

THE VICE-CHAIRMAN (SHRI M. RUTHNASWAMY): The question is:

"That the Enacting Formula, as amended, stand part of the Bill."

The motion was adopted.

The Enacting Formula, as amended, was added to the Bill.

The Title was added to the Bill.

SHRI SHAH NAWAZ KHAN: Sir, I beg to move:

"That the Bill, as amended, be passed."

The question was put and the motion was adopted.

ANNOUNCEMENT RE. TIME FOR DISCUSSION ON THE BASTAR INCIDENT

THE VICE-CHAIRMAN (SHRI M. RUTHNASWAMY): I have to make an announcement. The discussion on the Bastar incident will take place tomorrow at 2-30 p.m.]

The House now stands adjourned till 2-30 P.M.

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

The House reassembled after lunch at half past two of the clock, The VICE-CHAIRMAN (SHRIMATI TARA RAMCHANDRA SATHE) in the Chair.

MOTION RE REPORTS OF THE UNIVERSITY GRANTS COMMISSION FOR 1963-64 AND 1964-65

THE MINISTER OF EDUCATION (SHRI M. C. CHAGLA): Madam Vice-Chairman, I beg to move:

"That the Annual Reports of the University Grants Commission for the years 1963-64 and 1964-65 laid on the Table of the Rajya Sabha on the 7th May, 1965 and the 4th March, 1966 respectively, be taken into consideration."

Madam, at this stage I do not wish to take much of the time of the House. The Reports have been laid on the Table and I am sure all Members have perused them.

I shall listen with attention to the observations, suggestions and criticisms of the Members and when I come to wind up the debate I shall try and meet those suggestions and criticisms to the best of my ability.

The question was proposed.

SHRI M. RUTHNASWAMY (Madras): Madam Vice-Chairman, let me begin by congratulating the Minister on the up-to-dateness of the Reports and also on the readiness with which he has introduced the Reports for discussion in the House.

With regard to the composition of the University Grants Commission I cannot say much because it is according to the provisions of the Act but I must again draw the attention of the House—as I have drawn in past years—to the embarrassment caused to the Commission and to the members of the Commission by actual Vice-Chancellors of Universities being members of it because however impartial they may be in regard to their own Universities the impression goes abroad that they mutually help each other. Again about the presence of Secretaries of the Finance Department and of the Education Department, although it may be pleaded that their presence would expedite the discussion of questions because the objections that may be raised afterwards in the Education and the Finance Departments to the proposals of the Commission may be disposed of then and there at the meetings of the Commission, I am afraid the presence of these officials of the Finance and Education Departments would interfere with the freedom of discussion because at the very outset these officials may bring forward administrative objections or financial objections that might scotch any proposal of the members of the Commission. Any discussion of the proposals of the University Grants Commission by these officials should come at a later stage when the members of the Commission have come to their own conclusion. The point of view of the administration may be placed before the Minister after the decision of the non-official members of the Commission.

Then going to the body of the Reports I shall take up first the standards in regard to admission with which the University Grants Commission is charged. On page 7,

according to the Report of the Committee on Standards, we find very fine principles stated:

"Methods have to be evolved to ensure that only those students are admitted to the universities who have the necessary aptitude and ability for higher studies. For those who are not considered fit to profit from higher education alternative courses may be provided in technical schools, polytechnics etc."

Then further on they say:

"It will be desirable to provide for two streams of undergraduate education, viz., pass and honours courses in order to meet the quantitative as well as qualitative requirements of higher education." Now I would like to know what the University Grants Commission has done in order to prevail upon universities to accept these principles of admission. What has the Ministry itself done through its influence with the State Ministries of Education to provide for alternative courses in technical schools so that all those who want education may not rush to the universities? At the middle school stage or at the high school stage students who are not fit for university education on account of their aptitudes or on account of their tastes or on account of their intellectual qualities should be siphoned off into technical courses. Till that is done by both the Central Ministry and the States Ministries of Education it is no use expecting to look for stricter methods of admission.

Then, as I have so often pointed out, they have invented a remedy which is worse than the disease, namely, the correspondence course, in order to meet the tide of students coming into universities. For the students who find no room in the universities and university colleges correspondence courses have been invented. Now, I have nothing to say against correspondence courses as a means of imparting information on geography, history etc., but what I contend is, it is not university education. The essence of university education consists in students and teachers being brought face to face with one another, students being brought face to face with one another, discussing questions, answering questions, asking questions. That you do not have

in the correspondence courses. There are correspondence courses in England on technical subjects and even on arts subjects but no one pretends that they constitute university education.

Then what has been done by the University Grants Commission to have this division into pass and honours courses? More than one university has given up the honours courses. My own University; the University of Madras, for years had this division between pass and honours courses but for some reason or other they have given it up and introduced the honours courses at the postgraduate stage.

Then with regard to pre-university course also the Report lays down an excellent principle that the pre-university course must prepare the students for the university course. If English is the medium of instruction, they should be given intensive courses in English so that the students would be able to follow the lectures in English. What has happened is the pre-university course which comes at the end of the higher school stage or in the first year of the university course and the whole Intermediate course is crammed into one year. Science subjects, history, mathematics, all these are crammed into the one year with the result that the students do not get prepared for the university courses of study. Instead of that they should have restricted the number of subjects and laid stress upon intensive course in English or whichever is the language that is to be the medium of instruction at the university stage so that the students may be prepared to undergo the university courses of studies.

I welcome the provision of summer schools for teachers but I find that so far only science teachers have been provided for. There is no provision for teachers in humanities. Of course, a promise is held out that soon summer schools will be provided for them also. Summer schools for methods of teaching in the humanities are even more important than summer schools for teaching methods in science courses. As a matter of fact, on account of the relatively fashionable popularity of science subjects, humanities are at a discount among our students. So, it is necessary that teaching of humanities like history, literature,

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geography, politics and economics should be made more interesting. The standards also should be kept high in these humanity courses.

Then, I come to the controversial subject of general education. Here again, very excellent principles were laid down viz:—

(a) it is an important means to arousing the necessary searching enquiries and questions in the mind of the student;

(b) making the three-year degree course as well as other forms of college education more useful in themselves for the individual and for society; and

(c) modernising and rationalising the syllabi and courses of college education.

After arguing for general education, the Commission itself says :

“As general education is not primarily a matter of content, it should not be an additional course. It requires the teaching of the existing courses of study with a general education ‘bias or emphasis’.”

Then, what is the point of introducing a new course called the general education course in the first year of the three-year degree course? Any subject, whether it is literature, history or economics, if it is taught properly by competent teachers, would itself realise all the objectives aimed at in the course of general education. General education is an American invention and as American inventions are so popular nowadays, here also we have taken it up, but general education cannot be a subject by itself. Any B.A. degree course or intermediate course can be so taught that it will inculcate in the people all those interests, all those aptitudes and all those mental qualities that are aimed at in the course called “general education.”

No doubt, we may congratulate the Ministry on the large number of universities that are being founded almost every year. So far we have 62 and then seven new universities are being promised, two new universities in Gujarat. Even institutions which specialise only in one subject like agriculture or engineering have been given the title of agricultural university or engineering university. When this question was raised some time ago the Minister defended the title of agricultural university saying that

in these universities there are many faculties in agriculture. What has really happened is that many if the agricultural subjects, no doubt, have different departments, but they do not constitute faculties of a university. Each class of subjects has a faculty of its own. Arts have a faculty. Sciences have a faculty. But I was surprised to learn from another Minister in the Union Government, the Minister of Education, saying that even in these agricultural universities provision is made for art and science subjects. Then why should they be called agricultural universities at all? Call them universities specialising in agriculture or specialising in engineering.

SHRI M. C. CHAGLA: Madam, I am afraid my hon. friend is making a mistake. The information came not from me, but from the Minister of Food. I was sitting here when that question was asked. The question put to the Food Minister about agricultural universities. They are not under the Ministry of Education.

SHRI M. RUTHNASWAMY: That was the explanation given by the Minister of Food and Agriculture.

Then, with regard to the use of the centenary grants, as much as Rs. 1 crore has been granted to all those universities which celebrated their centenary some years back. Has the University Grants Commission enquired how these large sums were spent? I know of universities which have spent the bulk of this Rs. 1 crore grant upon huge buildings, whereas anyone interested in university education would have insisted on the bulk of money being spent on endowments—endowments for teaching posts, endowments for students' scholarships, endowments that would extend the utility of the university. That would have improved the efficiency of teaching in the university, endowments towards the improvement of the salaries of teachers, or an increase in the amount of scholarships granted to students. But the bulk of the money has been spent on buildings. I would like to raise the question whether the University Grants Commission, in its attitude towards the universities, is exercising any degree of control over the courses of study, over the organisation of studies in the universities. Of course, the Minister may say that universities are autonomous by themselves.

No doubt they are autonomous, but when they receive these large sums of money as grants from the Central Government, through the University Grants Commission, they should have a say in regard to the organisation of teaching, in regard to the organisation of courses of study in respect even of the very syllabi of the universities

Then, again, with regard to the question of teachers, the retiring age of teachers is fixed at 60 and it may be extended by a special resolution of the syndicate of the university to 63. But why should 63 be the retiring age of teachers? In the case of teachers at least age should count as a qualification. There are teachers in England and the United States of America who do not think of retiring till they fall down dead. There teachers go up to the age of 70. At least in regard to teachers some flexibility must be shown by the University Grants Commission. I know of teachers in Madras who, at the age of 70, are able to teach as well as any young man, who is a fresher. They may be better because they have all the experience of years. I do not say that incompetent teachers should be kept on, however old they may be. They may be retired, but some discretion must be given to the university authorities to extend the age of teachers till they are unable to fulfil their duties.

I must congratulate the University Grants Commission on the provision it has made for building quarters for teachers, but care should be taken to see that these quarters are as near the colleges and the universities as possible because it is only then the moral and intellectual influence of teachers on students may be realised.

Then, here is the important problem of students' welfare. With regard to the building of hostels, I find that it is only 18 per cent, of the university student population that is accommodated in our hostels. This is a very low proportion. As I have already insisted, the whole essence of university education consists in its residential character and in the mutual confidence between the teachers and the students. That is only possible if we have hostels attached to university colleges and to universities. In regard to the existing hostels what is the accommodation provided?

Even now we find that in many students' hostels as many as two or three are accommodated in a room meant for only one. It was a happy experience for me only a fortnight ago to visit Pilani. That was the only exception I think in the whole of Indian university life where each student had a room of his own. It is only then that he can learn to keep his room clean, to have some self-respect, to have some time for his studies, to attain all the advantages of university social life.

Regarding the vexed question of university unions, I hope these university unions will be converted into real students' clubs and not into trade union organisations, that they will be open to voluntary enrolment, and that real club life will be provided in these union buildings—a reading room, a common room, a recreation room, and so on—so that students can meet each other and cultivate social life.

With regard to the great problem of the unemployed youth, no doubt the numbers are growing every year as a result of indiscriminate admission to our universities and colleges. But cannot these unemployed B As be employed in some useful way, for instance, for developing primary education at a much greater rate than it is being developed now and for developing adult education? These unemployed B As can be drafted as teachers in these primary schools and in these adult education institutions. I think if you want primary education to grow much faster than the present wretched rate of 1 per cent per year, we should make use of these unemployed B As and convert them into teachers of primary schools and adult education schools.

Regarding the staff of the Commission, I believe it is as high as 350, whereas the English Grants Commission makes do with only 50 on its staff. Of course, India on account of its climate, on account of its special circumstances, requires a large number of subordinate staff, but I think the University Grants Commission should set an example to universities and reduce its administrative staff as much as possible.

I have made these criticisms and comments with a view to improving the working of the University Grants Commission because

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the University Grants Commission is an instrument in the hands of the Ministry of Education by which it can positively and actively promote the development of universities on the right lines. But the University Grants Commission must take courage in both its hands and see that when it makes grants, the grants are properly used for the efficient development of our universities, for the development of our universities in the directions in which they should develop, so that our universities may be a source of strength, not only of educational but of political and social strength to the country.

SHRI T. CHENGALVAROYAN (Madras): Madam Vice Chairman, I deem it a great privilege to join in the general appreciation of the University Grants Commission's report. The honour I enjoy is enhanced to a considerable degree and intensified to a very great extent when I recall that I have learnt at the feet of the hon. Minister of Education Constitutional Law in the Law College of Bombay. It is a tribute to the quality and the role of university education and also a vindication of our society. Nearly a century of university education has given successive generations of leaders of thought and action in our country. But unfortunately university education has fallen on evil days and in some places on evil tongues. But, thanks to the great role that the University Grants Commission has played, the academic sublimity of university education has now risen to a very high status, and added to that, Madam Vice Chairman, the hon. Minister of Education of the Government of India has given a new tone, a turn and a twist to the whole tenor of university education so that we in this country can be proud of the historic role of university education.

The University Grants Commission report, Madam Vice Chairman, is replete with certain records of achievement in very important directions of reformation and rejuvenation of university education as well as certain notable attempts for the purpose of toning up the entire structure of university education. I am particularly pleased to know that there have been several improvements in diverse directions with regard to the spread of university education. The growth and the expansion of several new

universities is a refreshing portent of the trend that is now visible in our educational life. It is not merely the multiplicity of the universities in number but it has got a certain important role in the evolution of the educational pattern in our country. I am equally pleased that there have been several new colleges coming up with particular traditions and memorials for the purpose of playing a significant role in the new set-up of university education. It is indeed gratifying to note that the proportion of the student enrolment is on the increase. It has been a very long standing criticism that the vast thousands and thousands of people who pass the matriculation standards are not able to get admission into the colleges. But the University Grants Commission report gives a complete answer to that question, and there is a steady increase in the proportion of the student enrolment. It is indeed gratifying to note that the attraction for the students with reference to various subjects is significantly portrayed in the Commission's report. I was rather trembling to know what had been the appeal and the attraction of the Arts and Humanities upon the student mind, and I am indeed gratified to note that the University Grants Commission report has been able to give greater and added attraction for the students in regard to the study of Humanities as well as Arts. Madam, university education will not be complete, will not be adequate, will not be purposeful, unless this greater and long-standing emphasis on the study of Humanities and Arts is always there. But I have a little grievance, Madam, if I may be permitted to point out, that the attraction for the study of Law is rather diminishing, and I do not know what has been the psychological reaction upon the student community with regard to the study of Law. . . .

SHRI BHUPESH GUPTA (West Bengal): Because Judges are becoming Ministers and Members of the Rajya Sabha.

SHRI T. CHENGALVAROYAN: . . . because the study of Law is not merely from the professional point of view, but I attach considerable importance, Madam, to the study of Law because it gives a particular sublimity to the entire set-up 3 p.m. of any person's intellectual attainment. With regard to the current trends that are there visible in university

education in our country, I feel that there is a zest for the purpose of getting higher and higher university education, and the visible record of the increase of the attractive standards of post-graduate study is indeed an encouraging sign that we note in the trend of university education. Post-graduate study is to be emphasised and the more and more it is emphasised, the greater and greater will university education become sublimated. For one thing, it is the post-graduate study and course that will give a kind of a syphon arrangement for the purpose of getting the teaching staff into the higher colleges and improving the standards of university education. The University Grants Commission has indeed given considerable encouragement for the promotion and the fostering of post-graduate study.

I am equally impressed, Madam Vice-Chairman, with the efforts that the University Grants Commission has made in the direction of sublimating and even giving a greater tone to the method of teaching, particularly the equipment, the arrangement and the pattern that one has to have with regard to the toning up of the entire teaching. University education, as my friend, Prof. Ruthnaswamy, was pleased to point out, is a particular type of imparting education from one to the other, from the teacher to the student and in some cases, from the student to the teacher as well. That interflow of knowledge and that mingling of thoughts and tendencies would undoubtedly tone up university education and to that extent, the University Grants Commission has done a tremendous job in trying to tone up the methods of teaching. I am particularly attracted to the provision and to the encouragement that the University Grants Commission has given for one important aspect of teaching, namely, what they call the area studies. I am very much fascinated by that idea because today university education should not merely be local, it should not merely be territorial, it must not even be national, it must cross the borders of all these limitations and it should grow wider and wider, in concentric circles of expansion. To that extent, university education becomes sublimated. I am particularly pleased that with their efforts at holding seminars, conferences and discussions—a new trend in university education—teaching will be of very great value and to the

extent to which such seminars and discussions are arranged under the auspices of several universities, it will go a long way in toning up university education.

The University Grants Commission has shown considerable anxiety and even care with reference to the role and the condition of the teachers of the universities. Our esteemed hon. Minister of Education who was almost on the eve of taking up the discussion on this Commission's Report, has announced the intention and the decision of the Government of India to upgrade and stabilise the scales of salaries of university teachers. May I, on behalf of the several thousands of university teachers, convey their grateful appreciation and thanks to the hon. Minister of Education for having given this new hope and new cheer, as it were, to the life of the teaching staff of the universities? I have myself been a university teacher for a short time during a certain interval in my political life and I found what a miserable condition the university teacher could be put to. He could not enrich his knowledge, he could not subscribe to important educational journals, he could not purchase new books. Therefore, it is in the context of toning up teaching itself in university education that an improvement in the standard of the emoluments of the university teachers would be a great relieve in the present circumstances.

I am equally grateful, Madam Vice-Chairman, to the Government for the emphasis that it has laid on the question of the stability and also the security of tenure of the teaching staff. One thing, the teacher must be above any worry and to that extent, the tone of his instruction would be really great.

Equally I am pleased with the very considerable care that the University Grants Commission has given with reference to the students. It is a very great problem, it is a very grave problem. We have seen in the recent past certain demonstrations, certain upheavals, among the student community. I have very great respect and admiration for the great patriotic impulse of the students of the universities of our country and whenever and wherever they have rather digressed from their very pristine and puritan standard, it was be-

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cause of a certain context, a certain environment, in which the student community of the university is placed.

SHRI AKBAR ALI KHAN (Andhra Pradesh): Some legislators establish a very bad precedent for the students.

SHRI T. CHENGALVAROYAN: Undoubtedly. Madam Vice-Chairman, I do not know how far I will be right when I say that there is a mental chaos among the student community and the University Grants Commission has taken very great care in trying to rectify certain defects that are found in student life.

I am pleased to note that there is considerable emphasis laid for the purpose of scholarship for the students and nay, there is also a very reformatory character of the hostel life. It has been suggested by the University Grants Commission that the system of halls of residence must be introduced. I most respectfully endorse that suggestion because a single hostel for the entire mass of students in one particular university will savour either of a garrison or a hospital or both. Some very important colleges have got halls of residence; particularly the Madras Christian College has got seven halls of residence into which the students of the college are compartmentalised. I may very respectfully submit that this system of halls of residence which the University Grants Commission envisages will be implemented with all vigour.

A word about the university students' prospects. Prof. Ruthnaswamy was pleased to state that they could be absorbed with ever-increasing possibility, in social services. That is an important thing which the University Grants Commission may take note of.

One word more and I have done. In this Report of the University Grants Commission, they have got a complete record and a thesis, as it were, about university education. Great emphasis has been laid upon what we very often miss, the importance of general education, and the consideration that the University Grants Commission has given to this important aspect of general education is really a saving thing for which we are indeed grateful.

May I appeal to the hon. Minister of Education that in any scheme of university education, let there not be any tinkering or tampering with the autonomy of the universities? I may bring to the very kind notice of the hon. Minister of Education that there are certain attempts made at the reform of university enactments in several States. It was once said by our hon. Minister of Education that he was envisaging a model Bill for the universities. May I implore him with all respect to come out with that model Bill because there have been attempts by certain States at lowering the dignity, the greatness and the sublimity of university life?

With these words, I have very great pleasure in wholeheartedly supporting and endorsing the Report, and this Report is not only a Report but it is a document on Education.

SHRI BANKA BEHARY DAS (Orissa): Madam Vice-Chairman, I join with others when I appreciate and give my thanks to the hon. Minister for producing a fine Report about the University Grants Commission. Unlike the other Report which we discussed yesterday, the Report of the Union Public Service Commission, here is a Report which only dates back to last year. So, without going in to the details of this Report, which have been gone through by others, I would only say a few words about the lacunae that we find in university education.

The University Grants Commission is a statutory body with the declared objective of promotion and co-ordination of university education and of determination and maintenance of standards of teaching, examination and research in universities. These objectives are supposed to be served through financial grants to the universities and the affiliated colleges. Education is a State subject, and despite the sincere and serious attempts of the Education Minister, Shri Chagla, he has not been able to persuade his friends to enlist it under the Concurrent List. So higher education including University education continues to be the monopoly of the State Government.

Under these circumstances, the U.G.C. is perforce to act as a dignified post office rendering advice here and there and depending upon the good sense of University

functionaries and State Governments. The helplessness of the U.G.C. is manifest in case of the amendment of the legislation governing the Universities in Andhra Pradesh with the sole purpose of tampering with the autonomy of the Universities of the State and of using it as a cat's paw by the ruling party. The modification in the Act was hustled through despite stubborn opposition from all quarters including educationists of the country. It has not been implemented because of the intervention of the Centre. But the dark cloud in the horizon remains like a Damocle's sword and other State Governments are keenly watching to know the result and to follow in the footsteps of this sister State. The U.G.C. has been a helpless witness to this political murder of the autonomy of the higher temples of learning. Under the Act it has no power to say 'no' to such a nefarious move excepting utilising the only method of offering temptation of grant and withdrawal of grant.

Again, I can cite instances of new Universities where autonomy has been given a good-bye. Five years back, with the triumphant victory of the Congress Party in our State of Orissa, the University of Agriculture and Technology was given birth to. If you scan the law and the statute governing this baby University, you will find that virtually it is a part of the Department of Agriculture of the State with a managing committee. How can one expect such Universities to impart knowledge to the students in a free atmosphere. Such tendencies are not confined to one State or a few States. The seeds of mischief are there everywhere and unless these tendencies are curbed right now with an iron hand, all our clamour and effort for qualitative improvement of education will remain as moonshine.

In this connection it will not be out of place to mention two other salient features about our University laws. In many States the Education Ministers are the Chancellors of Universities. This is a very, very unhealthy tendency and the sooner it is given a good-bye, the better for the country. I need not remind you also about the controversy raging in the country regarding the power of the Chancellors in the matter of appointment of Vice-Chancellors. The Ministries in most States demand a consti-

tutional right to advise the Chancellor in the matter and excepting a few States, the Chancellors have given in.

I would request the hon. Minister to make up its mind in all these matters and bring in at the earliest opportunity an amendment to the U.G.C. Act so that the Universities and colleges will suffer from an embargo if they are not truly autonomous, not only in law, but also in spirit.

The Education Minister recently at Calcutta has referred to the subject matter of utilisation of students by political parties. I have no quarrel with him in this regard. But let charity begin at home. Let him influence his colleagues at Delhi and at State headquarters not to interfere in the activities of the Universities and educational institutions. Let these temples of learning which are destined to produce the future generations of rulers and administrators flourish and be nurtured in an atmosphere of democratic traditions and freedom to shoulder the heavy responsibilities that lie ahead. How I wish the Education Ministry directs its attention first to these so-called responsible persons.

But I am sorry to say that the U.G.C. report does not contain all these issues. Can the Commission fulfil its job, promote and co-ordinate University education by becoming a helpless witness when the demon of ignorance invades these lighthouses of higher learning through power-intoxicated bureaucrats and politicians.

Next, I want to refer to the deplorable conditions of teachers who are still groaning under low salary and inflationary prices. The U.G.C. promises a big share of 80 per cent. of the enhanced salary provided the State Governments come forward with the remaining 20 per cent. Though the U.G.C.'s revised scale of pay, which has been accepted by the Government of India, is very, very low in comparison to comparable services under the Government, the State Governments have not come forward to help in the upliftment of the conditions of these teachers. Either they fail to appreciate the role of these modern *gurus* or sincerely fail to provide money from thin, over-strained budgets. Whatever might be the truth, low pay but the talk of expansion and improvement of standard of education

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go ill together. Is it not a fact that India spends very little on education? Investment in man is no less important than investment in industry and agriculture. Without a properly paid cadre of University teachers, the U.G.C. can never attain its purpose. There is dissatisfaction everywhere. The recent agitation of teachers of West Bengal is fresh in our mind. How long an army of disgruntled and dissatisfied teachers be the priests of this temple of learning? The Government of India and the U.G.C. should reconsider the whole thing and should provide a decent pay scale so that better talents can be available and also be retained.

The Government gives more attention to its pampered children, the I.A.S. officers. Not only they are given all sorts of facilities, both financial and otherwise, and authority to exercise, they are also allowed to direct the destinies of technical personnel, scientists and teachers. Such a state of affairs breeds inferiority complex and stultifies the talent. We should have a sharp departure and I am sure the Education Minister with his background and liberal tradition can cut that Gordian knot, provided he frees himself from the prison-house of environment; otherwise the 'Teachers Day' which is being observed annually on the birth-day of our President, Dr. Radhakrishnan, will remain as a formal occasion with all pious platitudes of the rulers.

In the end I want to mention another important fact. Mr. Chagla advocates correspondence courses. Of course, we need them urgently and the Delhi University is a pioneer in this matter. I would rather request the hon. Minister to pay particular attention so that all the Universities in India are encouraged to open correspondence courses within the fourth Five Year Plan period.

In this connection I stress another fact. The All India Radio should be pressed into the service of the nation to become the medium of higher learning. I have in mind the very idea of "Universities in the Air". When we lack money, equipment and trained personnel, a few trained persons in Delhi, Madras, Calcutta and Bombay can man such "Universities in the Air" and supplement the tasks of the Universities

in spreading higher learning. Developing countries like India should take advantage of such a mass media for the purpose. I hope the Education Minister and the U.G.C. would give serious thought to this matter so that our Universities can function in the air with students learning in every home in the country. Then only higher education will be the privilege of many and not a few. Thank you.

SHRI P. N. SAPRU (Uttar Pradesh): Madam Vice-Chairman, as a matter of fact, we have two reports of the University Grants Commission before us. We have a report for the year 1963-64 and we have a report for 1964-65. It is a matter of regret that we were not able to discuss the report for 1963-64 before. I will, therefore, invite your attention to certain broad features of University education as mentioned by the University Grants Commission. First, let me pay a tribute to the University Grants Commission and its distinguished Chairman who is also the Chairman of the Education Commission. We are expecting a monumental report from him and it will be thereafter possible for us to evolve a suitable educational policy for our country. May I say that it was my privilege to be associated with a Committee which had to consider the question of higher education and particularly the work of the U.D.C.? One of the features of the U.G.C. is that it has sitting Vice-Chancellors as Members. I have no grouse that they are not people of great eminence. I have no doubt that they are men of very great experience but you must not have men of divided loyalty in an organisation such as the U.G.C. Therefore one of our suggestions was that sitting Vice-Chancellors should not be appointed as members of the U.G.C. Then there was a suggestion—I think reference has not been made to that suggestion in the U.G.C. report—that there should be at least one Central institution in every State which would maintain the highest standard. We have, as you, no doubt, are aware, certain special responsibilities in regard to higher education under Entry 66 of List I of the Seventh Schedule. The co-ordination and determination of standards is a matter which vests in the Union Government. The main agency through which the Union Government discharges this function is the U.G.C. and the conclusion

to which one is driven is that it is not possible for the U.G.C. to be an effective body unless university education is made a Concurrent Subject. We have about sixty-two universities now today and we have a number of 'deemed' universities also and in the future we shall have some more universities added to those sixty-two universities. In my own State we are going to have two more universities. I do not deplore the multiplication of universities. I do not deplore the fact that the poorer classes or the more unfortunate classes of our community will have opportunities of gathering knowledge by correspondence courses which we have instituted. I think we have to compromise in these matters with some of the old-fashioned ideas of what a university should be, but I want to say this that it is in the interests of the maintenance of standards, in the interests of research, that no university should be established without the concurrence of the U. G. C. You cannot give that power to the U.G.C. without a change in the Constitution.

SHRI AKBAR ALI KHAN: They can refuse to give grants. If a university is established without their concurrence, they can have a rule that they will not give grant to it.

SHRI P. N. SAPRU: They can. I was just coming to that. You cannot compel a State Government or a State Legislature to consult the U.G.C. or to abide by the advice of the U.G.C. but the U.G.C. should, as a matter of principle, refuse to assist any university which is established without its previous concurrence. One of the reasons why we suggested that university education should be made a Concurrent Subject was the fact that the U.G.C. was not in a position to interfere effectively under the Constitution as it exists now.

SHRI AKBAR ALI KHAN: It will be much better if it is made a Concurrent Subject.

SHRI P. N. SAPRU: Therefore, I think it is desirable that in addition to higher education, in arts, science and commerce, professional education should also be within the purview of the U.G.C. I find that the U.G.C. has made a recommendation to this effect and I hope that effect will be given

to this recommendation. I hope that this recommendation will be endorsed by the Education Commission.

It is a very vast subject and I know the Chair has to restrict the time, but I would like to say that we find that the financial grants for the U.G.C. in the Third Plan were very meagre. Now, we do not know what the U.G.C. will have for the Fourth Plan period and you will not be able to improve the quality of your higher education, you will not be able to improve the quality of your basic research without spending larger amounts on education than has been the case so far. Therefore, the allotment available for distribution to the universities and other education centres should be higher than is the case at present. Education should be looked upon as a productive subject, as an instrument which makes for greater production and therefore also for greater distribution of wealth. In a well ordered society endeavouring to work towards a socialist goal, education should be given the highest attention and, therefore, I hope that the Education Minister will press for higher grants for the U.G.C. and will not yield to, his colleagues on this matter.

Then I should like to say that we need to improve the quality of our teachers in our institutions. Something has no doubt been done to improve the salary scales, and for that thanks are due to the Education Minister. But then the cost of living has gone up; the Administrative Services get much higher emoluments than the members of the educational service, while even British commercial houses believe in paying our young man very high salaries. The result is that the best talent in our universities is not attracted to the profession of teaching. Unless you have high class teachers, unless you have enthusiastic teachers, unless you have teachers who are capable of directing research and giving to the world new ideas, you will not be able to make what you want this country to be, a country of scholars and researchers and men of knowledge and of wisdom and men and women of our country dedicated to the pursuit of wisdom in its highest sense. I would, therefore, plead for larger grants in order that the work of the U.G.C. may be implemented. *(Time bell rings)*. I may just say, Madam Vice-Chairman, that I have no desire to

[Shri P. N. Sapru]
further inflict any speech upon you or upon the House.

THE VICE-CHAIRMAN (SHRIMATI TARA RAMCHANDRA SATHE): I thought you might go to take another point. So I rang the bell.

SHRI P. N. SAPRU: I would say that it is difficult for anyone to cover a vast subject in a short time and I would say this that I would like my thanks to be conveyed to the U.G.C. and I am grateful to the Education Minister for the admirable manner in which he has been administering this great department.

SHRI BHUPESH GUPTA : Madam Vice-Chairman, we are discussing a subject which, I think you will agree, needs special attention in this House and elsewhere, because we have always very little time for discussing education, and when we discuss, we are confronted not with one but with two reports, that is to say, dividing the time between the two reports in the ratio of 50:50. Now that is not a good thing. I think every year the report of the previous year should be discussed. Let me start with a matter which is causing us a little anxiety, namely the autonomy of our universities and academic institutions. The Member who has spoken earlier has referred to the autonomy of the universities and academic institutions and he pointed out—in his words—that it has been politically murdered. I should also like to deal with this subject a little, because this is very very important for the promotion of education in our Country. So far, we have the Government interfering in our education, or in the autonomy of our educational institutions, whether in the form of Chancellor, or otherwise directly. Now, we are having another thing, and in this connection I cannot but invite your attention to the joint communique signed on March 29, 1966 at the time of the visit of the Indian Prime Minister to the White House, and this joint communique, among other things, reads as follows:

"Prime Minister Gandhi welcomed the President's proposal for the establishment of an Indo-U.S. Foundation to promote progress in all fields of learning. The President and the Prime Minister looked to this co-operative endeavour to develop new teaching techniques in farm and factory

to advance science and increase research". Now we are having the door thrown wide open for the American interference and intrusion in our education.

[THE VICE CHAIRMAN (SHRI M. P. BHARGAVA) in the Chair]

This, I believe, is one of the most objectionable things, that has emerged from the recent meetings of the Prime Minister of India and the President of the United States of America. We are told that the funds, or the Rupee funds under P. L. 480 would be utilised for the purposes of this particular Foundation, which is now a kind of U.S.-Indian collaboration, not in India's Private sector industries, not in the sphere where Tatas and Birlas dominate, but in the sphere where our scientists, our litterateurs, our educationists, our men of learning live and work. I think this is a most objectionable thing. What will happen? I shudder. We have had the experience in some ways of the Ford Foundation, and the manner in which it has been functioning. We will now have an enlargement of those activities under the cover of the Indo-U.S. Foundation in which huge funds will come, in a sense to be utilised in the name of education but for those who are not in the garden of our education in the country. Why do I say this?

SHRI PATIL PUTTAPPA (Mysore): Are we discussing the Indo-U.S. joint communique, or the reports of the U.G.C.?

SHRI BHUPESH GUPTA: That you will not understand. We are discussing education and in that context we are discussing the autonomy of education and educational institutions, and also Mr. Johnsons attempts at invading our education. I say we should look after our education.

SHRI AKBAR ALI KHAN: I hope it is only to commemorate the visit of our Prime Minister and it will be entirely under the control and direction of the Government of India, its policy, direction, etc.

SHRI BHUPESH GUPTA: Mr. Akbar Ali Khan is living always under illusions...

SHRI AKBAR ALI KHAN: No.

SHRI BHUPESH GUPTA: and to them he adds another. This is another of his illusions, and he is welcome to it.

Now we know how Americans behave in this matter. We have known this thing in other countries as well and, therefore, we have no reason to think that, as far as the Americans are concerned, they will not seek to promote the same things as they have done elsewhere. I say it is a most objectionable thing. It is derogatory to our national honour, our self-respect and our heritage. That is what I say. For our education we do not need to set up a Foundation of this kind. We have our men of learning. We have our resources and we can utilise them, absolutely our own, independently without becoming involved or stuck under this arrangement.

[THE VICE CHAIRMAN (SHRI M. RUTHNASWAMY) in the Chair]

Therefore I say, Mr. Vice-Chairman, it is entirely wrong, and I do hope that the educationists of our country will raise their voice to protest against this attempted intrusion of the U.S. money in our education. I hope our education should be good free from racial hatreds and animosities. I am entirely for such education. I have love for the Americans, Americans of the type of Lincoln and Jefferson, but I do not like those Americans, intrusion of those people whose hands are dripped with the blood of the Vietnamese people and who want, in the name of education and under such Foundations, to influence and direct the policies of countries even in the cultural sphere, leave alone political sphere. Therefore, it is not a question of racial hatred at all. I should like to learn from Abraham Lincoln and from all the other great Americans who have contributed to that civilization and to the struggle for independence and all those great things which went to the making of that great nation. But I certainly would not like, Mr. Vice-Chairman, an arrangement of this kind which opens the doorway for cultural intrusion by an alien power with the clearest design for distorting and degrading our culture and our educational system. There comes the difference. I say, therefore. . .

SHRI P. N. SAPRU: Would my hon. friend advocate severance of diplomatic

relations with the United States of America? If the U.S.A. is such a horrible country, the correct thing for us to do is to sever diplomatic relations.

SHRI BHUPESH GUPTA: I am sorry my hon. friend, Shri P. N. Sapru, is needlessly troubling himself by asking questions which are not warranted by what I am saying.

SHRI AKBAR ALI KHAN: Let us not mix up politics with education.

SHRI BHUPESH GUPTA: Well, this mix-up is here and I want you to disengage education from politics. That is what I am trying to say. This you get from this Foundation and so may I ask who is responsible for this kind of a mix-up? Do you mean to say that President Johnson is so concerned about our cultural development and our lack of educational progress that he now wants to pump in from the Rupee counter-fund crores and crores in order that this nation can rise up? I do not believe it. You may do so. Therefore you don't say that I am bringing it in. You have brought it in. I want to rescue you from the clutches and the monstrosities of an arrangement of this kind. I do hope Mr. Vice-Chairman, that . . .

SHRI AKBAR ALI KHAN: You are condemning it on the basis of ideology.

SHRI BHUPESH GUPTA: I am not on any ideology at all. Well, I know, that is the trouble here. Even before that Foundation has started there you have the advocates of the Foundation sitting on those benches. You can easily imagine what will happen when this Foundation actually begins here. Then in our country, in the colleges of our country, in our academic institutions and in our universities there will be such spokesmen for an arrangement of this kind which does not justify itself. No doubt, I do not like our education to be treated in this manner. We have got today in the University Grants Commission a competent body. There are educationists and this competent body to counsel us in such matters of education. We have got fine lecturers, fine educationists and academicians on our country at the help of our educational affairs. Why do we go to America or for that matter, any

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country and start a foundation of this kind? In case we want expert opinion or information in science or technology, we can get it by exchange of information, by getting professors from abroad, by sending our own students abroad. By all these methods we can get what we want. The Foundation is not that. That is what I want to tell you. The Foundation is something more and you will learn about it by and by. You talk about youth indiscipline and say that our young men do not develop in the proper way. But who is responsible for this? If in this country we see these drain-pipe trousers and pointed shoes in which our young boys go, who is responsible for that? Who has inculcated that kind of a culture or that kind of a taste which makes our young boys go and pick up crime and sex stories? It is not our culture. It is not our way of life. We have our own Viswabharati. Other institutions are there, Kashi Vidya Peeth and so on. Our universities have been there even before in pre-independent India, to see that certain ideas and values are there in the matter of culture and so on.

Therefore, you should not open the door for intrusion in our cultural life. You will see that along with the money from this Foundation, the Foundation will cater to this kind of so-called way of American life. So-called I say because it is not the idea of the common American. It is the way of life of those neo-colonialists and others who treat us as subordinate people and if we do not yield to them, they try to blackmail us. If they do not succeed in blackmailing us, they try to suppress us by violent action as it has been done in Vietnam. Therefore, this is the thing and I am dead opposed to it and I think it is a challenge to the conscience of our people.

I can tell you that this was arranged even last year. For the last several months last year preparations were going on for starting a foundation in this country. The idea of this was with our Ambassador in the U.S.A. and he had been sponsoring an idea of this kind for a long time. It could not easily find acceptance in the old days. But it has found response and acceptance here with this Government last year and this is being consummated now. I do not want to say much just now. I do hope that this agreement will be repudiated and will

be denounced by our students and teachers. I want a movement to develop in this country, in our colleges and educational institutions, against this kind of a foundation. Otherwise all talk about university autonomy and self-respect of our educational institutions and of teachers and students and of our academic bodies, would be empty talk. That I would like to say. Everything will fade away before this mighty adventure of interference and intrusion which this Foundation will bring in its wake. That is what I say.

Mr. Vice-Chairman, coming to other aspects of the matter I would like to say one or two things. In the first place, I should like to see education made cheaper. We must make up our mind as to whom we are providing education. Certainly the sons and daughters of the rich should not be denied education. They have the wherewithal to arrange for their education. The difficulty arises only in the case of those people, the sons and daughters of poverty, who live in villages and in the slums and in the neglected and dilapidated areas of our towns and cities. For them we must make proper arrangement for education. Into the portals of learning in our land we want to see them entering day after day in large numbers. Today our education, I regret to say, has a class bias in the sense that it is available easily to people belonging to the relatively better classes, to the upper classes, those who are materially well-off in life. It is not accessible, even with the best of intentions, to those who live in poverty. And in these days of high prices, high taxes, you can imagine how difficult it is for a man who earns Rs. 300/- to provide for the education of his children, to send his son or daughter to college or to a hostel if he lives outside the city or town. You can well imagine that. Therefore, the most important thing today is to make education cheaper and I think we should not grudge spending money for this. Investment in human culture is perhaps the greatest investment. It does not bring in returns in terms of accretion to our annual Budget. But it does bring in immediately and more so afterwards, great but invisible returns in the cultural uplift of a great nation. Therefore, it is very very important that we do pay attention to this aspect of the matter. Even from the material point of view it is important that we take education to the

homes of the poor and bring them into the orbit of education, because if the boys come from the working people and they are given technical and scientific education then they develop much quicker their creative energy and their creative talent than those who come from the parasitical sections of our society. Therefore today even for producing your cadre for the reconstruction of the country it is important that the emphasis should be shifted from the upper classes to the other sections of the toiling people. Not that the upper classes should be neglected but they can, as I said, provide for their own education without much financial backing in that way in the personal sense from the State. Today if you go to Calcutta, you will find many many people, even in the lower middle class, cannot afford higher education and it causes pain and sorrow to the dear parents when they see that their neighbour's son is in a position to go to a university for no other reason than that his parents are better placed in life in a material sense whereas others are not so well placed. Is it not a most depressing thought that we have amongst us today such people? Why should it be so? Therefore I think Mr. Chagla will be justified in claiming more money for education and I would like the University Grants Commission to be provided with enough funds.

Today it is the hope of our hopes; it occupies a key position in the cultural life of our people and as such it should be given all assistance and more funds should be made available to it. Yet if you look at the first year of the Fourth Five Year Plan—the so-called one year Plan—you will find that education has been subjected to cuts. The first Ministry that always comes under cut is the Education Ministry as if it is so unimportant. And we are told that education is a State subject and all that. It is only a constitutional arrangement as to how the different matters should be treated but education is a national issue, is a national endeavour, is a national task. It is the sap of our cultural existence. If we shape our education and guide our education well, we rise as a true nation with our cultural genius flowering to the benefit not only of our people but to the benefit of all mankind. Therefore, it is very very important that we pay more attention in this

respect, as far as funds are concerned, funds should not be grudging. I should like far greater allocation to be made for education than for many other things under the Fourth Five Year Plan. Let us make it a common cause and ask for more funds. That is one aspect.

As far as the teachers and students are concerned, well, they should be paid all attention. They are not people who are indisciplined. People say that our students are becoming indisciplined. Well, it is a defamation of the student community. I think the Indian student community is an excellent community of which we should all be proud. I do not know how many student communities in the world can claim so much of discipline, composure and good qualities as our student community. If today in some cases disharmony occurs or some disturbance takes place, it is because there is a good deal of neglect, a good deal of frustration, a good deal of unkindness, a good deal of lack of sympathy, a good deal of refusal to understand what is in the minds of our students. Therefore, I think the Ministry of Education and others who are concerned, should develop closer contacts and try to understand what goes on in the minds of the student community with more sympathy than what they are doing at the moment.

That is important. As far as the teachers and the professors are concerned, they are again an excellent lot. After all, they are the product of the heritage of our civilisation and if that civilisation is an enduring one, a glorious one, it can never be that out of that civilisation there will arise teachers and students who are not brilliant, who are not good, who are not potentially full of promise for the future. That is how you should view this matter. Now, their demands should be met.

The university autonomy should be maintained. Here again, Mr. Vice-Chairman, I should like to stress one thing. The universities should not be open for the police to enter. The sanctity of the university and academic institutions should be fully guaranteed. You make it a law; pass a law in Parliament banning completely the right of the police to enter the university except when called upon by the Vice-Chancellor or the Dean or some such people to deal with

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ordinary offences. Today what do we find? In Quilon, the students and teachers were beaten up by the police; in Uttar Pradesh they were shot at by the police; in Banaras the students have been violently attacked by the police within the University campus. In Aligarh the same thing has happened. Everywhere it is happening. So I say unless we prevent this thing, all talk about sanctity of educational institutions is meaningless. Let us take that risk. I am sure if we withdraw this police business from our universities and academic institutions things will be better; certainly not worse I can tell you that much. Therefore, I should like a situation to be created when such things cannot take place. For that if necessary let us pass a legislation. I do not see the police entering Oxford University or the Cambridge University or the London University and I know that quarrels and disturbances do take place there, but at the slightest instance the police do not come in. But here whenever a Chief Minister or a Home Minister likes he can send his minions to invade the university campus, run amuck there, beat up the students and even teachers and behave with the Principals and the academic Heads in the most atrocious manner possible. So I would ask Mr. Chagla that he should take initiative in this matter to get legislation passed so that such crimes, such shameful things, do not occur and disgrace our education and desecrate our academic institutions. This is another point I should like to stress here because in the past year we have seen what has happened.

As far as the Chancellors are concerned, I do not like the Governors to become Chancellors. It is a constant provocation; it is an insult to the genius of our people; it is an insult to the genius of our life; it is an insult to our academic concepts that Governors, because they are Governors, should be Chancellors. A Governor may be the greatest fool or illiterate on earth; I am not saying that they are necessarily so. It is conceivable under the Constitution to appoint a great knave, a great fool or an abounding idiot as the Governor but why on earth *ex-officio* should he be made a Chancellor also? I cannot understand that. It is absurd to have such an arrangement when others are there. If we can find

National Professors from our academicians and teachers, can't we find Chancellors? Certainly we can: but the Congress Party is so fond of handing out cushy jobs and positions of honour and prestige that even when they make a defeated Congress candidate in the election a Governor, they seek to console the Governor by making him in addition a Chancellor of a university. Why should it be so? Well, Mr. Vice-Chairman, you are an educationist and I think your conscience should militate against this kind of arrangement. And I am saying it in no party spirit because what happens when the Chancellor is the Governor. *The Governors act on the advice of the great institution called the Council of Ministers.* Now, Mr. Chagla knows very well what sort of institution the Council of Ministers is to advise the Governor. A Governor can't do without their advice. Therefore it actually becomes interference by bureaucrats and others. We should like these things to go; there is no need for this sort of arrangement. In fact, the Governors' posts should be abolished. It is a standing scandal today. These are expensive elaborate elephantine posts that we retain in our public life and therefore they should go.

As far as the other thing is concerned I should like to add that technical education should be given all encouragement.

In the annual Report that we have 4.P.M. got you will find that engineering and technical education still does not have the place that it should be given. Why do I say so? It is because we are building a modern economy. We are living in the atomic age, when they are sending, in other parts of the world, satellites to the moon, to go round the moon. Such is the situation. Today we want to give education a scientific bias, not that humanities should be neglected. They are necessary for our cultural uplift. Of all people, Indian people who have got such a cherished and rich cultural heritage, should pay full attention to humanities. I am not opposed to it. But the bias should be in favour of scientific and technological education, because we want to create engineers. We want to create technicians, who shall storm the heavens as the Russians are doing today. We want

to see our boys producing the finest of machines from the plants, on the one hand and shooting men into the sky to land on the moon, on the other hand. Such an outlook should be there and I do not have the slightest doubt that our people do have that talent. If we make this thing available to them in no time we shall gain those qualities. Therefore, it is not 100, or 102 or 103 technical colleges that we need. There should be more spread-over all over the country, where the sons of workers and technicians and others would come and get education, *i.e.*, technological education. My friend from Madras, who was speaking, said that law should not be left out. It is an important part of education. I am a lawyer and the one thing that I understood is that as civilisation progresses law will be more and more at a discount. In fact, Mr. Chagla is a live evidence of that. How wonderfully he left the judgeship of a High Court, Chief Justiceship. He castigated Mr. Krishnamachari and then became a politician to adorn the Treasury Benches. Now, I am giving a personal example—forgive me—in this matter. Therefore, it is all right. Today nobody bothers about law very much. It is a necessary evil, because we go in for litigation. We do not yet have a full, orderly, civilised life for us.

THE VICE-CHAIRMAN (SHRI M. RUTHNASWAMY): The House fully agrees with you.

SHRI BHUPESH GUPTA: Therefore, I do not quarrel with my lawyer friends. They are too many here now and we are getting them more and more. Some day they may launch an offensive here, but the point is this. What we need is scientific education, engineering education, with a bias for the poor. We need more technical colleges and engineering colleges of different grades, so that people should come and get educated there. Then you will find also that there is less demand for humanities in colleges and so on.

I do not wish to say anything more. These are some of the suggestions. These are broad suggestions, but I do feel that the Central Government, while retaining the autonomy of the States in the matter of education, respecting their autonomy fully and strengthening them further in respect of the autonomy of academic bodies will take

a more live, vigorous, creative and active interest, so that our education gets all due and careful attention in the hands of the nation

Finally, as far as our University Grants Commission is concerned, they are composed of eminent educationists. I only express my respects to them. I do not agree some times with some of the thing they do, but after all controversy in public life is inescapable. Our job today in Parliament is to strengthen the hands of the University Grants Commission. Help it in enlarging the scope of its activities. Provide it with funds and save it, above all from intrusion not only of the internal, bureaucracy but also from the American foundations. This is all that I have to say. I hope Mr. Chagla will pay attention to the few points that I have uttered in this respect. Not being an academician, I may not have spoken in a very scholarly way, but I feel that these are the thoughts that are uppermost in the minds of laymen, who wish well of our education and prosperity and cultural upbringing for our entire people. Thank you.

SHRI AKBAR ALI KHAN: With your permission, may I ask Mr. Bhupesh Gupta, to give a fillip to scientific education, to work for an Indo-Soviet foundation, which would give a new life to our scientific education?

SHRI BHUPESH GUPTA: Mr. Akbar Ali Khan is asking me a question. Well, if you want scientific education you do not want a foundation and joint collaboration. Get all that is best from the Americans or the Soviet Union or any other State, but do it on your own, absolutely as a free nation, retaining hundred per cent. right in your hands.

THE VICE-CHAIRMAN (SHRI M. RUTHNASWAMY): Order, order. Mr. Narotham Reddy.

SHRI N. NAROTHAM REDDY (Andhra Pradesh): Mr. Vice-Chairman, at the outset I would like to congratulate the hon. Minister of Education on the announcement he had made in both Houses of Parliament yesterday which extends to all university teachers the privilege of the Third Plan scales stipulated by the University Grants Commission. Before going into the details of the reports under discussion, I would like to refer to one or two points

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mentioned by hon. Members. One was mentioned both by Dr. Sapru and you, Sir, That was regarding the constitution, the membership of the University Grants Commission. You were pleased to say that no Vice-Chancellor should be associated with the University Grants Commission.

SHRI P. N. SAPRU: Sitting Vice-Chancellor.

SHRI N. NAROTHAM REDDY: I mean that a sitting Vice-Chancellor should not be associated with the University Grants Commission because he may have divided loyalties. That was the phrase used by Dr. Sapru. But a perusal of the list of members reveals that the number of sitting Vice-Chancellors is only three out of ten. There are three officials and three non-officials and the Chairman. That makes it ten. So, we see that there are only three sitting Vice-Chancellors out of a total membership of ten. And you, Sir, had been a Vice-Chancellor. You understand the difficulties of the universities and the responsibilities of Vice-Chancellors. Now, unless and until some sitting Vice-Chancellors are associated with the University Grants Commission, I do not know how those who have had something to do with the universities long ago would be able to gauge the difficulties and problems facing the universities at this time. So, I feel that it is essential that some sitting Vice-Chancellors be associated with the University Grants Commission. The arrangement at the moment, i.e., three of them out of ten, is I feel, right.

Mr. Bhupesh Gupta, in his usual way, transgressed and went wide of the mark. Instead of discussing the Report of the University Grants Commission, he thought it fit to devote most of his time to the Indo-American Foundation mentioned in the joint communique. I do not know from where Mr. Gupta got his facts. Nothing is mentioned. We are not told anything as to what shape this Indo-American Education Foundation is going to take or how it is going to be composed, in what fields of education it is going to interest itself, who are going to man the Foundation and so on and so forth. Before anything is mentioned, Mr. Bhupesh Gupta, who has a great obsession for anything American has gone

all out to criticise the Indo-American Foundation. We have now the Ford Foundation, the British Council, and some other foreign agencies which are helping our education. I do not feel they try to influence either the pattern of our education, the method of our education or the content of our education. What they are doing, to my mind, is that they are trying to help us in the various projects and it is for us and us alone to see how we educate ourselves. The Education Minister, as I was saying, has rightly extended the facilities of University Grants Commission in the Third Plan scales to all teachers in the colleges. It is but right that teachers doing the same kind of work should be paid the same quantum. That is what is going to happen if the recommendations or the aid announced by the Central Government are utilised by the State Governments. Up till now the aid was 50 per cent of the difference in the scales that were there before and the increased scales. Now, by announcing to give 80 per cent of the difference the Central Government have gone a long way and it would not be difficult for all the State Governments, where these have not been implemented, to implement them fully, so that there need not be any differentiation between teachers working in the universities and those working in the colleges. But in this regard I would like to say that when these scales are implemented, it has been the experience of many people I should say that in private colleges a certain scale is given to teachers, but actually at the time of payment something is given with the right hand and a part of it is taken away with the left; that is, the entire scale is supposed to be given on paper but actually the total money does not reach the poor teacher. They take it back in the form of donation to the institution, and may be sometimes it goes into the account books of the institutions and sometimes it does not. I am not trying to cast any aspersion against any institution but this is happening in many private institutions in our country, and the University Grants Commission, through the various universities, should try to prevent this malpractice.

Till recently before these grades were implemented, there was not only a difference between the scales of salary in the universities and private colleges but the colleges

run by State Governments were also not paying the salaries paid by the universities. I could understand the private colleges paying lower salaries because their means are limited, but where the Government colleges are concerned, I think they are the worst offenders in this regard. Not only in regard to payment of scales but also in providing buildings and equipment the performance of the Government-run colleges, I should say, if anything, leaves much to be desired in that regard.

The number of universities in India, as you would see from the report, is at the moment 62, and there are 9 institutions which are deemed to be universities; that is, 71 in all. But before independence, that is up to 1947, there were only 18 universities. So in these 17 years, that is up to the end of 1964, 53 additional universities and institutions deemed to be universities have been added. I feel, Sir, that this sudden and vast expansion has come about not as a result of much planning but the needs of the various areas and State Governments have vied with one another in starting new universities. But now I feel we have reached a stage when we should have a moratorium on the expansion of universities for at least five years. I would be very happy if no new universities are started during the Fourth Five Year Plan at least and we devote these five years in consolidating what we have expanded during the last 17 years and see that adequate facilities are provided in the universities that have been started. Unless and until we do that, there is no point in going on expanding the number of institutions without examining whether they are adequately provided with all the facilities. So is the case with colleges also. Colleges are springing up anywhere and everywhere with the least facilities. In my own State I have seen number of colleges, some of them also run by the Government, which are still running in what were previously godowns. For the last ten years there are a number of colleges which are running in godowns, probably as godowns also they would not be useful today in the leaky condition in which they are. So, until and unless we can improve this condition and also—I do not attach much importance to buildings—specially the quality of teachers and equipment, till we can improve that, if we can put a stop to this expansion, that would be a good

thing I think. Previously probably when Mr. C.D. Deshmukh was the Chairman of the University Grants Commission, there was a recommendation that the optimum size of a college, I mean the strength of a college should be about 700. That is probably right also, but now from the tables given in the Report you will see that out of more than 2,000 colleges about 1,500 have less than the strength and only the others have more than 700. So, this also adds weight to my point that there is scope of expansion in the present institutions themselves. We can very well manage and take in more students in these institutions because there are 1500 institutions which have less strength than the optimum prescribed, not legally but in a certain document.

Nest, coming to the standards of the universities, Mr. Vice-Chairman, the Report of the University Grants Commission itself says that there is much cause for dissatisfaction with the prevailing standards of instruction and academic achievement, and to remedy that they have made a number of suggestions. Sir, you have referred to these suggestions and I entirely agree with your remarks in this respect. I do not know how far many or any of these suggestions have been implemented. Specially you have referred to the third recommendation here which refers to the two streams of undergraduate education, namely, the pass and honours courses. Some of the older universities as the Madras University etc. were having in those days the three-year honours courses which were equivalent, with the efflux of time, to the M.A. degree. In many places these have been abolished but still in the examinations conducted by the Union Public Service Commission if you have a look at the syllabi for various subjects you will see that they do not correspond to any of the syllabi of the courses in any university. A graduate is incompetent to appear at the Union Public Service Commission examinations with the syllabus he has studied in his course and when he takes the post-graduate degree, M.A. or M.Sc., that also is inadequate in the sense that at the post-graduate level he specialises in only one subject and not more than one. Here the degree of standard required by the Union Public Service Commission is something higher than the degree level and not exactly of the post-graduate level. They require

[Shri N. Narotham Reddy]

a higher standard of increased subjects. So much so, many of the students who are appearing for the examinations of the Union Public Service Commission find it extremely difficult. That is one thing which has got to be looked into. Either the syllabus of the Union Public Service Commission should be so adjusted as to fall in line with the syllabi of the various universities or the old Hons. Course as suggested by the University Grants Commission itself should be started again. Unless this is done, there will be a discrepancy and the students will be put to a lot of hardship.

The Report also refers to the Reviewing Committee regarding the syllabi in the various universities. They say that they have prepared model syllabi in some subjects but it is not mentioned as to how many universities have followed and incorporated these model syllabi into their courses and what is being done in this regard.

Sir, while you were speaking, you were also pleased to refer to general education. I entirely agree with what you have said. General education has become a big failure, should say. This has been tried in all the universities and most of the universities probably are just waiting for a chance to throw it out of their syllabus. What we have today is neither fish nor fowl. This does not help the students in either improving their general knowledge or in equipping themselves with a better understanding of the main subject of their study. This is the condition and even after a lapse of so many years—this was introduced probably six or seven years ago or even more—we have not been able to produce the right type of books and give the students the material which they are required to study. Now what happens in these general subjects is that some sort of notes are cyclostyled and circulated by the teachers concerned—not one but different teachers; their notes are put into one. It is supposed to be the subject that is being taught. If we are going to continue this kind of thing, it is not going to help raise the standard of our students at all.

I would like to say something regarding admission to engineering and technical colleges. Admission to the Indian Institute of Technology is regulated by the examinations conducted by the IIT Board. But

the medium of examination is English only. Now most of the students throughout the country are studying up to the higher secondary stage in the regional language media. When they are asked to appear for the examinations through the English medium at the IIT, none of the boys or the girls who have had their education through their regional language media have any chance of admission into the IITs. I would like the Education Minister to examine the admission records of the IIT students for the last so many years and see whether one single student who has had his education through the regional language medium could get admission into any of the Indian Institutes of Technology. If this is the case, then why are we trying to bar the students from getting admission to the Indian Institute of Technology for no fault of theirs?

Another thing is that we are having regional engineering colleges in almost every State, there are 12 or 13 such colleges in the country today. They have got uniform sets of rules for admission. But what happens actually is, a student seeking admission to any of the regional engineering college has to apply to all the 12 or 13 engineering colleges and at the end he does not actually know whether he stands any chance of gaining admission anywhere. They are very bad at correspondence. They do not reply. And he has to apply to 12 or 13 different places and wait for his chance. If, like the IIT, there is a centralised Admission Board or some such thing, that would very much remove this difficulty. This has to be attended to in the interests of the students. What happens now is, only those who can run about and do something get admission but those students who apply and sit in their homes never get any admission in any of the regional engineering colleges outside their States.

One word regarding Central universities. Some time back, there was a proposal to have a Central university in every State. Afterwards we were told that they were going to have a Central university in every region, in the four or five regions of India. Now that also seems to have been shelved. I do not know why. I would request the hon. Minister to tell us what has happened in this regard.

One world about the autonomy of the universities. This has come to the lime light very much during the last few months. So many things have happened in many universities of India where the autonomy of the universities has received a great setback. I would like to congratulate the hon. Minister who was very prompt in trying to interfere and set matters right. They have been set right to a certain extent only. But I would say, as suggested by Dr. Sapru that unless something is done to include Education in the list of Concurrent Subjects and more powers are given to the Central Government, he would not be able to do much in this matter. This has got to be attended to.

Mr. Vice-Chairman, I thank you for having given me this opportunity.

श्री सुन्दर सिंह झंडारी (राजस्थान) : उपसभाध्यक्ष महोदय, विश्वविद्यालय अनुदान आयोग पर हम विचार कर रहे हैं। सरकार के पास यह एक माध्यम है देश की दिशा को शिक्षा के क्षेत्र में नियोजित आधार पर आगे चलाने का और इसलिये यह आवश्यक है कि अनुदान आयोग के विचारों का विश्लेषण करते समय हम इस बात का भी विचार करें कि आज शिक्षा के क्षेत्र में जो विस्तार हो रहा है वह किस दिशा में जायेगा। इसमें तो कोई शक नहीं कि कालेजों की संख्या बढ़ी है, शिक्षार्थियों की संख्या भी बढ़ी है, परन्तु अभी तक सभी क्षेत्रों में प्रवेश के क्षेत्र पर पाबंदी लगाने का विचार चल रहा है और इस कारण से अगर हम यह विचार करें कि अब विश्वविद्यालयों की संख्या बढ़ानी नहीं चाहिये या कालेजों की संख्या बढ़ाते समय हम बहुत ही कृपणता के आधार पर विचार करें तो ये दोनों ही बातें इस समय उचित नहीं होंगी। यह बात सच है कि कुछ स्थानों पर शिक्षा संस्थानों का केन्द्रीयकरण हो गया है। इस केन्द्रीयकरण को आगे की योजनाओं को क्रियान्वित करते समय अगर हम विकेंद्रित कर सकें, गांवों में और कस्बों के क्षेत्र में इन संस्थाओं को प्रारम्भ करने का अगर विचार कर सकें, तो न केवल शिक्षा में अधिक अनुशासन और

संयम रह पायेगा अपितु उसके साथ-साथ अनेक क्षेत्रों के लोगों को जिनको आज भी शिक्षा के जगत से वंचित रहना पड़ता है उनको हम लाभ पहुंचा सकेंगे, इसलिये मेरा निवेदन है कि शिक्षा के क्षेत्र में अधिक संस्थाएँ खोलने के प्रश्न पर विचार पाबंदी लगाने पर विचार करने के बजाय हम इस बात का विचार करें कि इन संस्थाओं को हमें कहा खोलना है।

यह भी एक सवाल है कि आज पढ़े लिखे व्यक्ति को इस बात से बहुत निराशा होती है जब वह किसी भी विद्यालय में पढ़ लिखने के बाद अपने जीवन की कल्पनाओं की रचना करने के लिये आगे बढ़ता है तो उसे दोनों क्षेत्रों में संकट का सामना करना पड़ता है। विद्या ग्रहण करते समय पाठ्यपुस्तकें लगी हों, विद्यालय छोड़ने के बाद उसके जीवन में कुछ निश्चित आधार नहीं, कल्पना नहीं और इस कारण इन दोनों क्षेत्रों का हमें सामंजस्य बिठाना पड़ेगा। इसलिये यह आवश्यक है कि जो पंचवर्षीय योजनाएं हमारे देश की चल रही हैं उनमें हम जिन क्षेत्रों में विकास करना चाहते हैं और हमें उनके लिये जिन आवश्यक लोगों की जरूरत है, उन दोनों का तालमेल बिठाकर अगर हम शिक्षा के क्षेत्र को जोड़े तो फिर अपने आप भीड़ की जो समस्या कुछ संस्थाओं में हो जाती है उसका भी समाधान हो जायेगा। हम बजाय इसके कि किसी भी व्यक्ति को शिक्षा के क्षेत्र में बढ़ने के लिये रोक लगाएँ, यह आवश्यक है कि हम उसके लिये भिन्न-भिन्न मार्ग खोलें, उनमें अवसर उसको दिखायी दें, उसके जीवन को सफल बनाने की कल्पनाएं उसमें प्रकट हों, तो अपने आप लोगों को विभिन्न क्षेत्रों में शिक्षा ग्रहण करने का एक उत्साह पैदा होगा और जो, कुछ चुने हुए विद्यालयों में ही भीड़ बढ़ती हुई दिखायी देती है उस भीड़ की समस्या का भी उस से समाधान हो जायेगा।

इन विश्वविद्यालयों और कालेजों के अध्यापकों की तनख्वाहों के सम्बन्ध में विचार किया गया है। यह तो आवश्यक है कि शिक्षा का स्तर अगर हमें ऊंचा उठाना है तो शिक्षा प्रदान करने वाले लोगों का वेतन और

[श्री सुन्दर सिंह भंडारी]

उनका स्तर अच्छा रह सके, इस प्रकार की सभी सुविधाएं हमें उनको उपलब्ध करनी होंगी। लेकिन विद्यार्थी स्कूलों के अन्दर से निकल कर ही कालेज में आयेगा और अगर स्कूलों में उसे पढ़ाने वाला, शिक्षा देने वाला, उसकी चिंता करने वाला, अध्यापक अगर असंतुष्ट है, उसको अगर जीवन की सब सुख सुविधाएं उपलब्ध नहीं कर पाते और उसके असंतोष के कारण एक विद्यार्थी का बचपन, उसकी स्कूल स्टेज, अगर ठीक प्रकार से नहीं बनी तो केवल कालेजों में अच्छे अध्यापकों की व्यवस्था करके, या उनके स्तर की ही चिंता करके, हम शिक्षा के क्षेत्र में योगदान नहीं दे सकेंगे और इसलिये मेरा सरकार से निवेदन है कि वह जहां इन यूनिवर्सिटियों के प्रोफेसर्स और बाकी लोगों के वेतन स्तर, उनकी सुविधाओं के बारे में, विचार करती है वहां उसे इस बात का भी प्रयत्न करना चाहिये कि आज इन छोटे अध्यापकों के भी जीवन स्तर, वेतन आदि पर वह विचार करे और प्रान्तीय सरकारों के साथ ऐसा कोई तालमेल बैठे कि जिसके आधार पर उनमें भी शिक्षा के क्षेत्र में रुचि निर्माण हो, उनके संतोष के आधार पर यहाँ भी विद्यार्थियों के जीवन में हम एक विशेष प्रकार का स्तर कायम कर सकें।

एक यह भी प्रश्न विचार के लिये रखा गया है कि हमारे यहां के अनेकों विद्यार्थी विदेशों में शिक्षा ग्रहण करने जाते हैं और उनमें से अधिकांश वहीं रह जाते हैं, लौट कर नहीं आते, या जो आते हैं वे भी वापस विदेशों में ही अपनी नौकरी ढूँढने के लिये चले जाते हैं। यहां हमको शिकायत है कि इस प्रकार से प्रशिक्षित लोग हमें टेक्नालाजी के विभिन्न क्षेत्रों में प्राप्त नहीं हो रहे। हमें इस सवाल की भी गहराई में जाना पड़ेगा। आज विदेशों में विद्यार्थी शिक्षा ग्रहण करने के लिये जाते हैं। अधिकांश ऐसे हैं जिन्हें कोई मार्ग दर्शन प्राप्त नहीं होता। जहां-जहां जिसकी विसात लग जाये, जिधर जिसके पैर समा सकें वह उसी दिशा

में जाता है और अपनी शिक्षा पूरी करने का प्रयत्न करता है। दुर्भाग्य इस बात का है कि इस देश में भी शिक्षा ग्रहण करते समय उसके अन्दर कोई राष्ट्र भावना जाग्रत नहीं होती, राष्ट्र का स्वाभिमान निर्माण नहीं होता, राष्ट्र की आवश्यकताओं की अनुभूति के आधार पर वह विदेशों में शिक्षा ग्रहण करने नहीं जाता परन्तु अपनी स्वयं की आकांक्षाओं की पूर्ति करने के लिये ही वह विदेशों में शिक्षा ग्रहण करने जाता है। उसके सामने केवल आर्थिक पहलू रहता है, अपनी स्वयं की उमंग रहती है, और इस कारण अगर वह विदेशों में शिक्षा प्राप्त करने के बाद, बाहर ही अच्छी तनख्वाहों के प्रलोभन में रह जाये, रुक जाये, तो हम केवल उस विद्यार्थी को ही उसका दोष नहीं दे सकते। दुर्भाग्य से, आज हमारे जितने दूतावास हैं विदेशों में, उनका भी उन विद्यार्थियों के साथ कोई सम्पर्क नहीं रहता। अगर उनका सम्पर्क बना रहे और देश की आवश्यकताओं के प्रति उन विद्यार्थियों को हम परिचित कराते जायें, उनके अन्दर उस राष्ट्र भक्ति के आधार पर फिर से अपने देश लौट कर अपनी शक्तियों का उपयोग करने के लिये एक उपयुक्त वातावरण उनको मिलता रहे तो फिर यह जो शिकायत आज हमारे विद्यार्थियों के प्रति की जा रही है कि वे बाहर शिक्षा ग्रहण करने के बाद बाहर ही रुक जाते हैं, और हम अपने देश के लिये ऐसे अनुभवी लोगों की कमी अनुभव कर रहे हैं, तो उस समस्या का हम बहुत हद तक समाधान कर सकेंगे। इसलिये यह भी आवश्यक है कि हमारा विदेशों में अपने दूतावासों के द्वारा उनके साथ इस प्रकार का सम्बन्ध स्थापित रहे और हम अपने यहां के विद्यालयों में भी, अपने स्कूलों और कालेजों में भी, ऐसी हवा बनाए रखें, ऐसा वातावरण निर्माण करें। दुर्भाग्यवश भारत का विद्यार्थी दुनिया की कई बातें जानता है किन्तु अपने देश को नहीं पहचानता और इसी कारण जब विदेशों में वह भारत का प्रतिनिधित्व करता है, भारत के सम्बन्ध में जानकारी प्राप्त करने के लिये जब उससे सवाल, प्रश्न, पूछे जाते हैं

तो कई बार उसके अन्दर एक इन्फीरियोरिटी कम्प्लेक्स डेवलप होता है, वह खड़ा नहीं रह सकता हिम्मत के साथ स्वाभिमान के साथ। इस कारण से अपने आपको भारत का एक नागरिक, स्वाभिमानी नागरिक, समझने की बजाय वह अपने आपको इस नाते से पथ-भ्रष्ट अनुभव करता है और फिर अगर वह दुनिया की चकाचौंध में फंस कर अपने देश को भूलने का एक अपराध करे तो यह सारा दोष केवल उस विद्यार्थी पर नहीं डाला जा सकता। इसलिये आवश्यक है कि अगर हम अपने देश में इस कमी को महसूस करते हैं और हम चाहते हैं कि भारत का विद्यार्थी अपने देश की उन्नति के लिये विदेशों से सब प्रकार का ज्ञान प्राप्त करे और अपने यहां पर जिन-जिन चीजों की आवश्यकता है उसकी पूर्ति में योगदान दें। यह अनिवार्य है कि हम इस पहलू की तरफ भी अपने ध्यान को केंद्रित करें।

महिलाओं की शिक्षा के क्षेत्र पर भी हमें विचार करना होगा। यह बात सच है कि पिछले दिनों में इस क्षेत्र में कुछ प्रगति हुई है परन्तु अभी तक भी इस देश में अनेक प्रान्त हैं, प्रान्तों के अनेकों ऐसे हिस्से हैं, जहां पर महिला शिक्षा लगभग नगण्य है अगर कहीं है भी तो वह हायर सेकेन्डरी स्टेज तक कहीं-कहीं मिल जाती है परन्तु कालेजों और यूनिवर्सिटीज में उनकी संख्या नगण्य है, कम है। उसमें और अधिक गुंजायश की आवश्यकता है और इसलिये अगर हम इस दिशा में प्रोत्साहन देने के लिये, शिक्षा के क्षेत्र में सब प्रकार के शुल्क तथा होने वाले इस बड़े खर्च से हम लोगों को राहत दे सकें, अगर इस क्षेत्र में उनको प्रोत्साहित कर सकें, तो महिलाओं की शिक्षा के क्षेत्र में जो हमें अभी बहुत कुछ करने को बाकी है, वह हम सब कर पायेंगे। इन्हीं शब्दों के साथ मैं धन्यवाद देता हूं कि आपने मुझे यह सब कहने के लिये अवसर प्रदान किया।

प्रो० सत्यव्रत सिद्धान्तालंकार (नाम निर्देशित): उपसभाध्यक्ष महोदय, अभी जब मैं एक महानुभाव का व्याख्यान सुन रहा था तो वे बात-बात पर जानसन और वियतनाम की चर्चा करते थे। कहां शिक्षा का क्षेत्र और कहां जानसन और कहां वियतनाम—एक तरह का उनको जानसन फोबिया हो गया दीखता है। वह, अगर गरमी का मौसम आज आ रहा है, तो कहेंगे गरमी क्यों है गरमी इसलिये है कि वियतनाम में बम वर्षा हो रही है, अगर वियतनाम में बम वर्षा न हो तो गरमी का मौसम नहीं होगा सरदी क्यों है, क्योंकि बम वर्षा नहीं हो रही है। उनको हर जगह वियतनाम, जानसन, अमेरीका, इसके सिवाय कुछ नहीं सूझता।

हम विश्वविद्यालय अनुदान आयोग के ऊपर चर्चा कर रहे हैं। इस समय कोई जानसन की चर्चा नहीं हो रही है, कोई वियतनाम की चर्चा नहीं हो रही है। तो अगर विश्वविद्यालय अनुदान की ही चर्चा है तो उसी को लक्ष्य में रखकर हमें बात करनी चाहिये। तो इस अनुदान आयोग का अध्ययन करते हुए मुझे कुछ ऐसा प्रतीत हुआ कि शिक्षा, जो कि हमारे विकास का आधारभूत तत्व है, उसकी तरफ हमारा ध्यान बहुत कम जा रहा है। शिक्षा पर दो प्रतिशत विद्यार्थियों की भरती 1962 में हुई और 1964 में 1.9 प्रतिशत की हुई। इसका मतलब यह हुआ कि 1962 से 1964 में शिक्षा के क्षेत्र में हमारे विद्यार्थियों का आगमन कम हुआ। तो शिक्षा वह क्षेत्र है जिसमें हम अध्यापकों को तैयार करके विद्यार्थियों का चरित्र निर्माण कर सकते हैं। लेकिन शिक्षा के क्षेत्र में अगर विद्यार्थी दिनों-दिन कम आयेंगे तो हमारी शिक्षा में किस प्रकार उन्नति होगी, यह समझ में नहीं आता है ?

इस विवरण के भीतर मैं एक जगह देखता हूं कि कृषि विश्वविद्यालय का जिक्र पाया जाता है। यह बहुत अच्छी बात है। इस

[प्रो० सत्यव्रत सिद्धान्तालंकार]

समय हमारे विश्वविद्यालयों के अन्दर कई तरह की फैकल्टीज बनी हुई हैं। हमारे देश के अन्दर बड़े भारी विश्वविद्यालय हैं और उनके अन्दर भिन्न-भिन्न फैकल्टीज हैं। इसमें से एक एग्रीकल्चर फैकल्टी है, मैडिसन फैकल्टी है और इंजीनियरिंग फैकल्टी है। आवश्यकता इस बात की है इस समय देश दिन व दिन विकसित होता जा रहा है, इसलिए इस अवस्था को देखते हुए कृषि विश्वविद्यालय अलग होना चाहिये जैसा कि आपने स्थापित किया है। इसी तरह से मैडिसन के लिए मेडिकल यूनीवर्सिटी अलग होनी चाहिये। जिस तरह से रुड़की में इंजीनियरिंग यूनीवर्सिटी है, उसी तरह से यह भी एक अलग होनी चाहिये। इस समय देश में भिन्न-भिन्न विश्वविद्यालय बने हुए हैं उसी तरह से कृषि विश्वविद्यालय भी अनेक खोले जाने चाहियें। इसी तरह से मैडिसन के लिये मेडिकल विश्वविद्यालय और इंजीनियरिंग के लिए इंजीनियरिंग विश्वविद्यालय अलग से बनने चाहियें। अगर विश्वविद्यालय अनुदान आयोग इस तरफ ध्यान देगा तो मैं समझता हूँ कि हमारा देश कुछ विशेष उन्नति कर सकेगा।

आगे एक जगह इस बात का विवरण दिया गया है कि विश्वविद्यालय अनुदान आयोग ने 26 ऐसे केन्द्र भिन्न-भिन्न विश्वविद्यालयों के अन्दर स्थापित किये हैं जिनमें भिन्न-भिन्न विद्याओं के लिये ध्यान दिया जाता है। इन केन्द्रों में कहीं फिजिक्स के लिये ध्यान दिया जाता है, कहीं कैमिस्ट्री के लिए और कहीं बायोलोजी के लिए और संस्कृत के लिए पूना विश्वविद्यालय को चुना गया है। मैं पूना विश्वविद्यालय को बहुत ऊँचा विश्वविद्यालय समझता हूँ। आस्ट्रेलिया आदि महान पंडित इस विश्वविद्यालय ने उत्पन्न किये। लेकिन क्या यह उचित नहीं होता कि जो बनारस में संस्कृत विश्वविद्यालय है, जिसका काम ही संस्कृत का अध्ययन करना है, संस्कृत की उन्नति करना है, वहाँ संस्कृत का केन्द्र

खोला जाता। इसी प्रकार गुरुकुल कांगड़ी विश्वविद्यालय है, उसका काम संस्कृत का प्रचार करना, संस्कृत का अध्ययन करना और संस्कृत की उन्नति करना है। आप संस्कृत का केन्द्र गुरुकुल कांगड़ी विश्वविद्यालय में क्यों नहीं बनाते हैं? यह विश्वविद्यालय पिछले 65 वर्षों से चल रहा है और इसने संस्कृत क्षेत्र की उन्नति के लिये महान प्रगति की है। आपने इसको संस्कृत के लिए केन्द्र क्यों नहीं चुना? संस्कृत को ध्यान में रखते हुए विश्वविद्यालय अनुदान आयोग ने कुछ विशेष कार्य नहीं किया, ऐसा मुझे प्रतीत होता है।

मुझे स्मरण है कि मैंने विश्वविद्यालय अनुदान आयोग को एक पत्र लिखा था जिसमें एक कोष की रचना की आवश्यकता के बारे में उसका ध्यान आकर्षित किया था, ऐसा कोष जो कि संस्कृत प्रमुख हो और संस्कृत ओरियन्टेड हो। हमारे यहाँ बहुत से कोष बने हुए हैं और उन सब कोषों को या तो लेटिन ओरियन्टेड कहा जा सकता है, ग्रीक ओरियन्टेड कहा जा सकता है, लेकिन संस्कृत ओरियन्टेड कोष हमारे यहाँ नहीं है। अपने देश के अन्दर अपनी भारतीय सभ्यता संस्कृत को आपने पनपाना है, आपको संस्कृत को विशेष महत्व देना होगा। आप अंग्रेजी शब्दों को लीजिये। अंग्रेजी शब्दों के अन्दर उनका जो विकास है वह तो ग्रीक और लेटिन से है। लेकिन ग्रीक, लेटिन और संस्कृत ये समकक्ष भाषाएँ थीं। कई लोगों का कहना है कि कोई ऐसी भाषा थी जो इन सब की जननी है। हम लोगों का कहना है कि सब भाषाओं की जननी संस्कृत है। मैं तो देखता हूँ कि जो अपभ्रंश शब्द हैं वे प्रायः संस्कृत से लिये गये हैं और संस्कृत शब्दों को अपभ्रंश नहीं कहा जा सकता। लेकिन दूसरी भाषाओं के अन्दर जो शब्द हैं उन्हें अपभ्रंश कहा जा सकता है। उदाहरणार्थ "चतुर" शब्द है, अंग्रेजी के अन्दर "टैटरा" शब्द है। कोई पूछ सकता है कि "टैटरा" "अपभ्रंश है या" "चतुर" अपभ्रंश है। एक मोटी सी बात है

“चतुर” से तो “टैटरा” बन जायेगा, लेकिन “टैटरा” से “चतुर” कैसे बनेगा ? इसी प्रकार “सप्त” है, “हप्त” है। “स” से “ह” होता है और इसको शब्द शास्त्र भी पुष्ट करता है। लेकिन “ह” से “स” तो नहीं होता है। शब्द शास्त्र का यह सिद्धान्त है कि “स” का “ह” हो जाता है, “ह” से “स” नहीं होता है। तो ऐसी हालत में मैं यह समझता हूँ कि संस्कृत का एक विशेष महत्व है और इसके लिए एक कोष का निर्माण किया जाना आवश्यक है। विश्व-विद्यालय अनुदान आयोग के अनुदान से इस प्रकार के कोष का निर्माण होना चाहिये जो कि संस्कृत प्रमुख हो, संस्कृत ओरिएन्टेड हो। आप एक ऐसे कोई का निर्माण कीजिये जिसमें हर एक शब्द का जो निष्कासन है वह शब्द कैसे लैटिन में बना, कैसे ग्रीक से बना और कैसे संस्कृत से बना—इस सब का उसमें समावेश हो। संस्कृत के अन्दर अंगुलीयकम् शब्द है और लैटिन में अंगुलटम है। इसी तरह से Fratricidal, matricidal, suicidal शब्द हैं जिन का निर्माण शदल्ट विवरण गत्यो घातु से हुआ है। अंग्रेजी के शब्दों का cide संस्कृत के शब्द से विकसित हुआ है जिस का अर्थ है—मारना। अंग्रेजी के जो शब्द हैं उनका ग्रीक और लैटिन से निष्कासन हुआ है, और वहाँ पर भी प्रत्येक शब्द का संस्कृत के साथ कोई न कोई सम्बन्ध पाया जाता है। आप कहते हैं कि अनुसंधान होना चाहिये, रिसर्च होना चाहिये और यह तो बड़ा भारी रिसर्च है। इस दिशा में अगर आप रिसर्च नहीं करेंगे तो किस दिशा में करेंगे ? तो मैं जैसा कह रहा था कि मैंने एक पत्र विश्व-विद्यालय अनुदान आयोग को लिखा था और जिस में इस बात की मांग की थी कि मैं गुरुकुल के अन्दर ऐसे कोष का निर्माण करना चाहता हूँ जिसमें प्रत्येक शब्द का संस्कृत से उसका डेरी-वेशन सिद्ध किया जाये। मैक्स मूलर ने बहुत से शब्द दिये हुए हैं जिससे मालूम पड़ता है कि उसने भी इस बात का अनुभव किया था कि इन शब्दों का जो प्रारम्भ है वह संस्कृत से ही है। अन्य शब्द सास्त्रियों, भाषा शास्त्रियों ने भी

संस्कृत को आधार मानकर शब्दों का निष्कासन बतलाया है। तो क्यों न ऐसे कोष का निर्माण किया जाये जो संस्कृत प्रधान हो और संस्कृत ओरियेन्टेड हो। जैसा मैंने पहले कहा कि इस प्रकार का जो कोष है उसके लिए विश्वविद्यालय अनुदान आयोग अपनी सहायता करे इसीलिए मैं शिक्षा मंत्री जी के सामने यह बात रख रहा हूँ।

एक और छोटी सी उदाहरण है “ऋत” शब्द का अंग्रेजी में “रैक्टस” शब्द है। रैक्टस का अर्थ है “राइट”। ऋतं च सत्यं भीष्मा तपसः—वह एक वेद मंत्र है। “रैक्टस” और “ऋत” जो शब्द हैं एक दूसरे से मिलते हैं। तो इसी तरह के शब्दों का एक दूसरे से, संस्कृत से किस प्रकार निष्कासन है, उनके मूल आधार के ऊपर हमें इस शब्द कोष के निर्माण में ध्यान देने की आवश्यकता है।

आपके यहाँ विश्वविद्यालयों में कुछ डीम्ड यूनीवर्सिटीज हैं और गुरुकुल कांगड़ी भी डीम्ड यूनीवर्सिटीज के अन्दर है। गुरुकुल एक खास शिक्षा पद्धति के सूचक है। गुरुकुल वह शिक्षा प्रणाली है जिस में गुरु और शिष्य का निकट का सम्बन्ध समझा जाता है और यह समझा जाता है कि गुरु और शिष्य दिन रात इकट्ठे रहते हैं। हमारी जो विचारधारा है वह है आचार्य उपनयामानी, ब्रह्मचारिणां ऋणुते गर्भमन्तः—आचार्य जब कि शिष्य को अपने यहाँ दीक्षा देता है तो उसको अपने यहाँ इस तरह से रखता है जिस तरह से माता बच्चे को अपने गर्भ के अन्दर धारण करती है। यह कितना अंचा विचार है जो गुरुकुल शिक्षा प्रणाली का आधारभूत है। जिस समय गुरुकुल शिक्षा प्रणाली प्रचलित हुई, उस समय देश में जगह-जगह गुरुकुल खुल गये। हरिद्वार में गुरुकुल कांगड़ी एक बहुत बड़ा गुरुकुल है, लेकिन इस प्रकार के गुरुकुल अपने देश के अन्दर जगह-जगह खुले हुए हैं। गुरुकुल को जो विश्वविद्यालय की मान्यता प्रदान की गई है वह गुरुकुल कांगड़ी के कैम्पस में विद्यमान गुरुकुल को दी गई है। हमारी विश्वविद्यालय अनुदान

[प्रो० सत्यव्रत सिद्धान्तालंकार]

आयोग से यह मांग रही है कि गुरुकुल इस प्रकार का विश्वविद्यालय नहीं है जैसे आपके अन्य विश्वविद्यालय है। इस समय गुजरात के अन्दर गुरुकुल है, महाराष्ट्र के अन्दर है, मद्रास के अन्दर है, उत्तर प्रदेश के अन्दर है और बंगाल के अन्दर है। इसलिए गुरुकुल विश्वविद्यालय को इस प्रकार मान्यता प्राप्त विश्वविद्यालय समझा जाना चाहिये जिसको यह अधिकार हो कि जितने गुरुकुल भारतवर्ष में हैं उन सब को एफिलिएट कर सकें। यह एक बहुत बड़ी मांग नहीं है क्योंकि हम यह नहीं कहते हैं कि हर एक जो गुरुकुल है वह विश्वविद्यालय बन जायें। यह गुरुकुल है, वह गुरुकुल है, हम हर एक को अलग संस्था मानकर नहीं चल सकते। तो वह विचारधारा, जिस विचारधारा को मानकर आपने मान्यता प्रदान की है, उस विचारधारा को तब तक कोई सहारा नहीं मिल सकता जब तक गुरुकुल कांगड़ी को यह अधिकार न हो कि वह भारत भर के गुरुकुलों को अपने भीतर समाविष्ट कर सकें।

इसलिए अगर गुरुकुल कांगड़ी को विश्वविद्यालय माना गया है तो इसी आधार पर माना जाना चाहिये कि गुरुकुल एक शिक्षा प्रणाली है और वह शिक्षा प्रणाली भारतवर्ष के अन्दर कोने-कोने में और जगह-जगह चल रही है और जितने गुरुकुल अपने देश के अन्दर सब जगह चल रहे हैं, गुजरात के अन्दर चल रहे हैं, महाराष्ट्र के अन्दर चल रहे हैं, उन सब गुरुकुलों को गुरुकुल कांगड़ी अपने साथ ले सके, मिला सके, अफीलिएट कर सके तभी यह शिक्षा प्रणाली सफल हो सकती है, अन्यथा आपने इसको जिस प्रकार की मान्यता प्रदान की है वह उतनी सफल मान्यता नहीं हो सकती।

एक बात मैं यह कहना चाहता हूँ कि जो उपकुलपतियों के निर्वाचन करने का एक नियम विश्वविद्यालय अनुदान आयोग ने सुझाया है वह बहुत संक्षिप्त उत्पन्न करता है। आपका नियम यह है कि सिनेट का एक

आदमी होगा, सिडीकेट का एक आदमी होगा और चांसलर का एक आदमी होगा जो कि उस पैनल का प्रधान होगा। वे तीन मिल कर के तीन आदमियों के नाम सजेस्ट करेंगे और उनमें से चांसलर किसी एक को चुन लेगा यह एक रूपरेखा विश्वविद्यालय अनुदान आयोग ने विश्वविद्यालयों को दी है। इसका नतीजा यह होता है कि उम्मीदवारों के पीछे हाथ देने वालों में आपस में खूब झगड़ा होता है। एक पार्टी अपना नाम पेश करती है, दूसरी पार्टी अपना नाम पेश करती है और अन्त में चांसलर अपने एक आदमी को उपकुलपति बना देता है जिसको शायद यह भी नहीं मानते, वह भी नहीं मानते, दोनों पार्टियाँ नाराज हो जाती हैं या सिर्फ एक पार्टी सन्तुष्ट होती है, दूसरी असंतुष्ट हो जाती है किसी एक पार्टी के नुमाइन्दे को अगर वह मानेगा, किसी को निर्दिष्ट करेगा तो झगड़ा तो उत्पन्न होगा ही। केरल विश्वविद्यालय का जो विधान है, वह मुझे बहुत ही अच्छा जंचा। वहाँ पर यह नियम है :

“Under sub-section (1) of section 10 of the Kerala University Act, 1957, the Vice-Chancellor shall be appointed by the Chancellor on the unanimous recommendation of a Special Committee consisting of three members, one elected by the Senate, one elected by the Syndicate and the third nominated by the Chancellor. In case the Committee is unable to recommend a name unanimously, the Vice-Chancellor shall be appointed from among a panel of three names submitted to him by the Special Committee.”

यह जो यूनैनिमस की बात है यह जो आपने नमूने का नियम दिया है उसके अन्दर नहीं आती। विश्वविद्यालय ने विधान बनाया है कि यूनैनिमस कोशिश यह होनी चाहिये कि वाइस-चांसलर जो कि अप्वाइन्ट हो उसके सम्बन्ध में तीनों मिल कर के यूनैनिमस डिसीजन करने की कोशिश करे। अभी वे ऐसा नहीं करते हैं। वे कहते हैं कि हमारे वहाँ यह नियम है कि एक सिडीकेट का आदमी

होना चाहिये, एक सिनेट का आदमी होना चाहिये और एक चांसलर का आदमी होना चाहिये। जो लोग निर्णय करने बैठते हैं वे समझते हैं कि तीन नाम देना आवश्यक है और तीन नाम देना आवश्यक होने का परिणाम यह होता है कि वे आपस में झगड़ने लगते हैं। केरल जिसके विषय में लोग तरह-तरह की बातें करते हैं वहा पर बुद्धि का अधिक विकास होता हुआ मुझे नजर आया, उन्होंने यह निश्चय किया कि वाइस-चांसलर के लिये सहमति से एक नाम भेजा जाये। एक नाम तब भेजा जा सकता है जब कि एक आदमी पर सहमति हो सके। इसलिये मैं शिक्षा मंत्री जी से यह अनुरोध करूंगा कि विश्वविद्यालय को आप जो फिर निर्देश दें उसके अन्दर यह भी लिख दे कि केरल वालों ने जैसा निर्देश दिया है कि वाइस-चांसलर का निर्णय सर्वसम्मति से होना चाहिये वैसा ही सर्वसम्मति से वे निर्णय करने का प्रयत्न करे और अगर कही सर्वसम्मति से न हो सके तब दूसरी बात आनी चाहिये, उसके बगैर नहीं आनी चाहिये।

DR. SHRIMATI PHULRENU GUHA (West Bengal): Mr. Vice-Chairman, Sir, we are all very glad to see in the news papers that the central Government has decided to revise the pay scales of university and college teachers as recommended by the University Grants Commission. I congratulate the University Grants Commission for their recommendation, and I heartily congratulate the Minister of Education for taking this decision and for this announcement. But, Sir, excuse me, I would like to place before the Minister through you that this decision could have been given to the country a little before. Now why I am telling this is because, as all of you know, there was a deputation before the Parliament on the 21st of February, if I remember correctly. It seems that the Government of India takes a decision when there is some sort of deputation, or some sort of decision by the teachers that they would not handle any examination or do anything connected with any examination. For my part I know this is not the case, but we know that the Central Government procedure is such that it takes a long

time for them to take any decision. I humbly suggest to the Minister of Education that, whenever a decision has to be taken on some recommendation, the same may be taken a bit earlier, so that this sort of impression is not carried in the public mind. I have great respect for the University Grants Commission but I like to say, referring to page 6 of their Report for the year 1964-65, that we find that a committee was appointed in August, 1961—a Committee on Standards—and apparently the report was submitted by the committee during the year 1964-65. It is very clear that the Committee on Standards took three years to submit its report. It may be said that for that type of work it is necessary to have quite a number of months or years. But in this connection I humbly suggest that the University Grants Commission have a number of committees consisting of person who are very eminent, and if our procedure is a little bit changed, I am quite sure that they will be able to take any decision, or they will be able to make recommendations to the Government of India a little bit early.

Another point, Sir, I would like to say is this. I find that there is "Hobby Workshops" mentioned here at page 33 of the same Report. I do not know about others, but for myself I feel it is not clear. So I would prefer to have a little bit more elaborate report on this issue, how it affects the students, what is the result obtained out of these hobby workshops. Because our friends have spoken quite a lot on this report, I would like to make one or two points only. The affiliated colleges, nowadays, in many places, do not have proper teachers. There are many difficulties; we know them, and I feel there is one difficulty because the U.G.C. has no direct contacts with these colleges. I do not know whether it is possible, or what can be done, but I bring this to the notice of our Minister. It is necessary in the interests of higher education that there should be some sort of control over the managing committees of many of these colleges, and I would like to say that it must be ensured that the members of the managing committees do understand education and have some respect for the teachers as a whole. The tone of many of the affiliated colleges must be improved also.

[Dr. Shrimati Phulrenu Guha]

Sir, student indiscipline is spoken of, and if Indian students are blamed for being indisciplined, we all also must be blamed for it. I have some experience of students, but I have always found them to be very courteous. So I feel, to understand the wrong in the younger generation, we need to understand the hardships from which they suffer. Among other things, they suffer from frustration. Most of the students from rural areas go to the affiliated colleges which are mostly situated in towns and cities and the universities are overwhelmingly situated in cities only, and when the students come from rural areas, they do not have any place to stay, and any body will become indisciplined, Sir, to my mind, if he has to live in the sort of surroundings in which most of our young students have to live. There is no proper accommodation, no proper hostel. Many of them do not get even proper meals, and mainly, I think, they have no proper contacts with their teachers. I do not blame any body there also, because the pupil-teacher ratio is very high in our country. It must be admitted that some students have no discipline even at home. It must also be admitted that student indiscipline is part of the indiscipline in our country, indiscipline in social, moral and political life, and indiscipline even in our home life. The lack of housing for teachers is also causing a great difficulty for the teachers and I feel it stands in the way of close contact between the teachers and the students. I would like to point out that there is want of facilities for vocational training. Also after their training these young persons do not get jobs. Therefore the students like to go to the university and the result is this overcrowding in our colleges. Consequently the standard of education in many of the colleges is not the standard which we actually want in our colleges.

To accommodate these students we often find that new colleges are opened without

proper standards, without equipment, without any arrangements for laboratories and libraries. In this connection I would like to request the hon. Minister of Education to look into it and see that when any new college is opened, when a new university is started, all these facilities are there. Only then should that college or that university be allowed to be started.

Sir, I also like to say that opportunity must be given to our students to have study-tours. I very much feel that it is very very necessary for our students to go round the country, to know the people and to know their own surroundings. Only then can we expect that our students will be good future citizens of India.

Another point that I would like to bring to the notice of the hon. Minister is this. We often hear that a student of one university is not admitted into another university. I would request that there should be some arrangement so that if there is any necessity the student from one university is able to go to another university and study there.

Lastly, Sir, I would like to say that the quality of education is directly related to the position afforded or given to the teacher in society. In the United Kingdom and Germany though their teachers are not as well paid as in the U.S.S.R. the teachers enjoy a very high social status. Therefore, apart from raising their salary, we should try to restore to our teachers a position of respect, honour and dignity in our society. Only then, education will rest on sound foundations. Thank you.

THE VICE-CHAIRMAN (SHRI M. RUTHNASWAMY): The Minister will reply to the debate tomorrow morning. The House stands adjourned till 11 A.M. tomorrow.

The House then adjourned at five minutes past five of the clock till eleven of the clock on Wednesday, the 6th April, 1966.