

[Shri Lokanath Misra.]

have been starvation deaths in Orissa and there should be some relief work immediately made available to the people so that they may earn some money. In the rural areas they do not earn money for lack of employment, and therefore, in spite of opening of fair price shops, they are not in a position to purchase grains. Secondly, there is acute scarcity of kerosene oil in that State. If the Government wants Orissa to go the same way as West Bengal, I have nothing to say but in the hope that they do not want that to happen, I say that there is still time and let them pay heed to my words.

SHRI BANKA BEHARY DAS (Orissa): I had also sent a calling attention notice. About starvation deaths, I want to say that I was present that day in the Orissa Assembly when the Deputy Minister made the statement. He categorically said—I am quoting his words—that nine persons have died in a particular village in a span of fifteen days because of malnutrition.

MR. CHAIRMAN: You had asked a question and the reply was given. Have you sent a notice for calling attention?

SHRI BANKA BEHARY DAS: I had given before that.

MR. CHAIRMAN: You had given notice of a question and the question was replied to.

SHRI BANKA BEHARY DAS: I also gave a calling attention notice about that.

MR. CHAIRMAN: Is there any calling attention notice?

(After a pause)

I am informed that you had given that notice. You also put the same question in connection with other questions and it was replied to.

SHRI BANKA BEHARY DAS: The difficulty was that I could not ask further supplementaries.

MR. CHAIRMAN: But this is not the time for it. Mr. Misra has given a new notice. That notice has been passed on

to the Government. And therefore I have allowed him to mention it. But in your case it does not hold good.

SHRI BANKA BEHARY DAS: Then, Sir, I may tell you that I have given a Calling Attention Notice about kerosene. May I speak on it, Sir?

MR. CHAIRMAN: But you have not given me the privilege of seeing me. I allow Members to raise points about these notices if they have seen me in my chamber and explained it to me.

SHRI BANKA BEHARY DAS: Then I will raise this tomorrow, Sir.

#### MOTION RE REPORTS OF THE UNIVERSITY GRANTS COMMISSION FOR 1963-64 and 1964-65—*contd.*

THE MINISTER OF EDUCATION (SHRI M. C. CHAGLA): Mr. Chairman, Sir, I am very grateful to this House for the encomiums that have been paid to the University Grants Commission. This is a very critical House, and when an encomium comes from such a critical body, it is not only well deserved, but it is highly appreciated.

Now, Sir, we have to remember that although 'University' is a State subject, the Union has a very heavy and very important obligation under Entry 66 of List I of the Seventh Schedule, as was pointed out by my friend, Mr. Sapru. As the House knows, that entry speaks about "Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions." So that the Union has to be vigilant all the time that standards are maintained and there is co-ordination. But the instrument for carrying out this policy is the University Grants Commission and I think, over the years, the University Grants Commission has very ably, very satisfactorily and very conscientiously discharged its obligation.

Now, Sir, may I deal with some of the points raised by my hon. friends in the course of the debate? Coming to my friend, Professor Ruthnaswamy, he raised

a point, which also was raised by Mr. Sapru, about the constitution of the Commission, and he raised the point that Vice-Chancellors should not be members of the Commission. Now I am introducing a Bill tomorrow to amend the University Grants Commission Act, which will disqualify Vice-Chancellors from being members of the University Grants Commission—we are giving effect to the Sapru Committee's report.

SHRI AKBAR ALI KHAN (Andhra Pradesh): Sitting Vice-Chancellors.

SHRI M. C. CHAGLA: Yes, it is so; not ex-Vice-Chancellors if they are otherwise not eligible as laid down in the proposed amending Bill.

He also raised a point about official members. Now, Sir, the Act provides—my hon. friend will refer to section 5—in section 5 and it reads as follows :

“The members shall be chosen as follows:

(a) Not more than three members from among the Vice-Chancellors of universities;

(b) Two members from among the officers of the Central Government to represent that Government; and

(c) The remaining number from among persons who are educationists of repute or who have obtained high academic distinctions.”

Now on a body like the U.G.C., which spends a large amount and which has to be constantly in contact with the Ministry of Education and also the Ministry of Finance, I do not think two official members on that body is a very large number. I am not in favour of having official members on bodies like this, but I think here we have kept the number at the barest minimum, and it is absolutely necessary.

Then, Sir, my hon. friend spoke about standards for admission. Now may I draw his attention to page 9 of the Report for 1964-65, to which he has himself drawn attention, as to the standards laid down by the Report? But I cannot understand the inconsistency between arguing, on the one hand, that you should restrict the admission

of students to universities to those really capable of taking the benefit from that type of education, and, on the other hand, be opposed to correspondence courses. Now, Sir, our policy is this. We want to relieve the pressure on the universities, and this can be done in two ways; first make the admission to the universities very strict and, second, have diversification of courses at the secondary stage, so that students could go for technical and similar types of work and not aspire to go to universities to get degrees. But what do we do with those who want to take higher education and who are not fit to be in the university? It would be wrong for the State to deny to them higher education, and the only solution is to have Correspondence Courses and part-time colleges.

SHRI M. RUTHNASWAMY (Madras). Give them other forms of education—technical education; give them other types of education at lower stages.

SHRI M. C. CHAGLA: But if they want higher education and they want to study humanities, want to study science, would it be right for any Government any State, to tell these young men and women that we will not admit you to the universities and at the same time we will deny you the benefits and advantages of higher education?

Now, Sir, my friend said that Correspondence Courses are not university education I agree if you understand university education to mean students going to a place where there is communion of teachers and students, where there is a constant dialogue between teachers and students, where the teachers impress their personality upon the students and mould their character. Now they are denied all these benefits, Sir. With all that, would it be right to deny the students, as I said, some form of higher education? Why should we not give them a chance to better themselves?

Now let me tell you what is happening in the Delhi University who are trying Correspondence Courses as a pilot scheme. The Delhi University said, “We would only admit students who got 40 per cent in the Higher Secondary Examination as fit to enter the portals of the university and take the degrees from the university. And I assure my hon. friend that the results show

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that those students who undertook Correspondence Courses have done very well indeed. Now take this; I think this instance I have already given once. Take what is happening in the U.S.S.R. I have been to Leningrad and seen myself the working of the Correspondence Courses there. Thousands and tens of thousands have been educated through Correspondence Courses, and I remember the Vice-Chancellor of the Leningrad University telling me that those who got the degree through Correspondence Courses sometimes were better students than those who went to the university, because they were more mature, they had more time at their disposal. They were working for their living and therefore they were more serious about their studies.

SHRI P. N. SAPRU (Uttar Pradesh) : I think they have these correspondence courses in the U.K. also.

SHRI M. C. CHAGLA : Yes, they have started these correspondence courses in the United Kingdom and also in the U.S.A. I would beg the hon. Member to get rid of this violent prejudice that he has against these correspondence courses.

SHRI M. RUTHNASWAMY : But do they give those students university degrees and call them B.A.s and so on?

SHRI M. C. CHAGLA : Yes, they do.

Then the hon. Member mentioned that in the pre-university courses, where such courses exist, there should be an intensive study of English. Our main problem in the matter of higher education today is this. Education in the schools—both primary and secondary—is imparted in the regional language. But when the students come to the university stage there is a switch over from the regional language to the English language and many of the students find it difficult to follow the lectures. Therefore, it is essential that so long as English remains the medium in our universities, we give the students an intensive course of study in English before they enter the university. I can assure the hon. Member that the whole object of this pre-university course is to give them an intensive course of study in English. Some of the States might have failed; but at least that is the object of these pre-university courses and examinations.

Then my hon. friend made a comment on the fact that summer schools or institutes were mostly for science subjects and not for the humanities. May I point out that science is advancing fast and the horizon of knowledge is extending and from year to year new discoveries are being made? Therefore curricula have to be changed and new knowledge has to be imparted. We are very backward in science and our teachers still teach science which is already outdated. Therefore, the necessity for these summer schools. But already we have had some summer schools for the humanities. We are going to have a summer school for history and we may also have a summer school for political science and so on. Therefore, we are not neglecting the humanities. But their importance for science is much greater because in the case of the humanities there is no expansion of knowledge in that sense. History is history. It does not change though you might have different interpretations of the past. Political science has advanced, I do agree, and social sciences have also advanced. But the advance is not commensurable with the advance in science, and therefore the greater need or the greater necessity for the training of our science teachers in summer schools or summer institutes and giving them the benefit of the latest knowledge about science.

My hon. friend made a rather serious comment about the centenary grants which were given to the three universities—one happens to be my university—Bombay, Madras and Calcutta Universities. Now I have got here a statement of the centenary grants and how they were utilised and if I give him these facts I am sure my hon. friend will be satisfied that they have been put to very good purposes. The centenary grant sanctioned to the Bombay University was utilised for hostel building, a club house, sports pavilion, departmental buildings for the Department of Business Management, acquisition of land for the new campus. The centenary grant sanctioned to the Calcutta University was utilised for the construction of the centenary building, construction of class-rooms, the Ashutosh Museum, seminar room, auditorium, Science College building, Law College building and students' amenities. The Madras University utilised the centenary grant for construction of buildings for the Science Department,

lecture halls, library, administrative office and the auditorium. Surely this is not misuse of funds and the . . .

**SHRI M. RUTHNASWAMY :** My point is that the major portion of the funds has been spent on buildings. That was the contention.

**SHRI M. C. CHAGLA :** But if you want a new department you must have the necessary building. The department cannot exist in vacuum. You cannot have a department under a tree. My hon. friend must have seen from what I read out that these grants are utilised for improving and establishing some new departments.

The other point raised by the hon. Member was whether the U.G.C. exercised proper control over the universities. This the Commission most effectively does. I may point out how it does it. Before a grant is given the U.G.C. has to be satisfied about the project. And then after the grant is given the U.G.C. has to be satisfied about the utilisation of the grant. And then the U.G.C. appoints various review committees, as is apparent from the report. It also assists the universities to draw up their curricula and for having proper text-books and in keeping up the standards. There was a Standards Committee. The U.G.C. therefore, is constantly keeping control over the universities which it helps.

With regard to hostels, I agree with my hon. friend that the fact that only 18 per cent of the students are housed in hostels is regrettable, even deplorable. But if he will turn to the Report—the second Report—he will find on page 31 that the idea is that during the Fourth Five Year Plan hostel accommodation should be provided for 25 per cent of our students who are in universities and colleges. To achieve this target the additional accommodation for 3 lakh students will have to be provided at an estimated cost of Rs. 120 crores at the rate Rs. 4,000 per seat. So my hon. friend will realise how expensive this project is. Even to reach this target of 25 per cent of the students, we will have to get for the Fourth Five Year Plan a sum of Rs. 120 crores, and we have nothing like it allocated to us in that Plan. I will come to the subject of allocations presently.

My hon. friend Shri Chengalvaroyan from Madras spoke about student indiscipline, and

one or two other hon. Members also spoke on that subject. May I say this. We often blame students. We say that they are guilty of indiscipline. We say that they come out in the streets and make demonstrations and sometimes get violent and throw stones and so on. Let us try to understand the students' point of view.

In the first place, it is the environment that is responsible for the indiscipline. A large number of students have not got a place in their homes where they can sit down and study. It is a terrible situation. What can they do? It might be one room in which their parents are there and their brothers and sisters are also there. Therefore the U.G.C. has suggested, failing hostels, to have students non-residential homes where students can sit down, play games and read books. Again that is an expensive project. But we have helped several universities to put up students non-residential homes.

Apart from environment I feel that one of the main reasons for student indiscipline is that the student has not got a feeling of belonging. There is no feeling of belonging or involvement in what is going on in our country. In order that education may be real education there should be contact between education and life. The days are gone when it was thought that students should remain in an ivory tower, in academic aloofness. Today we have to get our students to realise that they belong to society, that they owe something to society, that they are to make a contribution to society. Therefore, the main thing is to make use of the student's vacations, the time that he has at his disposal, after the college is over. In our country we have too many holidays. Colleges do not work sufficient hours. That is what the U.G.C. says. There are long vacations. Therefore we have to devise ways and means by which the students can do something during these leisure hours. The student must feel the satisfaction of creating something. He must feel that he is doing something for society. For that I have made a suggestion to the Vice-Chancellors that they should persuade the students to adopt a village. For instance in a vacation they can go to the village and help in the building of roads, look after the sanitation, look after its education. Then the students will feel that this is a village which they had uplifted. Even during the term

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time, if the village is not too far, they can keep in touch or in contact with the village. The students can work to eradicate illiteracy. They can go and teach a few people in the evenings, after they have finished their work. They could help to improve the standards in the primary schools or the secondary schools. After all, they are better educated than the teachers in those schools. Our society has so many problems and so many challenges and our students should be made to face these challenges. It is only when the students feel that they belong to and that they are involved in what is happening in the country that indiscipline will disappear. Nobody wants indiscipline for its own sake. It is a sense of frustration, a sense of not knowing what to do, that brings out the scenes we have witnessed all over the country.

SHRI G. RAMACHANDRAN (Nominated): May I ask the hon. Education Minister a question? You have given a brilliant analysis of the causes of student indiscipline. Probably this is the hundred and first time that we have had such a brilliant analysis from you and your predecessors. But may I know what will be the steps taken today, tomorrow and the day after, to give the students that kind of an incentive which will make them accept the involvement you have in mind?

SHRI M. C. CHAGLA: Well, Sir, to a large extent it is for the Vice-Chancellors to consider. As I said I have addressed them a letter. They must draw up and plan projects to involve the students and to see that their leisure hour is properly utilised. Leisure is the problem which is facing civilization at large, not only the student world. Take the United States of America, for instance, where they have less and less of work to do and more and more of machines, automations and so on. And they do not know what to do with their leisure. That is the problem that civilization is facing today. And this is here on a smaller scale which our students are facing. We have to face and solve this problem. What would our students do during their leisure hours? It is not necessary always. After all, they are young and they are entitled to have some holidays. But it is of the utmost importance as I said, that the student should feel that he is doing something creative.

SHRI G. RAMACHANDRAN: My point was precisely what would be the kind of incentive you will offer or the Vice-Chancellors can offer in order that the students are inspired to come into the programme of involvement about which you are talking.

SHRI M. C. CHAGLA: I don't think that they need any monetary incentive or . . . .

SHRI G. RAMACHANDRAN: I did not mean monetary incentive at all.

SHRI M. C. CHAGLA: What they want is emotional incentive. If the Vice-Chancellor or the university authorities were to tell the students: "Here are our social problems, here are our economic problems. Go and help to solve these problems. Go and use your leisure hours." I think they will respond. I am sure. I know young people. There is a lot of idealism in them. There is a lot of patriotism in them and they will respond.

SHRI P. N. SAPRU: You want the right type of Vice-Chancellor.

SHRI M. C. CHAGLA: That goes without saying. Well, Sir, my hon. friend from Madras spoke about university autonomy; also my friend, Mr. Gupta spoke about it. Sir, I am a great believer in university autonomy and I think that scholarship can flourish only in an atmosphere of academic freedom. I must say that where academic questions are not concerned, where it is a question of law and order, then the State has the right to see that law and order is enforced but as far as academic problems are concerned it should be the sole concern of the university and the State should not interfere in it. I also agree that it is not right that the university should function under the shadow of the police. I think it is most regrettable. As far as possible the police should be called in only at the invitation of the Vice-Chancellor but sometimes the situation may be so serious. After all, the State is responsible for law and order. If a Vice-Chancellor is attacked murderously or if violence takes place you cannot suggest that the State must wait for the invitation of the Vice-Chancellor before enforcing law and order but once normal conditions are restored and the law and order problem is solved I do not think that it is right that the police should continue to remain in the campus of the university. It is not a seemly

sight if a university, as I said, were to function under the shadow of the police.

SHRI AKBAR ALI KHAN : You must see that the police is sent out as early as possible.

SHRI P. N. SAPRU : The President said in his Convocation Address at Aligarh, 'Forbear, forgive and forget' and that I think is a policy which our universities should adopt and the Government should adopt.

SHRI M. C. CHAGLA : I think that is a good adage not only for universities but for life generally.

SHRI BHUPESH GUPTA (West Bengal) : Now you referred to law and order. You must have seen in the papers yesterday or the day before that the Vice-Chancellor of the Calcutta University went and met the Chief Minister of West Bengal and requested him that he should release some of the students who had been arrested because he thought that it was necessary in academic interest and for running the university that they should be released but then the Vice-Chancellor was not listened to. It is in the papers.

SHRI M. C. CHAGLA : I do not want to go into the problems of Bengal; I do not know them but the Chief Minister, I take it, must have decided that considerations of law and order required that some students who were detained should continue to be detained. I am not in a position to pass any judgment on the decision of the Chief Minister.

SHRI AKBAR ALI KHAN : But even in the case of Central Universities when the Vice-Chancellors have made a request, the Governments concerned are not taking proper steps.

SHRI M. C. CHAGLA : I do not think so. If the Vice-Chancellor . . .

SHRI BHUPESH GUPTA : Now he went and met him. A deputation of students met him. He went all the way to the Writers Buildings. The papers have published it and what passed between them has also been published. So I am not giving you any wrong information. It is all there in the papers.

MR. CHAIRMAN : He is not questioning your information but he says he does

not know why the Chief Minister has not done it.

SHRI M. C. CHAGLA : My friend, Mr. Banka Behary Das has made a very interesting suggestion with which I fully agree, if only I had the resources to give effect to it and that is 'Universities in the Air'. I think it is as important as correspondence courses. Mr. Wilson before he became the Prime Minister was very enthusiastic about it and I think today they have a 'University in the Air' in the United Kingdom where education is given through television. I think all these audiovisual methods should be requisitioned in order to advance education and nothing is more important than to give education through the ear and the eye. We have been trying to give education through television in Delhi and I think we can make much more use of the radio because there is no financial problem. Certainly we will see what we can do to give effect to this.

Now, coming to my friend . . .

SHRI BANKA BEHARY DAS (Orissa) : Will you kindly also refer to the Andhra University Amendment Act? They want to have more power.

SHRI M. C. CHAGLA : Well, I have seen the amendment . . .

SHRI AKBAR ALI KHAN : They have agreed to the amendment.

SHRI M. C. CHAGLA : . . . and to a large extent they have accepted our suggestions. For instance, one objectionable clause can be about issuing directives to the University. That has been deleted. The second was about the State Government laying down conditions for affiliation of colleges, we said that it was not the function of the State Government but it was the function of the University. That also has been deleted. So I must say in fairness to the Chief Minister of Andhra that substantially he has met our objections. There are some small matters which might have been perhaps better drafted but as I said substantially these were the two matters on which we felt that academic freedom would be endangered.

SHRI BANKA BEHARY DAS : I also referred to the question that in some of

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the Universities including Andhra the Education Minister happened to be the Chancellor of the University.

SHRI M C CHAGLA : The Education Minister has his hands full. Anyway, I shall come to the question of Chancellors later

Coming to Dr Sapru, his one suggestion was that there should be one Central University in each State. I entirely agree. There are four Universities now, all of them in the north but again this is a matter of resources. If we have the resources we will certainly do that. We accept the policy but the question is of implementation which requires resources.

Then he made a suggestion that no university should be established without the consent of the U.G.C. Now I might tell him that in the amending Bill which I am introducing I am laying it down as a mandatory provision that the University Grants Commission shall not give any grant to any University established by a State without the consent of the University Grants Commission and the Ministry of Education. I agree that we have got universities coming up like mushrooms; many of them are sub-normal. The States do not listen to us and just for the sake of prestige they establish new universities

My friend also said that all education should be brought under one authority. That has been my view all along. Education cannot be truncated, cannot be fragmented but this is a matter which does not concern me alone. It concerns other Ministries also. We have the Health Ministry which looks after the medical colleges; we have the Food Ministry which looks after the Agricultural Universities and I think the Law Ministry has also some control over legal education.

SHRI P. N. SAPRU : It is all wrong. They should all be under the control of the Education Ministry.

SHRI M. C. CHAGLA : I fully endorse the sentiments but it is not entirely in my province.

The hon. Member said that the grants to the U.G.C. are not adequate. I entirely agree that considering the very important national work the Commission is doing the

grants are very inadequate. The position about grants is as follows :

Year	Plan (Crores)	Non-Plan (Crores)	Total (Crores)
1961-62	8.40	2.85	11.25
1962-63	7.91	2.88	10.79
1963-64	7.80	3.98	11.78
1964-65	9.76	4.30	14.06
1965-66	12.55	5.00	17.55

And in the next Budget we have got less than what we got last year; the Plan grant is Rs. 11.06 crores, non-Plan Rs. 4.25 crores and total Rs. 15.31 crores. This is a drastic cut. The number of universities is increasing; the problems of higher education are getting more and more complex and complicated and I agree with my friend that if anything we should have had a much larger grant rather than having our grants cut down.

Then, I come to my friend, Mr. Bhupesh Gupta. He always sees red as soon as the name of America is used. I should not say red, because he always sees crimson red when the American name is used in any context. He has made a very serious charge which I want to repudiate on the floor of the House. It is about the Indo-American Foundation mentioned in the joint communique issued by the U.S. President and our Prime Minister, when she visited the United States recently. He said this was an attempt to introduce the American way of life in this country. Now, let me assure you . . .

SHRI BHUPESH GUPTA : Culturally.

SHRI M. C. CHAGLA : We do not want the American way of life, the Russian way of life, the Chinese way of life or any other way of life. We must have our own Indian way of life. I am proud of our own way of life. I am proud of our culture and we should hold fast to that culture. Now, what is the purpose of this Foundation? First of all, let me read out what exactly it is.

SHRI BHUPESH GUPTA : You should not get excited. Do it quietly and calmly

SHRI AKBAR ALI KHAN : You got excited yesterday.

SHRI M. C. CHAGLA : Now, Sir, in the joint communique issued by our Prime

Minister and President Johnson, this is what is stated :

"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."

We have a little more expanded version of this in the text of President Johnson's message to the Congress. This is what it says .

"Following long and careful planning and after discussions in recent days with Prime Minister Gandhi, I have proposed the establishment of an Indo-U.S. Foundation. This Foundation will be financed by rupees surplus to our needs now on deposit in India. It will be governed by distinguished citizens of both countries. It will be a vigorous and imaginative enterprise designed to give a new stimulus to education and scientific research in India. There is no field where, I hope, this stimulus will be greater than in the field of agriculture and agricultural development."

Now, let me explain.

SHRI BHUPESH GUPTA : I am extremely grateful to you, but you have read this only to confirm what I have said.

SHRI M. C. CHAGLA : I could not follow.

MR. CHAIRMAN : He says this seems to confirm what he had said.

SHRI M. C. CHAGLA : It does not. Let me explain it. Now, as my hon. friend knows, the United States has counterpart rupees in this country. Some of this they could inject into our economy any time they want. It is entirely at their disposal. Now, it is a part of the counterpart rupees that are to be in this trust and the income of this trust will be used for educational purposes. The important thing is this. This Foundation will be governed by trustees who will be non-officials. There will be an equal number of Indians and Americans. The policy will be laid down not by the United States, but by this body of trustees

SHRI BHUPESH GUPTA : It is half United States.

SHRI M. C. CHAGLA : Yes. The other thing is this. Its income is all in rupees.

SHRI BHUPESH GUPTA : That is all right.

SHRI M. C. CHAGLA : So that to a large extent education will be supported in this country itself. My friend mentioned that thousands of students will go to the United States and that would involve foreign exchange.

SHRI BHUPESH GUPTA : I have not said that.

SHRI M. C. CHAGLA : Now, let me give you one instance of another Foundation. Now, my hon. friend has heard of the Rockefeller Foundation. Now, the Rockefeller Foundation has been responsible for some of the finest researches done. Those who have been benefited by that Foundation today occupy eminent positions in American public life and elsewhere. As I see it, as I envisage it, this Foundation will give support to many research projects, which universities are not in a position to do. Therefore, it would be a great impetus to research and education. It has nothing to do with the American way of life. As I said, we do not need the injection of any foreign culture into our body-politic.

SHRI BHUPESH GUPTA : May I ask a question ?

SHRI M. C. CHAGLA : I am sorry. I have only fifteen minutes and there are some more things.

Now, the next point he made was that Governors should not be Vice-Chancellors. This is not a new thing in our university legislation, about making Governors Vice-Chancellors. The reason for making the Governor the Vice-Chancellor is this. The Governor is above Parties. My friend would appreciate that that is the constitutional position.

SHRI BHUPESH GUPTA : What about Mr. Ajit Prasad Jain ?

SHRI M. C. CHAGLA : I am not going to enter into any political discussion. The reason for appointing the Governor as the

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Chancellor is this. If you appoint anybody else in the State, well, he has leanings, some biases, some prejudices, some affiliations.

**SHRI BHUPESH GUPTA :** He was canvassing in the Congress Party elections.

**SHRI M. C. CHAGLA :** Then, my friend talked about the importance of technical education, but he forgets that the U.G.C. only partly deals with technical education, in helping to set up the departments of technology and science in universities. The main body which deals with technical education is the All India Council for Technical Education, which is responsible for the four IITs, our finest institutions, for our regional engineering colleges and also for the engineering colleges in the States.

Now, Sir, I come to my friend, Mr. Reddy. He mentioned about the IITs and the regional engineering colleges. Strictly that question is not germane to the U.G.C. Report. That is dealt with by the All India Council for Technical Education, but I shall deal with the point he has raised and that is the IITs hold their examinations in English. Those who study in the regional languages find it difficult to pass these examinations. Now, what are we to do? These are all-India examinations. We recruit students from all over the country. The medium of instruction, as far as technical education is concerned, is English and if we have examinations in different languages, it would be very difficult to recruit students of the same standard. But when English disappears as the medium in these institutions, of course, we will have to adapt ourselves to it.

Then, Sir, my friend, Prof. Siddhantalan-  
kar, said that the U.G.C. had not done anything for Sanskrit. Now, this is not fair. If my hon. friend turns to pages 42 and 43 of the Report . . .

**PROF. SATYAVRATA SIDDHANTALANKAR (Nominated) :** I have not said that it has not done anything.

**SHRI M. C. CHAGLA :** If he did not, then I will not deal with it.

(Interruption)

**SHRI P. N. SAPRU :** He was merely emphasising the part that the Gurukulas had

played in preserving Indian culture and of his way of life.

**SHRI M. C. CHAGLA :** If he turns to page 42, he will find that there are two Sanskrit Universities. One is the Varanaseya Sanskrit Vishwavidyalaya and the other is the Gurukul Kangri Vishwavidyalaya. Now, if he turns to page 54 he will find the grants that the U.G.C. has given to these Sanskrit institutions. As regards the Varanaseya Sanskrit Vishwavidyalaya, we have given a lakh of rupees for teaching and research and Rs. 60,000 for the library. In all it is Rs. 1,60,000. The Gurukul Kangri has been given Rs. 20,000 for teaching and research and Rs. 30,000 for library books. In all it is Rs. 50,000. He expressed surprise that the Poona University should have been selected as the advance centre for Sanskrit studies. Now, the U.G.C. set up an advisory board. They considered the facilities in all the universities and they came to the conclusion that today the best university for Sanskrit studies was the Poona University. I come from that State and perhaps you may think that I am biased. Poona has a very high tradition for Sanskrit studies and I am not surprised that the U.G.C. has selected it. But I may assure my hon. friend that there was no regionalism about it.

**PROF. SATYAVRATA SIDDHANTALANKAR :** I do not dispute that. I simply say that we have the Varanaseya Sanskrit Vishwavidyalaya. Now, that University specialises in Sanskrit and you have not consulted that University.

**SHRI M. C. CHAGLA :** The answer is that the Advisory Committee thought otherwise and I have nothing more to say about this.

Then, my friend said something rather surprising, that the election of the Vice-Chancellor must be unanimous by a special committee and gave the instance of Kerala. He knows the problem that arose. An Ordinance had to be passed by the Governor and I am laying it on the Table. What happened in Kerala was this. The special committee unanimously recommends a name. The Chancellor has to accept it. If the decision is not unanimous, they must submit a panel of three and then the Chancellor can select one from the three. What the Kerala University did was this.

It neither selected a Vice-Chancellor un-  
animously, nor did it submit a panel, be-  
cause it could not agree. The result was  
the Chancellor had to pass an Ordinance  
and appoint the Vice-Chancellor himself.  
Therefore, the scheme of unanimous elec-  
tion will not work. My own partiality has  
always been for the Delhi pattern. I  
know that the Model Bill Report does not  
agree with me. We have introduced the  
Banaras Bill which is pending, which this  
House has passed, and the Jawaharlal  
Nehru University Bill. Both contain this  
pattern. I would say every system has its  
defects, but I think by and large the Delhi  
system is the best.

Turning to Dr. Guha who made a very  
useful and very interesting speech, she  
made a comment that the University  
Grants Commission Committees took a  
long time to submit the report. May I  
say in justification of this delay that most  
of the members of the Committees are  
Vice-Chancellors or people who are en-  
gaged in some educational work? They  
are doing this work honorarily by serving  
on the Committees. It is very difficult for  
them to devote as much time as one would  
have expected. They are not full-time  
members of the Committees. Therefore,  
there is undoubtedly delay but we will see  
that in future the Committees report as  
soon as possible.

Then the hon. lady Member said that  
there was no contact between the Univer-  
sity Grants Commission and the affiliated  
colleges. If she will turn to page 21 of  
the report, she will find what work the  
University Grants Commission has been  
doing *qua* the affiliated colleges. There  
are nine items set out there :

- "1. Introduction of the three-year de-  
gree course.
2. Development of post-graduate stu-  
dies in science subjects and the  
humanities (including social scien-  
ces).
3. Construction of libraries and labo-  
ratories including the purchase of  
books and scientific equipment.
4. Construction of hostels, non-resi-  
dent students' centres, hobby work-  
shops and staff quarters.

5. Revision of salary scales of tea-  
chers.
6. Centenary grants to colleges which  
have served the cause of education  
for 100 years.
7. Establishment of text-book libra-  
ries.
8. Contribution to the students' aid  
fund.
9. Purchase of water coolers."

This is a very big programme. Do not  
forget that there are over 2000 colleges in  
our country. It is impossible for the Uni-  
versity Grants Commission to help all col-  
leges, I agree that it has helped a few  
colleges, but there has been a contact be-  
tween the University Grants Commission  
and the colleges.

Then the lady Member said that status  
should be given to teachers. Let us see  
what the University Grants Commission has  
done for the teachers. You will find that  
in pages 26, 27 and 28 of the report. First  
of all on page 24 this is what the University  
Grants Commission says :

"The University Education Commis-  
sion described teachers as 'the corner-  
stone of the arch of education', and  
stated that 'the success of the educa-  
tional process depends so much on the  
character and ability of the teachers that  
in any plan of university reform the  
main concern must be for securing an  
adequate staff with qualifications neces-  
sary for the discharge of its many-sided  
duties'. The University Grants Com-  
mission has been of the opinion that  
everything possible should be done to  
attract a reasonable proportion of our  
men and women of high intellectual abi-  
lity to the teaching profession."

Recently I was in Calcutta. The college  
teachers came on deputation to me and  
they very graphically described the position  
of the college teachers. They said that they  
looked upon it as a waiting room, waiting  
for a better offer from industry and for  
leaving it for a higher salary. They  
emphasised the importance of paying our  
college and university teachers better  
salaries. Only recently we have accepted  
the scheme of the University Grants Com-  
mission to pay higher salaries to the college  
teachers.

**SHRI BHUPESH GUPTA :** Have you received any communication from the West Bengal teachers asking for certain clarifications in regard to this matter ?

**SHRI M. C. CHAGLA :** I have received a communication. I am rather surprised because the assurance I have given is that we will implement the University Grants Commission scales, which we are doing. They have now raised a new demand that under the U.G.C. scales you have got two grades : the senior lecturer and the junior lecturer. Their demand is that there should be only one scale. This is not a part of the University Grants Commission's recommendations. It was with great difficulty that I got even this implemented and I expected the Bengal teachers at least to thank me for what had been done. Instead of that I got a telegram stating that their full demands had not been met. I hope the teachers will realise . . .

**SHRI BHUPESH GUPTA :** A Bengal paper carries a news that you said in reply to my question that their demands had been fully met.

**SHRI M. C. CHAGLA :** That is as regards the salary.

Then turning to what the University Grants Commission has done, the next is assistance for research :

"The Commission continued to provide assistance to teachers in universities and colleges for undertaking research or learned work. Teachers are often handicapped in carrying on such work in the absence of necessary equipment and literature. The Commission's assistance to a teacher for an approved research project is limited to Rs. 5000 p.a."

Then there is a scheme for utilising the services of retired teachers who are outstanding. Teachers who have retired and who are still active get an honorarium of Rs. 6000 p.a. to carry on research work.

Then there is a scheme for exchange of teachers to which I attach very great importance from the point of view of national integration. It is very necessary that teachers from one university should go to an-

other university, and for that purpose the University Grants Commission gives special grants.

Then there are also travel grants which the University Grants Commission gives to teachers and research workers to visit centres of learning in the country in pursuance of their work or to obtain specialised training in their respective fields.

Then the universities have also been given assistance for erecting staff quarters and teachers' hostels.

I think this is a great deal which the University Grants Commission has done for the teachers. I may point out that apart from college teachers, we have now the National Awards which the President gives every year to teachers from schools. We have also a teachers' fund in which there is a fair amount of money, by which we have helped teachers in distress who cannot otherwise be helped.

Sir, I think I have met most of the arguments advanced by the hon. Members. I am very grateful to the House for a very interesting, a very important and a very useful debate.

**PROF. SATYAVRATA SIDDHANTA-LANKAR :** You have not mentioned about my suggestion of the University Grants Commission helping a Sanskrit-oriented English-Greek-Latin dictionary.

**SHRI M. C. CHAGLA :** I did not deal with it because it was not pertinent to the question, but I will certainly consider that question.

**MR. CHAIRMAN :** I was surprised at the points he has met.

**SHRI BHUPESH GUPTA :** I appreciate the hon. Minister dealing with the debate and trying to answer point by point. I hope other Ministers will emulate that. May I ask him whether in this matter of the U.S. India Foundation of which he seems to be greatly enamoured the University Grants Commission was consulted and whether their opinion in this matter had been obtained and, secondly, in view of the fact that one half of the members of the Board will be Americans, bringing American money, is it not something very very serious that it is they who will determine the

policy of the Board, half of it being foreign component? Therefore, is it not good that the hon. Minister should circulate the agreement and related matters to the university professors and others, Vice-Chancellors and so on, and seek the opinion of the teaching community in the country as to how they view this matter instead of trying to brush aside what I have said by saying that I draw a red herring?

**SHRI M. C. CHAGLA :** Before this announcement was made there were consultations in Delhi between the Minister of Education, the University Grants Commission and the American Embassy. Details have not been worked out, but I again want to give an assurance to my hon. friend and to this House that in determining the policy it will be a policy which will be of benefit to our country and will in no way be influenced by American pressure or American opinion.

**MR. CHAIRMAN :** The House stands adjourned till 2.30 in the afternoon.

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

The House reassembled after lunch at half-past two of the clock, **THE VICE-CHAIRMAN (SHRI M. P. BHARGAVA)** in the Chair.

# **SHORT DURATION DISCUSSION RE TRIBAL UNREST IN BASTAR AND THE GOVERNMENT OF INDIA'S ATTITUDE THERETO**

**SHRI BHUPESH GUPTA :** (West Bengal) : Mr. Vice-Chairman, Sir . . .

**SHRI K. K. SHAH :** (Maharashtra) : Sir, I want to raise a point of order. The matter that is . . .

**THE VICE-CHAIRMAN :** (SHRI M. P. BHARGAVA) : You want to raise a point of order on what? On what is before the House?

**SHRI K. K. SHAH :** Notice has been given and the motion has been admitted. Therefore, . . .

**THE VICE-CHAIRMAN (SHRI M. P. BHARGAVA) :** Let him move.

**SHRI K. K. SHAH :** Even before that I am entitled to raise a point of order. After

he has moved, the discussion is likely to go on . . .

**SHRI BHUPESH GUPTA :** On a point of order . . .

**THE VICE-CHAIRMAN (SHRI M. P. BHARGAVA) :** Mr. Gupta, let me first hear him.

**SHRI K. K. SHAH :** Mine is a question about the admissibility of this motion. I raise the question about the motion itself now, not after the motion is moved. Sir, it is before the House and it has been circulated and therefore I am entitled to raise the question about the admissibility of this motion and you are entitled to reconsider it even though you have admitted it. I am not challenging the authority of the Chair to admit the motion. But I am entitled . . .

**THE VICE-CHAIRMAN (SHRI M. P. BHARGAVA) :** May I know, Mr. Shah, which is the motion you are referring to?

**SHRI K. K. SHAH :** About the notice of the motion that is given and which is admitted and which has been circulated.

**THE VICE-CHAIRMAN (SHRI M. P. BHARGAVA) :** What I have before me is: "Shri Bhupesh Gupta to raise a discussion on the recent tribal unrest in Bastar and the Government of India's attitude thereto."

**SHRI K. K. SHAH :** May I point out that under Rule 176 and Rule 167 . . .

**SHRI DAHYABHAI V. PATEL (Gujarat) :** Rules 176 and 167 are all the same.

**SHRI K. K. SHAH :** Rule 167 says :

"Save in so far as is otherwise provided by the Constitution or by these rules, no discussion of a matter of general public interest shall take place except on a motion made with the consent of the Chairman."

The next is :

"Notice of the motion shall be given in writing addressed to the Secretary."

That is Rule 168.

**THE VICE-CHAIRMAN (SHRI M. P. BHARGAVA) :** Rule 168?