लास के लोग पढ़ाने जाएंगे क्लासेज में तो वे कैसे लोगों को निकालेंगे पढ़ा कर यह आप आसानी से समझ सकते हैं। मैं अपने समय का एक उदाहरण देता हूँ एक मिनट में। मैं जब इलाहाबाद विश्व-विद्यालय में था तो मेरे क्लास में एक व्यक्ति अध्यापक नियुक्त किए गए, जिनकी धर्मपत्नी बहुत ही प्रभावशाली थी किसी कारण से। नूखल हसन साहब आप भी शिक्षा संस्थाओं में रह चुके हैं और आप इसको भली प्रकार से समझ सकते हैं। वे क्लास में आते थे और केवल किताब खोल कर बैठ जाते थे। जब विद्यार्थियों ने देखा कि हमारा समय बर्बाद हो रहा है तो उन्होंने कहा कि आप हम लोगों की हाजरी ले लिया कीजिए और हम लोग बाहर चले जाया करें, क्योंकि हमारा समय नष्ट होता है। उन्होंने इसको स्वीकार नहीं किया। इस पर हम लोगों ने यह शुरू किया कि हम लोग हाजरी बोल कर बाहर चले जाते थे। हम लोगों के ऐसा करने पर उन्होंने रोब में यह कहा कि हम दो तीन बार हाजरी लेंगे। फिर हम लोगों ने दूसरा तरीका यह अपनाया कि हमने मेजें पीटनी शुरू कर दीं। आखिर में वे इस बात पर सहमत हो गये कि कोई आये या न आये हम सबकी हाजरी लिख देंगे। तो जब इस तरह के लोग नियुक्त होंगे विश्वविद्यालयों में पढ़ाने के लिए तो वे कैसी शिक्षा प्रदान करेंगे और किस तरह के लोगों को विश्वविद्यालय से निकालेंगे, इसको श्रीमन्, आप अच्छी तरह से समझ सकते हैं।

श्रीमन्, दूसरी बात मैं यह कहना चाहता हूँ कि नेशनल इंटीग्रेशन कमेटी की रिपोर्ट में यह है कि शिक्षा संस्थाओं में जो नियुक्तियां हों उनमें यह शर्त रखी जाय कि साम्प्रदायिक विचार के लोग उनमें नियुक्तियां न पा सकें। यह होते हुये भी आज तक सरकार ने इस तरह का कोई कानून या नियम नहीं बनाया कि साम्प्रदायिक विचार

के लोग विश्वविद्यालयों में अध्यापक या प्राध्यापक नियुक्त न हो सकें।

मैं एक दूसरी बात की ओर भी ध्यान दिलाना चाहता हूँ। आज विश्वविद्यालयों में अनुशासनहीनता की बहुत चर्चा होती है, लेकिन यह चर्चा नहीं होती है कि आखिर यह अनुशासनहीनता है क्यों, उनके अन्दर यह अनुशासनहीनता क्यों फैल रही है, यह इंडिसिप्लिन क्यों फैल रही है। हमारा खयाल है कि अगर विद्यार्थी के लिये उसके पूरे समय के सदुपयोग की व्यवस्था हो कि इतने समय से इतने समय तक वह यूनिवर्सिटी में रहेगा, उसके बाद इतने समय से इतने समय तक वह खेल के मैदान में या और किसी काम में लगा रहेगा, उसके लिये लाइब्रेरी की व्यवस्था हो, उसके लिये होस्टल की भी व्यवस्था हो, तो उसका ध्यान, उसका रुजहान हर्गिज अनुशासनहीनता के ओर नहीं जायेगा। आज देश की 90 फी सदी शिक्षा संस्थाओं का यह हाल है कि विद्यार्थियों के लिये रहने के स्थान की व्यवस्था नहीं है, समुचित पुस्तकालय की व्यवस्था नहीं है। जहां विज्ञान पढ़ाया जाता है वहां समुचित विज्ञानशाला की व्यवस्था नहीं है, शाम को उनके लिए खेलने-कूदने, सांस्कृतिक कार्यक्रम या सामाजिक कार्यक्रम की कोई व्यवस्था नहीं है। इन सारी व्यवस्थाओं के अभाव में विद्यार्थी का रुजहान होता है सिनेमा की ओर, उसका रुजहान होता है छुरे की ओर, उसका रुजहान होता है दूसरे बुरे कामों की ओर। मैं ऐसी संस्थाओं को जानता हूँ, जहां पर इस तरह की व्यवस्थाएं हैं और वहां का विद्यार्थी हर्गिज सिनेमा की ओर नहीं जाता। वहां के विद्यार्थी हरगिज छुरे की ओर, देशी पिस्तौल की ओर नहीं जाते, वहां के विद्यार्थी हरगिज अपनी पढ़ाई के समय में अवसरवादी बन कर राजनीतिक दलों के वालंटियर बनना पसंद नहीं करते और नेताओं के पीछे नहीं चलते। तो मैं आपके माध्यम से मन्त्री जी का ध्यान इस ओर दिलाना चाहता हूँ कि अगर वह चाहते हैं कि विद्यार्थियों में अनुशासनहीनता समाप्त हो और शिक्षा संस्थाओं में, विश्वविद्यालयों में सचमुच शिक्षा का वातावरण बने और वे ठीक से चलें

तो इसकी व्यवस्था करनी होगी कि विद्यार्थियों का मन पूरे समय के लिए अपनी शिक्षा संस्थाओं के कार्यक्रम में लगा रहे।

अब मैं अन्तिम बात कह कर समाप्त करूँगा और वह है परीक्षा की। मन्त्री जी ज्यादा जानते हैं, लेकिन तब भी मैं कहना चाहता हूँ कि आज केवल बैस्ट बंगाल में ही नहीं, पूरे देश में परीक्षायें एक मखौल होती जा रही हैं और मैं कहूँगा कि इससे लाभ क्या? लड़कों को बेईमान, चोर और नकलबाज बनाने से क्या फायदा। अपनी संतान को, जिसके हाथ में एक दिन देश का मैनेजमेंट जाने वाला है, उसको जान-बूझ कर ऐसी व्यवस्था में रखना और उसके लिए ऐसी व्यवस्था कायम रखना कि जिसमें वह चोरी करें, नकल करें, बेईमानी करें, इससे क्या लाभ? क्यों नहीं आप यह पद्धति बदलते हैं? आपको जब ज्ञात है कि शायद ही कोई विश्वविद्यालय हो, और मैं दावे के साथ कहता हूँ कि ऐसा कोई नहीं है जहाँ पर कि लार्ज स्केल पर कापिंग न होती हो। यह एक समस्या हो गयी है और जो एग्जामिनेशन हाल में गाड्स होते हैं, जो निरीक्षक होते हैं उनकी हिम्मत नहीं होती छुरे और पिस्तौल के डर के सारे कि वह लड़कों को रोक सकें, उन्हें मना कर सकें। (Time bell rings) मैं एक मिनट और लूँगा। इसके साथ ही साथ एक और दूसरा पहलू भी है इसका। दूसरा पहलू है एग्जामिनर्स का। एग्जामिनर्स जो अपना समय उनको परीक्षा की कापियां जांचने में लगाना चाहिए वह दूसरे कामों में लगाते हैं और वह कापियां वह जांचवाते हैं अपने रिसर्च स्कालर्स से या अपने स्टूडेंट्स से और कभी-कभी श्रीमन्, ऐसा होता है कि जब वे दूसरे कामों में व्यस्त रहें और कापियां वापस करने का समय आ गया और एक दो दिन बाकी रह गये और उसमें ही उनको 4,000 कापियां जांचनी हैं उसके बाद ही उन को 4,000 रुपये मिलेंगे तो वे आंख मूंद कर अंदाजे से हर कापी पर नम्बर लिख देते हैं और शीट बना कर भेज दी जाती है। यह उसका दूसरा पहलू है।

अब मैं आखिरी बात की ओर आपका ध्यान

दिलाना चाहता हूँ। अभी मन्त्री जी ने कुछ दिन पहले कहा था कि राष्ट्रीय भाषा में जो टेक्निकल बुक्स के ट्रांसलेशन की व्यवस्था है, उसके लिए शायद सरकार ने हिन्दी में ट्रांसलेशन के लिए डेढ़ करोड़ रुपया एलाट किया था, लेकिन 50 लाख रुपया भी खर्च नहीं हो सका है। उसका कारण यह है कि यूनिवर्सिटी के जो प्राध्यापक यह काम अपने जिम्मे लेते हैं, उनको अगर एक किताब के ट्रांसलेशन का 4,000 रुपया रेम्युनेरेशन मिलता है तो वह देखते हैं कि चार हजार रुपया वह तीन महीने मेहनत कर के पा सकते हैं और अगर उनको कई जगह की एग्जामिनेशनशिप मिल जाय तो आठ दस दिन में ही उनको 8, 10 हजार रुपया मिल जायेगा और इसलिए वे ऐसे राष्ट्रीय हित के कार्य को नहीं करते हैं। मैं मन्त्री जी से निवेदन करूँगा कि यू० जी० सी० के माध्यम से वह ऐसी व्यवस्था करें कि यूनिवर्सिटी के सीनियर प्रोफेसर्स को एग्जामिनेशनशिप न मिले। क्योंकि उनका वेतन भी अच्छा होता है और उनमें योग्यता भी अधिक होती है, इसलिए उन्हें ऐसा कार्य करना चाहिए जो कि राष्ट्र-हित का है। अगर यह काम जूनियर प्रोफेसर्स को जायेगा तो फिर सीनियर प्रोफेसर्स कैसे करेंगे।

श्री महावीर दास (बिहार) : माननीय उपाध्यक्ष महोदय, यू० जी० सी० की रिपोर्ट देखने के बाद मेरे मन में चार-पांच प्रश्न उत्पन्न हुये। पहला यह है कि क्या दलित वर्गों के लिए या आदिवासियों के लिये, उन छात्रों के लिए या उन शिक्षकों के लिये या उनके प्रवेश के लिये कोई योजना इसमें है—पहला प्रश्न। दूसरा प्रश्न यह है कि जो ग्रांट बांटी जाती है वह उन राज्यों के लिये जैसे कि बिहार है, राजस्थान है, मध्य प्रदेश है इन राज्यों के लिये उचित मात्रा में दी जाती है ताकि वहाँ की यूनिवर्सिटीज उन्नतिशील हो सकें। इसके साथ-साथ मैं यह भी जानना चाहता था कि क्या इसमें डेवलपमेंट के लिये कोई प्लानिंग निश्चित है और उच्च शिक्षा के लिये क्या और कोई भी सम्बन्धित कार्यक्रम इसमें है? इन प्रश्नों को दृष्टिगत करने के बाद मैं देखता हूँ कि यू० जी० सी० क्या-क्या कर रही है। इसके

[श्री महावीर दास]

पहले कि मैं इसकी डिटेल् में जाऊँ, मैं आपके समक्ष एक आंकड़ा देना चाहता हूँ। वह यह है कि आप देखिये 1969-70 की रिपोर्ट के पेज 1 में जब यूनिवर्सिटी का नम्बर 46 था और कालेज की संख्या 1,783 थी, तब छात्रों की संख्या 11,55,380 है परन्तु 1970-71 की रिपोर्ट में आप देखें कि यूनिवर्सिटीज की संख्या 49 हो गयी और कालेज उतने ही रहे और छात्र भी उतने ही रहे। तो हमको समझ में बात नहीं आई कि यूनिवर्सिटीज तो बढ़ गई, लेकिन कालेज भी उतने ही रहे और छात्र भी उतने ही रहे। एक और बात समझ में नहीं आई। 1969-70 में कैलेंडर ईयर पर रिपोर्ट है और 1970-71 में फाइनेंशियल ईयर पर। क्या वजह है, कुछ समझ में नहीं आया। कभी कैलेंडर ईयर से साल शुरू होता है और कभी फाइनेंशियल ईयर से साल शुरू होता है। तीसरे साल की रिपोर्ट में कहीं कोआपरेटिव ईयर तो नहीं हो जायगा-कोआपरेटिव का ईयर जुलाई से जून होता है। यह कुछ ऐसी बातें हैं। हो सकता है कि फिगर्स की उलट फेर करने में कोई दिलचस्पी की बात रखी गई हो तो मैं नहीं कह सकता, लेकिन मैं यह जानना चाहूंगा कि यह क्यों हो रहा है? दूसरी बात आप यह देखें ; . . .

शिक्षा और समाज कल्याण मंत्रालय तथा संस्कृति विभाग में उपमन्त्री (प्रो० डी० पी० यादव) : आप ठीक से रिपोर्ट पढ़िये, दोनों रिपोर्ट में एक ही है।

श्री महावीर दास : मैं आपको कह रहा हूँ पेज नम्बर 1 पर इंट्रोडक्शन में देखिये, कैलेंडर ईयर है। 1969-70 में देखिये यह कैलेंडर ईयर है।

उपसभाध्यक्ष (श्री वी० बी० राजू) : महावीर दास जी, आप आगे का प्वाइन्ट कहिये।

श्री महावीर दास : यह दूसरा पेज देखिये, 1970-71 की रिपोर्ट का हम कह रहे हैं, वही इंट्रोडक्शन में...

उपसभाध्यक्ष (श्री वी० बी० राजू) : वह जवाब में बता देंगे, आप आगे बढ़िये, समय नहीं है।

श्री महावीर दास : आपने कहा कि इसमें ऐसा नहीं है, इसलिए मैंने बताना चाहा।

श्रीमन्, अब मैंने देखा कि बहुत सी कमेटीयां बनती हैं, कई एक कमेटीयां हैं, मैं नाम पढ़ना नहीं चाहता, पेज 32 में बहुत सी कमेटीज हैं और 1970-71 में भी देखता हूँ कि बहुत सी कमेटीज हर चीज की बनाई जाती है। लेकिन मैं जानना चाहूंगा कि क्या इन कमेटीयों में कहीं भी, किसी कमेटी में भी, एक भी हरिजन और एक भी आदिवासी रखा गया है? जहां तक रिपोर्ट के पढ़ने से हमें पता लगता है उसमें एक भी नहीं है और अगर होता तो शायद उल्लेख किया गया होता और मेरे खयाल से उल्लेख किया हुआ नहीं है।

मैं चाहूंगा कि इसमें शेड्यूल्ड कास्ट और शेड्यूल्ड ट्राइब्स के विकास के लिए विशेष योजना अवश्य होनी चाहिए ताकि आप उन पढ़े लिखे विद्यार्थियों को, पढ़े लिखे युवकों को उच्चतम शिक्षा दे सकें और यह हो जाने के बाद उनकी रोटी-रोजी का भी प्रबन्ध हो सके।

अब एपेन्डिक्स 13 में प्लान एक्सपेन्डिचर ही दिखलाया गया है, लेकिन यह नहीं बताया गया है कि प्लान एलाटमेंट क्या है? यह बड़ी अजीब बात है। एलाटमेंट कुछ नहीं दिखाया गया है, एक्सपेन्डिचर दिखाया है। इन् दि एक्सेन्स आफ एलाटमेंट, एक्सपेन्डिचर का पता नहीं चलता है कि कितना प्लान में एलाट हुआ, उसमें कितना खर्च हुआ, कितना नहीं हुआ। यह तो पता चले कि यू० जी० सी० ने वास्तव में कितना एलाटमेंट हुआ था सब खर्च कर दिया या लैप्स कर दिया। इसमें पता नहीं चलता। इसलिए मैं चाहूंगा, इस तरफ भी आपका ध्यान जाना चाहिए।

अभी हमारे माननीय शाही जी और माननीय त्यागी जी ने दो-एक बातें कहीं हैं, मैं उस पर भी अपने विचार व्यक्त करना चाहता हूँ। वे कहते

हैं कि इतने शिक्षित लोग नहीं हैं, जिनके वोट से यह सरकार बनी है और यह सरकार वास्तव में पब्लिक की सरकार नहीं है। मैं यह बताना चाहूंगा कि देहातों में बहुत से लोग इतने ज्यादा होशियार हैं, इतने ज्यादा अक्लमन्द हैं, इतने ज्यादा अच्छे लोग हैं कि वे पढ़े लिखे लोगों को भी सिखला सकते हैं। शायद उनको देहात में घूमने का अनुभव नहीं हुआ, उनको अपने देशवासियों से मिलने का शायद अनुभव नहीं हुआ, देहात के परिवारों से मिलने का अनुभव नहीं हुआ। हम, विशेष कर जो पढ़े लिखे लोग आए हैं, हम देखते हैं कि उनके उपदेश में चलने में आज लाभ है वनिस्वत इसके कि हम आज के पढ़े लिखों का उपदेश मान कर चलें। इसलिए मैं कहूंगा, जितने वोटर हैं वे बहुत अवल से वोट कास्ट करते हैं और ठीक-ठीक वोट देते हैं और सब बातों में योग्य हैं। यह गवर्नमेंट वास्तव में जनता की सरकार है और जनता के मतदान से बनी है। यह सरकार पुलिस की सरकार नहीं है जैसा कि उनका कहना है कि यह पुलिस की सरकार है। पुलिस की सरकार वास्तव में है तो कहां के लिए है? जहाँ बदतमीजी है, जहाँ लोग अनुशासन में रहें नहीं। अभी आपने देखा नहीं, बारम्बार घंटी बजाते हैं, जब हम अनुशासन तोड़ते हैं तो आपकी घंटी चलने लगती है। उसी तरह से जनता में जब कोई अनुशासन भंग करता है तो पुलिस दौड़ती है। तो विशेष लोग अनुशासन भंग करते हैं तो विशेष पुलिस होती है—इसमें क्या हर्ज है? हमारे त्यागी जी कहते हैं क्यों नहीं पहले के इतिहास को देखते। पहले के इतिहास में क्या देखा जाए? भगवान कृष्ण के इतिहास को देखा जाए तो क्या जंगल में बच्चों को पढ़ने के लिए भेजा जाए, जो लकड़ियां तोड़ कर गुरु जी को खिलाते थे। आश्रम में पढ़ने का जमाना आजकल बदल गया है। आज विश्व छोटा नहीं है, आज का विश्व बहुत बड़ा है। आज विज्ञान का युग है, जिसमें हम पीछे को नहीं जा सकते। हमें आगे की ओर बढ़ना होगा।

तो मैं आपसे निवेदन करना चाहता था कि यद्यपि इसमें लिखी हुई बात है कि यह उसका उद्देश्य है, सब है, लेकिन मैं यह पूछता हूँ कि

इस कारखाने से, यह महान फैक्टरी जो है, जो वास्तव में मनुष्य को शिक्षा के द्वारा योग्य नागरिक बनाना चाहती है, उसका रिजल्ट यह देखने में आ रहा है कि जो लोग बेकार हैं और समाजवाद की ओर नहीं झुक रहे हैं, इस फैक्टरी से जो चीज निकल रही है उसको सुधारना पड़ेगा और यह सरकार का काम है। यू० जी० सी० को क्या कहें, यह तो सरकार के अधिकार की बात है कि यू० जी० सी० कितनी मजबूत हो, उसको कैसे शक्तिशाली बनाएं ताकि वह वास्तव में ठीक से काम कर सके, जिससे यथार्थ में बच्चों में चरित्र बढ़े, नैतिकता बढ़े और जो लोग विश्वविद्यालय से निकलें वे अपना निर्वाह कर सकें और वे समाजवादी समाज की रचना के लायक योग्य नागरिक बन सकें।

बिहार राज्य के अन्दर बहुत सी कई एक ऐसी यूनिवर्सिटीज हैं, जिनकी ओर मैं आपका ध्यान आकर्षित कराना चाहूंगा। आप इस बात को देखिये कि 1887 में इलाहाबाद यूनिवर्सिटी की स्थापना हुई थी और 1970-71 की रिपोर्ट से मालूम होता है कि वहां पर छात्रों की संख्या 16,086 थी। भागलपुर यूनिवर्सिटी की स्थापना 1960 में हुई और वहां पर छात्रों की संख्या करीब 35,977 है। लेकिन मैं पूछता हूँ कि वहां पर कितनी ग्रांट मिलती है। यह बात यह रिपोर्ट नहीं बतलाती है कि किस यूनिवर्सिटी को कितनी ग्रांट्स दी गई है। ग्रांट्स देने के बारे में रिपोर्ट में कुछ भी नहीं बतलाया गया है और और न ही यू० जी० सी० द्वारा कुछ लिखित दिया गया है कि किस यूनिवर्सिटी को कितनी ग्रांट दी गई है। किस यूनिवर्सिटी को साइन्स के लिए, इंजीनियरिंग के लिए, कितनी ग्रांट दी गई है, यह बात तो दी गई है, मगर ग्रांट्स के बारे में कुछ नहीं बतलाया गया है। उसमें तो केवल इतना ही दिया गया है कि किस यूनिवर्सिटी में कितने छात्र हैं। छात्रों की संख्या का वर्णन तो दिया गया है, मगर ग्रांट्स के बारे में कोई वर्णन नहीं है।

मैं आपके सामने यह निवेदन करना चाहता हूँ कि आज बिहार में जो विश्वविद्यालय हैं, उनकी

[श्री महावीर दास]

आर्थिक हालत बहुत खराब है और बिना आर्थिक सहायता के वे उन्नति नहीं कर सकते हैं। (Time bell rings) मैं अंत में आपके सामने यह रखना चाहता हूँ कि आपको छात्रों की संख्या के बल पर, पिछड़े हुए इलाके को दृष्टि में रख कर किसी विश्वविद्यालय को अनुदान देना चाहिए। आज यह देखने में आ रहा है कि जिन विश्वविद्यालयों को ज्यादा अनुदान दिया जाता है वहाँ के छात्र अच्छे निकलते हैं और जिन विश्वविद्यालयों को अनुदान कम दिया जाता है, वहाँ के छात्र उतने अच्छे नहीं निकलते हैं। दिल्ली यूनिवर्सिटी के बारे में कहा जाता है कि इस विश्वविद्यालय के छात्रों की मान्यता सब जगह पर है। भागलपुर और पटना के जो एम० ए० या बी० ए० के विद्यार्थी पास होकर निकल कर आते हैं, उन्हें वहाँ पर इतनी सुविधा नहीं दी जाती है, जितनी कि दिल्ली विश्वविद्यालय के छात्रों को दी जाती है। आप दिल्ली विश्वविद्यालय को हर प्रकार की सहायता देते रहते हैं और जो विश्वविद्यालय पिछड़े हुए इलाकों में हैं, जहाँ पर छात्रों की संख्या सबसे ज्यादा है, वहाँ पर आप कम अनुदान देते हैं। तो मैं आपका ध्यान इस ओर दिलाना चाहता हूँ, क्योंकि हमारे जो शिक्षा मंत्री जी हैं, वे एक योग्य मंत्री है और उन्होंने डिटर-मिनेशन के साथ यह काम अपने हाथ में लिया है। मैं आशा करता हूँ कि वे यू० जी० सी० द्वारा देश की शिक्षा को उच्चतम बनाने के संबंध में ठोस कदम उठायेंगे ताकि यू० जी० सी० वास्तव में देश, समाज के कल्याण के लिए छात्रों को पैदा कर सके।

SHRI BHUPESH GUPTA : Mr. Vice-Chairman, Sir, we are discussing two Reports together. This gives us some disadvantage in the sense that we cannot concentrate on either. Anyhow this gives us an occasion to express our very broad reactions to some aspects of the education policy of the Government of India and also of the States. In so far as the University Grants Commission is concerned, we are well aware that it is not a policy-making body. It has to function within the framework of the policies laid down by the Central Government and also within the limitations of what is done in the States by the State Governments, as

Education happens to be a State" subject. I therefore, our position even in the matter of discussion seems a little complicated. All the same, we venture to discuss this matter in the light of whatever experience we have got. Naturally those amongst us who are connected with education are more informed on the subject and hence more competent to give their advice. But before I start, I would like to make one observation. I do not quite understand whether the Government of India has any education policy or not. So far as I can make out, the most favourable interpretation I can make for the Government of India is, it is hardly any education policy. Perhaps they will say education being a State subject, it is not possible to formulate such a policy. But then there is planning and also in a broad way they are expected to provide some guidelines for education. Not that something is not done. We shall examine some features of what appeared to be the policy as indicated in the reports of the UGC. And also we get an inkling of it or perhaps a little more comprehensively we get an account of it in the Kothari Commission report. But in so far as the Gajendragadkar Commission report is concerned, I would ask the Government not to be very much enamoured as it appears to be. It is not the Holy Bible of the academic world that we have got today that everything must be based on the recommendations of the Gajendragadkar Commission. It is not the sesame for solving all our problems of education. I would advise the Education Minister and I would also suggest to the Prime Minister that I think it is better sometime they should seek the opinion of enlightened and progressive educationists, teachers and students organisations as to what they have to say on the recommendations made in the Gajendragadkar Commission report. This is very very important because Mr. Gajendragadkar—himself a very learned man, personally I have got very good relations with him, I have nothing against him—I do not think either from the point of view of students or from the point of view of the academic world, although he had been a Vice-Chancellor for a while, is the most suited person to go in depth into this tortuous question and offer the kind of suggestions and proposals that are required to be made. This is what I feel. Therefore, nothing should be taken from that report uncritically. There may be something good. Take that. There are certain things definitely bad. Reject them. Anyhow, one should not create the impression in the country that

Gajendragadkar Commission report is the final version of wisdom in this matter. Then, let us discuss it in full in the House, let us express our opinion on the Gajendragadkar Commission report, in that way, in the proper way. That has not been done. I think if we go by that kind of a thing, we shall be misleading ourselves and we shall be misleading the academic world and misleading the country also. Now, the assessment of education is not a problem of statistical presentation. It is not food problem. Sometimes we say food production has gone up ; therefore, everything is okay"; a green revolution has taken place because wheat production has gone up or something like that. It is useless just to tell us—not that they are unimportant—that the number of colleges has gone up from 1700 in 1961-62 to 3:04 in 1970-71 or for that matter the enrolment of students has gone up from 11.55 lakhs in the beginning of the decade to so much at the end of the decade in 1970-71. Well, first of all, don't think that it has very much increased. My friend there called it an explosion. He has an interesting sense of explosion. Only in ten years 1700 colleges in a country like India with so many States having come up in ten years ! And he thinks almost a nuclear bomb has exploded producing colleges all over the country, all fall-out all over the country. Somebody has dropped a thermonuclear bomb with colleges packed in it and the country has been given so many colleges. This was what was said by Shri Bipinpal Das who is not now in the House. This was what he felt when he said that an explosion has taken place on the basis of this figure. Ultimately he contradicted himself. The enrolment figure has gone up from 11 lakhs to 30 lakhs. That increase in ten years in a country like ours is not very much. Then why talk about it so much ? In a developing country the rate of progress in such matters—this is not rate of growth in economy—should be much higher. These figures certainly do not speak a very eloquent story. That is what I want to point out.

What about other figures ? They are not gone into. At the graduate level the enrolment in 1970-71 was 17,46,000. At the post-graduate stage it was 1,61,000. What happened to the rest ? Why they could not enter post-graduate institutions ? Many could not go there. There should be some explanation for it. Everybody knows that the reason is post-graduate education in our country is so terribly expensive

that almost 90 per cent of the people coming from the common stock are not in a position to afford post-graduate education, unless they have the advantage of scholarships. What is hidden behind these statistics should be gone into.

Then comes the question of science and technical education. What has happened to so many of our science and technical colleges and institutions? Some of them are not working properly. Others are shrinking. Many things are happening to others. We receive complaints that in many places admissions have stopped officially or unofficially in a particular manner. All these things we come to know. These things are not stated in this report. Yet we live in an age of scientific and technological revolution where we find in our country scientific and technological education, instead of being promoted, is being restricted in some places and discouraged in other places. Those who emerge from these institutions as fully qualified scientists are today standing in the queue for employment. Many of them are without jobs. Some well qualified among them are forced to leave the country and some are even forced to commit suicide. These reports do not tell this story.

Therefore, these reports have to be taken with great limitations. It is the same old approach. It is written with an upper class approach by people belonging to upper class who live very well with excellent dining tables and drawing rooms and who live in high society with all the advantages of modern world. They write such reports and they function in this way. Naturally they do not feel for the sections of people coming from the bottom. Yet they have high aspirations and so on. That is why this thing does not cross their mind. They proceed to produce reports of this kind. I do not blame them personally, because it is their mental make-up and they are conditioned in a society like that and they are not in a position to reflect upon them in the natural course of things. They have to labour for that and they have to study them specially. So, Sir, this Report has this limitation.

Now, the problem in our educational system is this that budgetary allocations are very inadequate and somehow or other, our Education Ministers at the Centre have failed to impress upon the Central Government to make

[Shri Bhupesh Gupta]

the necessary allocation and we have also failed to help them in getting the money they should get for education. At the State level, the same story is repeated. When it comes to budgeting for education, they always plead lack of funds. I think this is a serious matter and this should be gone into. All the Chief Ministers should pay a little more attention to the requirements of education so that the funds required are made available. I am not asking for funds to be wasted as it is done in some cases today. But, without funds you cannot cope with the problems of modern education. Even according to this Report, the expenditure on equipment, etc. is very little. Now, modern education, scientific and technical education, you cannot impart today without drawing upon the knowledge of science which is developing in other parts of the world. In fact, you have to import so many equipments from other countries for which we require a lot of allocations including foreign exchange and this should not be grudged. This is what I say. I think here again there is tardiness on the part of the Government. But, how they are going to settle it, I do not know. This is an eternal problem of the Indian budgetary system. Our education is tardy, but our Education Ministers are not always so. Here I am not talking about Prof. Hasan. In the States, some of the Education Ministers are very well looked after and well fed. I am not talking about it officially that way. Secretaries are there very much. Sir, there was an Education Secretary in his Ministry some years ago. I think it was Mr. Kirpal Singh. I do not know the name now, I have forgotten the name. He was an ICS Officer and he used to spend six months in a year in Paris or somewhere in Europe to look after the education in India ! I think that has been stopped now by the way we criticised it. He did it, because he thought that his presence there was very essential for getting some spiritual education there to radiate his knowledge all over India'

Now, you will see that even under the heads of expenditure on hostels, building construction, etc, the grant is not very much. Because, after all, where will they come from ? Where will they come from if, after all, the UGC is not given money by the Central Government, if the necessary allocation is not made by Parliament and if the Central Government is not approached for such allocations ?

Then, Sir, let me come to another point. It is about the curriculum. The standard of education has fallen. I entirely agree. . . . Sir, my friend of 'explosion' has come now. He is entering the House now. I was just mentioning about his eloquence on explosion. I agree with him. The standard has fallen. But, Sir, there should be an analysis as to why it has fallen, who is responsible for it and what the conditions are that have caused the decline in the standard of education. You should try to know how to save the situation. Serious thought should be given to this problem and here, Sir, the co-operation of the teachers, students, lecturers and everybody else is needed for evolving a policy. There is no suggestion coming from anybody. Individuals may make their suggestions. Sometimes politicians also give suggestions *ex cathedra* or offer suggestions extempore. But, collective suggestions are not forthcoming as to how the problem should be tackled. In fact, Sir, the problem has not been nationally posed at all. Even at the State level the problem has not been posed as to why the standard of education is falling. In some cases, it is very, very serious. Now, Sir, that has to be gone into today. Curricula must be reformed. This curriculum will not work ; it is out of date. Let us realise it. The Central Government should take the initiative in this matter and set the pace. It cannot draw up the curricula, I understand. But certainly it can give a lead in inspiring others to do so. Anyhow, a discussion should start for a radical reform in the curricula for our college education and higher education. In every part of the world, the curriculum is being changed. But in India most of the old things are still being read. In fact, some of the professors do not know the other parts of the world. Such things are happening. This is very, very important.

Here again we say that we are a secular State. But some of the teaching is permeated with communal outlook. Some of the history books and other literature are permeated with communal poison indirectly or directly. What about that ? What about secularism? I would like to know. In the colleges and other places, textbooks and history books should be gone into. You cannot leave it like that. If we have certain ideas, if we have a look at the world, at the developments of the world, if we look into the history and historical process, then, certainly we shall be entitled to look at history of retrospect and see whether historians had put things correctly and whether students

are being taught proper things. That also is very important . . . (*Time bell*).

Don't ring the bell like that. I will take a few minutes.

Then, uniform conditions are essential everywhere. This is another thing. This is not the function of the University Grants Commission. But certainly the Central Government should try to see that in the States, uniform service conditions come as far as possible, within the broad framework.

Uniform grades of pay should be there for the same posts, otherwise nepotism comes. Nepotism should not be allowed to grow in our academic institutions. Let it grow elsewhere. I am not supporting it anywhere. If it grows in our academic institutions, then, I am sorry to say, vested interests grow. It has grown even in Shantiniketan. It has grown in universities which have been ideal universities nowadays in some States. Now, you can understand what is happening in other places.

Then, I think, the probationary period for the teachers should not exceed more than one year in any case. I think that is very, very important.

Then I would suggest another thing. The Gajendragadkar Commission has dealt with it and this Report also refers to it—the elected bodies and all that or democratisation of education. How are we going to tackle this problem? It is not an easy task, I realise. But it has to be undertaken seriously. Unless there is democratisation of academic bodies and the system of education, you will not be able to cope with all other problems connected with the promotion of high ideals of education that we have before us. Now, nationally, democratisation presupposes the unleashing of the creative initiative of the teachers, professors, lecturers, scientific workers, students and so on. They have direct association with the leadership of education, with the management of education at different levels. Therefore, I think all educational bodies should have them. But the present tendency in the Government of India is, according to me, more and more to accept the principle of nomination. This is a dangerous game. Nomination should be the least part of it. You should have them filled by elected representatives of teachers, students and others. There are many bodies—academic bodies—like the Syndicate, Senate, Academic

Council, Faculties, Board of Studies and so on. They should be elected bodies. The representatives should be elected by the people concerned, whether it is the teachers or the students or the non-teaching staff. They all should be represented by election, not nomination. The present tendency on the part of the Government authorities is to have them backed with nomination. This must be given up. This is my very strong suggestion.

SHRI BIPINPAL DAS : What do you say about the principle of rotation?

SHRI BHUPESH GUPTA : To rotate what?

AN HON. MEMBER: Rotate the Vice-Chancellor.

SHRI BIPINPAL DAS : Among the teachers.

SHRI BHUPESH GUPTA : That you can discuss. But nobody is going to be there permanently. Even the Rajya Sabha Members— even myself—are not permanently elected. You can discuss it but the election principle should be there. This is what I am suggesting. What you say should also be considered.

Vice-Chancellors should be chosen from amongst the teachers of the universities. Now what is happening? Sir, you may be a Vice-Chancellor. You are sitting here but you may be occupying . . .

THE VICE-CHAIRMAN (SHRI V. B. RAJU) : I am not competent.

SHRI BHUPESH GUPTA : How could it be? If Shrimati Indira Gandhi asks you, shall you say "No"? You cannot say "No", I am sure.

A retired Judge is a Vice-Chancellor. What connection has a Judge with education?—I cannot understand. Somehow people have to be found jobs and if nothing is available for them then at least chairmanship of the British India Corporation of Kanpur or a vice-chancellorship or chairmanship of an oil company or some such thing should be there. Here this should be stopped. A Vice-Chancellor should be an Academician with experience. I say, a politician need not go there. There are enough people, good

[Shri Bhupesh Gupta] people in the academic corps. Let them look forward to high positions, exalted positions and they should feel that their merit would be recognised and so on. So, that is very very important.

Why should Governors be Chancellors ?—I cannot understand. All this kind of bureaucratic outlook should go. Academic bodies should be really academic bodies, manned by academic people. The Ministry of Education should be manned by academic persons generally, if possible. Well, we can always find from among the M Ps. and MLAs academic persons, if at the time of the election you give the nomination keeping in mind that there will be need for an Education Minister.

Finally, one thing I should like to say—all this Report you may discuss. The problem of education is extremely serious. Education is in a bad shape in our country. Nobody says that education has been in deadlock in many parts of the country. Many colleges have not been functioning ; universities have closed down ; examinations do not take place. Nothing about the deadlock is given in this Report. Some statistics are given, that's all. There is a crisis in our education. And we have to

overcome these things by our con-5 P. M. joint efforts by drawing together all our resources. That is what should be done.

Finally, in this connection the cost of education is a very very important factor. Today it is becoming prohibitive for the poorer sections of the community. I do not know ; if the present trends continue unless scholarships are very liberally provided for the poorer sections of the community how many people can afford higher education ? Within our country* 21 "percent of the population is comprised of Scheduled Castes and Scheduled Tribes and" most of them are poor and you see even after 25 years of independence—the anniversary we shall be celebrating soon—many of them are lagging behind, have been left behind. About them constitutional promises have been made but we have not fulfilled them. Well, what are we to do ? How can they pay so much ; how can they afford higher education ? The portals of the University most of them cannot enter because they have not got the wherewithal to enter Universities or other centres of higher learning and education. This

is another problem we have to take care of. I know certain facilities are being given but they are far too inadequate ; compared to their needs and requirements they are very little. I think those sections of the community, especially the toiling sections of the people must be helped in this regard. I have mentioned Scheduled Castes and Scheduled Tribes because we have undertaken under our Constitution certain special obligations towards the Harijans and the Scheduled Tribes and other sections. We must fulfil those obligations and for that we must make the necessary provision not only for their primary education but also for uplifting them to higher levels of education. Where is the provision ? At the rate we are going we cannot do anything to them. Therefore I think the cost of education should be tackled as a major problem. How you will solve it I cannot say at the moment but it has got to be solved. I think we should make investment in education. It is investment in nation-building ; it is an investment out of which dividends will be reaped by generation after generation. It is not something where we print the coupon and get the money. This way you invest in the new generation. You educate them and the dividends will be rich. That is how you should view this matter. It is cultural regeneration of the country that is involved in the whole thing. Therefore I suggest that the Central Government should apply its mind to the problem of this high cost of education in the country, whether it is residential education in the Universities or non-residential education. That is very very important.

I appeal to the Government that here in-Delhi and in other places all the privately owned colleges should be taken over by the Government. They have no place whatsoever in the new set-up. While we are talking about nationalisation of industry we are allowing privately owned colleges, colleges run by industrialists, big landlords and other elements where they do all kinds of things. We have known the incident in the Salwan College where a teacher was dismissed from service simply because he had married some lady belonging to another community. Many things are going on ; despotic administration is going on in these colleges. Why all these categories of colleges ? Government college, Government-aided college, Sponsored college, privately owned college, charitable college—all these things should go. Colleges should be taken over from

the private hands. That is very very essential. Just as I am opposed to Public Schools I am opposed to private colleges. These are some of the suggestions I wanted to make. Many of these things are not mentioned in these Upper Class Reports that we have got but then we are dealing with a Government which is run by upper class people.

SHRI K. CHANDRASEKHARAN (Kerala) : Mr. Vice-Chairman, Sir, I do not propose at this late stage of the debate to go into great details. I shall confine myself, Sir, to two points. It would be seen from the 1969-70 Report that three aspects are broadly discussed and fairly concluded, and they are on the medium of instruction, on examinations and on national policy of education. I shall take up the subject of examinations first.

So far as the examinations are concerned, in detail the 1969-70 Report has gone into the same and suggested various items for the purpose of improving the mode and procedure of the examinations as they are being conducted by the universities today. But one thing, Sir, which this Report has completely missed is the fact that the large number of students who are taking these examinations in the various universities in the country, are put to a lot of difficulty and trouble not only during the period of their examinations and immediately thereafter, but also in regard to finding out prospects in regard to higher education and further education after the examination results are published on account of the fact, Sir, that most of these universities conduct examinations in an erratic manner with an erratic timetable. It had been the practice at least some years back to have the colleges closed somewhere about March and the examinations conducted in March-April and the results announced in May-June, and the colleges reopen for further studies somewhere about July. But this time-table, which is still adhered to on paper, is never being adhered to by any of the universities in this country, and in many universities, Sir, the colleges close some time in April, the examinations are conducted in May, June, July and sometimes even in August, and the results are ultimately awaited in the month of September. This is a very critical situation so far as the students are concerned. And I would therefore take this opportunity of submitting to the University Grants Commission that they should not only see the

details and procedure of the examinations but also see whether they are sticking to the timetable in regard to the conduct of these examinations and the results of these examinations. The second aspect that I would like to dwell on is the matter of these examinations is whether it is not necessary to have a thorough revision in regard to the present mode of examinations itself. It was stated at least by one or two hon. Members in the course of the debate in this House that students at least in certain places in the country are rebelling against the present mode of examinations. It is true, Sir, that there is a lot of discontent not only in the places where this situation of rebelling against the present mode of examinations has prevailed, but in almost all other places, the hurried and hasty manner in which the answer papers are ultimately assessed by the examiners gives little opportunities so far as the examined student is concerned for a fair and proper examination of what he has undergone. And, therefore, it is necessary for the universities to consider, particularly in the wake of the large number of students who are taking these examinations in various universities, whether a better and more effective method of assessment of the student cannot be had. I would suggest that the assessment be left, by and large, to the colleges concerned. In a small State like Kerala where we had only one university until about three years back, today we are having three universities. In spite of the fact that there are three universities and two affiliating universities—one is yet to affiliate any college—the problems that the students face, so far as the examinations are concerned, continue to be there. The problems have not been in any way minimised. That fact that these examinations are being conducted according to an erratic timetable continues. The criticism that the papers are being looked into in a hasty and hurried manner continues. So, I would respectfully suggest to the hon. Education Minister, who is certainly a very competent person to go into these things, and to this highpowered Commission, which is in charge of university education, to an extent in this country, to consider whether the colleges cannot be treated as units for the purpose of examination. In Japan they have got more than 400 universities. They call every college a university. In India we have got a number of colleges affiliated to a particular university and the charge of conducting the examinations and the responsibility—

[Shri K. Chandrasekharan]

bility for examining the students is given to these universities. I submit that, in view of the number, it is just an impossible task. I would, therefore, suggest a review of the procedure for conducting examinations by the universities.

Secondly, in regard to the medium of instruction, I have made a very bitter criticism on the floor of this House that the conversion of all the English-medium colleges into a regional-medium college in the particular State would create untold problems in the future and it would ultimately affect the integrity and homogeneity of this nation. The hon. Dr. V. K. R. V. Rao, who was at that time the Education Minister, replied that he was helpless. He told me on the floor of the House that the position had been determined and decided for once by the Education Commission in 1964-66. It seems from the Report of the University Grants Commission for 1969-70 that the Commission at a conference of Vice-Chancellors had considered this aspect. It is in fair agreement with the recommendations of the Education Commission. I have no doubt that English will have to be replaced. I have no doubt that English has absolutely no scope so far as the future of the country is concerned. English has got to be replaced by the languages of this country. But so far as university education is concerned, if we put emphasis for replacing English on the local languages, regional languages, it would not help. I submit that equal emphasis should be given to the national and official language of the country, that is, Hindi. I accuse the University Grants Commission of not laying any emphasis on this national aspect so far as national integration is concerned, the national language is concerned and homogeneity and integrity of this country are concerned. I find from these two Reports and from the previous Reports that they have done nothing so far as the sponsoring of Hindi education, especially at the higher level, is concerned. I find from the Report for 1970-71 that a Schedule is given of the universities and deemed-universities. I would ask the UGC to take into account those organisations particularly which are existing in the non-Hindi areas and which are doing the work of spreading Hindi education by giving degrees and postgraduate degrees. These have to be recognised as degrees and postgraduate degrees. You should treat them as universities and deemed-universities for the purpose

of giving grants to such institutions. The third thing that I would like to lay emphasis on on the basis of the 1969-70 report is in regard to the national policy on education. I am not sure whether there is any such national policy on education yet. Speaking on the subject I am not prepared to concede any further power to the Central Government so far as the subject of education is concerned. It has been suggested, more in despair, that education may be made a Central subject or a Concurrent subject. Education is a subject so far as the State is concerned in many spheres. If you go into the three Lists, List I, List II and List III, of the Seventh Schedule of the Constitution, you will find there are distinct subjects so far as education is concerned, which are the clear and ultimate responsibility of the Central Government also. In this regard the Central Government has failed to formulate and the University Grants Commission also has failed to formulate a national policy on education. We have got different patterns of university education in the various States in this country, and so far as the citizens are concerned, who go from one State to the other, it is not possible for them to get the type of higher education for which they were equipped in a particular State.

I am only touching one more aspect and I will close. I know that you are requesting me or rather asking me to close. I am referring to the question of the present impasse that has come about in my State of Kerala. I am surprised that in spite of the fact that more than half the number of colleges in Kerala have not yet reopened even though we are in mid-August, the University Grants Commission or the Central Government have failed to look into the matter. I am not saying that there is any direct responsibility upon them, but certainly, Sir, when grants are being disbursed by the University Grants Commission and there is a totality of responsibility in the Central Government, nothing has been asked so far as the Government is concerned or the U. G. C. is concerned as to why this situation has arisen in Kerala.

I support the demand made by the hon. Member, Mr. Bhupesh Gupta, that private sponsoring of education in this country must stop. The hon. Member, Mr. Bhupesh Gupta, stated that privately-managed colleges should not be there. I go further and say that there should not be a single privately-managed

educational institution in this country, whether it be school or college. They should all be run by Government or by public agencies, and then only the troubles that we are having in a State like Kerala, where the largest number of colleges, the totality of colleges, are being run in the private sector, will not be repeated in that State and will not be repeated in other States in the country.

Thank you.

श्री राम सहाय (मध्य प्रदेश) : उपसभाध्यक्ष महोदय, अभी इस यूनिवर्सिटी ग्रांट्स कमीशन की रिपोर्ट के सम्बन्ध में बहुत सी बातें कही जा चुकी हैं। मैं कोई विशेष बात तो नहीं कहना चाहता, किन्तु थोड़ी सी बातों की तरफ जरूर तवज्जेह दिलाना चाहता हूं। यह बात तो सही है कि पिछले दिनों में एजुकेशन में हम ने काफी तरक्की की है। हमारे यहां यूनिवर्सिटीज भी इस वक्त 1970-71 की रिपोर्ट के मुताबिक 93 हैं और ऐसी आशा की जाती है कि निकट भविष्य में उन की संख्या 100 तक हो जायगी। इसी प्रकार कालेजों की संख्या जो है वह भी तीन, चार हजार तक पहुंच गयी है और टीचर्स की संख्या भी काफी है, सवा लाख के करीब। विद्यार्थियों की संख्या भी 31 लाख से ऊपर पहुंच चुकी है। लेकिन यह सब कुछ होते हुए भी मेरा जो अनुभव है कालेजों का, इंजीनियरिंग कालेज का, आर्ट्स कालेज का, उनकी स्टाफ कमेटी का चेरमैन होने के नाते मुझे प्रोफेसर्स, रीडर्स और लेक्चरर्स के सेलेक्शन में हर साल ही काम पड़ता है। मैंने यह देखा है कि हमारे जो कैंडीडेट्स आते हैं वह इतने इनएफीशियेंट होते हैं कि जिनको देख कर ताज्जुब होता है। मैं आपसे अर्ज करूँ कि अभी दो बार का यह वाकया हुआ कि मैथेमेटिक्स में 3 फर्स्ट क्लास के और 1 पी० एच० डी० के और दूसरी बार 4 फर्स्ट क्लास के कैंडीडेट्स आये लेकिन हमारे साथ जो यूनिवर्सिटी के रिप्रेजेंटेटिव, गवर्नमेंट के रिप्रेजेंटेटिव और एक्सपर्ट लोग बैठे थे वह उनमें से किसी एक को भी सेलेक्ट नहीं कर सके। तो इस कदर विद्यार्थियों में इनएफीशियेंसी आ रही है कि जिसकी कोई इन्तिहा नहीं है। जब तक आप विद्यार्थियों के स्ट्राइक करने के तरीके को,

उनके यूनिवर्सिटी की जायदाद को बर्बाद करने के तरीके को, उनके अपने टीचर्स और प्रोफेसर्स को डराने और धमकाने और छुरेबाजी करने के तरीके को दूर नहीं करेंगे और उनको दूर करने के उपाय नहीं सोचते हैं और वह भी कोई कारगर उपाय नहीं सोचते हैं तब तक विद्यार्थियों में जैसी एजुकेशन और जैसी एफीशियेंसी चाहिये वह आ नहीं सकती है। मैंने तो यह देखा है कि विद्यार्थी कालेज में आते नहीं हैं और चाहते हैं कि उनकी अटेंडेंस भर ली जाय। हाजरी कम होने पर भी वह इम्तिहान में बैठने के लिए तरह-तरह की कोशिशें करते हैं। अपनी अटेंडेंस बढ़वाने की फिक्र करते रहते हैं, यूनिवर्सिटी दौड़ते रहते हैं, डीन और प्रोफेसर्स से मिलते रहते हैं, यही एक धन्धा उनका रह जाता है। और जब इम्तिहान में बैठ जाते हैं तो वहां छुरेबाजी की नौबत आती है। बहुत अच्छी तरह से नकल करते हैं और जब नहीं कर पाते हैं तो प्रोफेसर्स और लेक्चरर्स जो देखते-भालते रहते हैं उनको डराते हैं, धमकाते हैं। फिर इम्तिहान में शरीक होने के बाद उनको इस बात की जुस्तजू रहती है कि कौन एग्जामिनर कहां का है, किसके पास हमारे पेपर्स गये हैं और उनके पास जाकर वे उनको सताते हैं, परेशान करते हैं और उनसे नम्बर बढ़वाने की कोशिश करते हैं। तो जब तक इस तरीके की चीज हमारे यहां विद्यार्थियों में चलती रहेगी तब तक मैं यह समझता हूं कि किसी भी विद्यार्थी का अपटु दि मार्क निकलना मुश्किल होगा। जबकि फर्स्ट क्लास स्टुडेंट्स की ऐसी हालत है जैसी कि मैंने बताई तो आप विचार कर सकते हैं कि क्या स्थिति है।

श्रीमन्, मैं हिन्दी का हामी हूं, हमेशा हिन्दी की वकालत करता हूं लेकिन मैं आप से एक बात करना चाहता हूं कि जब तक साइंस में, टेकनालाजी में, मेडिसिन में, सरजरी में, इंजीनियरिंग में और दूसरे सबजेक्ट्स में हम इसकी किताबें तैयार नहीं कर लेते हैं तब तक अंग्रेजी को अलग रख करके बच्चों को शिक्षा देना ठीक नहीं, क्योंकि हायर सेकेंडरी के बाद इंजीनियरिंग कालेज में या मेडिकल कालेज

[श्री राम सहाय]

में जब वह जाते हैं तो फिर उसमें जाने के बाद उनको इंग्लिश में पढ़ना पड़े तो फिर एक बड़ी जहमत की बात होती है, बड़ी मुश्किल पड़ती है और वह अपने आप को उस शिक्षा के नाकामयाब पाते हैं। तो मेरा यह अर्ज करना है कि जब तक हमारे यहां पुस्तकें अच्छी तरह से, पूरी-पूरी मुकम्मल जैसी चाहियें वैसे तैयार नहीं होती हैं तब तक ऐसे विद्यार्थियों को जो कि आगे के कोर्सेज इंजीनियरिंग वगैरह के लेना चाहते हैं उनको फोर्थ क्लास से ही इंग्लिश पढ़ायें, उनकी फोर्थ क्लास से ही इंग्लिश की पढ़ाई होनी चाहिये। अगर हम इसको नहीं करेंगे...

श्री जगदम्बी प्रसाद यादव (बिहार) : बिना आवश्यकता के कभी पुस्तक तैयार हो सकेगी क्या? अगर आप फिर लौट जायेंगे तो फिर कौन तैयार करेगा? मैं एक जानकारी आपको देना चाहता हूं। अपने शिक्षा मन्त्री, जो कि हिन्दी-भाषा-भाषी प्रदेश के हैं, जो हिन्दी बोलते हैं, वह हिन्दी समिति में अंग्रेजी में बोलते हैं। क्यों बोलते हैं आप पूछ कर देखें। फिर आप जो बात कह रहे हैं उसका उल्टा अर्थ लगाया जायगा। जरा ठीक से बात करें।

श्री राम सहाय : मेरा अर्ज करना है कि किसी विद्यार्थी के ऊपर, किसी स्टूडेंट के भविष्य के ऊपर हम अपना हिन्दी और अंग्रेजी का सामन्जस्य करना चाहें तो यह कुछ मुनासिब नहीं होगा। तो हम उस वक्त तक के लिए जब तक हम इतने कोर्सेज की किताबें पूरी तैयार नहीं करेंगे, जिसके लिए लाखों करोड़ों रु० गर्वमेंन्ट से मंजूर है, और जिसके बारे में एक साहब ने कहा था कि उन किताबों को तैयार नहीं करते हैं, उनका कारण बताया है, मैं चाहता हूं उन कारणों को दूर करना चाहिए और वे किताबें जल्द से जल्द तैयार करनी चाहिए। अंग्रेजी जल्द से जल्द खत्म करनी चाहिए लेकिन अंग्रेजी को खत्म करने के लिए, एट द कास्ट आफ स्टूडेन्ट, खत्म करना तो अच्छी चीज नहीं है, उसमें विद्यार्थियों की आगे की पढ़ाई ठीक नहीं होगी।

मेरा यह अनुभव है और मैंने देखा है, इंजीनियरिंग कालेज में अंग्रेजी पढ़ाने के लिए लोग रखते हैं, तो आप बताइए, इधर तो हम लोवर क्लासेज में हिन्दी पढ़ाएंगे और जब इंजीनियरिंग कालेज में जाएं तो अंग्रेजी में पढ़ेंगे, पोलिटेक्नीक में जाएं तो अंग्रेजी में पढ़ेंगे, तो यह एक प्रकार से उल्टी गंगा बहने के समान है। इसलिए नीचे से, नींव से उनका आधार मजबूत करेंगे तो ज्यादा अच्छा होगा। मैं अंग्रेजी के हिमायत की दृष्टि से यह नहीं कह रहा हूं, मैं विद्यार्थियों के भविष्य की दृष्टि से यह बात कह रहा हूं। उनको अपने जीवन में सफल इंजीनियर बनाने के लिए, सफल डाक्टर बनाने के लिए, सफल साइन्टिस्ट बनाने के लिए इस बात की निहायत आवश्यकता है कि उनका अध्ययन नीचे के दर्जों में भी अंग्रेजी में हो, वह उस वक्त के लिए हम चाहते हैं जिस वक्त तक कोर्स की पूरी पुस्तकें तैयार नहीं होंगी। पुस्तकें तैयार नहीं हो पा रही हैं फिर भी हिन्दी में ही शिक्षा है, यह मुनासिब नहीं है। मेरा अर्ज करना है कि हमको इस बारे में खास तौर पर गौर करने की जरूरत है।

एक बात मैं आपसे यह अर्ज करना चाहता हूं, जैसा मैंने अभी कहा, बहुत दिनों से, बहुत कुछ कोशिश करने के बाद भी हम अपने विद्यार्थियों में डिसिप्लिन की बात नहीं ला रहे हैं। आज ही अखबार में हमने देखा कि यहां देहली के कालेज और यूनिवर्सिटी के विद्यार्थियों ने कई बसों को रोके रखा है। अब आप गौर फरमाइए, जहां इस तरह की बात हो—जब वे ट्रेन में चलते हैं तो ट्रेन को रोक कर खड़ी करते हैं जगह-जगह पर—इस तरह से देश के लोगों का टाइम भी बर्बाद होता है, देश की सम्पत्ति भी बर्बाद होती है, देश के दूसरे लोगों को तरह-तरह की मुसीबतें भी उठानी पड़ती हैं। इसलिए मेरा अर्ज करना है कि वह एक जो मौव मॅन्टेलिटी हो जाती है, वे इकट्ठा होकर जो चाहे कर सकते हैं, उस मौव मॅन्टेलिटी को दूर करने के उपाय हमको अवश्य सोचने चाहिए। हमारे शिक्षा मंत्री प्रोफेसर रहे हुए हैं, मैं समझता हूं उनको इस बारे में बहुत कुछ अनुभव है और वे इस बारे में गंभीरतापूर्वक विचार जरूर करेंगे कि जो इस

प्रकार की इन्फिशियन्सी हमारे विद्यार्थियों में आ रही है, जो इन्डिसिप्लिन इस तरह से आ रहा है उसको किस तरह से दूर किया जा सकता है।

यूनिवर्सिटीयों के मैनेजमेंट के सम्बन्ध में, उपकुलपति के सम्बन्ध में बहुत सारी बातें अभी कही गई हैं और अब यह कहा गया है कि प्राइवेट कालेजों को बिल्कुल खत्म कर देना चाहिए। मैं यह समझता हूँ, वह दिन हमारे लिए बड़ा भाग्यवान होगा जब हमारी गवर्नमेंट हमारे सारे कालेजों का, जितने भी प्राइवेट कालेज हैं, उनका इंतजाम कर सकें। लेकिन मेरा अनुभव तो यह है, मैंने यह देखा है, कि हमारे प्राइवेट तरीके पर जो कालेज मैनेज किए जा रहे हैं उनके रिजल्ट्स, जो गवर्नमेंट कालेज हैं, उनकी अपेक्षा कहीं बेहतर रहते हैं। मैं इस बात को बिल्कुल निश्चयपूर्वक कह सकता हूँ कि लोवर क्लासेज से लेकर मिडिल स्कूल, हायर सेकण्डरी स्कूल, आर्ट कालेज, साइन्स कालेज—इसमें हर एक सबजेक्ट, केमिस्ट्री, फिजिक्स, मैथेमेटिक्स, इत्यादि सब शामिल हैं—इंजीनियरिंग कालेज, जितने भी कोर्सेस हैं, चाहे वह मेकेनिकल हो चाहे सिविल इंजीनियरिंग हो, चाहे इलेक्ट्रिकल इंजीनियरिंग हो, जिस किसी भी सबजेक्ट का रिजल्ट हम गवर्नमेंट कालेजों के रिजल्ट के साथ मुकाबला करें तो बावजूद इसके कि हमारे पल्ले बहुत कमजोर विद्यार्थी पढ़ते हैं फिर भी हमारे रिजल्ट बहुत अच्छे रहते हैं। मैं कोई इस बात के विरोध में नहीं हूँ कि गवर्नमेंट कालेजों को टेकओवर कर लें, मैं यह भी समझता हूँ कि गवर्नमेंट की अभी इस प्रकार की कंपेसिटी नहीं है कि वह अपने ही कालेजों में एफिशियेंसी नहीं ला पा रही है, उनका ही इंतजाम सुचारू रूप से नहीं हो रहा है, तो जो प्राइवेट कालेज हैं उनको अपने जिम्मे लेकर उनका इंतजाम किस प्रकार से कर सकेंगी इसमें मुझे शंका है। इसलिए समय आने पर जब हम इस चीज को लेने के योग्य हो जायेंगे, तो फिर इस चीज को मैनेज करने में कोई दिक्कत नहीं होगी। लेकिन जब तक शासन इस योग्य नहीं है, चाहे वह आर्थिक अभाव की वजह से हो या कोई दूसरा कारण भी हो सकता है, तो

ये जितने भी कारण हैं, हमारी जो कमजोरियाँ हैं वे दूर नहीं होतीं तब तक हमें प्राइवेट कालेजों का इंतजाम अपने हाथ में नहीं लेना चाहिए। अगर हमने उनको अपने हाथ में ले लिया तो इससे इन्फिशियन्सी पैदा होगी और यह मुनासिब चीज नहीं होगी।

तो मेरा निवेदन यह है कि हमें इन सब चीजों पर भली प्रकार गौर करना चाहिए और मुझे आशा है कि हमारे शिक्षा मंत्री जी इस बारे में जरूर विचार करेंगे। मैं तो यह भी उम्मीद करता हूँ, यह भी कहता हूँ कि हमारी जो शिक्षा पद्धति है वह दोषपूर्ण है और इस बात को हम वर्षों से कहते चले आ रहे हैं। अंग्रेजों के जमाने से यह बात चली आ रही है लेकिन हम इस पद्धति में नुमाया सुधार नहीं कर सके हैं और इन 25 सालों में हमने कोई नुमाया सुधार नहीं देखा। हम उसी रट पर पड़े हैं कि हम इस तरह के विद्यार्थियों को बना रहे हैं। यह बात तो ठीक है कि हमारे देश की आबादी बढ़ती ही चली जा रही है और उसके साथ ही साथ विद्यार्थियों की संख्या भी बढ़ती चली जा रही है, लेकिन फिर भी हम ऐसा कुछ नहीं कर पा रहे हैं जिससे विद्यार्थियों का भविष्य उज्ज्वल बन सके। तो मेरा यह अर्ज करना है कि हमारे शिक्षा मंत्री जी इस बारे में जरूर विचार करेंगे कि हमारी शिक्षा पद्धति किस प्रकार की होनी चाहिए। हमने मौलाना आजाद का भी वक्त देखा और हमें बहुत आशा थी कि उनके जमाने में बहुत कुछ सुधार होगा, लेकिन नतीजे में कोई भी बात देखने में नहीं आई। (समय की घंटी) तो मैं इसी आशा के साथ अपना भाषण समाप्त करता हूँ कि हमारे शिक्षा मंत्री जी इस ओर विशेष कदम उठावेंगे।

MR. DEPUTY CHAIRMAN in the Chair

SHRI NABIN CHANDRA BURAGOHAIR (Assam) : Mr. Deputy Chairman, Sir, I welcome the U. G. C. Reports for both the years. Really I feel proud that education in India has expanded a great deal and colleges and universities have multiplied. Really these institutions have been doing a great service to the poor masses. We are glad to find that the U. G. C. is giving thought to bringing reforms

[Shri Nabin Chandra Buragohain]

in the educational system of India. They are thinking of mainly two reforms, reform of examination and reform of the conduct of the students in the colleges and universities. They are thinking of reforming the examination in a way that the questions in the examinations would be problem-oriented instead of memory-oriented. Also they are going to democratise the administration of the universities by giving proper opportunities to the students because they think that students are part and parcel of the college or the university. I am really glad to find all the details in the reports. But I feel more information is needed. So I would draw the attention of the hon. Minister in this respect to have a proper assessment of the colleges and the universities and their products. We need more information on how the products of the colleges and universities behave in the society after they have come out of the colleges and universities, how they have contributed their mite to the development of the society, to the improvement of the country or to serve the national objectives. We find that in some cases they have not behaved as they were expected to by the universities and colleges. So, further reports of the conduct of the students after they come out of the colleges and universities will be very much appreciated. I think the hon. Minister will give thought to it. Now, some of the speakers have raised some points and they have also opposed the system of bringing judges to the universities. But I find from the history of education that some of judges of the Supreme Court as well as the High Courts have administered universities in a very fine manner. As for example, in the Delhi University, Maurice Gwyer, the Chief Judge of the Federal Court during the British days. He managed and administered the University in a very fine manner. Another example is that of the late Ashutosh Mukherji, father of Dr. Shyama Prasad Mukherji. He was a judge. He became Vice-Chancellor of the Calcutta University. At that time the whole region of eastern India with Assam, Nagaland and NEFA and also the whole of Bengal, were under the Calcutta University. He democratised the whole university system. He brought new light to the University. He proved to be a very efficient administrator of the Calcutta University. He was a light to the educational system in India. So I deprecate the idea that judges should not be brought to the universities, because, judges are not only judges, they are teachers of law. There are many talented people

who act as judges. Many of the judges have proved to be very efficient administrators of universities. So I oppose that view. Another point I find from the report is about the teacher-student ratio. In 1968-69 the teacher-pupil ratio was 1 : 19.3 but during 1969-70 the teacher-pupil ratio was 1 : 20.3, which means the ratio of teacher-pupil ratio has declined. It is the responsibility of the Education Ministry and the UGC to see that this ratio is increased because a teacher can teach better if he has to teach a less number of students. Then, I would draw the attention of the hon. Minister to some of the points raised by some of the critics. They asked whether this system of education has produced the proper type of students, because they find that our students, when they come out of the Indian universities with good results, go abroad and get further training and education there at the cost of the poor tax-payers in India and they pass very creditably from the universities in foreign countries, but after they have finished their examinations there creditably, they become hesitant to come back to India. Why? Because they say that they cannot expect the standard of living that they were having in foreign countries and for that reason they do not like to come back to India. Those critics find fault with our educational system for this. The present system has failed to arm them with feeling for India. Is our educational system responsible for this or is it the mentality of the students that is responsible for this?

Then, generally it is seen that many who are responsible for commission of riots and other crimes are our educated people. They directly take part in these or indirectly incite others to take part. Those critics say that it is our educational system that is responsible for this behaviour.

Thirdly, it is seen that many of the students who come out of educational institutions after finishing their education are directly responsible for offences under the Untouchability Act. Those critics think that the present system of education has not produced right type of citizens (*Time bell rings.*)

I request the Minister to give thought to some of these problems. Lastly, I welcome these reports of the University Grants Commission.

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN) : How long would the House like to sit?

MR. DEPUTY CHAIRMAN : Up to 6.30. It will be better if you could finish your reply even before that.

PROF. S. NURUL HASAN : I shall be brief because I can see strain on the face of hon. Members.

I would first of all like to express my deep sense of gratitude to the hon. Members for the several important points which they have made. These would certainly enable the Ministry of Education as well as the University Grants Commission to shape their policies. Also I feel beholden to the hon. Members for the kind references which they were good enough to make to me personally.

I owe an apology to the House for bringing the two reports together. But in this connection I would submit that the copy of the report for 1969-70 is under the normal rules of the UGC to be compiled by the end of the year 1970. But printing and translation took some time and it was received in the Ministry in May 1971 and was laid on the Table of the Rajya Sabha on 24.6.1971. A notice for consideration of the same was given on July 26, 1971. Subsequently notice was again given by me on November 2, 1971, on April 10, 1972 and May 27, 1972 and then finally again on August 1, 1972. It was my good fortune that this time my Motion has been taken up for consideration in the same session. Therefore, what I am trying to submit is that the Education Ministry has been wanting to bring this report to the House so that the Ministry and the Commission would benefit from it. Sir, I will very briefly refer to some of the more important points that have been made. First of all, it is a question of funds. Several hon. Members have mentioned that adequate funds have not been placed at the disposal of the University Grants Commission. I must confess, Sir, that I share their feelings as well as their apprehensions. I know that the country is faced with resource difficulties. I also realise that within the realm of education, inter-sectoral priorities have to be dearly spelt out. If we have to further the constitutional directive, money will have to be spent much more proportionately for the primary sector than for secondary or higher education. And, it means that perhaps it will not be possible for us to find for the University Grants Commission the resources which, not only the Commission, but the whole House including

myself think, are absolutely essential if we are to get adequate returns on this investment in higher education.

Sir, I feel that I must take up the point which several honourable Members have raised and which my honourable friend, Shri Bhupesh Gupta, emphasised and about which the Government itself is feeling very strongly and that is that on the one hand, given the constraint of resources, we cannot spread the butter too thinly that worthwhile results do not come and, on the other hand, we must ensure that the rising cost of education does not result in a situation in which the sons and daughters of the economically and socially depressed sections of the population are prevented from receiving the highest education assuming that they have the competence to do so. I agree that we have to give very serious thought to the question of remedial courses, particularly in respect of those sections of our population who have not had any opportunity to receive any education at home. Children of parents, whose total vocabulary would be within a few hundreds and whose forefathers even would not have been lettered, cannot be expected to compete on an equal footing with the children of those who have had the benefit of higher education and we certainly do not wish the class distinction to be perpetrated or perpetuated. Therefore, it is a very important matter and I and the Government are deeply conscious of the fact that there should be proper remedial courses, that there should be a proper national scholarship policy and that there should be adequate provision of hostel facilities, so that there is no demand necessarily to open a college, where it would be nationally uneconomic to open a college.

Sir, as all of my educationist friends here would agree with me, there is a certain minimum faculty which is needed for interaction. If a subject has to be taught properly, then, there must be a specialist in each of the major branches of that subject and in any institution there should be a minimum number of subjects so that interdisciplinary approach can grow.

As you are aware, Sir, there are two major trends which are noticeable in the field of education and knowledge today. On the one hand, in each subject there is a greater and growing specialization. One has to go deeper and deeper into sub-branches and sub-branches of each field of knowledge, and it is virtually becoming impossible for any teacher

[Prof. S. Nurul Hasan] howsoever brilliant and experienced he might be, for him to know or to develop the expertise in all branches of his own subject. On the other hand, the boundary line that used to divide the subjects is becoming more and more faint. Inter-disciplinary studies are acquiring greater prominence.

I do not want to go into all these details. But these are the realities of life. The U.G.C. Report has referred to it. And this will have to be taken into account. And if we do take it into account, then *for any* college there must be a minimum curriculum, so that the teachers can retain their creativity, because, without contributing to knowledge, the teachers will not intellectually grow. And without a close association of teachers with students and the rubbing of intellects, neither would benefit. If we keep these factors into account, then we can start colleges in a planned way.

Now, if this situation is to be combined with other purposes, that is to say, education has to be a class composition and the student population has to undergo a change, then hostel policy and scholarship policy would become more and more important. The Education Ministry has been discussing this matter with the State Education Ministers.

Sir, I am deeply conscious of the fact that education is a State subject and that the Ministry of Education at the centre has to work within the framework of the Constitution. We have, Sir, a responsibility to you, to the other House, and the whole country, in respect of determination of standards and in a few other matters. But it is basically a State subject. But what I am happy to report, Sir, is that in the discussion that I have been having with the State Education Ministers, there is a growing identity of views, and I am at the moment feeling very optimistic that at the forthcoming meeting of the Central Advisory Board of Education, of which all State Education Ministers are members, at least some fundamental and basic decision would be taken which would enable things to improve.

Sir, a reference has been made to the question of evaluation of the type of education that is being given. Sir, so far as the long-term valuation is concerned, to which an hon. member referred, I am afraid the long-term results of the type of education that we

are giving will take such a long time that, maybe, it will not be possible to come to any definite conclusions which would lead us to act. But we must, I agree with the hon. Members, periodically review and assess not only our educational system but our machinery—the machinery of the U.G.C., the functioning of the colleges and the functioning of the Universities.

Sir, a reference was made to the Kothari Commission. The purpose of the Kothari Commission was precisely to undertake such a review. It was on the basis of the Kothari Commission — some of the hon. Members seem to have forgotten — that they have adopted a document known as the 'National Policy on Education' in 1968 and it has been provided therein that after five years they would like a review to be undertaken as to what progress has been made to implement this particular Resolution. But even before such a review takes place, I think we must give adequate attention to what has quite rightly been stressed by many hon. Members and that is that we must keep on continuously examining whether we are contributing to a transformation of Indian society and whether our educational system is geared in the direction of socialism. I entirely agree that this matter must receive proper attention but, Sir, one of the necessary pre-conditions of movement in that direction is that the country should be able to become self-reliant, that science and technology should grow. In the UGC's budget the technological education, part of it, does not fully figure because polytechnics and engineering colleges are not necessarily parts of Universities. Only where these colleges are parts of the University, you will find in the budget and in the figures given by the UGC this point reflected. As the hon. Members would recall, the budget of the Indian Institute of Technology does not pass through the UGC. The All India Council of Technical Education gives direct grants to various engineering colleges and polytechnics and regional colleges of engineering which have been set up in different parts of the country. But what we must all remember is that unless the quality of science education is improved, we will not be able to move in the direction in which we want and our dependence on foreign factors would continue. The growth of science does not necessarily mean acquisition of more knowledge of scientific facts but the capacity to contribute the growth of scientific ideas and the development of a

scientific attitude towards life and the scientific temper. Unfortunately, Sir, we as a part of our long tradition of tolerance have developed a personality, one part of which may be entirely scientific and the other may be totally unscientific. I earnestly hope that our Universities would contribute to the integration of the personality so that the scientific work and the scientific temper can go hand in hand.

The University Grants Commission has taken many very important steps to improve the content of science education, the method of science education, and have admitted to give research support to science. What they have done is not as much as the country needs but the fault principally lies with the inadequacy of the resources. As the hon. Member, Shri Bhupesh Gupta, quite rightly pointed out, scientific research today is a very expensive thing. We need sophisticated equipment, we need workshops, we need people who would be able to maintain these equipment and perhaps a more radical thinking is needed about sharing of the sophisticated equipment so that we could maximise the use of whatever equipment

we have to acquire. I have no 6 P. M. doubt that the UGC is conscious of

the need for sharpening this equipment—the National Council of Science and Technology is also conscious of it—and that we will be able to draw up a plan I hope fairly soon whereby the various teaching and the various research institutions in the country—it does not matter to which Ministry they belong—will be able to pool their resources so that even within the limited resources more equipment and more scientific facilities will become possible.

There are just a few points on which I must necessarily give information. Reference was made to Calcutta University. The University Grants Commission has already appointed a Committee under the Chairmanship of Mr. Justice A. K. Mukherjee and its terms of reference are to assess broadly the needs of higher education and research and to work out plans of development during the next ten years or so, secondly to examine the question of conferring status on autonomous colleges and selected institutions on the lines recommended by the Kolhari Commission, and in the light of the foregoing to recommend such changes in the structure and organisation of the University as would enable it to fulfil its role and obligations

effectively and adequately and to indicate the financial implications of its recommendations. Sir, this is one of the few academic committees which have been pinned down to work out the financial implications of their recommendations.

Sir, several Members have quite rightly pointed out the importance and the pivotal role of the teachers in the whole process of education. It is obvious that if we are unable to get the most talented people which our society can produce to the teaching profession, if we are unable to associate them with the decision-making processes and involve them as well as the students in the vital processes without which no University can function, namely, the formulation of syllabus, evaluation, determining the method of evaluation and providing facilities for research, then I think, Sir, the frustration would continue. I would also like to state that the important issue today is how to bring about the involvement of teachers and I would most respectfully submit that election is not necessarily the only or the most suitable method of involvement of the entire teaching community and of the students with the process of education and with decision-making in academic matters. I would like to pay a tribute, Sir, to the University Grants Commission and to its Chairman for having done an excellent work in adverse circumstances. I would specially like to pay a tribute to the University Grants Commission for having appointed the Gajendragadkar Committee. I would also like to pay a tribute to Shri P. B. Gajendragadkar and his colleagues who really worked hard to give us this Report. The U. G. C. has broadly endorsed it and the Government of India has broadly accepted it and recommended it to the State Governments to implement it. I would like to submit, Sir, that although this Report was not submitted within the period for which the Report of the U. G. C. is being considered, the reference about student participation is a reference to this Committee, and the Committee has made a specific recommendation regarding the manner of association of students with various aspects of the academic life and corporate life of the Universities. My hon. friend, Shri Krishan Kant

श्री जगदम्बी प्रसाद यादव : माननीय मन्त्री महोदय, जब आप यह रिफरेंस दे रहे हैं तो 69-70 की रिपोर्ट में पृष्ठ संख्या 5 पर है जो अप्रैल और मई में वाइस चांसलर की कमेटी

[श्री जगदम्बी प्रसाद यादव]
बैठी थी और स्टूडेंट्स की मई 69 में, उन लोगों ने वाइस चांसलर की कमेटी ने 4 और विद्यार्थियों की कमेटी ने 11 सिफारिशों की थीं एक्जामिनेशन और विद्यार्थी और शिक्षक के सम्बन्ध के बारे में। तो उसके बारे में आप यह नहीं बता रहे हैं कि उसका क्या कार्यान्वयन आपने किया है अब तक।

प्रो० एस० नूरुल हसन : बोलने तो दीजिए।

श्री जगदम्बी प्रसाद यादव : अगर आप...

प्रो० एस० नूरुल हसन : माननीय सदस्य को कुछ उजलत तबियत में ज्यादा आ गई।

श्री जगदम्बी प्रसाद यादव : मैं तो...

प्रो० एस० नूरुल हसन : अब तो वह जमाना आ गया है कि कुछ ठंडेपन से सुना जायगा।

श्री जगदम्बी प्रसाद यादव : आप कानक्लूसिव लाइन पर आ रहे थे, धन्यवाद ज्ञापन कर रहे थे।

प्रो० एस० नूरुल हसन : मुझे तो साढ़े 6 बजे तक का समय दिया गया है।

श्री जगदम्बी प्रसाद यादव : धन्यवाद ज्ञापन तो लास्ट की चीज है। एक चीज और कह देना चाहता हूँ।

प्रो० एस० नूरुल हसन : अब तकरीर नहीं होगी। I will not yield.

MR. DEPUTY CHAIRMAN : He is not yielding.

PROF. S. NURUL HASAN : The hon. Member, Shri Krishan Kant, referred to bringing education closer to the processes of production. Sir, the University Grants Commission is deeply concerned with this. It has already started various schemes for involving universities in the processes of production. The Ministry itself is trying to give a new orientation to National Student Service whereby the student in his vacations would take up the work of eradicating illiteracy, during term-time he

would be involved, or groups of students would be involved in activities wherein they can apply their specialised knowledge in the service especially of the rural people and there in the rural areas, after completing their first Degree examination they would be involved in some nation-building activity or the other as a paid volunteer. Now these schemes are being worked out, and as soon as we have been able to work them out—we have received in principle the concurrence of the University Grants Commission and of the State Ministers of Education, and of the financial authorities—I hope that with the beginning of the next Academic Session something will begin to happen in this direction.

A great deal has been said about the examination system. On several occasions I have stated publicly my own dissatisfaction with the present examination system and I think in the other House I ventured so much as to say that I have lost all faith in the present system of examination. It has collapsed. Whatever may be the reasons, it is necessary that we recognise that this system has collapsed. I would not agree with the insinuation of my hon. friend. Dr. Mathew Kurian, when he referred to West Bengal, but I do not want such matters to be made matters of political controversy. I am quite sure he will have plenty of occasions to have a jibe at the ruling party and the ruling party can hold its own in spite of it, but the matter is a serious one. In Nagpur what happened? It was a very serious situation. In West Bengal the situation has been serious. There have been many other places where the present System of examination has just collapsed under its own weight. It may have been a very good system. I am not saying it, but any educationist will tell you that evaluation is a difficult thing. Nobody can say that any scheme of evaluation which one puts forward will be a perfect one. There will be many loopholes in that system, but let us all agree on one thing that the present system has failed. Let us change it. That has been the recommendation of practically every important body, academic body, with which I have come into contact. The VGC is worried about it. The Inter-University board is worried about it. Innumerable seminars of university teachers and students have been held, where these facts have been stated. At a recent meeting of the University Grants Commission, of which I have not yet received the formal minutes, they have taken

some decisions regarding the examination system. I am stating this to draw the attention of the House to the fact that the UGC is also feeling deeply concerned about making radical changes in the examination system. I hope the process will start and we will be able to get the co-operation of the leaders of public opinion, the leaders of academic opinion and the student community.

Since the time is short, I would not like to enter into an argument about some of the statements that have been made. I would not agree with the point that was made by the hon. Member, Shri Shyamlal Gupta, that students should earn while they learn. I know that students should be encouraged to develop skills which would enable them to earn, but at a time when unemployment is so serious, we have to look at the problem of unemployment generally. What happens to the really poor student, poor financially, who is unable to get a job? What does he do? He may wish to earn, but is it possible? Here if a person works one hour a day, he gets so much money that he would be able to pay for his fees and for his books, throughout this period. I am more concerned about the other process, i. e., learn while you earn. On working people should have the facility to improve their qualifications either for the pleasure of it or enjoyment of it or they may have ambitions to rise and vertical mobility must be ensured. We must take knowledge to the working people of our country. Sir, this is no concept of socialism at least, whatever else it may be, that all colleges should be treated at par. I would leave this matter at that.

With regard to the question of the university level books being translated in Indian languages, this the Government of India has not entrusted to the University Grants Commission. State-run Academies have been established and they are dealing with this matter. Therefore, if it had been a debate on the working of the Ministry of Education, I would have attempted to give facts and figures. In this particular debate I do not think this is quite so important.

Regarding one point made by Shri Om Prakash Tyagi I am in full agreement, that is to say, whether it is the University Grants Commission or whether it is the Ministry of Education, they must take concrete steps to fight ideas like communalism, casteism, etc.

But I would not go further than that. But since he has made a specific reference to Dr. Kothari's resignation and to myself, it would be necessary, for purposes of record, for me to clarify and state what I had said in reply to a question when the hon. Member's party newspaper had published this mischievous item. This was a Starred Question on April 17, 1972 in the other House when the question was about this resignation. I had replied there that in January, 1972, the Chairman of the University Grants Commission submitted a letter of resignation for reasons of health and requested to be relieved by February 29, 1972. Subsequently he had agreed to continue in his post. With reference to the accusation in the 'Motherland' I had stated, "Yes, the attention of the Government had been drawn to it. The Chairman in his letter dated March 21, 1972, addressed to the editor of the 'Motherland' had described the report as incorrect." I would not like to take more time of the House. It was necessary for me to go on, record that this is not actually correct.

I am deeply conscious of the fact that the hon. Member's party is the principal factor in promoting communalism, that the party to which the hon.

श्री जगदम्बी प्रसाद यादव : एकचुअली करेक्ट नहीं है, लेकिन कम्युनल टेंशन भी होता है। आप के अलीगढ़ यूनिवर्सिटी बिल पर ही सब काम हुआ है।

प्रो० एस० नूरुल हसन : आप भी जानते हैं और मैं भी जानता हूँ। आप बैठ जाइए।

श्री जगदम्बी प्रसाद यादव : उसके लिए आप क्या कर रहे हैं ?

प्रो० एस० नूरुल हसन : आप बैठ जाइए।

Member belongs has contributed more to the growth of communalism in this country than any others.

PROF. S. NURUL HASAN : The hon. Member's colleague talked of history. If it had been a seminar, I would have certainly discussed it, but there is a scholar whom even

श्री जगदम्बी प्रसाद यादव : आप जिस विद्वविद्यालय से आये हैं उसने देश का पार्टिशन करने वालों को पैदा किया है। आप जरा उस का इतिहास उलट कर देखिये।

[Prof. S. Nurul Hasan] the hon. Member would recognize as an authority, Dr. R. C. Mazumdar, because Dr. R. C. Mazumdar has been very friendly with the hon. Member's party and his way of thinking. And about the Aryans it is his view also that they came from outside. If anyone in the DMK had taken that attitude that it should have nothing to do with the Aryan culture because they entered from outside, then I would deeply regret. Then I would say the something for everyone. This is also the attitude of the Jana Sangh. This is a wrong attitude. The culture of this country has grown as a result of a process of synthesis and it is a composite culture and any elements, from whatever source they have come, they have become a part of the Indian culture of which all of us are proud.

श्री जगदम्बी प्रसाद यादव : अभी इतिहास को बहुत सुधारने की आवश्यकता है ।

श्री उपसभापति : आप सुनिये ।

PROF. S. NURUL HASAN : Then he referred to the fact that there should be a uniform educational policy, and other Members also referred to this fact. I agree with that. And I think that this decision which was taken that the pattern of the structure of education would be ten plus two plus three for the first degree, that is now gradually finding acceptance in the States and I am making a fervent appeal to the Central Advisory Board of Education not only to accept this decision but also to implement it. I am at the moment feeling very hopeful about having this type of uniformity introduced.

Sir, on the question of the medium of instruction, I feel that the national policy has already been stated that the medium will have to be the mother-tongue. But at the same time I entirely agree with the views expressed by the hon. Shri Ram Sahai that we must, in accordance with this national policy resolution, continue to make provision for an adequate teaching of English as an international language so that our people are able to keep track of whatever developments in knowledge are taking place in the rest of the world.

Sir, these days a book on technology or science tends to get out of date within five

years. It is not only a question of having some books translated in our languages at one time and then feeling that we have got books on science and technology and medicine available to us. It is a continuous process and it may not be possible for our students always to have the latest books in their own mother-tongues. Therefore, while we should make every effort to ensure that adequate literacy in the matter of mother-tongue is available because only then science and modern knowledge can reach the masses of our people, we should at the same time ensure that there is sufficient competence in English or in some other international language so our people are second to none in the world in so far as advanced knowledge in technology is concerned.

Sir, I have already stated that I am not going to get involved in the *States-versus-Gentle* controversy. What I am attempting to do is to work honestly and sincerely with the State Ministers of Education, and I am very happy that till now I have received the fullest cooperation from the State Ministers of Education. It is a common task, it is a national task and it has to be faced jointly. I would not like any unnecessary constitutional controversy to come in the way of joint working which, I hope, has already started.

I agree with the hon. friend, Dr. Mathew Kurian that the important thing about centres of advanced study is that they should have a multiplier effect. And as far as I am aware, the University Grants Commission is conscious of it, and it has already recognised—• I think it has not come out in this report but it will come out in the next year's report—29 Departments to which special assistance needs to be given. I have no doubt that in the Fifth Plan, as more funds are made available to the University Grants Commission, this multiplier effect would become absolutely visible. But one point even at this stage the University Grants Commission has insisted is that these centres of advanced study should not become self-contained institutions, that their resources are made available for conducting summer institutes for providing facilities for research to college teachers where their salaries can be protected, and they can be given the opportunity to continue their advanced study and to familiarise themselves with the latest thinking and also where at the post-graduate level scholarships are allotted to

these centres of advanced studies on condition that at least that 50 per cent, of these scholarships should be given to people coming from other Universities and other places. This shows very clearly that the University Grants Commission's concept of a centre of advanced study is not the latest concept although because of paucity of resources it has not been able to carry forward this programme in the manner in which it had originally visualised this programme.

Sir, I again find myself in agreement in spite of the fact that my hon'ble friend, Shri Mathew Kurian, was making some very "radical" statements—I wish radicalism had been imbued with Marxism. Thtn I would have been happier . . . (*Interruption by Dr. K. Mathew Kurian*) However, we will not go into polemics. Democratisation without the class content is a new form of Marxism which I must learn again. I would not turn this into a debate. I am going to agree with most of what he said that education for women has to be given greater attention than it has been so far given. The U. G. C. is deeply conscious of the fact and its rules for providing assistance to women's colleges and for women are much more liberal than they are for the others. But the specific task of giving job-oriented education to lower middle class women is being undertaken either by women's polytechnics or by women's wings of the polytechnics which is the responsibility financially of the All-India Council of Technical Education. Therefore, Sir, I do not think that the U. G. C. should be blamed. In the few places where it has been responsible for founding it it is going ahead with providing women's polytechnic services.

I have already stated that the principle enunciated in the Gajendragadker Committee report is to involve the teachers and students in the process of academic position making which, I think, is a very worth and worth, while principle. There may be disagreement as to how to bring this about and there is always possibility of discussion on that. But with this broad concept in am in agreement.

With regard to Kerala, Sir, I am in great difficulty. The same hon'ble friends who say, "What is the Government of India doing?" also say that education is a State subject and must remain a State subject.

I

DR. K. MATHEW KURTAN : There is a political process for that. The same party is ruling there.

PROF. S. NURUL HASAN : I do not think my hon'ble friend, Shri Bhupesh Gupta, is going to agree with that. I was approached on behalf of the Kerala Government on one occasion and I assured the Kerala Government that whatever lies in my power will not remain undone to ensure that the process of higher education does not come to a standstill in Kerala.

DR. K. MATHEW KURIAN : What about Constitutional protection under Schedule 9 ? That the Central Government can do.

PROF. S. NURUL HASAN : That the hon. Member knows is not a matter that would be referred to the Ministry of Education. So, I would not like to go into that.

The hon. Member, Mr. Thillai Villalan raised the question of the Principal of a college in Ferozabad having submitted a memorandum to me. I am sorry to

श्री जगदम्बी प्रसाद यादव : ज्वाइन्ट रेसपान्सिबिलिटी है।

प्रो० एस० नूरुल हसन : जब मुझे पता हो तब फिर सुनूँ। I have not received even one report about the difficulty of Kerala Government after the Minister met me fairly a long time ago when I offered whatever assistance I could and I gave the maximum assurance that anyone could have given.

state that I have not yet received any memorandum. In fact, he was good enough to mention it to me and I have requested him so write to me so that I can have the matter examined. As soon as I receive the letter, I will have the matter examined and see what can be done.

Sir, I come now to the point which has been made out by Mr. Bipinpal Das about reduction in grants between 1969-70 and 1970-71. Sir, grants a.e given be the UGC for the entire Plan period. What has appeared in the figure is what has been actually drawn by a university in a given Plan period. That may fluctuate but the grant is as was stated at the top. It was a development grant and development grant is for the entire Plan period. Sir, while I am on vhe question of development grant, a question

[Prof. S. Nurul Hasan] was raised by an Hon. Member regarding what the total allocation is and what the amount

actually paid is. Since the hon. Member was referring to Bihar, I would give the allocation university-wise in Bihar.

	Amount allocated	Actual expenditure till 31-3-1972
Bhagalpur University	Rs. 74 lakhs	Rs. 44.5 lakhs
Bihar University	Rs. 85 lakhs	Rs. 34.3 lakhs
Magadh University	Rs. 74 lakhs	Rs. 42 lakhs
Patna University	Rs. 110 lakhs	Rs. 67 lakhs
Ranchi University	Rs. 66 lakhs	Rs. 28 lakhs
TOTAL	Rs. 409 lakhs	Rs. 215.8 lakhs

This deviation is because (he universities take some time to actually draw the money from the UGC. Suppose a building has to be constructed, a tender has to be invited ; or suppose an appointment is advertised, it takes a little time to make the appointment. Or may be an indent has been sent for equipment. Therefore, it should not be considered that this variation is a variation either in policy or in the actual allocation of grants. The allocation is for the entire Plan period.

श्री जगदम्बी प्रसाद यादव : बिहार को जो रुपया सेन्टर से मिलता है वह उसका उपयोग नहीं कर पाता है और इस तरह से वह रुपया लौट आता है। इसके लिए कुछ इन्तजाम किया जाना चाहिये नहीं तो रुपया लौटता रहेगा।

PROF. S. NURUL HASAN : Then, Sir, the hon. Member referred to the disparity that whereas the universities were given Rs. 11-odd crores, the colleges were given only Rs. 7.40 crores. Now, the University Grants Commission has stated in its Report that it is taking a growing interest in the work of development and consolidation of higher education in so far as the affiliated colleges are concerned. But these figures are not really fully explanatory of the situation because they include, so far as the colleges are concerned, only the development grant the matching grant, the maintenance grant, of the colleges will be shown in the State Budget and it will not be shown in the Budget of the University Grants Commission. On the other hand, in so far as the universities are concerned, this amount of Rs. 11 crores

includes the maintenance as well as the development grant of the Central universities and the development grant of the State universities and the deemed universities. And therefore, this figure looks rather distorted. But the point is well taken. I quite agree with my honourable friend that we have give for greater attention to raising the standards in colleges.

Sir, I am sorry I have taken too much of time.

Now, the University Grants Commission, if I may speak on its behalf, is deeply conscious of the fact that the important steps which it has taken to raise the standard of education have not been as fruitful as it would have liked and it is taking up other programmes as well as wanting more funds. It is not only a question of funds. It is a question, as I said just now, of inservice training of teachers, it is a question of reform of the examination system because unless the examination system is changed, I am afraid, whatever attempts anyone of us makes, the student will not respond to the situation and will not respond to learning and developing faculties of mind to solve the problem ; rather he would merely cram up. The question all my teacher friends will bear me out—that the students very frequently would ask—yawning is,

“सर, एग्जामिनेशन पीइन्ट आफ थ्यू से बताइए क्या पढ़ना चाहिए।”

About student indiscipline again this matter has been considered. I entirely agree with my honourable friend, Shri Nageshwar Prasad Shahi, that we must provide hostels. As I said

we must provide them full scope, provide opportunities to give full scope to the students to develop their total personality. But I am afraid the causes of student indiscipline are far deeper than h'e's in (he power eilher of the UGC or or the universities. Unless we are able to bring about a broad social change, perhaps in spile of these very important measures, in spite of associating the students with various academic processes of the university, the indiscipline problem will remain. It could certainly be minimised and I hope that every effort will lie taken to minise it. Some very important steps have already been taken which have been reported to this- House under the broad heading "Student Amenities" which is now in this Plan, which^has received very high priority at the hands of the University Grants Commission. I entirely agree with the view expressed by my honourable friend, Shri Bhu-pesh Gupta, that assessment of education is a very important thing. Figures contribute towards assessment but the assessment itself should be periodically undertaken. And I hope that the University Grants Commission will take steps to make an assessment of the educational situation in the country. I am not so much worried about assessing its own functioning, I am more interested, and I think the House will be more interested, in finding out to what extent our present educational system is responding to the needs and requirements of the country. .And that" assessment is very important. He has quite rightly pointed out that the percentage of postgraduate education is not adequate. I have made a reference to it in the earlier part of my speech. I think we should accept what the Kothari Commission has recommended in regard to the percentages of enrolment. That should bp our goal. The Commission said that the enrolment in the age group of 17 to 24 should be 66 per cent and 20 per cent in higher education and that there should be proper distribution between Science, Technology and other branches. It means a far more planned offort being undertaken^than has been done by us till now.

The role of curriculum is of the utmost importance. The University Grants Commission has taken many^Important steps^in this^connection. It has appointed review committees which have submitted their reports. It has held conferences which have made some very fine recommendations on the teaching of Physics, Chemistry and Biology for the first ^degree and they have also given indication about the type

of evaluation that is most suited to develop scientific temper. They have also made a recommendation about reform of the curriculum. I also feel that even in humanities and social sciences in many of the universities the curricula need immediate revision.

Unfortunately the recommendations of the Review Committees have not been accepted by many universities because of this vicious circle, namely, the system of examination being what it is, you cannot have a new system or new type of syllabus with the old type of exemi nation system. Unless you are willing to change the examination system and to go in for more and more continuous evaluation of the work of the students by associating actually the teachers the process , of evaluation, these, attempts at changing the syllabus and modernising the syllabus may not entirely succeed.

I am entirely in agreement with the demand which has been raised in the House that the security of service of teachers must be fully safeguarded. I also hope that it would be possible for the various State Governments to introduce uniform service conditions for teachers and uniform grades of pay for teachers. The Committee on the Governance of Universities has submitted only the first part of their report. I am hoping that the part which deals with the terms and conditions of service of teachers'-would be available to us before I come to the House to present the next report and as soon as it comes we will start acting on this report. I do not think I need to say that at least so far as the present Government of India is concerned it considers, that the Vice-Chancellor should be an Academician. Since I have already spoken for one hour, I am not taking . . .

PROF. S. NURUL HASAN: I have just said it and probably the hon. Member has missed the point. I have already stated that if we cannot use our educational system for achieving the national, accepted goals, and unless we are able to

श्री जगदम्बी प्रसाद यादव : एक प्राल्लम छूट रही है। सैड्यूल्ड कास्ट, सैड्यूल्ड टाइम्स और दूसरी वैकवर्ड कम्युनिटीज के विद्यार्थियों को हायर एजुकेशन के लिए जो आप स्कालरशिप देते थे वही अब भी देते हैं यद्यपि उनकी संख्या बहुत बढ़ गई है।

evolve a scholarship

[Prof. S. Nurul Hasan]

policy and provide hostels which should enable us to take higher education to the most depressed sections of our population, we cannot say that our policy has succeeded. I have already said it and I will repeat it. It is worthwhile being repeated by Members of Parliament as well as by the educationists in the country any number of times.

**श्री जगदम्भी प्रसाद यादव : यह आप के ही
जुरिस्टिक्शन का है।**

PROF. S. NURUL HASAN : I am accepting that jurisdiction. My friend, I am accepting that jurisdiction. I have said that there are a number of constraints. But, in spite of those constraints, we will be making every possible effort to see that some worthwhile

steps are taken in this direction as soon as the Fifth Plan is finalised.

Sir, I would like to conclude again by thanking the hon. Members for their valuable suggestions and for their patience. I would like formally to thank once again the Chairman and Members of the University Grants Commission who have served during these two years and the Officers of the University Grants Commission who have been of such a help to all the Universities which have come into contact with the Commission. Thank you, Sir.

MR. DEPUTY CHAIRMAN : The House stands adjourned till 11 00 A. M. tomorrow.

The House then adjourned at fiftyone minutes past six of the clock till eleven of the clock on Friday, the 11th August, 1972.