

SHRI BHUPESH GUPTA: He had rushed to Delhi to meet the Prime Minister, and we should know exactly what is going on between him and Rev. Michael Scott.

MR. CHAIRMAN: Papers to be laid on the Table.

PAPERS LAID ON THE TABLE

THE OIL AND NATURAL GAS COMMISSION (FIFTH AMENDMENT) RULES, 1964

THE MINISTER OF STATE IN THE MINISTRY OF PETROLEUM AND CHEMICALS (SHRI O. V. ALAGESAN): Sir, I beg to lay on the Table, under sub-section (3) of section 31 of the Oil and Natural Gas Commission Act, 1959, a copy of the Ministry of Petroleum and Chemicals Notification G.S.R. No. 1594, dated the 26th October, 1964, publishing the Oil and Natural Gas Commission (Fifth Amendment) Rules, 1964. [Placed in Library. See No. LT-3425/64.]

ANNUAL REPORT (1962-63) OF THE COMMISSIONER FOR SCHEDULED CASTES AND SCHEDULED TRIBES

THE DEPUTY MINISTER IN THE DEPARTMENT OF SOCIAL SECURITY (SHRIMATI MARAGATHAM CHANDRASEKHAR): Sir, I beg to lay on the Table, under clause (2) of article 338 of the Constitution, a copy of the Twelfth Annual Report of the Commissioner for Scheduled Castes and Scheduled Tribes for the year 1962-63—Parts I and II. [Placed in Library. See No. LT-3426/64.]

SUPPLEMENTARY DEMANDS FOR GRANTS FOR EXPENDITURE OF THE GOVERNMENT OF KERALA IN 1964-65

THE DEPUTY MINISTER IN THE MINISTRY OF FINANCE (SHRI RAMESHWAR SAHU): Sir, I beg to lay on the Table a Statement showing the Supplementary Demands for

Grants for Expenditure of the Government of Kerala in the year 1964-65.

MOTION RE. REPORT OF THE UNIVERSITY GRANTS COMMISSION—continued.

THE MINISTER OF EDUCATION (SHRI M. C. CHAGLA): Mr. Chairman, may I express my gratitude to the hon. Members of the House who have participated in the debate yesterday? They have made various valuable suggestions which will certainly be taken into account. In a sense there is a common measure of agreement. I think almost every Member has expressed his appreciation of the very fine work done by the University Grants Commission and particularly its able Chairman. There is also an acceptance of the unfortunate fact that standards in the higher education have been going down. There is also a feeling that the status and the dignity of teachers should be elevated. My friend, Mr. Sapru, said, and I agree with him, that in our country teachers do not occupy that position in society which they do in other countries. He pointed out the instance of Cambridge and Oxford where the head of a college is a very important person. It is the same, in the United States, it is the same in the U.S.S.R., and it is so also in other European countries. We have not yet accorded to our teachers that recognition and that appreciation to which they are entitled. I quite agree that even if we do not pay them the salary which they receive in more affluent countries, they should at least have a feeling that they are doing a very important and responsible work, and they should get recognition for that fact. Mr. Sapru pointed out that as far as teachers in primary and secondary schools are concerned, we have instituted the system of giving national awards, and the national awards were given only the other day to about 91 teachers. They all came to Delhi, they met the Presi-

dent, they met the Vice-President, and they felt that the country was appreciating the work they had done. Now, similar appreciation must be given also to the teachers in the colleges and in the universities. Of course, they are not so badly off as the teachers of primary and secondary schools. But even so, with all the efforts that the University Grants Commission has made, the salary scale of the teachers in colleges is not what it should be.

I pointed out in my opening remarks that the University Grants Commission has laid down a scale for university professors and for college teachers. They have offered substantial aid to the colleges and the universities. They want to implement the scheme. I am sorry to say that whereas most of the universities have accepted the scales, very few colleges have done so, and therefore a large number of college teachers are still badly underpaid.

I also agree that to the extent that it is possible, we should have a parity between the salary given to the university professors and the professors in colleges. The University Grants Commission is actively considering this question.

My friend, Mr. Sapru, mentioned the terrible position in which many of the affiliated colleges particularly in U.P. find themselves in regard to standards, in regard to staff, in regard to facilities and so on. I am fully conscious of that situation and so is the University Grants Commission. And I agree that we cannot improve the standards of higher education if we concentrate merely on universities; it is essential also to concentrate on affiliated colleges. I am sure my friend from Calcutta will bear me out that the problem is similar in Calcutta. There is a large university and the number of students is 1,35,000; it really consists of various affiliated colleges. Therefore, to raise the standard of higher education we

should not think only of university department but we have also to think of affiliated colleges. It is a big problem but the University Grants Commission is doing its best to tackle it.

Now, Mr. Sapru also suggested following the Report of the Committee of which he was the Chairman and making various alterations in the composition and constitution of the University Grants Commission. I assure him that we will give careful thought to his suggestions. As a matter of fact, I have forwarded these recommendations to the University Grants Commission for their comments and after I receive their comments, I shall take immediate steps to bring about the necessary amendment in the Act.

Now, I was really shocked to hear what my friend, Mr. Govindan Nair, from the Benches opposite said about what is happening in Kerala. He said that every student had to pay Rs. 2,000 for admission to M.Sc., Rs. 5,000 for the engineering college and Rs. 10,000 for the medical college. As the House knows, in this House and in the other House, I used very strong language about this sort of capitation or donation. I said that this was blackmarketeering in education. At the recent meeting of the Central Advisory Board of Education in Bangalore I got all the Education Ministers to agree to a resolution that this would be put down. Well, I did not know that things were so bad in Kerala. But I will certainly look into this matter and see what can be done to do away with this terrible evil. There is profiteering in this country, there is blackmarketeering in this country, there are all sorts of evils. But I think one of the worst evils is when people put up educational institutions to make profit, commercialise education, and get money on this scale from the poor students who have got to find a place in these institutions.

Dr. NIHAR RANJAN RAY (West Bengal): The vice is not confined to

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Kerala alone. In respect of medical and engineering colleges. The vice flourishes elsewhere also.

SHRI M. C. CHAGLA: I am sorry to hear that it also flourishes in West Bengal. But I agree that the solution is, more institutions, and more facilities for the students. Blackmarketeering, profiteering, all arise because of scarcity. I have always said, when you have a society of scarcity, corruption flourishes; when you have a society of abundance these things go down automatically. It is true of education, it is true of food, it is true of any commodity. And therefore I agree that we should have more facilities for our students, more institutions, more evening classes. We must go ahead with correspondence classes so that our students have facilities and opportunities for education. What is a father to do if he wants to educate his son and no institution is available, and the institution wants capitation fees? It is a challenge to him. He begs, borrows or steals and pays this huge amount to the institution so that his child can get some education. I agree that this is a shocking state of affairs but I assure the House that we are looking into it and trying to put down this evil.

SHRI N. VENKATESWARA RAO (Andhra Pradesh): I know of many private institutions run by committees where there is the capitation system but their motive is not profit. They are started with public donations and to stabilise them capitation fees are collected. What is wrong with a proposition like that?

SHRI M. C. CHAGLA: Well, Sir, my friend, Dr. Prasad has drawn our attention to certain evils that exist and one of his suggestions is that just as you have regional colleges to train teachers for schools, there should be institutions for training college and university professors. He says that they should be as much trained as the teachers who teach in the primary and secondary schools. Now, there are two definite views about this matter.

Only the other day I was talking to the President of the Princeton University, one of the finest universities in the United States. When I expressly put this point before him, he smiled and said, "Well, there would be a strong opposition in my institution if this suggestion was accepted". And the argument was this. In the case of colleges and universities the proper training ground is research work. When a teacher or a professor passes his M.A. then he should go in for research and having acquired experience and knowledge by going up to his doctorate, he becomes fit enough to teach. Take the case of Oxford or Cambridge in England. Nobody has heard of the Dons ever being trained to teach the students. That is not so in the institutions in the United States either. Where it does exist, it exists very successfully. In France, Napoleon had the foresight to realise that France would need trained teachers and therefore he set up in Paris one of the finest institutions—he set up three, I am referring to one—and it is called the Ecole. He set up one Ecole for the training of teachers for colleges and universities. But, as I said, this is a controversial matter and we are looking into it whether some sort of training should be necessary before a student who passes his M.A. automatically becomes a teacher in a college or university.

PROF. B. N. PRASAD (Nominated): May I clarify a point?

When I mentioned this topic, I never meant that a young man who is going to be employed as a university teacher should be given the type of training which is prevailing in the primary or the secondary schools. I said this that somehow the practice in our country is that immediately after a young man passes his M.A. or M.Sc. he is at once employed to take up even the Post-graduate class. I suggested that a person after passing the M.A. examination should be given a period of two years so that he may carry on advanced studies and research and then after that period,

when his knowledge becomes more stabilised, then only he should be assigned to take up the classes. By training, I never meant that it should be a sort of LT or BT class. And I have cited the example of France. That is a custom which is found to be most popular in the world.

SHRI M. RUTHNASWAMY (Madras): May I ask if it is in the Calcutta University that raw M.As. are put on post-graduate work?

PROF. B. N. PRASAD: Everywhere.

SHRI M. RUTHNASWAMY: No, Sir. In the Madras University that does not obtain.

PROF. M. B. LAL (Uttar Pradesh): It is only an exception.

PROF. B. N. PRASAD: I will reply when my statement is challenged.

MR. CHAIRMAN: No, please.

PROF. B. N. PRASAD: I must have the right to reply.

MR. CHAIRMAN: I thought you had your say when you participated in the debate.

PROF. B. N. PRASAD: But since my statement has been challenged I must reply. If you take a survey of a number of Universities, I can say from personal experience that quite a large number of young people, immediately after passing their M.A. examination, have been employed. Even suppose for the sake of argument that the Madras University becomes an exception, that does not prove the rule. If you want I can give you the names.

MR. CHAIRMAN: Mr. Ruthnaswamy only wanted to protect the reputation of the Madras University.

PROF. M. B. LAL: And he is prepared to spoil the reputation of all the Universities.

SHRI M. RUTHNASWAMY: The hon. Member said that raw M.As. were put

to post-graduate work. That is a statement which is not correct.

SHRI M. C. CHAGLA: Sir, my friend knows, the House knows that we are suffering from a shortage of teachers. He himself mentioned in his speech that for two or three years professorial chairs remain vacant. On the one hand we have to face the problem of shortage of teachers. On the other hand we have to try and see that the teachers we get are qualified teachers. My own feeling is that ultimately it will be our post-graduate departments that would be the nursery for our teachers. And, therefore, we have to strengthen our *post-graduate departments*. And that is one thing that the University Grants Commission is concentrating on. There is the scheme of centres of advanced study. That itself shows how keen the University Grants Commission is to strengthen and improve the institution. The postgraduate department today is weak. We have some very good work, some very fine post-graduate students. But ultimately in every country the source of teachers, of leaders, of scientists must be the post-graduate departments. And therefore the test of efficiency in higher education, the question as to whether really higher education is doing well, is to find out how our post-graduate departments are doing. And I think if some time is given to us, we will find the right type of people from our postgraduate departments to take to teaching.

Now as regards salaries, may I say that all the world over Government or Universities cannot compete with industries? We cannot afford to pay the salaries to teachers that the industry can. I remember I was talking to the ex-Ambassador from the United States, Mr. Galbraith. I was joking with him that he was going to Harvard after having been an Ambassador, and having been a great personal friend of President Kennedy. And his answer was very significant. He said, "It is true that a diplomatic post like Ambassadorship in India is a very important one. And, I can

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command any salary I like in industry. But the reason why I am going back to Harvard is that it is a challenging appointment. I can meet young men. I can mould their future and it appeals to me". It is only when we instil that feeling, that spirit, among our teachers that we will go a long way towards solving our educational problem. Our teachers should feel that they are doing something very responsible. But I agree with Mr. Sapru that for that we must improve the atmosphere in our colleges, in our Universities. We must give our teachers recognition and status.

Now there is one remark made by my friend, Mr. Mani, that is about the Banaras Hindu University and the Aligarh Muslim University. Mr. Mani knows well enough and he will accept what I say, that I am the last man in the world who would like to have any communal institutions in India. If I had my way, I would do away with all of them because I have always taken the view that the way to solve the communal problems is to get all the communities to join the national stream.

The Banaras Hindu University and the Aligarh Muslim University are historical institutions just as we still have the portraits of the Viceroys in the Rashtrapati Bhavan, as the late Prime Minister said, merely to mark the march of history. So these institutions bear these names in order to show what the educational policy of the British Government was. But I assure Mr. Mani that we look upon both these institutions as Central Universities, all-India institutions and not as communal institutions, either Hindu or Muslim.

SHRI AKBAR ALI KHAN (Andhra Pradesh): With your permission, will the hon. Minister ensure that in each of these universities at least 30 per cent. come from the other community, in the staff as well as students?

SHRI M. C. CHAGLA: I am most anxious to do that. I can easily change the name. I can introduce a Bill. But it would raise unnecessary controversy. What matters is not the name of an institution but what happens in the institution. I agree with my hon. friend there that in order to make these institutions really national, Indian, Central, we should have more intermingling of the different communities. We should not look upon the Banaras University as a Hindu institution, nor the Aligarh University as a Muslim University. They are national institutions, they are Indian institutions, they are Central institutions.

SHRI G. RAMACHANDRAN (Nominated): Can we make a beginning with a Muslim Vice-Chancellor at the Banaras Hindu University and a Hindu Vice-Chancellor at the Aligarh University?

SHRI AKBAR ALI KHAN: I would welcome it.

SHRI M. C. CHAGLA: I refuse to label any human being or any Indian. I hope that the day will never come when I will make a distinction on the ground that a person is a Hindu or a Muslim.

SHRI G. RAMACHANDRAN: I am afraid, Sir, he is unfair to me. I am not wanting that to be done. But when you agree with my friend's suggestion that 30 per cent. of the staff might be from the other community and you welcomed it enthusiastically, I pinpointed it by saying that nothing would be so good as to have at the Hindu University a distinguished Muslim Vice-Chancellor and vice versa. After all, you are not going to deny that there are Hindus and Muslims in this country.

SHRI M. C. CHAGLA: It is a very good suggestion and I will certainly bear it in mind. I will just give these figures. As far as the Aligarh University is concerned, there are 35 per

cent. students from the Hindu community studying there. I know there are members of the staff also from the major community.

SHRI AKBAR ALI KHAN: And in the Hindu University?

SHRI M. C. CHAGLA: I have not got the figures. I will get it. As far as the Muslim University is concerned, these are the figures.

Before I turn to the series of amendments which have been proposed by Mr. Chordia and Mr. Man., may I say first a few words about the language question because almost every speaker has made a reference to the language issue. I think one or two speakers mentioned that the Government's policy was not certain, and that the Government were speaking with different voices. I beg to say that there has been no change in the policy laid down by the Government for some years back, and I will presently point out how that is so and what the policy is. I said so in my opening remarks and I want to repeat this. There is no attempt on the part of the Government not to give full encouragement to Indian languages or to Hindi. Doubts have been expressed on that point. Almost inevitably a time will come when we will have the regional languages as the media of instruction in different Universities. But the point of the matter is—and we must not forget that—that we must have a common Indian language, a link language which is the bond between different universities, scholars as also the bar and so on. It is not the progress of the regional languages that we are trying to stop. It is the apprehension that we have that in forgetting the unity of India, in putting all the emphasis on the regional languages, you will break up India linguistically. You cannot have emotional integration in this country unless you have linguistic integration and linguistic integration can only come through all the people in India accepting one language as the common language. My friend, Mr. Ranamurti

—I have taken down his words—said: 'First switch on to the regional language, then think of Hindi or English'. He also went on to say that we must take care to see that centrifugal tendencies do not come to the front. But the centrifugal tendencies are bound to come to the front if you have regional languages in the fifteen States without seeing to it that the common language also develops. Therefore when I emphasise the importance of English—I want to speak to my friend, Mr. Khandubhai Desai, who does not agree with me—it is not because I am not in favour of Hindi. It is not because I do not want to support Gujarati or Marathi or Tamil. It is because I am conscious of the fact that our national unity will be undermined if we do not have a common language, unifying language, a link language. Therefore I wish to assure my friend, Mr. Desai and through him to many friends of his in Gujarat, that I am not against the Gujarati language. Now the Gujarat University has the medium of Gujarati. Hindi is only optional. In English only one subject is taught. Therefore unless you emphasise Hindi or English and you push ahead only with the regional languages, what will be the future of our country? What will happen ten years hence? I have often said that I hope I shall not live to see that day—it will be a sad day—when at a High-powered Conference in Delhi we may need interpreters to interpret one Indian to the other.

SHRI AKBAR ALI KHAN: In the Supreme Court?

SHRI M. C. CHAGLA: What will happen to the Supreme Court? We recruit Judges to-day from all parts of India. What will happen to the Bar? What will happen to our Universities? Many Members have spoken that you must have mobility of students and professors. How will a professor from one university in India be able to go and lecture in other universities if the languages are different? Therefore my view is that

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even when we have the regional language as the medium of instruction in the universities, there should be both Hindi and English compulsorily taught so that a professor from one part of India can go and lecture in another part of India, when students can go from one part of India to the other. On the one hand we want to emphasise the mobility of students and teachers. On the other hand we are preaching a policy which will make that impossible. Therefore if you want mobility, if you want our universities to be treated as all-India institutions, we must keep a link language and till Hindi takes its place, till our friends in the South and Bengal accept it, let us not do away with a language which exists, which is accepted and which has played a unifying part in the history of our country.

SHRI FARIDUL HAQ ANSARI (Uttar Pradesh): Their only concern is to destroy Urdu.

SHRI M. C. CHAGLA: Well, Sir, Urdu is too fine a language to be destroyed by anyone. No language which is great can be destroyed. Let me tell my friend there that one of the first things I learnt when I came here and it gave me great pleasure, was that fifty thousand copies were sold of the edition of Ghalib which was published in Devanagari script in Delhi. The trouble—rather I am deviating from the subject—about Hindi and Urdu controversy is not a matter of substance. It is really a matter of script. If we can solve the problem of script, I think we will go a long way in solving the Urdu problem. I am fully encouraging it. You publish Urdu Poet's works in Hindi and there will be so much love for that language that thousands of copies will be sold.

PROF. B. N. PRASAD: Mushairas are attended in very large numbers.

SHRI M. C. CHAGLA: There is a new Association and my friend, Mulk Raj Anand, is the Chairman. He

brought me a beautiful edition of Ghalib and Mir; on one side there was the Persian script and on the other side it was in Hindi script. We are helping it. So my friend, Mr. Ansari, need not feel that there is any danger of Urdu language being destroyed.

SHRI P. RAMAMURTI (Madras): That is despite the Government's attempt to highly Sanskritise Hindi.

SHRI M. C. CHAGLA: If a language gets words from different languages, it becomes rich. After all Gandhiji spoke of Hindi-Hindustani. He spoke of simple language of the people and that should be the Hindi we should aim at.

SHRI P. RAMAMURTI: That is not this highly Sanskritised Hindi. Certainly we want a highly simplified Hindi.

SHRI M. C. CHAGLA: May I very briefly point out specially to my friend Mr. Desai, and also to some others who said that the policy of the Government of India was not clear, as to what has been said by all the important educational associations, institutions and Committees with regard to the medium of instruction? May I just start with it? This is what the Kunzru Committee which was appointed in 1955 by the UGC said:

"That the change from English to an Indian language as the medium of instruction at the university stage should not be hastened.

That the change to an Indian language should be preceded by an adequate preparation both in the cultivation of the Indian language concerned as a medium of expression for learned purposes and by preparation of a sufficient body of learned literature in that language in all subjects of study."

"That even when a change in the medium of instruction is made, English should continue to be studied by all University students.

That a proper foundation in English should be laid at the Secondary School stage so that the students going up to the University can have an adequate knowledge of English."

This is the Kunzru Committee recommendation in 1955 made to UGC which was accepted.

Then the Inter-University Board of India in 1950 said:

"That Board feels that if fissiparous tendencies are not to develop and extreme provincialism spread, there is need for the Universities to have a common language. A common language is also necessary to enable students and teachers to migrate from one University to another, and generally for Inter-University contacts."

So the view taken was that all the universities should have one common language.

SHRI P. RAMAMURTI: As the medium of instruction? I want to know whether the view of the Government to-day is that all the universities in this country should have one common medium of instruction?

SHRI M. C. CHAGLA: I have not said that. I am only reading what was said . . .

SHRI AKBAR ALI KHAN: Some of us would very much like it.

SHRI P. RAMAMURTI: I want the Government of India's view on this.

MR. CHAIRMAN: No subsidiary debate.

SHRI M. C. CHAGLA: Well, we cannot re-write history. We cannot change the trend of opinion. If it was possible, from the national and educational point of view it would have been a very good thing for India and for all the universities to have a

common language. As Shri Jairamdas Daulatram rightly said, this is not purely an educational problem. It is also a political problem and today we have reached a stage when the view is taken that ultimately the regional languages should become the media of instruction. We have accepted this. But as I said in the beginning while accepting it, do not forget the necessity of also developing the link language. That is very important. Now, may I go on with this:

"The Board realises that in certain areas the regional language of the State is considered suitable for being introduced as the medium at the University stage. But even in such cases, at this stage of development of higher education, there will be serious difficulties in producing suitable text books of highest standards and in finding teachers in sufficient numbers in the higher grades of learning. Educational institutions should not, therefore, be deprived of the freedom to continue to use English as the medium of instruction for the time being.

The Board recommends that all-India Institutions of Teaching and Research should for some time to come continue to have English at least as one of the media."

Then we come to the Chief Ministers' Conference held in August, 1961. This is very important.

"The question of the medium for University education was discussed at length. The tendency of regional languages to become the media for University education, though desirable in many ways, may well lead to the isolation of such Universities from the rest of India unless there is a link in the shape of an all-India language."

This is exactly what I have been saying ever since I became the Minister. I have been repeating it and I have been reiterating it. People say I am striking a different note. I am

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not. This was said in 1961. The only thing I am doing is I am trying to implement it. So often Chief Ministers' Conferences meet and pass resolutions and forget all about it. Unfortunately I have a habit of not forgetting resolutions that are passed. May I go on?

"Teachers and students will not be able to migrate easily from one University to another, and the cause of education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects."

This is the answer to those who say that you cannot learn to swim unless you enter the water. At least there should be somebody to guide you; otherwise you get drowned.

"Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi and English should be im-

proved and maintained at a high level in schools and colleges."

This was in August, 1961 and we are now in 1964. I beg of this House to think over this and tell me where even by an iota in enunciating my policy I have differed from the decision arrived at at the Chief Minister's Conference.

SHRI G. RAMACHANDRAN: May I ask a question, Sir? We welcome your elucidation. You have made crystal clear what the situation is. But the question is, what are we doing practically from day to day, to hasten the time as much as possible, to make Hindi the link language in India? What are we practically doing about it?

SHRI M. C. CHAGLA: Well Sir, we are doing everything possible. We are translating English text books into Hindi. We get people to write original books in Hindi. We are sending Hindi teachers to non-Hindi States, and there is nothing that we are not doing in order to propagate Hindi. Even in science we are publishing a popular journal in Hindi. It is having a very wide appeal. So everything is done to propagate and support Hindi. And not only Hindi, we are supporting all the Indian languages. Dr. Kothari was the chairman of the Commission for Scientific and Technical Terminology. This is also for the same purpose of having certain common words used by all languages.

SHRI G. RAMACHANDRAN: Would not one of the inevitable steps be to make Hindi a compulsory examination subject at the secondary school level? And if we avoid that, would we be facing up to the problem?

SHRI M. C. CHAGLA: I agree, I agree. But as I said, Education is not a concurrent subject. What is taught in schools is not in my hands. I know many States should do much more for Hindi than they are doing. But I was agreeably surprised to find in the South many States have done a great deal. In Mysore I presided over a convocation of a Hindi institution—I

forget its name, Devanagari something it was—where I gave away diplomas to men and women who passed in the Hindi language and I could see the enthusiasm they had. It is increasing. But for heaven's sake, let us not force it upon them, I am sure if you allow the South and Bengal to choose—they are as much national as we are—they will realise the importance of a common language and they will accept it. But the more you try to dominate and domineer over them, the less chances are there of Hindi being accepted.

DR. NIHAR RANJAN RAY: May I say to my hon. friend over there that the quantitative expansion of

SHRI AWADHESHWAR PRASAD SINHA (Bihar): Sir, may I say that these questions and answers are going on. Let him first finish his speech and then—that is the usual procedure—questions may be put to him.

MR. CHAIRMAN: No, no. The hon. Minister had yielded.

SHRI M. C. CHAGLA: The interruption is justified.

DR. NIHAR RANJAN RAY: I want to point out that quantitative expansion of a language is not the determinate factor nor important argument. Qualitatively you cannot force the pace of a language. It is a natural process of development and time must be given for such organic growth. One may not be impatient about it.

SHRI M. C. CHAGLA: Yes, and I think our late Prime Minister always said that a language is not something artificial. It must have a natural growth. It is not like a plant which you can make grow up just by putting more fertiliser or more water. A language must grow naturally and I agree with my hon. friend. Of course Hindi has a literature and it is a developing language and it is developing fast. But naturally for it to become the medium of instruction for scientific and technological, legal and highly philosophical subjects, for

political science subjects, and so on, it will take some time. You cannot force the pace. That, is all I am saying. We must look upon India as one and we must carry Madras, the South and Bengal with us and I have no doubt that if we are a little more restrained, we will be able to do so better than if we make them feel that we are really dominating over them and forcing policies upon them which they are not prepared to accept.

I was just now reading some of the decisions of the Chief Ministers' Conference held in August, 1961. Then there was the National Integration Conference which is equally important. As you know, the late Prime Minister called this conference to bring about national integration and this was in September-October of 1961. Let us see what they have said.

"The Conference recognised that Hindi must develop ultimately as the link for inter-State communication. As, however, it would take some time for the language to evolve sufficiently to express all modern concepts English will continue to serve the purpose till Hindi is adequately developed."

Then as regards the medium for university education, they say:

"As regards the medium for University education, while a plea was made for the use of Hindi as the medium on an all-India basis, the general view was that the regional languages are bound to replace English as the medium of instruction as soon as the necessary preparations for the change-over could be made acceptable to the academic world. But it was agreed that in such an agreement, there would be necessity of a link in the shape of a language understood all over India. It was felt that this link must ultimately be Hindi, but since Hindi, like any other regional language, will take some time for its full development. English will

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continue to be such a link. This implied that Hindi must continue to be taught as a second language as in the secondary stage of education, where necessary; and it also implied that English, apart from continuing as a transitional link, will remain as a language of international importance for the enrichment of our languages in regard to science and technology."

It has been said that I am very pro-English. that I do not support Hindi or the Indian languages sufficiently. But I say I am doing exactly what this Resolution asks me to do. Sir, I will take a few more minutes. This was reiterated at the first meeting of the National Integration Council which was held in June, 1962. So this much as far as the language issue is concerned.

May I repeat and give my solemn assurance to this House that I shall do everything in my power to strengthen and support Hindi which is the official language in the Constitution and the other Indian languages which are recognised in the Constitution as our different national languages? But—and this is an important "but"—to me, as I said at the beginning, national unity is more important than any linguistic consideration. I will therefore, equally fight for the retention of English till Hindi is prepared to take its place. I hope the House will approve this policy because I am not saying anything which is contrary to the Government policies. I am saying what, as I said, all these high scholastic and academic bodies have said and I think that is the policy of Government and what I am saying represents that policy.

Now may I briefly deal with some of the amendments that have been moved. I do not know whether my friends are going to press these amendments. There are several of them by Mr. Chordia and two by Mr. Mani. May I first of all deal and finish

about the one relating to the enquiry into the Orissa question? In order to study the problem in Universities in all its aspects, the University Grants Commission appointed a committee two years back and a copy of that Report, I think, is in Parliament Library. We have been giving thought to it also. I do not know what purpose would be served by a committee of the University Grants Commission going and studying a local question in Orissa which is partly educational and mainly political.

SHRI A. D. MANI (Madhya Pradesh): May I inform the Minister for Education that the Orissa Government is conducting an enquiry but they have said that events before September 27 should not be enquired into? Those events relate to the students invading the premises of the Vidhan Sabha, the students occupying the Speaker's Chair and conducting a mock session of the Vidhan Sabha. This is a case of serious indiscipline. The Orissa Government is not enquiring into the matter. I am only suggesting that the University Grants Commission should go into the matter and find out why the students got so suddenly inflamed.

SHRI M. C. CHAGLA: With great respect to my hon. friend, for whom I have very great regard, I think it will be a mistake on the part of the University Grants Commission to get itself mixed up in this. I think Mr. Mani wanted a committee of the University Grants Commission to go into it. It would be wrong for the Commission to get itself mixed up with local politics. It should deal with broad national problems; it should investigate into the causes of indiscipline on a national basis but not go round and find out why the students are giving trouble to the authorities.

SHRI AKBAR ALI KHAN: Mr. Mani is not serious about it.

SHRI M. C. CHAGLA: As regards Mr. Chordia's amendment the first is:

"and having considered the same, this House is of opinion that the University Grants Commission should make efforts to bring about uniformity and improvement in the standards of teaching and studies in the Universities."

I have already said, Sir, what the University Grants Commission has done. We have already appointed a Reviewing Committee which is considering the courses of study. We are considering the question of text books and everything possible is being done.

The second is:

"having considered the same this House is of opinion that the University Grants Commission should make efforts to bring about uniformity in the pay-scales of the teachers in all the universities and colleges in India".

I have already referred to this problem. We are prepared to give grants to all the States if they will bear the rest. I agree matching grants have not worked well and I am seriously taking up this question with the Finance Minister to see whether in the next Five Year Plan we should have this system of matching grants at all.

The next is:

"having considered the same, this House is of opinion that the University Grants Commission should take steps for encouraging research work through teachers".

I think this also has been referred to by me at great length in my opening speech and my hon. friend will find indicated therein the action that the University Grants Commission has taken to help promote research. There is nothing on which the University Grants Commission is putting greater emphasis than on research.

The next is:

"having considered the same, this House is of opinion that the University Grants Commission should take steps to encourage inter-university and inter-college transfers

of teachers in order to increase academic mobility".

On this question, the Commission has been holding seminars, summer schools, to bring professors from different Universities together and they have also got a scheme to exchange teachers for short periods between the different Universities.

The next is:

"having considered the same this House is of opinion that the University Grants Commission should take steps for the starting of evening classes for B Com. and M. Com. at Delhi and other important trade centres to promote education in Commerce".

The position is this: A Committee appointed by the Delhi University to look into the working of the Institute of Post-Graduate Studies of Delhi University recommended that "arrangements may be made by the University Grants Commission for opening M. Com. evening classes. The report of the Committee has been accepted by the Commission and it is now under consideration by the University.

The next is:

"and having considered the same, this House is of opinion that the University Grants Commission should take steps for the appointment of teachers in universities on an All India basis to bring uniformity in the standards of the universities".

We have got uniform salaries at the University level and I entirely agree with the idea of recruitment on an all-India basis. I support the idea underlying this suggestion and I think every University should recruit on an all-India basis. Now it has become possible because particularly we have common salaries and selection as far as possible is on an all-India basis.

The next is:

"and having considered the same, this House is of opinion that the

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University Grants Commission should take early steps to start teaching universities at important place like Kanpur, Meerut, etc. which have been considered by the University Grants Commission itself as suitable places for starting such universities."

The position is this: The University Grants Commission has appointed a committee to examine the question of the establishment of new Universities. In its interim report this Committee has indicated that teaching universities are of utmost importance in the development of higher education. The question of setting up Universities at Kanpur and Meerut is a matter for the State Government of Uttar Pradesh and it is hoped that adequate steps would be taken by them in due course. My hon. friend knows that under the law we cannot establish Universities. A State must start a University and then the University Grants Commission comes into the picture and pays for its development but the starting of a University is a State subject and it is for the State to decide that.

The last amendment is:

"and having considered the same, this House is of opinion that the University Grants Commission should take steps for provision of residential accommodation to the students, teachers and other university-employees".

I have always stated the amount spent on construction of hostels and staff quarters and we propose to spend much more in the Fourth Five Year Plan. Out of an estimated sum of Rs. 257 crores, it is proposed to spend Rs. 120 crores on students' hostels and Rs. 137 crores on staff quarters and hostels for teachers. I hope my friend, the Finance Minister, will be able to allocate this amount to me in the Fourth Plan. If he does and if I am here still at the end of the Fourth Plan which I do not think I shall be

able to report to the House that this has been carried out.

As regards Mr. Mani, I have already dealt with the question of Orissa. He also mentioned about the text books. Various steps have been taken. The Commission has appointed a number of Reviewing Committees to examine the existing facilities and to make suggestions for the improvement and modernisation in order to raise the general level of academic attainment and research in Universities.

1 P.M.

This is important. The Committees dealing with botany, chemistry, biochemistry and mathematics have already submitted the reports. The Committees dealing with English, social work, education and library sciences have finalised their reports and these will soon be printed and sent to the universities. The University Grants Commission also proposes to form a Committee under the chairmanship of the Education Secretary to work out details of a scheme for production in India of standard text books, monographs and other reading material for the use of Indian universities and in the colleges.

As regards schools, I can tell you that already we have a Committee sitting which is producing some very fine books in different subjects in English which are going to be sent to the different States to be translated into regional languages. I am most anxious that there should be uniformity in our text books. That is a very important thing. We are conscious of it and we are doing our best.

Well Sir, I am very grateful to you for permitting me to go two or three minutes beyond time and I am grateful to the House for the patience with which they have heard me.

MR. CHAIRMAN: Mr. Chordia, do you press your amendments?

श्री विमलकुमार मन्नालालजी चौरडिया
(मध्य प्रदेश): श्रीमान्, जो माननीय मंत्री जी

ने आश्वासन दिया, उसके प्रकाश में मैं अपने अमेंडमेंट वापस लेता हूँ।

MR. CHAIRMAN: Mr. Mani?

SHRI A. D. MANI: In view of the fact that the hon. Minister has dealt with the amendments in detail, I am not pressing my amendments.

The amendments were, by leave, withdrawn.

MR. CHAIRMAN: The amendments have been withdrawn and the discussion comes to an end.

The House stands adjourned till 2-30 in the afternoon.

The House adjourned for lunch at two minutes past 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.

THE BANARAS HINDU UNIVERSITY (AMENDMENT) BILL, 1964

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

"That the Bill further to amend the Banaras Hindu University Act, 1915, be referred to a Joint Committee of the Houses consisting of 45 Members; 15 Members from this House, namely:—

1. Shri Jairamdas Daulatram
2. Shri P. K. Kumaran
3. Prof. Mukut Behari Lal
4. Shri Tarkeshwar Pande
5. Dr. B. N. Prasad
6. Dr. Nihar Ranjan Ray
7. Shri N. Narotham Reddy
8. Shri M. Ruthnaswamy
9. Shri P. N. Sapru
10. Shrimati Sharda Bhargava
11. Shri R. P. N. Sinha

12. Shri Dattopant Thengari
13. Shri S. K. Vaishampayan
14. Prof. A. R. Wadia
15. Shri M. C. Chagla (mover),
and 30 Members from the Lok Sabha;

that in order to constitute a meeting of the Joint Committee the quorum shall be one-third of the total number of Members of the Joint Committee;

that in other respects, the Rules of Procedure of this House relating to Select Committees shall apply with such variations and modifications as the Chairman may make;

that the Committee shall make a report to this House by the first day of the next session; and

that this House recommends to the Lok Sabha that the Lok Sabha do join in the said Joint Committee and communicate to this House the names of Members to be appointed by the Lok Sabha to the Joint Committee."

Sir, realising the importance of this Bill I thought it would be best that it should go to a Joint Select Committee, where all details could be worked out and the whole Bill properly thrashed out. Therefore, in introducing the Bill, I shall be as brief as possible. The House should remember that the Banaras University went through very serious troubles about 1956 and it was felt that there was an increasing deterioration in the state of affairs. Therefore, the Visitor was moved to appoint a Committee of Enquiry. An Enquiry Committee was accordingly appointed in July 1957 under the Chairmanship of Dr. Mudaliar, Vice-Chancellor of Madras University. The Committee submitted its Report in April, 1958. The Report revealed that a very sorry state of affairs prevailed in the University. The Committee made far-reaching recommendations. The main recommendations were with regard to