

SHRI B. T. KEMPARAJ (Mysore) : On a point of order Mr. Lokanath Misra cannot claim that only his party members are gentlemen.

THE VICE CHAIRMAN (SHRI-M. P. BHARGAVA) : That is no point of order.

SHRI KRISHAN KANT : Sir, all that side have spoken. We are at a disadvantage now.

THE VICE-CHAIRMAN (SHRI M. P. BHARGAVA) : You have also spoken; it is not as if you have not spoken. Now we go to the regular business. Mr. Vaishampayen

#### MOTION RE REPORT OF THE UNIVERSITY GRANTS COMMISSION—*contd.*

SHRI S. K. VAISHAMPAYEN (Maharashtra) : Mr. Vice-Chairman, Sir, after so much of heat and fury it is good that this House is debating and discussing a Report which requires very cool, calm and rational consideration. I am thankful to the hon. Education Minister for bringing forward this motion to discuss this Report of the University Grants Commission. I am one of those who feel that the U.G.C. has done really excellent work in the field of higher education and I have always paid tributes to the Chairman and Members of the U.G.C. for whatever they have done during the past so many years. If I were to summarise the work of the U.G.C. in a few sentences, I would say that the U.G.C. has tried to nurture and nourish higher education as such and it has tried to help strengthen the different institutions of higher education. Not only that ; the U.G.C. through various measures has also given status to higher education in the country. But with all that I must draw the attention of the hon. Minister of Education and also of the Chairman and Members of the U.G.C. to the large scale expansion that is taking place in the field of higher education.  
3 P.M.

This expansion is not merely on a large scale, but it is multi-sided. If you go through the reports of the U.G.C., you will find that we have at present—I will quote only a few figures—as many as 70 universities and ten institutions recognised as universities. Besides, there are 2899 colleges with an enrolment of 22.1 lakh students last year. This is the picture

which U.G.C. presents to us so far as higher education is concerned. At the same time, in order to maintain this particular development, it has to enrol as many as one lakh teaching members both in the university colleges and affiliated colleges. One lakh of teaching staff are there. And almost double number of non-teaching staff must be there so far as university colleges are concerned. Naturally such a development shall have to be properly nurtured and properly developed. Therefore, I am of the view that instead of merely giving grants and trying to watch the developmental aspects of college education and universities, the UGC must try to secure a sort of control and give directions to the administration of the university and colleges. Unless that is done I fear that all the gains that we have achieved up till now so far as higher education is concerned will be lost. My first submission for the consideration of the UGC is that it should try not only to give grants for the developmental activities of the colleges and universities as such, but it should also try to go into the various administrative features of these universities and colleges. Unless that is done, I do not think that the universities and colleges will be able to manage higher education in the way they ought to, with all the laudable objectives that the University Grants Commission has kept before it. Therefore, my submission is that even though in the Act itself, according to my opinion, there is no such power with the University Grants Commission, they should look into the affairs of various universities and colleges and see that the objectives they have kept in regard to higher education are achieved. The UGC may require more staff, more expert personnel. They should try to obtain the services of such staff and expert personnel in order to see that the administration of different Universities is streamlined. For that it may have to set up one more administrative headquarters at some other place, say at a place like Nagpur or Bombay. If you go into the details of these colleges and universities, you will find that more than 60 per cent or 70 per cent of these colleges and even some of the universities have been started in semi-urban or rural areas. They require more attention because in the semi-urban and rural areas there are not all those facilities which higher education should have. Such facilities are not easily available at these places. So, more attention on the part of the U.G.C. is necessary towards these institutions which are more in number and which are in rural and semi-urban areas. If at all the

[Shri S. K. Vaishampayen]

U.G.C. has to look into this particular task of streamlining the administration of different universities and streamlining the administration of different colleges, both from the academic and the administrative point of view, I would make a suggestion. The Government and the U.G.C. must think of a proposal for constituting an All India University Administration Service. Just as there are different administrative services of an all-India character, the Government as well as the University Grants Commission must have a proposal to constitute an All India University Administrative Service. That would help both ways. It will give the right type of personnel for the different universities that are coming up. Today one of the features of different universities is the started on their own, without the type of expert personnel required for managing the universities.

The second thing which has come about in different universities is that they have become a sort of pool where the waters do not flow. The whole thing has become static. The whole administration of a particular university has become static. In order to make it a little dynamic, in order to bring in new elements, in order to bring in new idea into a particular university, it is necessary that we should have an All India University Administration Service. This is my second point which the Government and the U.G.C. should consider. As I have pointed out, if at all we have to see that the gains that we have made in having large-scale expansion in the field of higher education are consolidated, more and more attention should be paid to the universities and colleges that have been started in semi-urban and rural areas. If you are going to adopt the same methods as for the Bombay University and other advance universities, if you are going to apply the same test and criteria to these new universities and colleges which have been started in the semi-urban and rural areas, if you try to look at them from the same angle and if you try to give grants or help the newly started colleges on the same scales, I think, you are doing a little injustice to the new development that is taking place in the field of higher education so far as the different colleges and universities are concerned. So, my submission is that the U.G.C. should have two different criteria for giving grants, one for helping the advanced universities which are already there in the country

for so many years like the Bombay University, Calcutta University and Madras University, and those universities which have been started very recently during the last decade. Unless that is done, the new universities will not be able to deliver the goods that are being expected of these universities and colleges.

The third point which I would like to submit is this. While going through the report, I found that the enrolment of students in the faculty of science is almost equal to the enrolment in the faculty of arts. The figures are approximately nearer to each other. Out of the total, 43.2 per cent have been enrolled in the arts faculties, while 41.7 per cent have been enrolled in the science faculties. It is almost equal. There is an equal number of students in both arts and science faculties. If the students are to be trained and taught well through the institutions which are more in number in the rural and semi-urban areas, then we will have to do something about the teaching of science in these semi-urban and rural colleges and universities. Today the tendency amongst the highly educated persons or teachers is to restrict their activities to the highly advanced cities. They would not like to go to rural areas. They would not like to go to semi-urban areas, even though the pay scales are quite encouraging and suitable to their ports. So, science teaching today in various colleges is suffering. It is not only science teaching that suffers. The student who are there and who would like to take science subjects rather than arts are suffering. The students in rural areas who take science with some aspirations suffer because there is no proper arrangement for the teaching of science in the different colleges and universities. Therefore, the U.G.C. must give attention to this aspect. This will be one of the ways of consolidating the gains that the U.G.C. has made in the field of higher education. You must have various schemes like the summer institutes or have some sort of training institutions for teachers or have a pool of science teachers for the different areas and different localities. If this is done, I think the gain that has been made in the field of higher education will be consolidated and science teaching will improve.

With regard to the introduction of regional languages as media of instruction I think the policy has been enunciated. We have a national policy statement already adopted by the parliament, and

therefore the regional languages are bound to be the media of instruction in various States. Whilst introducing the regional media, I would like that the University Grants Commission should move rather cautiously. I would like particularly the U.G.C. with its Vice-Chancellors and others to move rather cautiously and not make haste in introducing regional languages as media of instruction particularly at the graduate and post-graduate level. Unless we have good text-books, unless we have good books for general reading, good reference books in the regional languages, it is no use introducing the regional languages as media of instruction. Of course we must go ahead, we must make progress in introducing regional languages as media of instruction, nobody will try to oppose that particular idea, but at the same time we must be cautious, we must be slow. It does not matter if we are slow in introducing regional languages as media of instruction. We must make proper preparations before these regional languages are introduced as media of instruction in the graduate and post-graduate level.

**SHRI AKBAR ALI KHAN** (Andhra Pradesh) : Particularly science subjects.

**SHRI S. K. VAISHAMPAYEN** : Particularly I would like to submit that we may wait even for introducing regional languages as media of instruction in the Faculties of Science. We may take some more time before making haste. So, the policy that has been adopted by the University Grants Commission is quite according to the aspirations of the people no doubt, aspirations of the people of the different States, but it should be such as would be practical. There should be proper preparation of text-books, the teachers must be there to teach...

**THE VICE-CHAIRMAN** (SHRI M. P. BHARGAVA) : You must finish now because there are a large number of Members who want to take part. You cannot encroach upon anybody else.

**SHRI S. K. VAISHAMPAYEN** : I am coming to the end. Mr. Vice-Chairman, I have always followed the rules. I have followed your decisions every time. I have never crossed the limits of the time that you have given unlike Mr. Rajnarain.

**THE VICE-CHAIRMAN** (SHRI M. P. BHARGAVA) : Let us not compare.

**SHRI S. K. VAISHAMPAYEN** : So, we must have a well thought-out and planned introduction of regional languages as media of instruction. Of course the time at my disposal is very short, otherwise I would have liked to say something about the student unrest. I think if we are able to improve upon the teaching in the colleges and universities and if we are able to inculcate a rational and scientific outlook among the students in the course of teaching in the colleges and the universities, I think much of the frustration that is being felt by the student community will disappear and they will look to the future with greater hopes. At least that is my faith. Since we are not having good teaching in the colleges, since the teachers are not applying themselves well to the students and they are not giving proper attention to the students — whilst teaching them they are teaching them for examination, that is also another thing that must go ; they must inculcate in them a habit to know more, a habit to develop a scientific and rational outlook. If that is done, I think the student community will give us...

**THE VICE-CHAIRMAN** (SHRI M. P. BHARGAVA) : I am sorry I have to interrupt, but you must wind up. You must have regard for other Members also. If you take all the time, what is to be done about other Members ? And this debate must be finished today.

**SHRI S. K. VAISHAMPAYEN** : I will stop. If this is done, I think half of the frustration that is being felt by the student community will disappear. If you try to take their co-operation in different welfare activities, I think that will remove much of the discontent that is there among the student community. They will be our youth leaders of tomorrow.

Thank you very much.

**श्री बी० एन० मंडल (बिहार)** : उपसभाध्यक्ष महोदय, इस बार विश्वविद्यालय अनुदान आयोग ने अपना 1967-68 का प्रतिवेदन ठीक 6 महीने के बाद ही तैयार कर के गवर्नमेंट को दे दिया है और एक वर्ष के अंदर ही इस पर बहस हो रही है। रिपोर्ट में जो बात लिखी गयी है उस को सरसरी निगाह से मैं ने एक बार देखा है।

[श्री वी० एन० मंडल]

इसे देखने से पता चलता है कि अगर उसमें जो फीगर्स दिये हुए हैं वह सही हैं और मैं समझता हूँ कि वे सही होंगे, तो मालूम पड़ता है कि यू०जी० सी० का काम जो चल रहा है वह ठीक चल रहा है। उसमें बताया गया है कि विश्वविद्यालयों की संख्या बढ़ गयी है। उनकी संख्या बढ़ कर 64 में 70 हो गयी है। ऐसी संस्थायें जिन को विश्वविद्यालय के स्तर का माना जाता है, उनकी संख्या भी 6 से बढ़ कर दस हो गयी है। कालेजों की संख्या में भी वृद्धि हुई है। 1967-68 में 2,899 कालेज सम्मूह हिन्दुस्तान में थे। इसी तरह से स्टूडेंट्स की संख्या में भी वृद्धि हुई है। 3.2 प्रतिशत के हिसाब से। इसी प्रकार से टीचिंग स्टाफ की संख्या में भी वृद्धि हुई है। इसी प्रकार जो ग्रेजुएट्स मेडिसिन के हुए हैं, उनमें 45.6 प्रतिशत की वृद्धि हुई है, इंजीनियरिंग टेक्नालाजी में 34.3 की वृद्धि हुई है, साइंस में 24.3 की वृद्धि हुई है, कामर्स में 18.8 की वृद्धि हुई है, लेकिन एग्रीकल्चर में केवल 8.9 की वृद्धि हुई है और वेटेरिनरी में 14.6 पीछे हो गया है।

जो खर्च यूनिवर्सिटी ग्रांट्स कमीशन का 1967-68 में हुआ है, वह 18 करोड़ 97 लाख रुपये का है। उपसभाध्यक्ष महोदय, इतनी बात जान लेने के बाद भी मेरे दिमाग में इस बात की उत्सुकता रह जाती है कि यूनिवर्सिटी ग्रांट्स कमीशन की स्थापना जिस कारण से इस देश में हुई है क्या वह काम उस संस्था के द्वारा चल रहा है। यूनिवर्सिटी ग्रांट्स कमीशन का एक शब्द 'ग्रांट' है। मुझे ऐसा मालूम पड़ता है कि जो काम यूनिवर्सिटी ग्रांट्स कमीशन ने किया है, वह केवल ग्रांट देने का ही है। लेकिन क्या जो इतनी बड़ी संस्था इस देश की है, इस देश की शिक्षा को चलाने के लिए, उसका काम केवल ग्रांट देना ही है? जो देश की इतनी बड़ी और ऊंची संस्था है क्या उसका यह कर्तव्य है या नहीं कि वह देखे कि जो देश का सांस्कृतिक स्तर है, जो देश की संस्कृति है वह ऊंची हो रही है या नहीं? और अगर वह ऊंची हो रही है तो वह किस मकसद से ऊंची हो रही है और इस के लिए कितनी प्रगति उसने

की है। इस बात का भी कुछ जिक्र इस रिपोर्ट में उस को लाना चाहिए था। लेकिन इसका कोई जिक्र इस रिपोर्ट में नहीं है। इस लिए मैं चाहता हूँ कि यूनिवर्सिटी ग्रांट्स कमीशन की ओर से जो रिपोर्ट आज के बाद आये, उसमें इस बात का भी जिक्र रहना चाहिए कि उसके जरिये से जो इस संस्था का असली मकसद है कि इस देश की संस्कृति बढ़े, उसके लिए लोगों के दिमाग में भावना भरना जिससे कि देश की सुरक्षा और देश का आर्थिक विकास होता रहे, देश में जो असमानता है, जो गुलामी की भावना है, वह दूर हो, उसमें कमी आये, इस दिशा में क्या कुछ हुआ है। इस हेतु सांस्कृतिक क्षेत्र में यू० जी० सी० द्वारा क्या कंट्रीव्यूशन हुआ है, उसका जिक्र इस रिपोर्ट में होना चाहिए था, और वह इसमें नहीं है।

मैं इस संबंध में जो मिनिस्टर महोदय हैं, उनका ध्यान कुछ शिकायतों की तरफ भी दिलाना चाहता हूँ। जो खबर हमको मिली है, उस खबर से हमको ऐसा मायूम पड़ता है कि आज कालेज या यूनिवर्सिटीज में जो परीक्षा हुआ करती है, वह परीक्षा अगर नहीं हो तो उसमें कम अन्याय होगा। लेकिन परीक्षा होने से बहुत बड़ा अन्याय हो रहा है। भागलपुर यूनिवर्सिटी के अन्दर में मेरा घर है और वहां से मेरा सम्बन्ध रहता है। मैं एक कालेज का प्रेसिडेंट भी हूँ और इस वजह से भी भागलपुर यूनिवर्सिटी से मेरा सम्बन्ध रहता है। वहां के बारे में जो हमें खबर मिली है उससे यह है कि जो एग्जामिनेटर है, वह एग्जामिनेटर एक स्टुडेंट को जहां 50 नम्बर हैं वहां पर 51 नम्बर देता है। किस ढंग से देता है उसके बारे में मुझे जो खबर लगी है वह बताता हूँ। जूलाजी और बाटाँनी इन दोनों को मिला कर के 100 मार्कस् हैं और जूलाजी से 50 मार्कस् हैं और उसमें एक लड़के को जिम्मा यूनिवर्सिटी के किसी इंप्लूगंशल आदमी से सम्बन्ध था, उसको थ्योरी में साढ़े सैंतीस नम्बर दिये गये हैं और प्रैक्टिकल में साढ़े बारह नम्बर दिये गये और जब इसको राउंड नम्बर किया गया, तो साढ़े सैंतीस का अड़तीस हो गया और साढ़े बारह का तेरह हो गया और इस तरह से इक्यावन नम्बर उसको मिल गये,

फिर आने जा कर 51 में से एक खत्म हो गया। इस तरह की बात आज युनिवर्सिटी में हो रही है।

एक और दूसरी बात का जिन्हें मैं करना चाहता हूँ। भागलपुर युनिवर्सिटी में डा० एस० पी० सिन्हा हैं, वह टी० एन० बी० कालेज के प्रिंसिपल हैं और डीन आफ फैकल्टी आफ माइंस भी हैं, उनका भी एक लड़का है। दूसरे श्री श्रीकान्त शर्मा हैं जो कि फाइनेंस आफिसर हैं उसी भागलपुर युनिवर्सिटी के। उनके बारे में भी मुझे कहना है और इसी तरह मे भी श्री एस० एन० राय, डिप्टी रजिस्ट्रार आफ एग्जामिनेशन हैं, इनके बारे में भी मुझे कहना है। इन तीनों के जो लड़के हैं उनमें से एक लड़का फर्स्ट हुआ है, दूसरा लड़का युनिवर्सिटी में मेकेंड हुआ है और तीसरा लड़का युनिवर्सिटी में थर्ड हुआ है। तो इसी ढंग का एग्जामिनेशन आज युनिवर्सिटी में हुआ करता है।

अब आगे देखिये। पटना युनिवर्सिटी के एक प्राफेसर हैं डा० केदार प्रसाद, एम० ए०, पी०एच०डी० कैंम्ब्रिज वह एकानामिक्स के प्राफेसर हैं। उनके हैड आफ डिपार्टमेंट कोई श्री झा हैं और वहाँ के वाइस-चांसलर श्री दत्ता हैं। उनकी एक चिट्ठी मेरे पास आई और वह चिट्ठी उसने हार कर के जब कि कोई उपाय नहीं सूझा तो हमको लिखी है। यह प्राफेसर भी ऐसा अभाग्य है कि मेरे पास से भी उनका वह पत्र खो गया है लेकिन हमने नाम गैररह नोट कर लिया था, इसलिये हम कह रहे हैं। वह प्राफेसर बैंकवर्ड सेक्शन का है। जार्ज उसके हैड है। उस आदमी को रहने के लिये घर नहीं मिलता है, उस आदमी को हायर स्टेडीज कालेज में पढ़ाने के लिये नहीं दी जाती है, एग्जामिनेशन में जो उसे एग्जामिनेटर बनना चाहिये, वह नहीं बनने दिया जाता है और इस ढंग से बहुत तंग आ कर उसने रिप्रेजेंटेशन किया है। वहाँ के जो चांसलर गवर्नर हैं, उनके पास कोई रिप्रेजेंटेशन उसने दिया है और कितने लोगों को उसने रिप्रेजेंटेशन दिया है। जब कुछ नहीं हुआ तो हार कर के उसने मुझे लिखा, शायद वह समझता होगा कि भूपेन्द्र नारायण मंडल एक

बैंकवर्ड सेक्शन का आदमी है और शायद उनके ध्यान में मेरी बात आ सकती है, इसलिये शायद उसने हमको चिट्ठी लिखी होगी। इसलिये मैं इस हाउस में इस केस को रखना चाहता हूँ। इसलिये भी इसको रखना चाहता हूँ कि यह एक सालिटरी केस नहीं है, इस तरह के सैकड़ों केस हम दे सकते हैं। एक जमाने में जब कि वहाँ बिहार में हमारी गवर्नमेंट कायम हुई थी, उस जमाने में जो शिक्षण संस्थाओं के प्राफेसर गैररह थे, उन लोगों ने समझा कि यह एस० एस० पी० का एक इम्पार्टेंट आदमी है, शायद इसके कहने से हमको कुछ रिलीफ मिल सकता है, इसलिये उन लोगों ने मेरे पास आ कर के अपनी ग्रीवासेज कहीं थीं और जो ग्रीवासेज उन लोगों ने कही थीं, उसके आधार पर आज हम कह सकते हैं कि यहाँ नौकरियों में बड़ी गड़बड़ी है, दूसरी नौकरियों की बात तो जानें दीजिये। लेकिन एजुकेशनल इन्स्टीट्यूशन की भी जो नौकरी है, उसमें भी पिछड़े समाज के लोगों के साथ बहुत अन्याय होता है, उस नौकरी में लोग पक्षपात के शिकार हुआ करते हैं और उनके साथ बहुत बड़ा अन्याय होता है। मैं मंत्री महोदय से जानना चाहूँगा कि इसके लिये क्या किया जायगा। क्या उनके पास इसके लिये कोई उपाय है? क्या युनिवर्सिटी ग्रांट कमिशन को इन बातों को देखने का काम है या नहीं? जात-पात की वजह से जो इस तरह का अत्याचार होता है, जो मेरिट नहीं देखा जाता है, जो उनको तंग किया जाता है, जो उनको रहने के लिये घर तक का जहाँ कोई प्रबन्ध नहीं होता है, अगर विश्वविद्यालय अनुदान आयोग की इन बातों को देखना नहीं है तो फिर यहाँ इस तरह की संस्था की क्या जरूरत है? आज युनिवर्सिटी पर युनिवर्सिटी बंद रही है और अर्थ के अभाव में अनिवार्य प्राथमिक शिक्षा लागू नहीं हो रही है। मैं चाहता हूँ कि कम से कम युनिवर्सिटी बंद रहें, कम से कम कालेज बंद रहें और जो ऊँची शिक्षा वाले पढ़े लिखे आदमी देहातों में हैं, उनके द्वारा ऊँची शिक्षा देने की व्यवस्था हो, पुराने जमाने में हमारे यहाँ गुरु के यहाँ शिक्षा, होनी थी, गुरुकुल में रह कर और गुरु के निकट में आ कर छात्र ऊँची शिक्षा प्राप्त करते थे, उस ढंग की परिपाटी कायम हो जाय।

THE MINISTER OF EDUCATION AND YOUTH SERVICES (PROF. V. K. R. V. RAO) : I want to know— did you say that the number should be reduced ?

श्री बी० एन० मंडल : हम यह नहीं कहते, ऐसा दूसरे लोगों ने कहा है। आज यह कहा जाता है कि युनिवर्सिटी में जाने से साधारण स्टूडेंट्स को रोकना चाहिये, ऐसी संख्या में उनको नहीं जाने देना चाहिये। तो मेरी यह डेफिनिट ओपीनियन है कि सरकार के या किसी भी आदमी के दिमाग में अगर यह हो कि हिन्दुस्तान के साधारण लड़कों को हायर स्टेडीज में जाने से रोका जाय; क्योंकि वह ब्रिलियंट नहीं है तो यह हिन्दुस्तान के लिये बहुत अनर्थकारी सिद्ध होगा; क्योंकि यह ऐसा देश है, जिसका हजारों वर्षों से एक बहुत बड़ा तबका गुलामी में रह चुका है। साधारण स्तर का रहने पर भी विश्वविद्यालय जाने से उनको नहीं रोकना चाहिये।

PROF. V. K. R. V. RAO : I thought that I have heard him saying that the students' number should be reduced. I want to be very clear because it is a very important point from an hon. Member who belongs to a very important party. You are against it ? Then that is all.

श्री राजनारायण (उत्तर प्रदेश) : वह कहते हैं कि उनको पढ़ाना चाहिये, रोकना नहीं चाहिये।

श्री बी० एन० मंडल : स्टूडेंट्स का नम्बर युनिवर्सिटीज में बढ़ाया जाय।

PROF. V. K. R. V. RAO : It should increase.

श्री बी० एन० मंडल : जी हां, उनको पढ़ने का मौका मिले। उनको काम नहीं मिले तो कम से कम पढ़ा कर तो छोड़ दीजिये, फिर चाहे वह गवर्नमेंट को उलट कर के या किसी भी तरह से कोई उपाय जो होगा वह करेंगे, लेकिन पढ़ने से किसी को नहीं रोकिये। मुझे याद है कि बंगाल के सामने यही प्रान्लम थी, लेकिन श्री आशुतोष मुखर्जी ने कहा कि बंगाल के एक एक आदमी को पढ़ा कर छोड़ेंगे और उन्होंने कलकत्ता युनिवर्सिटी में उसी ढंग से वहां के बंगालियों को पढ़ा दिया और उसी का कारण है कि बंगाल हिन्दुस्तान में एक एडवांस प्राविंस गिना जाता है।

इसके साथ साथ मैं यह भी कहना चाहता हूं कि आज हमारे संविधान में है कि जात-पात के नाम

पर, धर्म के नाम पर, सेक्स के नाम पर कोई किस तरह का डिस्टिक्शन नहीं हो। एक माने में वह सही बात है। (Time bell rings) लेकिन दूसरी तरफ हम देखेंगे कि दूसरी बातों में जो होता है वह गलत चीज है, क्योंकि हिन्दुस्तान का संविधान कहता है; कि जो छोटे तबके के आदमी हैं उनको आगे बढ़ाओ। अब अगर उसको आगे बढ़ने के ऊपर बार लगा दिया जायगा तो वह ठीक नहीं होगा। लेकिन संविधान में जो सेक्शन है उसके जरिये से जो छोटे तबके के लोग हैं, उनको छांटने में जो नीति अपनाई जाती है, उसकी वजह से उनके बढ़ने के ऊपर रोक लगती है। उनको रोका जाता है। आज युनिवर्सिटीज में जो नौकरियां मिलती हैं, चाहे वह कोई टीचर हो या कोई भी हो, उनके लिये सारी बातों का खयाल रखना चाहिये, जो मिनिमम क्वालिफिकेशन है वह मिनिमम क्वालिफिकेशन अगर उसके पास है तो उसको नौकरी देनी चाहिए क्योंकि जब उसको वहां पर पूरी सुविधा दी जायगी तभी तो वह आगे बढ़ेगा। बिहार में युनिवर्सिटी सर्विस कमिशन भी कायम हुआ है। मेरा कहना है कि इसमें बेकार का खर्च क्यों करते हो, वह सब करने की कोई जरूरत नहीं है, जहां पर जो कालेज खुला हुआ है, वहां पर वहां के लोगों को लेने दीजिये। वह सर्विस कमिशन तो सिर्फ तिकड़मबाजी का आखाड़ा हो जाता है, उससे कोई मेरिट के आधार पर बहाली होती हो ऐसी बात नहीं है। जिनकी पहुंच हो जाती है और जो बड़े पैसे वाले लोग हैं उनकी जल्दी पहुंच हो जाती है, और जो छोटी जाति के लोग हैं उनकी सिफारिश करने वाला कोई नहीं रहता है और इस तरह से उन लोगों को नौकरी मिलनी मुश्किल रहती है। (Time bell rings) जरा कहते दीजिये। हमने मधेपुरा में एक कालेज खोला है। जरा सुनिये। हमारे वहां के लड़के दूसरे कालेजों में जाते थे, जहां पर कि ऊंची जात के प्रोफेसर और लड़के ही अधिकांशतः रहा करते थे। बड़ी जात के लड़के छोटी जात वाले छात्रों के लिये तिरस्कारपूर्ण भाव रखते थे, उस वजह से हम लोगों के लड़कों की बहुत बेइज्जती होती थी, इसलिये हम लोगों ने भी अपने यहां एक कालेज खोला। उसके लिये बड़ा हल्ला हुआ कि

बैकवर्ड का, यादव का कालेज खड़ा कर दिया। सारी यूनिवर्सिटी में साप प्रांत में इसका प्रचार किया गया, मालूम पड़ता था जैसे कि हम लोग क्रिमिनल हों। जब वह कालेज खुला था तब यह हालत थी। लेकिन आज एक-एक वही शिकायत करने वाला आदमी चाहता है कि वहां की प्रोफेसरी और मैनेजिंग कमेटी में हम किसी तरह घुस जायें। इसके लिये यूनिवर्सिटी में कोशिश चला करती है। बिहार में यूनिवर्सिटी ने प्रबंध समिति बनाने का काम अपने हाथ में ले लिया है। वहां से कालेज स्थापित करने वाले लोगों को हटाने के लिये तिकड़मबाजी चलती रहती है। अब, जिस संस्था को हम लोगों ने बनाया उसी से हमको भगाने का इंतजाम होता है। उसी तरह से यूनिवर्सिटी सर्विस कमीशन के जरिये बहाली के बारे में भी उसी ढंग की बात आती है। इसलिये मैं चाहता हूँ, उन सारी बातों पर यूनिवर्सिटी ग्रांट्स कमीशन को ध्यान देना चाहिये। इसके अलावा देश में गुलामी के समय जें प्रवृत्ति थी वह नहीं रहनी चाहिये। देश में बराबरी होनी चाहिये। कमीशन को सिर्फ एक एफिशियेंसी नहीं देखनी चाहिये, बल्कि देश में बराबरी का दर्जा लाना चाहिये, या चाहे वह एड्मिशन की या नौकरी की बात हो ना दूसरी बात हो। इस पौइन्ट आफ व्यू से कमीशन को काम करना चाहिये।

**PROF. SAIYID NURUL HASAN** (Nominated) : Mr. Vice-Chairman, Sir I should like to start making my observations by paying a tribute to the Chairman and Members of the University Grants Commission and to its officers and staff for the extremely fine work which they have done notwithstanding the very serious difficulties which faced them.

Sir, notwithstanding the points made by my hon'ble friend who spoke just before me, I would submit that the principal duty of the University Grants Commission is to distribute grants. But actually this is their main problem. Has Parliament in its wisdom given to the University Grants Commission the funds which in the opinion of the Commission it must have, which constitutes the very minimum?

Sir, if you look at the figures which have been given by the U.G.C. as also by the Planning Commission, You will observe that the increase in the number of students during the last four years has been from 13.85 lakhs to 22.16 lakhs, which is roughly about 55 per cent. The Planning Commission has considered this matter and it has stated that for arts, science and commerce faculties the enrolment which was 12.3 lakhs in 1965-66 and which has risen to 16.9 lakhs in 1968-69 must go up at the end of the Plan period to 26.6 lakhs, so that 3.8 per cent. of the young people in the age group 17-23 will be able to go to the Universities and colleges. This, in my opinion, is a modest target, but it represents an increase of something like 60 per cent. over a period of 5 years. According to the Planning Commission, Sir, the enrolment of science students actually declined from 41.5 per cent. to 40.2 per cent. of the total number of University and college students reading arts, science and commerce.

[THE VICE CHAIRMAN (SHRI AKBAR ALI KHAN) IN THE CHAIR]

According to the Planning Commission, at the end of the period 1973-74 it should go up to 44.7 per cent. These are, in my humble opinion, Sir, essential features of our development. The feeling which has grown among certain sections of our people that there should be a restriction in the number of students going up for higher education is unfortunate because the development of the country cannot take place unless the figures which have been indicated by the Planning Commission are enrolled.

And yet, Sir, for this increasing responsibility what is the financial provision May I draw your attention, Sir, to this observation in the U.G.C. report :

... 'The funds provided were far short of requirements, and it became necessary to restrict severely expenditure on development and to defer the implementation of a number of schemes and projects.'

It further says :

"The per capita expenditure on development has sharply fallen in comparison with the rising enrolment and the increased cost of buildings, books, equipment and other essential facilities. Without some minimum provision of basic tools of education, plans of educational development can be little more than wishful thinking."

[Prof. Saiyid Nurul Hasan.]

Sir, the Conference of Vice-Chancellors has said :

"The resources at present made available to Universities and colleges are totally inadequate."

Sir, this is the situation to which I beg to draw your attention. The important recommendations of the Education Commission, the reform in the educational system, which is absolutely necessary, cannot be implemented unless 6 per cent. of the gross national produce is invested on education as recommended by the Education Commission. Several important schemes cannot be implemented, namely, the elasticity and diversification of courses, shift from the system of lectures to tutorial group discussions etc., changes in the examination system which every one is condemning. I agree with this condemnation of the existing system of examination. There is then the system of continuous evolution, closer relationship between teachers and students which is so necessary for combating indiscipline. All these things, Sir, to name just a few, are dependent upon the number of teachers available in colleges and Universities. But during the last four years, Sir, the teacher-pupil ratio has actually deteriorated from 1:17.6 to 1:18.7. This, Sir, is a very serious matter.

Even more serious than the difficulties facing the residential and unitary universities are difficulties of the colleges. The number of students enrolled in colleges during the period under review is 86.5 per cent. Obviously, no reform is worth while if the colleges are unable to discharge their immediate responsibility ; they are unable to do so because of the serious financial difficulties with which they are all faced.

Sir, what is the grant which the U.G.C. has given to the colleges ? A sum of Rs. 12.55 lakhs was paid to 53 colleges for the development of post-graduate studies and Rs. 6.17 lakhs to 59 colleges for humanities and social sciences. This is ridiculous. But the fault is not that of the U.G.C. If the U.G.C. is not given the grant, how could it do justice to this particular requirement ?

Sir, I would like to make a plea here that the Government should put a restriction on the private management of colleges. Most of the privately-managed colleges are not contributing financially to the

maintenance of these colleges through theoretically, however, they are supposed to show that have been paying a matching grant. We are fooling ourselves. We are fooling the country and the young people when we say that most of the colleges are paying the matching grants. The whole system of matching grants must end.

So far as the U.G.C. is concerned, I would appeal to the hon'ble Minister to consider whether it would not be worth while to select fewer schemes if the funds are short. But if grants are paid let them be paid on a cent per cent basis so that they can be utilised for the purpose for which they are meant. I would also appeal to the hon Minister to consider, in consultation with the State Governments, the feasibility of ensuring that the financial management at least of the private colleges is disciplined. Sir, this lack of resources placed at the disposal of the University Grants Commission is largely because education, science and technology have not been treated as an investment in social development, but as something of a luxury. This is against the spirit of the Science Policy Resolution which had been adopted. Secondly, Sir, there is no organic relationship between industry, agriculture, social services and the universities. The knowledge of the universities and the expertise they have can be utilised for undertaking developmental activities so that the ivory tower atmosphere no longer exists. I am not suggesting that it is not the primary duty of the universities to train the minds. I am not suggesting that the universities should utilise all their resources for applied work or for the immediate application of knowledge. That is far from my thought. But what I am suggesting is that the present ivory tower atmosphere must go. To-day there is no interchange between universities and the people who are solving practical problems of life, between industry and the engineering colleges of universities, between the actual agriculturists and persons in universities and colleges; and the same is the position with regard to social sciences. There must be far greater co-ordination. Unfortunately, our industrialists have not been utilising the resources of the universities for their own development and thereby provide opportunities to the students and teachers to participate in the process of national reconstruction.

In this connection, Sir, I would specially refer to the low intake in science, especially in technology. Even the Plan



while it states that the intake capacity would continue to be 25,000, in fact visualises actually admission of something like 18,000 and training of something like 11,000 engineering graduates. It means that for our developmental activities, for the export of consultancy, for bringing about a revolution in agriculture, we are not visualising the utilisation of our technical personnel.

I would also like to make a brief reference to the unnecessary duplication of effort in many directions, especially in defence science laboratories. Sir, in most countries, except for a small number of projects, defence research work is undertaken by the universities, by ordinary research institutes, so that there is no duplication of effort and so that there is scrutiny, public scrutiny of the quality of research work that is going on there. If some attention is paid to this matter, I think, that part of the financial problem will be solved (*Time-bell rings*) Sir, I will just take one minute.

The Education Commission had recommended the setting up of a U. G. C. type of body for technical education. I am sorry that nothing has been done for this as yet. I do hope that very soon the Government would consider implementing this recommendation. I would also submit that the Education Minister may kindly have a discussion with his distinguished colleague, the Agriculture Minister, and try and bring about greater Co-ordination between agricultural education, science education, education in humanities and so on. That different Ministries should look after different aspects of education at a time when the border-lines between subjects are disappearing rapidly—when biology, for example, cannot be divided into a water-tight compartment—is, in my opinion, unwise.

Finally, I would make one brief reference to a statement made by my hon. friend, Shri Vishampayan, regarding establishment of greater control over universities and colleges and administrative personnel. I do hope that the Minister, who is himself a university man *par excellence* will not accept this suggestion and would respect academic autonomy. Thank you.

**SHRI BANKA BEHARY DAS** (Orissa) : Mr. Vice-Chairman, Sir, I am not very much satisfied with the report that has been presented by University Grants Commission. It is not because that they have not done very good work during this period.

But the report does not clearly indicate how far they have succeeded in achieving the goals that they wanted to achieve. Though the U. G. C. was established in 1956 and they are burdened with a very heavy task because of the peculiar nature of the situation in India, it has not been able, for various reasons, to achieve the goals set by the Education Commission in regard to higher education. I may remind you, Mr Vice-Chairman, that the Education Commission set some specific objectives for higher education in India. The first objective was that the universities should serve as the conscience of the nation. The second was development of programmes of adult education in a big way and to that end, evolving of a widespread network of part-time and correspondence courses. The third specific objective was to assist schools in their attempts at qualitative self-improvement. The fourth was to shake off the heavy load of their early tradition which gives a prominent place to examinations and strive to improve standards all-round by a symbiotic development of teaching and research. The last objective was to create a few centres which would be comparable to centres in other parts of the world and thus help to bring back the centre of gravity of Indian academic life within the country itself.

These were some of the specific objectives that the Education Commission laid down and the U.G.C. was to implement these objectives. I can well understand the difficulties of the U.G.C. because of lack of finance, because of certain legal difficulties and so on. But there also the Education Commission specifically stated that the U.G.C. at least should have a minimum objective to implement those things which have been enumerated earlier. (1) The U.G.C. should see that there is a radical improvement in the quality and standard of higher education and research. (2) There should be expansion of higher education to meet the many power needs of national development and (3) Improvement of university organisation and administration. So, I am not referring to those greater objectives or special responsibilities that higher education had to undertake, but I am particularly referring to these three things which the U.G.C. ought to have performed in a bigger way by this time. For this purpose the Education Commission clearly stated that the U.G.C. by 1966-67 should select out of the existing universities at least six universities which could be

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called major universities, and which could have a demonstrative effect upon all the universities in this country, where only first-class post-graduate work and research would be possible, where admission will be from a critical mass of students and teachers with outstanding capacity and promise, and where a large number of scholarships would be given so that the talented students can be attracted to these major universities. And it was a target for 1966-67. I am very sorry to say that though we are already in the year 1969 and are discussing the report for 1967-68, this important task of converting certain universities into major universities has not been done except the starting of some urban study centres here and there. The U.G.C. is saddled with grater responsibilities as per the Acts that we passed here—(1) to coordinate the university education ; (2) to raise the standard of teaching in universities. They should have selected at least six universities in this country where they could have greater performance and which could function as a nucleus and conscience of India for the time being and from where a radiation could have developed and spread to the other areas of this country. It is not possible—and I am not going to blame the U.G.C.—that within ten or fifteen years they will be able to raise the standard of teaching in the entire country and that all the universities of India can reach that peak. But they can start in a very small way by converting six or seven or eight universities into major universities, according to their capacity, which can function as demonstrative universities for all the rest here. In this connection I can tell you from the little experience that I have gained during my visits to America and England—only recently I visited four or five universities in England and America—that in these countries in the earlier stages two or three universities functioned as demonstrative universities from which all the other universities in America and England got very talented persons for teaching and conducting researches in those institutions. So, though we are starting such a thing at a late stage, I would again request the honourable Minister that very soon the U.G.C. should set a target for converting certain universities in India—not the Central universities which are in a great mess now—into demonstrative universities so that we can start our work in those universities.

In this connection, without speaking more on that point I want to say something

about the autonomous character of the universities. We have always complained in this House that most of the University Acts are not properly drafted and the Governments in the States have seen to it that more of Government control is exercised over the universities. In that connection a model constitution was also distributed to them. But I am very sorry to say that though it is the responsibility of the Education Ministry and the University Grants Commission to see that all the universities adopted this model constitution, up till now most of the universities have not abided by that. I would like the Minister to state here categorically that in the coming years the Education Ministry and the U.G.C. will see, through whatever means, that all those universities, which have not adopted the model constitution which gives more autonomy to the universities, will adopt it at least now. In this connection I would also like to say that the U.G.C. should particularly see that the various departments that function in the universities and the affiliated colleges also enjoy the autonomous character because when the universities want that they will have autonomy but that they will not delegate that autonomous power to their affiliated colleges or the various departments functioning under them, then, those departments and those affiliated colleges also cannot function properly. I have often seen that good ideas originate at lower levels, not at higher levels. That is important as far as our educational standards are concerned.

Then I come to the relationship between the teachers and students in the governance of the universities in this country. I have not much time to speak about all the other matters. But you very well know that because of the student unrest and other reasons most of the universities in America, England and France have already accepted the idea of inducting representatives of the students into the governance of the educational institutions. When I was in America and England I saw that within a period of two or three months all the universities there, including the Harvard and the Columbia Universities, immediately accepted this principle and this was implemented there. So, I should say that it is high time that instead of only advising the universities the Government of India and the U.G.C. took it up with all seriousness so that representatives of the students were associated in the governance of the universities and their different departments. I would also like to state that particularly in the matter

of discipline also student participation in the governance of the educational institutions is very useful. In other countries we have seen that where the student representatives have been associated in the maintenance of discipline, discipline in those institutions has been of a higher order than in those institutions where the students have not been associated.

Another thing that I would like to point out is that the Education Commission also said that because of the interference of the law courts in the university affairs in regard to admissions and examinations, educational institutions in this country are facing difficulties. This is a live problem. It is but natural that every citizen, every student, can go to the courts and see that even the examination results are stayed. So, the Education Commission in its report recommended that the Government of India should immediately contact the Supreme Court and try to see that certain principles and policies are adopted by the courts so that the autonomy of the universities is preserved and there is no interference in unnecessary matters. But I am very sorry that up till now neither the Education Ministry nor the U.G.C. has applied its mind in that respect. I want an answer from the Minister here as to how long they will take for the implementation of these things.

Another reason for the low standards of education in this country is that we allow all sorts of people to come into the field of teaching. I do not want our higher education institutions to get all sorts of people because by that not only much of our resources is wasted but fine talent is also wasted because all those talented persons who come to the universities either at the post graduate level or at the graduate level, do not get a congenial atmosphere to carry on their research or to carry on their higher studies. So, the U.G.C. should now start thinking how at least for post-graduate studies a certain selective admission can be made so that the atmosphere in the educational institutions is not vitiated because the main reason for the low standards of education is that here are teachers in this country who are more interested in getting higher posts and promotions and in creating a vicious atmosphere in the universities. The U.G.C. and the Education Ministry should think over this. Not only the politicians are to be blamed for this but the teachers also must share the blame because there are some teachers who give less importance to putting

their talents to the best advantage of the educational institutions; they create all sorts of cliques and countercliques in the universities. All these things should be put an end to for all times to come.

Then I will come to the question of technical education because the UGC is also looking after higher technical education in our country. Of course, the honourable Member who preceded me advocated that there should be a separate UGC type of body for technical education. I am not of that view. There is no use duplicating the work because in our country there is need for coordination. It is no use creating another UGC for technical education. But I would like the UGC to apply its mind for reorientating technical education in this country where there is technical education only in name—practically it is only academic. I do not want to give any illustrations of this because some of the foreign experts who came to examine our technical education have already stated that technical education here is more of a general nature. I would like the UGC and other bodies to evolve a formula so that there can be more coordination between higher technical education institutions and the industries in this country, so that the people who get out of these technical education institutions may be more useful to the society.

Lastly, I want to point out that much attention has not been given to correspondence courses. There is large-scale illiteracy in our country and there are large number of people aspiring for higher education. The UGC should see that not only the Delhi University conducts the correspondence courses but other universities in the country also extend this facility to those aspiring in their respective areas, where there is a large industrial population and where there are many office going people. I would also like the AIR to help in this process. Instead of regimenting and utilising the AIR only for party and other purposes, it will be more useful in this direction if the AIR is utilised for spreading higher education.

In conclusion I would also like to point out that the education budget is very meagre in the Fourth Plan. The money that has been provided to the UGC is not adequate for fulfilling at least the minimum tasks towards the end of the Fourth Plan period. That is why most of the State Governments have not been able to pay the scale to the teachers in the colleges

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which has been advocated either by the UGC or by the Education Commission. So I would like that in the Fourth Five Year Plan the outlay for education should be enlarged so that education will get enough of justice in this democratic country and the standard of living of the teachers should go up so that they can also play their role in the coming period when we want to spread education not only in quantity but also in quality. Thank you.

DR. K. RAMIAH (Nominated): Mr. Vice-Chairman, Sir, I would not touch on the points which my predecessors have dealt with but confine myself to certain points which have not been mentioned by the previous speakers.

It is clear from the Report that the increase in the admissions and in the number of universities and colleges has entailed a considerable amount of increased expenditure. But unfortunately the Budget does not allow such expenditure. In the last few years the cost of education has generally gone up, because of the increased costs of buildings, laboratories, scientific equipment etc. The help which the U.G.C. gives does not come up to requirements even to the original levels. In this connection I want to mention that several years ago the UGC had suggested improved salary scales for university teachers, professors, readers, lecturers and so on, and it also agreed to meet 70 to 80 per cent. of the additional cost for a period of five years. In spite of the fact that this concession had been in existence for the last several years, many universities have not availed themselves of this advantage, the main reason being that they get this subsidy of 70 to 80 per cent. of the additional cost only for the first five years and after that it has to come from the State budget. This they could not afford. The position has even worsened in the last few years, because the UGC has further revised and improved the salary scales of university teachers. Now we do recognise that the level of development varies from State to State and several States cannot possibly afford to have the same salary scales as recommended by the UGC. Sir, even before independence when the All-India Services of Education and Agriculture were abolished, several States adopted their own scales and they were by no means uniform all over the country. In fact some of the States in the South had much lower scales for their officers in education, and Agriculture Departments than the States in the North. For example, while

Punjab could afford salary scales corresponding to the All India Services Madras could not I would, therefore, suggest for the consideration of the Education Minister whether, in view of the difference in the financial position of States we should insist on uniform scales of pay all over India. Simply because a particular State cannot afford to give the salary scale suggested by the UGC it should not be deprived of any benefit. In fact they can suggest to the State to improve the existing scales to the extent possible and help them on that basis. I think this will particularly help some of the less developed States. We cannot expect a State like Orissa to follow the same salary scales which another State, e.g., Punjab might be able to adopt. This suggestion may perhaps encourage or lead teaching personnel to migrate from one State to another and the less developed States may lose their bright men but this, I think, is not such a serious thing.

Now some of the previous speakers had mentioned something about the standard of teaching and the standard of research in the universities having fallen. Sir, unfortunately although the UGC has stipulated that before any new university is established, it should take the consent of the UGC, several States have started new universities in the last 2 or 3 years. Not only have they established those universities without sufficient resources but the general tendency has been to include every faculty in each university. When there are more than 2 or 3 universities in one State, it would be a much better proposition to allocate particular faculties to each of the universities so that the maximum development can be achieved in those particular branches instead of each university having all the faculties. This is a suggestion which the UGC should make to the States and perhaps make it a condition for granting financial help.

Another difficulty which some of the States experience against the UGC scale of salaries is that they have a large number of Government colleges and it is not easy for them to discriminate between a teacher in a college and a teacher in a university as both do the same type of teaching and research. At the present moment, both the types of teachers are denied any improvement in their salaries in these States.

Now, Sir, although the universities should have no restriction with regard

to the type of research that should be undertaken in the post-graduate departments, we are passing through a time which should make applied or problem oriented research much more necessary. It does not mean that the universities should be prevented from doing any basic research. It should be left to the teacher who has the capacity and aptitude to undertake such research. That every university should undertake basic research in every faculty, irrespective of financial resources or the aptitude of the personnel concerned, would only lower the standard of research. For the last fifteen years or so we have had a large organisation like the Council of Scientific and Industrial Research. The personnel who join the CSIR are those trained in the universities. But we have not tackled the question of co-ordination of efforts between the CSIR and the universities so that the requirements of one are understood by the other. Such a co-ordination can lead to a better understanding of the problems of research or orientation of research. I would suggest to the Education Minister that this aspect should receive his consideration since both of them are under his control.

Now, Sir, the UGC, in the last ten years has no doubt become rather unwieldy, and some of the previous speakers did mention that the technical subjects should be taken away from the jurisdiction of the UGC. In fact, about two years ago the Vice-Chancellors' Conference did accept the proposition that there should be created a body similar to the UGC to take charge of technical education. In fact the Indian Council of Agricultural Research is already entrusted with the job and there is a section there dealing with agricultural education and agricultural research, and the funds to be Agricultural universities are all channelled by this wing of ICAR. The UGC does not deal any more with agricultural universities.

Now, Sir, I wish to make another point in connection with the pay of teachers. The statistics given in the Report do indicate that the expansion in the teaching personnel has been mostly in the lower grades and a satisfactory proportion of professors, readers and lecturers has not been maintained. This is done mainly on the financial basis and one need not be supervised that the standard of teaching and research has suffered. This is also a

reason perhaps for the C.S.I.R. not getting the right type of men from the universities. The Education Minister, unfortunately, is not here, but I do hope that the Minister, who is in charge of both the CSIR and the University Research Departments, will try and see how best the co-ordination can be brought about between the CSIR and the University Research Departments, so that country can get the best value for the money it spends.

Thank you, Sir.

SHRIMATI YASHODA REDDY (Andhra Pradesh): Mr. Vice-Chairman, Sir, a poet, writing in Telugu, had said, "a country does mean mere soil; a country means the people. Sir, we know that one system or one department which can train the people, which can train the citizens of India, or the one thing which has got the greatest impact on the citizens of India is the education system which gives to this nation the future citizens of the country. And any Government should have taken the utmost care, all the care that is necessary, for this field of education, which is paramount in bringing into being the future citizens of the country. But unfortunately it has not been the case although year after year has passed. Whether I was on the other side or this side I have mentioned it, and more so greater experts in this field like Mr. Ramchandran and others have also brought it to the notice of the Government that there has been a catastrophic fall in the standards of education and more so in the universities. Sir, this seems to be an irreversible going down the slope all the time. And there cannot be a greater misfortune to the country than that the quality of our men and women should be allowed to go down, because the ramifications of this will be felt not just on college education but completely on the overall development of the country. This is an aspect which our Ministers and the Government should know namely that the investment in human educational uplift is far more important than anything else. And this Government is not realising it. I find that education is just going on like experimentation. They do it on the boys and girls of India and play ducks and drakes with their lives. And very relevantly Mr. Ramchandran brought it out yesterday saying that any number of Ministers have come and gone leaving no imprint behind. But may I also point out to him without casting any reflection on anybody that an hon. Minister who was very honest or very practical,

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was removed for political reasons ? And there is no greater glaring example than Mr. Chagla's removal from the Ministry of Education. This is because he said that today India just cannot have Hindi overnight and that let English continue. And I suppose any sane man in this country should agree with him. My friend, Mr. Banka Behary Das, very correctly said that there are certain things which the Education Commission had pointed out to the universities. Let me now deal with the subjects one by one. Now they have said about the quality of the standards prevailing in universities which the House must be well aware of. I may ask the House what is the qualitative output we have put in. Many hon. Members were congratulating the Government for the increase in colleges. Yes, I know, I have read the report; even last night I went through it. Universities have increased ; colleges have increased, but what the standards ? A woeful deterioration. I know of the colleges. They have sprung up in my own state one as recently as three months back with neither the building nor the staff nor a place for the boys to go to. And what are they going to do ? Then may I bring to the notice of the House the standard of some of our graduates who appeared in some recent examinations conducted by some universities ? It was asked what is the roof of the world. They said, "sky". They never said that Tibet is called the roof of the world. Then in another case a post-graduate, who obtained a First Class degree and who belong to the Ceded districts of Andhra Pradesh was asked by the UPSC what are the Ceded districts. He exercised his intelligence and said "ceded" means something given freely and gladly and not "Ceded districts" means the districts which are handed over to the Centre where law and order cannot be maintained by the State Government. He is a first Class post-graduate student hailing from the State where the Ceded districts lie. These are the standards of university education. So it is not the number of universities or the growth in number of universities and colleges ; it is the standards which they set for the boys and which are continued and improved upon. Now this has to do with national educational policy, has relevance to the national educational policy. Sir, over the last twenty years there has never been a national educational policy either at the lower levels or at the university level. With each

new Minister coming there is a change in policy because of which the whole university education and the whole college education must change. The education that is given to our boys and girls has got nothing to do with development of their brains or the needs of the country or anything worthwhile. It is patterned on the whims and fancies of some politician who becomes the Minister. It may be that tomorrow some other gentleman comes to occupy the place and there is some other change made by him, and I as a parent have seen that things change every year and I have seen the books which our boys and girls have to carry. And by the time they go out of the portals of the university they are masters of thing. They are jack of all trades ; that is all. Now you cannot think of building an upstairs when your foundation is completely weak. What matters here is the whole process from the lowest level to the top or topmost level. I am conscious of the fact that objection may be raised, that it will be said that Education is a State subject. Yet, you must do something to have co-ordination between your lower levels and your university level. It is not that the boys who come to the universities for higher education come to all of a sudden from somewhere else, from above or from abroad. They come to the university after passing through the primary and secondary schools. Therefore it is very relevantly pointed out that you must have a co-ordinated educational system. Whether the States agree or do not agree to the Centre making Education a Concurrent subject I do not care, but see that the education that you give up to the secondary stage and the products thereof that come to the universities are of quality, that they are fit enough to go in for higher education, that they are mentally alert to what they have to learn in university education, that what you teach is good for them in life or what you turn out of the universities are of some use to the country and for national development. As matter stand, there is so much confusion about the subjects for studies with proper uniform standards not prevailing everywhere from the bottom level to the top level. They say, and every Commission, they themselves say that the object of our education is national integration and economic development of the country. Are we having these things anywhere in the main objectives in the matter of education ? Sir, I have seen the report and I have seen in it the number of engineering boys and medical boys. Of course

it is good-technical education. And yet what happens ? Last year or the year before last so many engineering graduates were put out of jobs. That is because there has never been coordination in the planning and the thinking of the Ministry and the education system. There has been a recession in the country but you do not see how many boys will be turned in your colleges and we have unemployment. You cannot say that the boys should not be agitated. Certainly for 20 years they have been going to schools and colleges spending the hard earned money of their poor parents—we are not rich people—and you say there is no job for them. Why don't you have coordination between your economic programme and your educational system? There is no coordination between your objectives and the country's needs. You say there has been a specific fall in the agricultural and veterinary colleges. Does anybody say that agriculture and veterinary science in India have nothing to do, that everything is all right and that we do not need any education in those two subjects? If any thing it is the agricultural and veterinary sciences which we need more. What is happening is, either what you teach in the agricultural colleges is not...

**THE VICE-CHAIRMAN (SHRI AK-BAR ALI KHAN) :** That is not under the UGC now. They are separated.

**SHRIMATI YASHODA REDDY :** There has been a specific reference here and I am absolutely relevant.

**SHRI S. D. MISRA (Uttar Pradesh)** It is there.

**SHRIMATI YASHODA REDDY :** Sir, you cannot say that something is completely different from something else. This sort of watertight compartment in our educational system, this sort of thinking is the bane of our educational system. It is a continuous process. You cannot say one aspect of education is different from another. There has been a fall here but can we say that agriculture and these things are not needed ? What I say is either the agricultural education that is given in the colleges has no practical use in the fields or may be the pay that you give is so very little that they do not want to go to the agricultural universities and get employed in that field. I think something somewhere is wrong. These agricultural universities and others do come under the UGC

and they should know why there has been a fall. We need these things and attention must be given to a coordinating the needs of the country with the educational system that the universities provide.

Another thing which has been very relevantly but in a very limited way brought forward by him my friend, Mr. Vaishampayan, is about the linguistic policy. The hon. Minister is here and I am very glad because he is also an ardent admirer of Hindi. The linguistic policy is very good but what confusion and chaos it has created. I am not one of those who would say that regional languages should not be taught in the schools; certainly they should be taught. But what is happening today ? When the boys go to the colleges at the level suddenly the whole thing is English and they are not able to understand even one sentence of what is being taught. So it will logically mean introducing regional languages in the university but may I ask with all humility : are we in a position to do that immediately

**AN HON. MEMBER :** Why not ?

**SHRIMATI YASHODA REDDY :** For a variety of reasons. There is no point in saying 'why not' rhetorically. There are any number of subjects where you need—technical, legal, scientific and even social subject—translation and study. Whether we like it or not, whether we accept it or not honestly in India today very few languages are so equipped as English; unfortunately, if you want, I can say but there is no other. Language which can cope up at least in the advanced fields of education. That being so are you going to make these boys study in regional languages ? And if it is in English, when they reach up to the college level with absolutely no knowledge of English they do not know what is happening. It is very unfair. What I say is, the hon. Minister though his jurisdiction may not extend to the States in the strict technical sense, lower education being a States subject, when he meets the States Education Ministers he must impress upon them this aspect. If you want good university standards to be maintained at least the one language which is useful in the universities should be taught in every school at least after a certain time and compulsorily. Otherwise for a long time to come you cannot dispense with English and if you are not going to give training in English of quit a good stan-

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dard at the earlier stage the boys will be facing a lot of difficulties.

I have got another thing to say. I do not want that everybody should take pride in going to the universities. In Germany, in America, in so many other countries we have seen that most of the boys are not university graduates. Just because one does not get a B. A. or M. A. from the university it does not mean that he is not fit for anything. You may have more vocational training schools. Don't worry about increasing the universities because you want to admit everybody who completes the high school stage into the colleges. Diversify education at the lower level so that you can get the best talent for the universities for research, for post graduate studies etc. That is what is being done in other countries. Just having more universities and colleges, I do not think, has got any meaning.

PROF. V. K. R.V. RAO : Will your party support me ?

SHRIMATI YASHODA REDDY : Any reasonable and sensible thing my party will support. On behalf of my party. I assure the hon. Minister of our party's support for anything which is reasonable practical and sensible.

PROF. V. K.R.V.RAO : Thank you.

SHRI G. RAMACHANDRAN : (Nominated) May I say this is the first time a promise is asked and given across the bench ? May this happen many times.

SHRIMATI YASHODA REDDY : And may the promises be kept because I do not have much . . .

THE VICE-CHAIRMAN (SHRI AK-BAR ALI KHAN) : Mr. Ramachandran you must not become jealous.

SHRIMATI YASHODA REDDY : Sir the aim of the universities must be to see that the standards of teaching are kept high, that there is devotion and study, an academic atmosphere is created for the students in the universities and a spirit of research is encouraged. These have to be carefully nursed otherwise universities and universities life have no meaning.

Of course a lot of things were said about educational reforms. I will communicate to the Minister one or two suggestions of mine but there is one thing about which can I want to say and that is discipline. But I think speaking from this side the least I say about discipline the better it will be. I do not want to embarrass the hon. Minister or the Government of India by saying certain things about discipline.

Thank you very much.

SHRI K. P. SUBRAMANIA MENON (Kerala) : Mr. Vice Chairman, after hearing so many speeches about university education I get thoroughly confused. The problem here, as has been said, is that there is hardly anything right with university education in India. In regard to standards, in regard to students' behavior, in regard to teachers' salaries or even in regard to the funds allocated for university education, in regard to every aspect of university education we are lagging behind. When I look at this problem I do not look at it in an isolated manner. The problems of education cannot be seen in isolation from the problems of the society as a whole. Education is a vital social activity. The aim of education, the method of education and its performance should be related to the aims of the society and the methods by which it carries out the aims, etc. Therefore to look at education in separation, in isolation from the rest of the phenomena in society, without seeing its inter-connection and inter-dependence with other social phenomena, will be wrong. Therefore, I would suggest humbly that when we consider the educational problem, we have to consider it from the overall point of view of our social and economic problems. When we say there is no aim in the university education today, you must ask the question. What is the aim of the society itself ? As long as you do not have a clear cut aim for the society, you cannot have a clear-cut aim for the education.

SHRI G. RAMACHANDRAN : Is not that connected with the more basic question of what is the aim of life itself ?

SHRI K. P. SUBRAMANIA MENON : That is true but the aim in life is conditioned by the social atmosphere in which we live. As materialists we give more importance to social problems than to anything else.



PROF. V. K. R. V. RAO : I hope you do not exclude all spirit from your material philosophy.

SHRI G. RAMACHANDRAN : It is immaterial.

SHRI K. P. SUBRAMANIA MENON : Now, it is said that our aim is to build socialism, but actually as we have been seeing we have been building monopoly capitalism all these years. We have been talking about non-violence, but we have been practising the most Leonine violence on the working people of this country. We have been talking about all sorts of fraternity and equality, but you will find that the inequalities have been increasing. Here you have got a hypocritical, amoral society which is degenerating and what else can be produced against the background except a hypocritical, amoral and degenerate education? This is what is happening. Whatever may be the aims and intentions, the personal likes and dislikes of teachers, educationists and Ministers, etc., they cannot escape the social compulsions.

In this context I would suggest that if university education in India today has to serve the purpose of social transformation, it has to address itself to certain basic problems. These problems, as we have seen and as it is usually said, are the problem of development of our economy in a modern way and the problem of national integration. These two basic problems are there. Here the basic approach of our present educationists and our approach differ. For example, we consider that education must be related to the life of the people, not merely in saying it but in actual practice also. As you know, we have got a definite theory of knowledge. The first stage of cognition starts from the perceptual images which we have. From there we go to the conceptual images. From there we go to the third stage, i. e., the generalised knowledge, theoretical knowledge, organised thought, rational thought. Now, in order that the cycle of knowledge may be complete, we have to apply this generalised knowledge, theoretical knowledge, organised thought to the perceptual world and test its validity in actual practice. If we apply this theory of knowledge to the imparting of knowledge in universities also, we can achieve better results. As you know, in the socialist countries you do not have the problems connected with education, the students' problem etc. as we have in the capitalist countries. Today in most of the capitalist countries,

in America, Britain, Germany, Japan, etc. education is in doldrums. That is because the relationship between theory and practice, the relationship between the aim and the actual needs of the society are different. In the socialist system there is integration between theory and practice, between the aims and the actual conditions. Therefore, the conflicts which we see in the capitalist countries we do not see in the socialist countries. That is because theory is integrated with practice and the knowledge is tested in actual life.

PROF. V. K. R. V. RAO: Yugoslavia and Poland are socialist countries.

SHRI K. P. SUBRAMANIA MENON: I consider Poland socialist. Yugoslavia is not enough of a socialist country. In any case we go by scientific terms and, therefore, excuse me if I am a little abstract in these matters.

PROF. V. K. R. V. RAO: Please do not bother. I can follow your abstract conditions. If you have any fears in your mind, you need not have them.

SHRI K. P. SUBRAMANIA MENON: What I say is that today in India education has to address itself to the concrete problem of the development of the economy and the development of the society both in the field of applied sciences and social sciences. Unless we achieve the unity of theory and practice in life, the unity of ideas and experience, we cannot hope to achieve better education. One of the methods of doing that is this. The present system of confining education to the class room should be stopped both in humanities and in applied sciences. For example, if you teach political science in a class, the students must be able to observe it in life. They must be able to go to the villages and to the working-class chawls and see how the political theories, which they have been taught, are applicable to the conditions of life in India today. If that cannot be done, then the political theories which they learn are useless. They are abstract theories which are divorced from life. So also in regard to applied science like engineering technology, etc. the extraordinary predominance given to class room teaching should be given up. If there is a five-year course in engineering, it should be interspersed between a period of 2½ years in the classroom and 2½ years in the project site or factory. Unless that is done, education will lose its vital spirit.

[Shri K. P. Subramania Menon.]

Secondly, the question of national integration comes up. I would say that most of the theories of national integration are based, pure and simple, on the emotional and sentimental approach. It has to be related to the life of our people, how the integration of the working people and agricultural labour and the tribal people and the religious minorities has to take place with the other sections. This is vitally connected with their economic conditions, with their social and other living conditions. These have to be brought home to the students in the proper perspective. Then only the sort of integration, which we want to achieve, can be achieved.

I would also say that today while many people talk of freedom of education, what happens in the universities is that freedom is given only to one system of thought. The other system of thought, action and method is almost completely shut out. A system of thought and action in politics and economics, which rules more than two-fifths of the world, quite successfully and triumphantly, is being denied opportunity. Knowledge of that system of thought is being denied today in the universities. As long as that denial is there, education in India cannot become complete. You may have all respect for the systems of the West, but those systems have failed to serve the present day needs and they are in doldrums. Here is a system which is going on triumphantly and our people are shut out from any information about that system. I would suggest that the University Grants Commission and the university authorities in this country should give serious thought to this problem also.

I want to just refer to one more point. Prof. Nurul Hasan has referred to it and that the system of the private colleges in this country. As you know, in Panchtantra when the king had a dumb son, he called the Pandits. There was one Pandit, Vishnu Sharma, who said he was prepared to educate him. Then the king offered him half his kingdom. But he said : "न.हं करोमि विद्वां विक्रयम्" "My knowledge is not for selling. I will teach your son free. I do not want any particular reward for that." This is one of the traditions of our education. But today what you find in this country is that education has degenerated into big business. The private colleges are just business institutions doing educational work; only to get profit out of it, and not only they

get profit but they inject poison into the body politic of the country. We have got the Nair Colleges, we have got the Ezhava Colleges we have got the S. D. Colleges, we have got the Dayanand Colleges, all of them teaching all sorts of rubbish to the people. (Interruption) All these are actually hampering national integration, and the sooner we stop this system of private colleges and business in education the better for our country.

Thank you.

**SHRI PRANAB KUMAR MOKHERJEE** (West Bengal) : Mr. Vice-Chairman, the report of the University Grants Commission for the year 1967-68 provides a very limited scope for discussion. Practically it contains some statistical information about the number of colleges, amounts granted to different institutions the number of students, etc. But the problems faced in the educational world today, relations between the teachers and students, standard of university education, maintenance of discipline in different academic institutions, these are not covered by this report.

Sir, so far as the report is concerned, I find there are some aspects to which the attention of the Education Minister should be drawn. There are a number of figures showing the amounts granted to different institutions particularly universities. I fail to understand from the report which is the criterion and on what principle such grants are granted to the different institutions. Sir, I am mentioning four universities out of the list. The first is the Calcutta University having a student population of 1,75,379. They are provided with a grant of Rs. 14,61,215. On the other hand Visva-Bharati University, on the same page, are having only a number of 1,100 students. They are provided with a grant of Rs. 13,04,741. It appears that for nearly 2 lakhs of students only Rs. 14 lakhs are provided, and for one thousand students nearly Rs. 13 lakhs are provided. I fail to understand why such discrimination is made in awarding grants to different universities.

Particularly another point the Education Minister should seriously consider about the number of universities established every year. The University Grants Commission discourage the establishment of universities off and on as per page 4 of the report :

"The Commission is of the opinion

that no new university be established without very careful examination of all relevant facts and reasonable assurance about the availability of funds, competent staff and other basic pre-requisites. The over-riding consideration should be that the establishment of a new university would effectively help in improving the standards of education and research.

Actually we are seeing that every year the University Grants Commission are recognising certain institutions as universities or establishing new universities without giving due consideration to the policy formulated by themselves. As many as 14 universities are having students less than 5000. In Calcutta itself there is one university Rabindra Bharati. I fail to understand what purpose it serves although a huge amount of money is spent on it. Therefore, I would like to suggest to the Education Minister to extend grant to the existing universities so that they can improve their lot, and they should discourage establishment of new universities on political considerations without giving due weightage to academic considerations.

Another point. We find there are two categories of universities in India. First, the Central university. I fail to understand what purpose is served by a Central university. If we go through the list of grants, we find that the lion's share is allotted to them. If Government makes this discrimination by issuing such grants to Central universities, naturally other universities would suffer and they cannot progress in the expected way. For example, the Calcutta University is financially in a very difficult position. On various occasions they have approached the University Grants Commission for a liberal help particularly in opening the Evening Classes, but they are refused to be provided with funds. On the other hand, we find from the report that a huge amount is spent on Centrally-sponsored universities without assessing their actual performance in the academic world. So, I would like to suggest there should be decategorisation of academic institutions and the University Grants Commission should prescribe a code. For example, in West Bengal an attempt is being made to wipe out all discrimination between different colleges, Government colleges, sponsored colleges, private-aided colleges, private unaided colleges, and so on. I would like to suggest that the University Grants Commission should prescribe a code decategorising the academic institutions.

Regarding the development grants of the U. G. C., I would like to suggest that the Education Minister should take note of this. At present only those colleges which are brought within section 2(f) of the U. G. C. Act of 1956 are provided with certain development grants, but these development grants are not given to all colleges. Only those colleges having their number of students more than 400 are provided with development grants, and particularly the colleges having students less than 400 are not provided with any grant. I would like to suggest to the Education Minister to relax these rules and to extend help to all colleges which are brought under section 2(f) of the U. G. C. Act of 1956.

Another point is regarding the Students Aid Fund. At present the University Grants Commission helps the Students Aid Fund of different colleges and universities, but the financial assistance given to this Fund is quite inadequate. There are two types of grant, basic and incentive. Basic grant is paid on the number of students and incentive grant is paid equal to the amount realised from the students. I would like to suggest to the Education Minister that if they can give a liberal grant to this Fund, students may be benefited out of it.

Another point regarding the autonomy of university education. Sir, nowadays attempts are being made to infringe the university autonomy and too much official control is going to be established in different institutions. While we had a discussion on the Banaras Hindu University Bill, the attention of the Education Minister was drawn to this point. I would like to suggest that there should be a comprehensive legislation prohibiting too much official control over the academic institutions.

With these words I conclude. Thank you.

SHRI G. A. APPAN (Tamil Nadu): Mr. Vice-Chairman, it is very gratifying to note that the University Grants Commission's Report for 1967-68 is being discussed in 1969 itself. In the meanwhile, being an educationist myself and also since the hon. Minister of Education is a professional teacher and has had sufficient grounding and training in the field of education. I have certain observations to make here which have not been presented either to the Government or to the House previously. Let me not dilate upon the subjects which have already been dealt with by my colleagues. It is now 22 years since we

[Shri G. A. Appan.]

have got independence. Fortunately or unfortunately, the system of enrolment and the system of appointment of the Vice-Chancellors in this great country have not changed with the current phase of things. Not to appoint even one Vice-Chancellor from amongst the Scheduled Castes and the Scheduled Tribes in the whole of the country, is rather very shameful for us. This country professing to be democratic and non-sectarian would not come forward by appointing even one single man from the Scheduled Castes and the Scheduled Tribes for the Vice-Chancellor's post in these 22 years. May I request the hon. Minister to make it a point to see that at least 15 per cent of the Vice-Chancellors of the universities in this country are from the Scheduled Castes and the Scheduled Tribes? It is not a fact that people from the Scheduled Castes and the Scheduled Tribes do not have the requisite qualification. They do not lag behind members of the other communities.

Further, in respect of the admission of the poor Scheduled Caste and Scheduled Tribe students, the people at the helm of affairs of the universities do not give sufficient opportunities to them to be admitted into the science, technical and technological institutions and faculties. They give us only Art subjects or some other useless subjects. I would request the hon. Minister to make it abundantly clear to the various universities and various colleges, be they private or government-run, that 16 per cent to 20 per cent of the admission into every faculty, every branch or every division should find Scheduled Caste and Scheduled Tribe people, failing which he should not give even a single pie of grant to any of these institutions. They want to evade under some false pretext or under some cloak saying that they are unable to give seats. Unless this is implemented or adhered to or taken care of, I do not think there will be any salvation on this score.

Sir, you know that the Scheduled Caste and Scheduled Tribe people who are from the poorer sections, are not given grants in time. Grants should be made available to them within at least ten days even before they are admitted provided they are found fit for the admission standard. I should not like to say here that it should be at the cost of efficiency, that we should do it at the cost of the educational standards. I would rather impress upon this Government to see that they set better standards than those prevailing now in this

country. Of course, I have seen life from 1913. The standard of university education has fallen considerably no doubt, as Mr. Rudhanaswamy has rightly pointed out. We have improved and developed the quantitative aspect but not the qualitative aspect. What we want is the qualitative aspect of education. Education cannot be for odd and sundry. Higher education has to be given to everybody who is qualified for it, to everybody who can make the best use of it, to everybody who can become a useful citizen. Any amount of money spent on them would not be come waste. Of course, the authorities in various colleges and universities, are not able to provide seats for all the people who apply. Why is this discrimination? And even people who have got first class and second class are not able to get admission into the various faculties or colleges. Why should you spend so much money on this higher education by instituting only the regular attendance colleges? I have trained about 50 persons whom I picked up from the field; I have made them college lecturers through 'earn and learn'. Let everybody in this country propagate this 'earn and learn' process. Do not be parasites, do not waste your parents' money. Let the Government make it a point to establish a Commission to see how far higher education should be provided to people who want it, not by these correspondence courses, not by the evening college which cost us so much loss of time, loss of paper and loss of other things. All right, why not allow everybody to appear privately for the various degree examinations and post-degree examinations. Is it any blur or sin to allow us? There have not been many colleges or universities allowing candidates like us? Why put a stop. Of course, some of the university Chancellors who have been following a 'dog in the manger' policy, have not been allowing some of the people from certain other universities to appear for the various degree examinations. Of course, some forward-minded universities have been allowing people to appear as external candidates for B. A., M. A. and various other professional courses also. Put why should not the hon. Minister make it a point to give a direction to all the universities that they should allow people to appear for all the grades and standards, for educational degrees and diplomas, even up to the doctorate level by external study? Let the standard not be lowered, let them even have a higher standard. Why not you do it?

Sir, I entirely agree with my friend here. There are so many colleges and universities. The essence of the pudding is

in its eating. Their standard can be seen from the attainments of the people who are turned out from these colleges and universities. Of course, there are a number of colleges and universities with 100 and 200 people and below one thousand people. Why should you have one university with 1,75,000 pupils and another university with 111 pupils? It is ridiculous. So, I would request the hon. Minister not to give any recognition to any university unless it has sufficient standards.

Sir, enrolment, figures are given up to 1967-68 but the performance figures have not been given even for 1966-67 and for 1965-66 in this Report. Unless you show that your enrolment pattern has succeeded in the respective stages there is no use. It is really a pity that it has escaped the attention of the hon. Minister. Some people have failed miserably to furnish this vital information of statistics. Why not? We are now in November. We are discussing the Report for 1967-68. At least by March or April or May, the pass figures in Master's degree, in ordinary degree and in post-graduate degree standards would have come here. Why not they include this information at least for 1965-66 or 1966-67 or 1967-68. I think the hon. Minister will please make it a point to see that every information is given not only at the university level but even at the college level and at the faculty level.

Regarding student unrest, student indiscipline, student frustration and all these things, unless the students are able to get jobs, they will not be able to pay full and due attention to their studies. In every university the students are given so much of tight work that they do not have time even to sleep or to go to the colleges.

I have read in the autobiography of Dr. Ambedkar that he used to go to the library at 7 o'clock and remained there till 11 or 12. How many people in India in the present day do this? We want our teachers and professors to inculcate a spirit of hard work so that their time is profitably utilised.

Then, unless the teachers and demonstrators and lecturers are attractive they will not be able to guide the students properly. Therefore, only competent people should come forward. Let not politician use these poor college students for their own ends. Sir, I remember having attended one lecture by spending Rs 15 because the teacher was so attractive. In other places I never attended I seldom go and attend if the teacher is not attractive. This should be the type of teachers and professors and not anybody.

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THE VICE-CHAIRMAN (SHRI AKBAR ALI KHAN): That will do. Thank you.

SHRI G. A. APPAN. Mr. Vice-Chairman, one more word about Vice-Chancellors. When there are so many able people available why should you have third class M.A.'s and B.A.'s, ordinary type of persons, as Vice-Chancellors? Can you not find Vice-Chancellors with doctorates and persons who are eminent educationists? Why go by communalism, politicalism or casteism? Why appoint third class people as Vice-Chancellors? I would request the Minister to see that if there is anybody who is without a doctorate he should be dismissed forthwith or allowed to vacate the office in no time. Unless you have clever people how can you expect third class men to guide post-graduates and research people?

THE VICE-CHAIRMAN (SHRI AKBAR ALI KHAN): Thank you.

SHRI G. A. APPAN: I want a specific reply from the hon'ble Minister. I want him to see that anybody who wants to appear for the various degrees or professional courses should be allowed to appear privately as private candidate from 1970 itself. I want a specific assurance.

REFERENCE TO ALLEGED OMIS-  
SION IN A.I.R. BROADCASTS OF  
THE REPORT OF A DEMONSTRATION  
HELD BY THE S.S.P. IN  
LUCKNOW—*contd.*

THE MINISTER OF STATE IN THE  
MINISTRY OF INFORMATION AND  
BROADCASTING AND IN THE DE-  
PARTMENT OF COMMUNICATIONS  
(SHRI I. K. GUJRAL): Mr. Vice-Chairman I have learnt that Shri Rajnarayan mentioned this morning about the All India Radio not having mentioned the S.S.P. demonstration held in Lucknow yesterday. To put the record straight, I would like to say that the item was covered by All India Radio at 8-45 p.m. bulletin last night, 10-30 p.m. bulletin last night and 3-15 A.M. bulletin this morning. The item was covered very extensively by A.I.R. Lucknow station yesterday.

THE VICE-CHAIRMAN (SHRI AKBAR ALI KHAN): The House stands adjourned till 11 A.M. tomorrow.

The House then adjourned at 4 minutes past five of the clock till eleven of the clock on Thursday, the 27th November, 1969.