

[Dr. K. L. Shrimali.] language but several languages, and rightly so, because there are various kinds of linguistic groups living in this cosmopolitan city.

The word 'primary' is used here because, as I have already referred, it is used in the Constitution.

With regard to the pay of primary school teachers, I am sure my hon. friend, Shri Bhupesh Gupta, knows that the Government of India are giving assistance to the State Governments and they are meeting 50 per cent, of the increased expenditure. I know that the salary scales are not yet satisfactory and it is our continuous endeavour to improve matters. But in this matter again, the State Governments have also to play their part.

SHRI BHUPESH GUPTA: You can raise it here and set an example.

DR. K. L. SHRIMALI: Delhi has the highest salaries in the whole of the country.

As far as the period of time is concerned, I have already stated that the matter is now being considered in the Planning Commission and the Plan will certainly come before this House and the other House also when it is finalised and this House will have full opportunity to discuss the provisions in the Plan.

Sir, I think these were the points that were raised now.

MR. CHAIRMAN: The question is:

"That the Bill to provide for free and compulsory primary education for children in the Union Territory of Delhi be referred to a Joint Committee of the Houses consisting of 45 members; 15 members from this House, namely:—

1. Diwan Chaman Lall,
2. Dr. W. S. Barlingay,
3. Dr. Raghubir Singh,
4. Shri M. Govinda Reddy,
5. Shrimti Chandravati Lakhanpal,

6. Dr. Nihar Ranjan Ray,
7. Shri A. Balarami Reddy,
8. Shri Hira Vallabha Tripathi,
9. Shri Bibudhendra Misra,

10. Kumari Shanta Vasisht,
11. Prof. A. R. Wadia,
12. Shri Lalji Penfise,
13. Shri Mukut Bihari Lai,
14. Mirza Ahmed Ali; and

15. Dr. K. L. Shrimali (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 of the Rajya Sabha; 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."

*The motion was adopted.*

[THE VICE-CHAIRMAN (SHRI DAHYA-BHAI V. PATEL) in the Chair.]

#### **MOTION *RE* REPORT OF THE UNIVERSITY GRANTS COMMISSION THE MINISTER OF EDUCATION**

(DR. K. L. SHRIMALI) : Sir, to move the following motion:

"That the Third Annual Report of the University Grants Commission for the period April, 1953 to March, 1959, laid on the Table of the Rajya Sabha on the 23rd February, 1960, be taken into consideration."

Sir, before hon. Members express their opinions on this Report, I would like to highlight some of the

main features to which the University Grants Commission has given special attention, and if we concern-trated on those aspects, the University Grants Commission and the Government would be greatly benefited. In fact the main purpose of this discussion is that the University Grants Commission and the Government should have the benefit of the views of this House and the other House on the work that is being done by the University Grants Commission.

In this connection I would like to say that as far as the Central Government are concerned, their responsibility is very limited. I am not saying that because of the criticism which is being levelled against universities at the present moment. I am only referring to the constitutional aspect of it. As far as the Genjtral Government are concerned), they give, through the University Grants Commission, assistance for the development of the universities and during these past few years it has been our continuous endeavour to raise the standard of the universities and to give assistance for various kinds of development projects. In the course of their work, the University Grants Commission have faced certain difficulties and they have raised certain fundamental issues. They have expressed the view that new Universities should be established only after the most careful examination of all aspects of the question and that, as provided in the University Grants Commission Act, an opportunity should be given to the Commission to advise on such proposals. Under section 12(f) of the University Grants Commission Act, it is one of the functions of the Commission to advise any authority, if such advice is asked for, on the establishment of a new University, but as the House is aware, under the Constitution of India education including Universities is a State subject and the State Governments are not bound to ask for the advice of the Commission or to act on their advice

after seeking the same before establishing new Universities. New Universities have been established without consulting the Commission. The resources of the Commission are limited. The University Grants Commission has, therefore suggested that before new Universities are established, it would be desirable to seek the advice of the Commission in this matter. They particularly refer to the Universities at Varanasi and Khaira-garh. At Varanasi a new Sanskrit University called the Varanasiya Sanskrit Visvavidyalaya has been established and at Khairagarh in Madhya Pradesh the Indira Kala Visvavidyalaya has been brought into existence. These are all one faculty institutions, namely for Sanskrit and for Music respectively. Recently another University was set up, the Dharbanga Sanskrit University. The Bill was passed by the State legislature but the University Grants Commission was not consulted. As far as the Constitutional provisions are concerned, the State Government may not consult the University Grants Commission—it is not bound to consult the Commission—and it may not accept the advice of the Commission but, Sir, in this matter, in my opinion, it would be advisable to establish healthy conventions. We have set up a very high-powered Commission and that Commission is making strenuous efforts with its limited resources to raise the standards of the Universities. It would be desirable to seek the advice of the Commission before new Universities are set up but in this matter we cannot do anything under the law unless we change the Constitution itself but we can certainly establish healthy conventions in this country. After all everything need not be determined by law. We are all equally interested in the development of the Universities. The State Governments are also fully aware that the resources are limited, and without the assistance of the Central Government and the University Grants Commission they cannot maintain standards or develop their Universities. It would, therefore be

[Dr. K. L. Shrimali.] advisable for the State Governments to consult the University Grants Commission before setting up these Universities.

SHRI JASPAT ROY KAPOOR (Uttar Pradesh): But you need not exhibit a helpless attitude.

DR. K. L. SHRIMALI: In this matter, as I said, I am only placing the situation as it is. What can we do if the State Governments come forward and say that this is not our responsibility? They might set up Universities as they have done.

SHRI JASPAT ROY KAPOOR. You can at least exhibit a determined attitude in the matter.

DR. K. L. SHRIMALI: The only thing we can do is to stop giving grants to new Universities established in the States without making any reference to the University Grants Commission but I think our whole approach in this matter should be to establish healthy conventions. There should be full consultation between the State Governments and the University Grants Commission and the Central Government because the question of education is not merely a State subject—it is a State subject so far as the Constitutional provision is concerned—but from the broad national point of view we are all equally interested in raising the standards of our Universities.

Now, some difficulties have been experienced by the University Grants Commission with regard to the implementation of their development programmes. One of the difficulties which they have voiced is with regard to the improvement in the salary scales of teachers. Now, the assistance which is being given by the University Grants Commission is on a matching basis, that is, the University Grants Commission gives a certain percentage and the State Governments are expected to contribute their share. It has been found that in many cases

the Commission could not implement this scheme because the State Governments had not come forward with matching funds. Here is a difficult situation which the Commission has to face. We are now examining the question whether the University Grants Commission should not try to demarcate clearly the functions of the University Grants Commission and of the State Governments in financing development projects. We have so far viewed that the raising of the salaries of teachers is a national problem, and the University Grants Commission has naturally given the highest priority to the improvement of salary scales but unless the State Governments come forward and find the matching funds, it would not be possible for the University Grants Commission to do anything in this matter. So, the University Grants Commission and the Central Government requested the State Governments some time back as to whether they would be willing to place their funds at the disposal of the University Grants Commission, just as the Central Government places their funds at the disposal of the University Grants Commission, so that the Commission could go ahead with the development projects. Now, this idea, unfortunately, did not find favour with the State Governments and the only alternative which is now left to the Commission is that they should in future take up only such projects for which they can give cent per cent, assistance instead of expecting any share to come from the State Governments. Of course, the scope will be very much limited.

So far as salary scales are concerned, some scales have been fixed by the University Grants Commission, and I am glad to say that out of all the <sup>in</sup> Universities, twenty Universities have participated in this scheme up to the end of 1958-59. Under this scheme, the Commission pays 80 per cent of the increased expenditure on this account while the remaining 20 per cent, is paid by the State Governments or the University concerned.

However, a large number of Universities are still out of this scheme, and we hope that the State Governments would also give as much importance to this matter of salary-scales as the Central Government has been giving.

SHRI N. M. LINGAM (Madras): What is the number of Universities that have availed of this scheme?

DR. K. L. SHRIMALI: I mentioned the figure a little while ago. It is twenty.

The University Grants Commission is also aware that a greater part of our higher education is being imparted in the affiliated colleges, and if these colleges are left out, they cannot tackle the question of higher standards. They are, therefore, making attempts to improve the salary scales of college teachers also, and I am glad to say that under this scheme, out of 718 colleges affiliated to the Universities in India which have been recognised by the Commission, 267 came under the operation of this scheme. Certainly still, a large number remains out of it, and we hope that in this matter also either the managements of those colleges or the State Governments would be able to find matching funds, and try to improve the salary scales.

With regard to the medium of instruction, on various occasions in this House I have explained that it is the policy of the Government that regional languages should become the media of instruction in all our higher educational institutions. But there are real difficulties, of not having adequate number of text-books and scientific journals, and the University Grants Commission are fully aware of this problem. They have appointed a working group and the working group is going into this question. As soon as their Report is available, the University Grants Commission will take necessary steps to implement this programme also.

The University Grants Commission has also drawn our attention to some

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difficulties which they had to face with regard to import licences and foreign exchange. Now, I would like to inform the House that so far as import licence and foreign exchange are concerned, the procedure has been considerably simplified since the Second Report of the University Grants Commission was discussed in this House and according to this procedure the University Grants Commission makes recommendations for the issue of import licences to the Chief Controller of Imports direct within the limits of foreign exchange ceilings fixed by the Department of Economic Affairs. Thereafter the licences are issued by the Chief Controller of Imports to the institutions with which the Commission is concerned. I am glad to say that the amount of foreign exchange allocated for the University Grants Commission during 1959-60 and from April to September in 1960-61 was Rs. 80 lakhs and Rs. 40 lakhs respectively. Now, it is true that during the year under review they may have had to experience some difficulty but this is a difficulty which the whole country is facing. On our part we have done our best to simplify the procedure so that there may not be difficulty either with regard to foreign exchange or with regard to import licences.

Sir, some fundamental points have been raised with regard to the Commission's powers and functions and the Commission has pointed out that there is uncertainty about the area and extent of jurisdiction as between the Commission and the Ministries of the Government of India. As far as the Ministry is concerned, the Report has drawn our attention to the fact that there has been no difficulty and that in all matters of higher education the University Grants Commission have been consulted and that there has been fullest cooperation. They have experienced some difficulty with regard to other Ministries and the Ministries which at present are giving grants to Universities are the Ministry of Scientific Research and Cultural Affairs, the Ministry of Health and the Ministry of

[Dr. K. L. Shrimali.] Food and Agriculture. On the advice of the All-India Council of Medical Education and on the advice of the Indian Council of Agricultural Education the respective Ministries of Health and Food and Agriculture have been giving grants to the Universities directly. The Ministry of Scientific Research and Cultural Affairs also gives grants on the recommendation and advice of the All-India Council of Technical Education. The contention of the University Grants Commission is that no grant to the Universities should be given by any of the Ministries without prior consultation with the Commission. Here as far as the University Act is concerned, it does not debar the Government from giving grants to the Universities. Some Ministries have been giving grants without consulting the University Grants Commission.

SHRI JASPAT ROY KAPOOR: Even without consulting the Education Ministry?

DR. K. L. SHRIMALI: They are independent Ministries; they need not consult the Ministry of Education.

SHRI N. M. LINGAM: Do they at least consult the Commission?

DR. K. L. SHRIMALI: They do not; there is no consultation.

SHRI JASPAT ROY KAPOOR: There is no co-ordination.

SHRI N. M. LINGAM: So neither the University Grants Commission nor the Education Ministry is consulted?

DR. K. L. SHRIMALI: In my opinion I think it would be desirable to consult the University Grants Commission, though there is nothing which prevents the Government from giving direct grants to the Universities. We have set up a high-powered body in order that an independent body might deal directly with the Universities and there might be no political influence.

As far as Education Ministry is concerned, we have placed all our funds at the disposal of the University Grants Commission except for a few technical projects, for example, the rural institutes, where we feel that some kind of experiment is necessary. There is no rivalry between the Government and the University Grants Commission; there should be no rivalry and there should be closest collaboration. In fact, it is with that view that the University Grants Commission has been established. There should be a kind of partnership. The State, the University Grants Commission and the Universities should all play their part and if we establish healthy conventions, they would be the true instruments for developing a democratic society. I hope that just as the Ministry of Education is transferring the funds to the University Grants Commission other Ministries would at least consult the University Grants Commission before giving grants so that the Commission can discharge its functions more effectively. We have addressed all the Ministries of the Government and we are hoping that some kind of an arrangement will be made under which the University Grants Commission would be consulted before grants are given. As I said, legally there is nothing which prevents the Government from giving direct grants to the Universities.

The other difficulty which the University Grants Commission had to face was with regard to the loans. Now, the University Grants Commission Act does not empower the Commission to advance loans to Universities. We have been examining this question for the last two or three years and there are a number of administrative, financial and legal difficulties in making this provision. At present the arrangement is that the Ministry of Education arranges loans on the recommendation of the University Grants Commission. But in the recovery of these loans difficulties may arise. A.G.s. will have to be brought into the picture and it is still not very clear how an autonomous body making loans to another autonomous body will

be able to recover those loans. All kinds of legal difficulties may crop up. But we are still examining this question and I hope some kind of an arrangement will be made which will facilitate this work.

Lastly, the University Grants Commission has drawn our attention to the problem of student indiscipline. In some of our Universities several things have happened which have not brought credit to our centres of learning. The Government are very anxious about this matter and they are taking various measures. The causes are all well known. They are multiple and they arise because of various reasons, economic, social and political. At the same time we should not exaggerate this problem. In my opinion the problem is limited to certain particular areas; Uttar Pradesh for example where there is some kind of restlessness among students; the city of Calcutta which is always restless and the students get into all kinds of difficulties. The student problem did not arise in some of the Southern Universities. The University of Madras for example had no trouble. The University of Annamalai had trouble once; so also Mysore had once, but these are occasional aberrations. We hope that in the next few years we will be able to control the situation by adopting a sympathetic, careful and intelligent approach to the students' problems. The real problem is that we have to provide adequate facilities for them and outlet for their abundant energy. As the House is aware, the Ministry of Education has, with the help of the University Grants Commission, adopted various measures, which, I hope, would enable us to remove this malady, which is eating into the vitals of our University life.

I think I should say a word about the progress of the three-year degree course. Through the efforts of the University Grants Commission, we are evolving a uniform national pattern and I am glad to say that in addition to the Delhi University, which had already adopted this three-year degree course in 1943-44, 21 Universities have

adopted it up to date. Seven have decided to implement it from a definite academic term and two have agreed to introduce it, but they have yet to decide the year of introduction. The U.P. Government have sent a proposal and they are asking for cent per cent assistance. The proposal is still under consideration. The Bombay University have said that they would like to have the ordinary two-year degree course after intermediate and would have three-year degree course only for the honours course. So, we have, through the efforts of the University Grants Commission, succeeded to a large extent in evolving a national pattern.

These are some of the main points which have been highlighted in the Report of the University Grants Commission. The points that have been raised are vital and fundamental. The new students are the instruments for building up our nation. We should tackle the problems of Universities in a non-partisan way. It is only when we make that approach we can really make the Universities real instruments for nation building. The Universities have a very important role to play in our society. There is some kind of restlessness among students. I hope it is temporary and it will soon disappear. The University Grants Commission have been making continuous efforts to raise the standards. There is a complaint about lowering of standards, but it is a gradual process of improvement. The effort which we are making now will bear fruit in course of time. If we improve the salary scales today, we shall attract better talented people, but the result will not be visible within a year or two. It is a long process. I think the University Grants Commission is making a good effort. They have already achieved substantial progress and we hope that as years pass by, our Universities will play their due role in the national reconstruction.

श्री पां० ना० राजभोज (मुम्बई) :  
मैं एक सवाल पूछना चाहता हूँ। इस रिपोर्ट  
के पृष्ठ १४ के ऊपर लिखा है कि यूनिवर्सिटी

[श्री पा० ना० राजभोज]

के मामलों में व्यक्तियों से और राजकीय पक्षों से कोई हस्तक्षेप नहीं होना चाहिए लेकिन हमारे जो चेयरमैन साहब हैं वह तीन हजार रुपया तनखाह लेते हैं और हस्तक्षेप करते हैं। यह मैं पूछना चाहता हूँ कि यह अच्छी बात है या नहीं। यह आप कृपा कर के बतायें।

डा० के० एल० श्रीमाली : मैं आपका प्रश्न समझा नहीं।

श्री पा० ना० राजभोज : युनिवर्सिटी ग्रांट्स कमिशन की रिपोर्ट के पृष्ठ नं० १४ पर लिखा है—अन्त में युनिवर्सिटी ग्रांट्स कमिशन के बारे में मैं कहूँगा—अभी यह कहना है कि पृष्ठ १४ पर लिखा है कि युनिवर्सिटी के मामलों में व्यक्तियों को और राजकीय पक्षों को हस्तक्षेप नहीं करना चाहिए। ऐसा उसमें लिखा है और मैं इस बात से सहमत हूँ लेकिन इसके हमारे जो चेयरमैन साहब हैं वह खुद राजकीय कार्यों में हिस्सा लेते हैं और तनखाह भी लेते हैं। वह तनखाह लेते हैं और पॉलिटिक्स की बात करते हैं। इसका क्या कारण है यह कृपा कर के बतायें।

THE VICE-CHAIRMAN (SHRI DAHYABHAI V. PATEL) : Order order. The matter is not yet open for discussion.

श्री पा० ना० राजभोज : मैं खाली एक सवाल पूछ रहा हूँ।

THE VICE-CHAIRMAN (SHRI DAHYABHAI V. PATEL) : The Motion must be formally moved. When it is open for discussion, you will be given ample opportunity to speak.

श्री पा० ना० राजभोज : मैं मिनिस्टर महोदय से पूछना चाहता हूँ। वह सवाल का जवाब दें।

उपसभाध्यक्ष (श्री डाह्याभाई वी० पटेल) : अभी देंगे, थोड़ा ठहरिये।

श्री पा० ना० राजभोज : फिर तो मुझे बोलने का मौका नहीं मिलेगा।

THE VICE-CHAIRMAN (SHRI DAHYABHAI V. PATEL) : YOU will get ample opportunity to ask a question.

Let us follow the formal procedure in the matter.

*The question was proposed.*

DK. A. N. BOSE (West Bengal) : Sir, I beg to move:

1. "That at the end of the Motion, the following be added, namely:—

'and having considered the same, this House is of opinion that necessary steps be taken to give effect to the recommendations contained therein,' "

SHRI T. S. AVINASHILINGAM CHETTIAR (Madras) : Sir, I beg to move:

2. "That at the end of the Motion the following be added, namely:—

'and having considered the same, this House is of opinion that greater attention must be given by the Commission to prepare for the introduction of Indian languages as the medium of instruction and the reform of the Examination system in Universities.' "

*The questions were proposed.*

DR. K. L. SHRIMALI : I will answer that question. The Report on page 14, while speaking about a committee, which has been appointed to look into the problem of indiscipline, says:—

"Whilst it would not obviously be right for us to anticipate the recommendations of the committee, we appeal to politicians and public men and to parents to assist the university authorities in maintaining a right atmosphere in the universities. Meanwhile, we hope that there will be no interference in the life of

universities and colleges by any outside bodies or persons and that parents will show a greater sense of responsibility in directing their sons and daughters towards law-abiding habits and to more orderly ways of living."

There is nothing objectionable in this appeal which they have made to politicians and public men and I do not know why the hon. Member thinks that the Chairman of the University Grants Commission himself is interfering in the work of the Universities.

**श्री पा० ना० राजभोज :** उन्होंने मद्रास में भाषण किया था। वह मद्रास में शास्त्री मेमोरियल लेक्चर में करप्शन की बात करते हैं। इसके चेयरमैन हो कर ऐसा करते हैं और तनखाह लेते हैं।

**डा० के० एल० श्रीमाली :** इसका इस विषय के साथ कोई सम्बन्ध नहीं है।

THE VICE-CHAIRMAN (SHRI DAH-YABHAI V. PATEL) : I do not think the matter arises out of the Report of the University Grants Commission.

DR. A. N. BOSE: Mr. Vice-Chairman, the University Grants Commission is now in its seventh year. During the six years and four months it has lived, it has exceeded its original stature and responsibility. It has far outgrown the narrow framework of the University Grants Commission Act. It has far extended its functions and duties, beyond the original calculations. The University Grants Commission is not concerned merely with the distribution of the funds placed in its hands by the Ministry of Education. It has to see how the funds are spent. It has to keep a high standard of teaching. It has to maintain uniformity of standards. It has to give the necessary guidance and sometimes exercise the necessary control. It is right, therefore, that the Commission has sought for an amendment of the University Grants Commission Act. On page 16 we are told by the Commission that section 12 of

the U.G.C. Act empowers the Commission:—

"to take, in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and coordination of university education for the determination and maintenance of standards of teaching, examination and research in Universities."

The Commission further proceeds to say that it has met with certain difficulties in carrying out its responsibilities, firstly because of the uncertainty of some of the provisions of the Act and secondly because of the restrictive nature of the rules framed thereunder. Sir, we are not fully aware in what respects the Commission has faced difficulties in the discharge of its responsibilities.

THE VICE-CHAIRMAN (SHRI DAH-YABHAI V. PATEL) : You may continue after lunch.

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

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

The House reassembled after lunch at half past two of the clock, MR. DEPUTY CHAIRMAN in the Chair.

DR. A. N. BOSE: Mr. Deputy Chairman, I was going to say with reference to a specific case why the University Grants Commission Act should be suitably amended in order to enable the Commission to discharge its duties. There are colleges affiliated to the universities . . .

MR. DEPUTY CHAIRMAN: Before you proceed further, I have to inform the House that there are 19 speakers. So please restrict the time for speeches.

DR. A. N. BOSE: There is only one speaker from our group. I think, Sir, you will kindly keep that in mind.



MR. DEPUTY CHAIRMAN: Certainly. You will have your time.

DR. A. N. BOSE: Sir, there are colleges affiliated to the universities which deliberately keep out of the purview of the University Grants Commission. According to section 2(1) of the University Grants Commission Act the Commission cannot extend its aid and its supervision to an affiliated college without going through the university. There is, for instance, the Viharilal Mitra College of Home and Social Science of Calcutta. It is one among the very few of its kind in the country. It is affiliated to the University of Calcutta since 1957. It has a staff of highly qualified teachers including First Class M.As. and Doctors, and it is teaching for a four-year degree course and even a post-graduate diploma course. But the teachers are not receiving the scales of the University Grants Commission excepting the Principal. This is the kind of anachronism . . .

SHRI N. M. LINGAM: Except the principal. But how does he get?

DR. A. N. BOSE: That is not for me to explain. You can draw your own conclusion. I think, Sir, these are fit cases where the Commission should be empowered to intervene and set right these anachronisms.

Sir, at the very outset the Commission regretfully observes that its advice is not sought by the State Governments when they start new universities. New universities have cropped up and new colleges also like mushrooms. In its report the Commission observes:

"Our experience has been that we are either not consulted or are consulted in a perfunctory manner. That prevents our formulating our advice properly."

Accordingly it makes the recommendation that new universities should be established only after the most careful examination of all aspects of the question and that, as the law provides, an opportunity should be given to the

Commission to advise on any such proposal. Sir, the Commission has further noted that sometimes affiliations are given to colleges having no buildings, no funds and no qualified staff. These are the reasons why the Act needs to be amended to enable the Commission to discharge its duties properly and to bring about uniformity in standards in our universities.

Sir, the Commission has made reference to the conflict of jurisdiction with some of the Central Ministries— this is at page 17. It is good to find that there is no such conflict with the Ministry of Education and that the Commission and the Ministry of Education are working with perfect cooperation and understanding. But it is unfortunate that the same understanding does not exist with respect to the other Ministries. Possibly it is with the Ministry of Scientific Research and Cultural Affairs that the jurisdiction of the Commission may overlap most. We are not told anything specifically about that, but possibly some scholarships and grants may be made from that Ministry which sometimes encroach upon the province of the University Grants Commission. The division of jurisdiction must be very clear. I fully agree with the hon. Minister when he says that other Ministries have a right to make grants of their own accord. Of course nobody denies that. But the Commission is an autonomous institution of their own making, and it must be made a full master of its own house. It must be given a free hand in working within its own sphere and in the distribution of funds necessary for the promotion of university education. Accordingly, as recommended by the Commission, it should be the sole channel for distributing all grants of the Central Ministries. I should go further and plead that even the State Governments should canalise their grants through the University-Grants Commission. Of course under the Constitution one cannot compel the State Governments to do that, and I fully agree with the hon. Minister when he says that healthy conventions

should be grown. But if these conventions do not grow, if the conventions grow the other way, if the conventions grow by which the State Governments are enabled to play politics by distribution of patronage as is being done in many universities—I know of many colleges, particularly missionary colleges, which get liberal patronage from the State Governments—if we want to maintain and improve our standards, such discrimination and patronage should go. And if it is possible to reach these results through understanding, through the growth of healthy conventions, that is well and good. Otherwise we shall have to think of legislative measures, even of amendment of the Constitution so as to allow the University Grants Commission to act freely within its sphere and to bring about uniformity in standards in our institutions.

Sir, almost all our universities are short of funds. In the formative days of our universities liberal contributions came from the public. But those days are gone. Whatever endowments or donations come from the public are earmarked for specific purposes, for scholarships, for students' amenities, etc., and hardly anything for expansion and development. The universities have to rely almost entirely on the fee income from the students and it is quite intelligible that the Commission in its second Report had regretted that many new schemes were wrecked on the rock of matching grants. The universities with their slender resources cannot find the necessary contributions to match the grants from the Centre. The States have hardly the resources for this purpose; almost all the revenue resources are now with the Centre. So, it is time that the Centre undertakes an increasing responsibility for the university's expenses, particularly for the development schemes of the university. I shall not go to the length of the hon. Minister and say that the entire responsibility should be taken over by the Centre. Let there be a token contribution, a much lesser percentage than 50, demanded from the State or the university. In any

case, the Centre must take upon it—If the responsibility for the bulk of the expenses, particularly for development and expansion purposes.

Sir, the rapid expansion of university education has brought to the fore the question of keeping the standards uniformly in the different universities. The Commission has appointed a Committee to review the evaluation system of the different universities and to compare the standards. I do not know what system and what method the Commission is contemplating. But I have a humble suggestion to offer. Let all the papers for Honours and Post-Graduate courses be set by external teachers, that is by teachers from other universities; let all Honours papers and papers for the MA. Degree—or at least half of them—be sent outside, that is, to teachers of other universities for examination and let at least a majority if not all of the examiners for Doctorate be from outside, *i.e.*, from other universities. I think that may be a suitable course to adopt for bringing uniformity and keeping the standards in the higher courses of learning.

The heavy overflow in our colleges has naturally caused a headache to the university authorities and to the University Grants Commission. Thousands of students who are not fit for the higher courses of learning, who are not likely to be benefited by a university course of education, are crowding the colleges and naturally, the Commission has to think of restricting admission by introducing a system of tests—of admission by tests of aptitudes—in order to prevent the huge wastage of talent. I fully agree that the doors of higher education should not be open to all; only those who are qualified to receive higher education should be entitled to admission into the colleges; but on two conditions. The first condition is that there must be alternative courses of learning for them or avenues of employment. Otherwise, if millions of matriculates are let loose on the crowded market of employment, that

[Dr. A. N. Bose] will create a situation far more explosive than at present. The other condition is that we must improve our education at the primary and secondary levels. If most of the students who go in for collegiate education are unfit to receive it today, it is because of the fault not of the students, but of our primary and secondary education. Primary and secondary education today is in a hopeless rot and it is going from bad to worse day by day. I am speaking of the average schools, not of the few schools which have a staff of highly paid and qualified teachers and which take high fees from the students. We must improve the level of teaching in the average school. We must see that no talent is wasted at the lower level before we shut the doors or the portals of higher learning. We must proceed on the assumption that no child is born unfit for an educational career. Every child has some hidden talent or aptitude, and it is the task of the educational system to find out suitable outlets or openings for these hidden talents and aptitudes. Until and unless we have done that, we have no right to restrict admission to the colleges and impose a test of so-called aptitudes and knowledge.

Sir, the Commission has made a very halting and half-hearted reference to the medium of instruction in the universities and the hon. Minister has made a pointed reference to that. I am sorry that this is the one point—and the only point—on which I can not agree with the hon. Minister. I do not agree with the decision of the Government that everywhere

the regional language should be the medium of higher education. As early as 1957, in its very first Report, the University Grants Commission had given the warning:—

"There are also doubts based on practical considerations regarding the wisdom of changing the medium of instruction at the University stage from English to an Indian language in the immediate future.

The comparative neglect of English on the part of University students in recent years has, along with some other factors, already adversely affected the standards of University education."

Sir, this fear is expressed again in the present Report. The Commission advised caution and slow going. But already, within a year after this warning was given, many universities switched over to Hindi, and we were told in the second Report that others were thinking of changing to regional languages. Perhaps, some of the universities have already adopted the regional languages for higher courses of learning. Sir, I submit that linguism in the universities at the higher stages will be a burial "of higher learning. It will bring narrow parochialism in the universities. Sir, let us see the consequences. Supposing every university has its regional language for the courses of Honours and post-graduate studies, how would you have your papers set by teachers of another university or how will you have your teachers exchanged between the different universities for delivering courses of extension lectures? And how would you have your D. Phil, thesis or Ph.D thesis examined by teachers of different universities? Supposing we have Bengali as the medium of teaching and examination in the Calcutta University up to the M.A. standard, then our theses have to be written in Bengali and have to be examined by our own teachers, and you may well imagine what will be the value of such theses and what will be the recognition of such degrees which are awarded by the university on the recommendation of its own teachers. But this is not to say that I am discouraging the teaching of regional languages; let the regional languages be promoted by all means; let there be separate faculties, and chairs for them and I am very glad to find that the Commission says that some of the northern universities have introduced a scheme of teaching south Indian languages. That is the

way to come to accommodation and adjustment, and I think, Sir, some of the south Indian universities might well introduce courses for the teaching of some north Indian languages besides Hindi, like Oriya, Assamese, Gujarati, Gurmukhi, etc., all very beautiful languages. After all, the word 'university' has a meaning; it means the spirit of the universe; it is just the opposite of the parochial spirit. In our university, for instance, students from every corner of India come to attend our classes. That is a matter of pride for the university and that is an encouragement to the teacher, and as soon as we introduce Bengali in our post-graduate classes, it will become entirely provincial.

Then, Sir, the Commission has fixed some pay scales for university teachers and the hon. Minister has also made reference to it. At last it is going to be appreciated that the salary scales of teachers count a little bit in the improvement of standards of teaching. Sir, the Commission has recommended that the salaries of teachers should compare favourably with the scales of Class I posts in the Central Government. Let us see how they compare now. The three lowest scales in Class I posts of the Central Government are Rs. 350-850 against the scale Rs. 250-500 for the lecturer, Rs. 600-1,150 against Rs. 500-800 for the reader and Rs. 1,000-1,400 against Rs. 800-1,250 for the professor. Sir, even within the scales which have been recommended by the Commission and which are being implemented in most of the universities there are gross anomalies which need to be rectified. Sir, there are universities which have separate post-graduate colleges and under-graduate colleges, and in the post-graduate colleges the lecturers, besides giving lectures in post-graduate work, are expected to do some research work themselves, to conduct research of students and then to examine the research done by them, things which are never expected of a teacher in an under-graduate college. But when the salary scales are fixed,

no attention is paid to this difference existing between the two. Also it may happen and it does often happen that a teacher in an under-graduate college, who does not possess the qualifications for the post of a lecturer in a post-graduate college, has a much higher start than a lecturer in a postgraduate college. For instance, a teacher of an under-graduate college in Class I, that is, the senior teacher, has a start of Rs. 300 while a lecturer in the post-graduate college has a start of only Rs. 250. The head of a department in an under-graduate college has a scale of Rs. 400-700 while a lecturer in a post-graduate college remains in the scale of Rs. 250-500 although a senior teacher, or a head of a department or even a principal of an under-graduate college may not be considered sufficiently qualified for post-graduate teaching. Sir, these anomalies which prevail in certain universities have to be taken into account and separate and suitable scales have to be fixed for teachers who are wholly assigned post-graduate teaching and research. Sir, I thought that the U.G.C. scales are uniformly applicable to all universities which are receiving grants from the University Grants Commission, but here is an advertisement, issued by the Madras University and published in the Statesman of the 11th April, where the professor is offered a salary scale of Rs. 750-1,000 against the U.G.C. scale of Rs. 800-1,250; the reader is offered a scale of Rs. 400-600 while, according to the U.G.C., he should have a start of Rs. 500, and the lecturer is offered a start of Rs. 200 while according to the U.G.C. he should have a start of Rs. 250. Sir, I think these anomalies have to be rectified as soon as possible.

I submit, Sir, that scales of remuneration are not the only things which attract people to an educational career. There are hundreds of people in our country who go in for a teaching career at a sacrifice, inspired by a spirit of idealism, a spirit of public service. But, Sir, even idealism and

[Dr. A. N. Bose.] public service require some nursing and encouragement, and I am sorry to say that many of our universities provide hardly any facilities for teaching, for research and for publication of the work of research.

Many universities have libraries but no books. Many universities have books but no libraries, for instance our own. Perhaps our Calcutta University has one of the best collections of books in our country, and yet I have to say that there is no library. Why? It is due to lack of accommodation and lack of staff; the staff is remunerated at a much lower scale than the staff working in other public libraries, and the library is cramped for space. Sir, the Commission has recommended suitable scales for teachers. They have to recommend suitable scales for the ministerial staff and also for the library staff. Without that we cannot improve library service, and without library service there cannot be any efficient teaching and fruitful research. There are many universities which lack adequate facilities for research because of lack of space. In many universities there is no room where teachers can meet their research students. Then, there are not adequate facilities for the publication of a work of research. I submit, Sir, that the Commission should apply itself to these things to see that even though teachers are not remunerated adequately by way of scales of pay, at least suitable incentive is given for research, for higher teaching and for publication of research material when it is completed.

Sir, the Commission has made an anxious reference to the examination system. Everyone knows that this system is outmoded. Everyone agrees that the examination system only promotes cramming like that of a parrot and imposes a heavy nervous strain on the examinee; that it does not at all further the exercise of intellectual faculties and that the system has got to be changed. Not that the remedy

is not known. The U.G.C. did recommend that tutorial and seminar systems should replace the examination system, that instead of big lecture classes there should be more tutorial groups and that merit should be decided and measured by the work done in these tutorial groups. But we have been sadly neglecting the job. In our own days of childhood, examination was a nightmare to us. Today it is equally a nightmare with the examination authorities. They have to pass sleepless nights, afraid of leakage of examination questions, afraid of some rowdy happenings in the examination hall. This is the nemesis, this is the price that we have paid for neglecting the problem.

In this regard, of course, there is the difficulty, as pointed out by the Commission in their second report, which they had faced in introducing this reform. They say:—

"The difficulties involved are not merely material but also psychological and there are strong vested interests and much inertia to overcome."

If these difficulties are not overcome, what is the Ministry of Education for? What is the University Grants Commission for if they fight shy of these vested interests, if they are afraid of these difficulties? Sir, we are paying the price of our fear and negligence today. (*Time bell rings.*) Just five minutes more.

MR. DEPUTY CHAIRMAN: No. no. Two minutes more, because there is a number of speakers to be accommodated.

DR. A. N. BOSE: I had begun after lunch hour.

MR. DEPUTY CHAIRMAN: You have taken your full forty minutes. The number of speakers is very large.

DR. A. N. BOSE: Sir, the Commission is worried over the question of

student indiscipline to which our hon. Minister also made a reference. We are told, Sir, that a Committee has been appointed and it is going into the matter. We shall await its findings. In this connection, it is good to remind the Commission that the question does not concern merely the universities and the academic life. It is a national question which involves, as the hon. Minister said, social, economic and political factors. Universities lack academic life around them, and for the students students are not responsible. The country itself lacks the necessary atmosphere within which academic life can flourish. Everyday newspapers come out with reports of rowdy scenes in our public bodies where our own representatives are sent, representatives elected by the people. Rough words are used, unseemly behaviour, sometimes free fight, exchange of shoes—all these things are going on in our public bodies, even in our legislative assemblies. And I am ashamed to say that only a few days ago a similar scene was enacted in a meeting of the Calcutta Corporation while the Mayor was going to be elected. There was a scramble for the Mayor's seat and there was a free fight. What can we expect of our students when every day they come across such things, such behaviour on the part of their elders.

A few days ago, startling things were said in the other House of Parliament about the affairs of the Aligarh University. I am not going into the truth or otherwise of these statements. "But the fact remains that these allegations came out with broad headlines in the daily papers. The allegations related to embezzlement of funds in which the Vice-Chancellor was mentioned. These things are going on in almost every institution. Every university has its coteries and factions intriguing for power, intriguing for office, intriguing for promotions and sometimes for money. Students see these things before their eyes. In the face of these intrigues it does not lie with us, the

elders, to instruct the students, to advise them on codes of discipline. A few months ago . . .

MR. DEPUTY CHAIRMAN: One minute more.

DR. A. N. BOSE: I shall finish shortly.

MR. DEPUTY CHAIRMAN: The number of speakers is very large.

DR. A. N. BOSE: A few months ago the convocation of the Calcutta University was held. It was addressed by the Chancellor, the Vice-Chancellor and the hon. Minister of Scientific Research and Cultural Affairs. They made very good speeches but only while they were being protected by the police around them. Plain-clothed policemen were occupying the front seats, and this is while every student was admitted in the hall on personal identification. Only students, who were successful and were going to receive their diplomas were admitted inside the hall. There was not the slightest chance of any unseemly scene or disorderly behaviour in that hall. The reaction on the students can well be imagined. When the seniors do not dare face them, when they lack the integrity, the character, the personality and the courage to face them, it is not difficult to guess how the students will behave.

Sir, I thank you for the latitude you have given me. I conclude with the suggestion that the U.G.C., being an eminent body of proved integrity, and experience and impartiality, should be given ample scope. It should be given the necessary power, for the discharge of its responsibilities and the UGC Act should be amended accordingly. Thank you.

SHRI SATYACHARAN (Uttar Pradesh) : Sir, I rise to express my appreciation of the report of the University Grants Commission presented to us. Two reports were submitted

[Shri Saty acharan.] earlier to this House for consideration and this is the third in the series. I must confess that it is a revealing document which sheds ample light on the various aspects of University education.

Sir, there are many questions raised in this Report and the observations made in it are really very important. The foremost question that arrests our attention is the type of university which would prove serviceable in the present situation of our country. The Commission has rightly pointed out that the unitary residential type of university is the ideal one. Nobody disputes this. But how far it is serviceable in the present "condition is a question for us to discuss. In the conditions that are prevalent in our country, it is very" difficult to have universities of unitary residential type. As the Commission itself has pointed out, there are about 39 universities in India at present with a complement of nine lakhs of students and if the unitary residential type of universities are asked to accommodate these students NVC would require about 200 universities in India. This is an impossible position. It does not end there. We find that every year about 50,000 students join the universities and as such within ten or fifteen years we shall have to face a continent of about a million and a half students. The solution given by the Commission is that under these conditions only teaching and affiliating type of universities can come to our succour. I agree with this solution. But I would like to add that there must be a first grade college at the head-quarter of the affiliating university just to set an example for the affiliated colleges, a pattern to be followed by them.

The second point that we have to consider in the context of the report submitted by the University Grants Commission is about the increasing number of students and the resultant indiscipline among them. Much talk has been going on in the

press and also on the platform about the indiscipline prevalent among OUT students. Sir, I have spent a great deal of my time among educational institutions and I was associated with several statutory bodies of education in Uttar Pradesh, the Senate of a University and the Board of Secondary Education. I have my personal experience and my hon. friends, I hope, will not mind if I have to make certain unpalatable remarks. It is not that we can lay the blame at the doors of the students only. On my personal knowledge I can say, much can be said about the teaching staff, from the Vice-Chancellor right down to the lecturers who dabble in a political fashion with so many things within the portals of the universities. In this matter I do not blame the Government, because they do not come in the picture. But whosoever are responsible for the appointment of the Vice-Chancellors, it is their duty to see the antecedents of the persons who are entrusted with such an onerous task. I have to hang my head in shame when I see that in my own province three of the universities had to be closed because of ugly demonstrations of indiscipline. I cannot dilate upon these things in detail. It is for the authorities to consider over the matter when I state that the blame does not lie only at the door of the students but also on the other side, from the Vice-Chancellor right down to the lecturer engaged in teaching. Sir, I quite realise that we have certain ideals in India, a tradition of educational ideals. It is not as if only in modern times we have universities here. We had universities like Nalanda with ten thousand students and a thousand teachers and the discipline there about which we read was extremely exemplary. We do not come across a single instance of indiscipline, and it is a challenge to the historians if they could produce it, among the students. The ideal was:

“आचार्य देवो भव”

The professor or the teacher was supposed to be endowed with an element

of divinity and I would add that with professors of that calibre and that stature, we do not come across any such indiscipline as we see today or as we have lived to see it today. About professors. I have observed that group politics is rampant among them. In this connection I have one suggestion to make. I do not know how far the University Grants Commission is competent to get it implemented, but in anguish I am inclined to give expression to rather unpalatable views before those who are charged with the imparting of education within the portals of the university. I would suggest that they should be debarred from those posts because of which they dabble in politics and practise very many ugly things within the portals of the universities. I mean, they should be debarred from group politics and from many other such allied things in which they indulge.

As far as university education is concerned, the Commission has recommended that it should be restricted and more emphasis should be laid on the expansion of secondary education. Well, I personally feel that just as in England and in many other foreign countries, there should be something like a vocational bias at the end of the secondary education stage. But here in India there is a rush of students to the universities without any objective and as the Commission has rightly pointed out, they want to use it as a waiting room before they could jump on others. This state of affairs is nauseating and there must be some objective before the students plan to join the universities. So I suggest that emphasis should be laid on the expansion of secondary education rather than on multiplying universities, which would absorb much of our financial resources.

As far as the salaries of the teachers are concerned, we know that a lot of people have paid lip tributes to the teachers and have shed crocodile tears while speaking about them. But how far they are sincere in their views" and

sincere in their implementation could be judged only by their action. Quite a number of teachers have told me that they should not have gone in for an academic career, and entered the portals of a university. They lament over it throughout their life and feel a sort of inferiority complex too when it comes to the social pattern of life. They think that socially they are inferior to the officials who probably are much inferior in calibre, but because of their higher salaries they boast of a better position in society. I quite agree with the Commission when they point out that the basic salary or the scale of salary of a lecturer in these colleges should compare favourably with the first class official in the administrative services. This is the objective of the University Grants Commission and I wish it will further improve on it.

Sir, the medium of instruction is another point which has been raised in the University Grants Commission's Report. Much critical ink has been spilt on this subject and a lot of controversy has also been raised in the press and on the platform. What should be the medium of instruction? There is no doubt that it should be the mother-tongue or the Indian languages whatever the Province may be, it can choose its own language. For instance Madras may have Tamil as the medium of instruction. Why should we fight shy about having our own language? My hon. friend here just now said that there could not be uniformity. If there cannot be uniformity in the matter of language, do you mean to perpetuate a foreign language for purposes of studies and instruction in India?

I will quote the example of certain foreign countries. Only the other day, Cambodia, Laos and Viet Nam attained their independence. In all these three countries, they have their own languages as the medium of instruction. Then there is Thailand and Indonesia. Of course, in Thailand



[Shri Satyacharan.] they have their own language as medium of instruction and it is so rich that they can impart education in technical subjects and science in that language. I do not want to speak about Japan because Japan has got a much improved standard of education. She has got a very rich lexicon. I am talking—I am sorry I have to use this phrase—of the so-called backward countries like Laos, Cambodia and Viet Nam. Indonesia the other day declared that it must have its own language as the medium of instruction in the University of Batavia. If they could have their mother tongue as the medium of instruction, why should not we have our own language too? I am speaking about the States. For example, Madras could have Tamil. Tamil is a very rich language; so is Hindi and so is Bengali. Why should Dr. Bose fight shy of having Bengali as the medium of instruction in Bengal? When it comes to a question of uniformity of pattern, a professional Hindi in Madras can easily set papers for the Universities in Uttar Pradesh. This could be made applicable to other States also.

There are a few development schemes and I am glad that the Commission has taken up this particular aspect of the matter. I am especially interested in the department of archaeology. Archaeology and anthropology are the two subjects which need our increased attention. When we talk of archaeology, we know that a very small, rather, a very meagre amount was allotted to this very important subject of our cultural side. Archaeology is a branch of study which needs greater attention and greater impetus. It was Sir Cunningham who gave a lot of impetus to the Indian scholars, and as a result of the impetus given by him many things of historic importance were excavated and India's ancient civilisation was brought to light. We are very proud of those things. I would go a little further and in this connection quote some example of foreign countries. I had the

privilege of visiting some of the American countries, especially countries in South America and those lying adjacent to Central and North Americas" some twenty-five years ago. Of course, this was repeated in 1948 again. I observed relics of Indian culture and civilisation lying in Central America, especially in Mexico, and places on the side of the Andes, in Peru, and Colombia—in fact, all those places where the Red Indians were residing and ruling. I was given facilities by the Government of Holland to visit the interior of the dense forests of Dutch Guiana. I can say with authority, after a brief survey of about thirty-four languages spoken by the Red Indians and after comparing them with Sanskrit, that there is some linguistic affinity between these languages. As far as the findings in South and Central America are concerned, they are very well known to us. Many of us have been to London. There is a Mexican salon in the British Museum. A massive figure of a bull lies therein and on it are engraved figures of Gods and Goddesses. When I entered that corner of the Department of Antiquities, I asked the guide as to whether I had come to the Indian salon. He replied, "No, Sir, you are in the Mexican salon." I was surprised because some of the findings in South and Central America proved that the Aryan culture flourished there at the same time. It is difficult for me to give dates" but it is said that in the 7th Century A.D. missionaries from India went to those lands.

I introduced this subject particularly to show that there must be some such branch of study in the Universities. It is not enough that we should send out our professors for supervising excavation work in our country alone. They should also be sent, abroad, to do something in collaboration with the professors of the other Universities, for instance, the Universities in Afghanistan and other places abroad. This is my suggestion to the hon. Minister. If he could influence the University Grants Commission to develop this branch, it would really

raise our national pride and give us a place internationally.

SHRI BHUPESH GUPTA (West Bengal): Mr. Deputy Chairman, this gives us an opportunity to discuss the problems of our higher education, alike from the point of view of the student community as from the point of view of the teachers and others.

There are about thirtynine Universities with seven hundred and eighteen affiliated colleges. According to the report there are about 8,50,000 students in our Universities and college:, and the rate of growth of the University population has been about fifty thousand a year. Now, immediately, I should like to make it clear that we are not satisfied with the progress in this matter because after twelve years of independence one should have expected a greater expansion of higher education. We should have expected higher education to have reached out to those sections of the community which had been denied the opportunities of such education. We should draw more and more into the temples of learning, higher learning, people from the poorer sections of the community but in all these respects, I find that the progress made has been abysmally slow, and there is nothing really to write home about\*-.

The Report has pointed out that if all the students were to be put in residential Universities, we would require two hundred instead of the thirtynine Universities that we have. This only shows how far we are lagging in the matter of re-organisation of our higher education. Therefore, Sir, one problem that stands out is the need for greater tempo and better direction of our education. We need more colleges undoubtedly to overcome the congestion in the present educational institutions. It has been pointed out that 45 per cent, of the student community are accounted by \*big colleges'. You can well understand from this how and in what direction the concentration is taking place. Therefore, it is important that

we so shape our educational policy and management of education that there comes about dispersal of the right type that we need. Naturally, we need more colleges spread over wider areas. It is also necessary to give assistance to the existing colleges so that they can relieve the overcrowding and go in for necessary additional constructions to see that a class room is not packed with hundreds of students as we have in Calcutta.

In the matter of technical and scientific education which should be given all priority in the context of planned development of India's economy, we are not faring at all satisfactorily. In 1947 we had about 2,500 to 3,000 students in the scientific and technical line. According to the available figures we have now 12,000. Assuming that that figure is correct— it is the official figure—one must say again that the progress here has been extremely slow. In 13 years a jump from 3,000 to 12,000 and that too when we are completing the Second Five Year Plan, is not something about which we can feel happy or complacent. Even in this Report we find that the University Grants Commission in the year under review have spent in grants, recurring and non-recurring, one crore and eighty lakhs of rupee? under the head 'Scientific and Technical Education'. I think this is not adequate. If we have to develop scientific and technical education, especially when we need so many scientists and technicians, especially when we complain about lack of technical know-how and when we have to rely heavily on foreigners, it is essential that we pay more attention to the different aspects of scientific and technical education than we have done hitherto. Greater grants should be forthcoming from the Government and from the University Grants Commission.

In this connection one point which I would like to mention before I pass on to my next point is about the question of taking higher education to the rural population. I think it was at the 26th annual meeting of the

[Shri Bhupesh Gupta.] Central Advisory Board of Education that it was pointed out that facilities for higher education should be so extended as to meet the requirements of the rural population. It was a very constructive and useful suggestion because after all 80 per cent of our population live in the countryside. What would be the good of our higher education if we do not take higher education to the multitudes who live in the countryside? It is not possible for the people in the rural areas even after they pass the matriculation examination, however talented they may be, to come to the towns, meet the expenses of education and undergo all the tortuous processes there. It is the task of the Government\*, their institutions and their authorities, to move in this direction. When they are not in a position to enter the universities and colleges in the cities where the cost of living is high, where conditions of life are difficult, it is the task of the authorities to take the centres of learning to the villages of our country. Are we moving in this direction? There have been some symbolic efforts here and there but by and large we seem to have turned our face away from this task altogether. I think the recommendations or the advice of the Central Advisory Board of Education should be taken seriously and measures drawn up so that in the course of the Third Five Year Plan we can see higher centres of learning coming up not merely in towns and cities but also in the remote villages drawing into the niche of learning the sons of peasants and other poorer sections of the community. That should be the right type of approach. Unfortunately, there is no reference to this point at all in the Report.

Coming to the allocations, I think the allocations are very very inadequate and I would be wholly supporting the Education Minister if he puts in his claim before the authorities concerned—the Finance Ministry and the Planning Commission—for better allocations. The Education Ministry is an orphan boy in the scheme of

planning. It stands at the doorstep of the Finance Ministry and the Planning Commission and it is turned away with contempt and derision. Not that they express it in so many words but that is how it is generally. At the time of the Second Five Year Plan when the late Maulana Azad wanted about 1,200 crores to be allocated, it was cut down first to Rs. 650 crores and to a much smaller amount later. Nobody worried over it because after all the Education Minister is not somebody to worry about. I think that in this matter Dr. Shrimani should take courage in both his hands and press his claims before the Planning Commission and the Finance Ministry that in the interest of higher learning, in the interest of expansion of education, adequate allocations should be made under Central heads. It is very important; otherwise he would not be in a position to implement many of his plans. Many of them will undergo cuts as the Plan faces financial difficulties. Likewise he should demand more money; otherwise he would not be in a position to offer adequate assistance to the States without which in the first instance he cannot make any material difference to the situation and in the second place he cannot inspire confidence at the State level. It is important therefore that we all take a common stand that education should be given due attention and financially it must not be kept starving as has been the case all these years. As you will see from this very Report, the grants to the States, both recurring and non-recurring, amount to Rs. 442 lakhs. One single scandal costs Rs. 4 crores but here all the Universities under the states have been given grants, recurring and non-recurring, over a period of one year amounting *only* to about Rs. 41 crores. Take for instance the truck scandal or any other scandal and you will find how much money is "squandered. I know that the tractors are lying idle at Dan-dakaranya and the whole money is wasted. The Central Tractor Organisation has wasted money. But when it comes to education, not only we

deal with it in a step-motherly -way but it is also dealt with, as far as this Report is concerned, in a rather hostile manner. Of course they don't \*ay that.

Therefore more grants are needed. Now, let me come to the question of matching grants. I do not know why we must have such a fancy for the expression 'matching grants'. To match what? The States want grants from the Centre precisely because they are not able to find the money. The financial powers are more and more concentrated in the hands of the Central Government. The raising of resources rests with the Centre. The bigger items of financial resources are almost exclusively within the grip of the Centre. How then do we expect the States to find money, more especially when you are egging them on all the time to find more money for this plan or that plan. It is not possible for them to find money. Therefore it will be for us to give more and more financial assistance to the States without imposing this kind of rigid condition of matching grants. Matching grants have made it impossible for some States to avail of whatever the Central Government is prepared to give. Suppose Mr. Birla says that he is prepared to give me a grant of Rs. 50 lakhs provided I, Bhupesh Gupta, find another Rs. 50 lakhs. It is' a mockery. Where do I find Rs. 50 lakhs? I do not have even 50 lakh naye paise. He will never tell that; but suppose he says that or even a lesser sum, say Rs. 57000. How can I get that money?

SHRI P. D. HIMATSINGKA (West Bengal): You can get much more.

SHRI BHUPESH GUPTA: No; I can't get anything. There may be some States which are in a position but I know that most of the States are not in a position to find any money. They are in doldrums financially. It is not possible for them to find the resources for meeting even their ordinary expenses, let alone any development expenditure. So this is a very very

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urgent problem which we are facing today, this problem of matching grants. Do we want education or do we not—matching grant or no matching grant? Let us face this. When you go to war you don't talk about matching grants by the Air Force for the Army or by the Army for the Air Force. You don't talk like that. You just go at it. The hon. Minister should go at it and raise the necessary money. After all it brings dividends, material dividends. There will be more technicians, more scientists and higher cultural level and it will turn out more national wealth and moir resources for the country. It is bad to look at this matching grant in th\* same way as sometimes the British used to look at it. In this connection I would like to point out one more thing. Mr. Shriman Narayan, Member of the Planning Commission, who deals with this subject, says that because of this and other reasons it has been possible for the States to utilise only 64 per cent of the moneys allotted to them. This is the position. Thirtysix per cent, could not hav\* been utilised because of this matching grant business. Reconsider this position, because we cannot stick to it in this form at all. Not that I am suggesting that the States should not find their resources also. They should share responsibility. But one need not be so rigid as they are. The question of loans should also be considered. Now, the University Grants Commission cannot give any loans. I think there are institutions, colleges and Universities, which would be able to do some improvement in their affairs provided they get resources. After all, they would be in a position to repay it. Such cases should be considered sympathetically and if the rules come in the way, the rules must give way to the urgent and vital needs of our higher education. That is what I would suggest. Again, this matching grant business is being exploited in States like West Bengal to introduce certain grants-in-aid rules. Under the rules they do screening and all that. Now, when they give matching grants, the State Government irrespective of what the University Grants

[Shri Bhupesh Gupta.]

Commission says, says: "All right. Give me a list of the teachers. They shall be screwed." And in Bengal the screening of teachers takes place in the usual Macarthian style. Six or seven people have been dismissed. They say; 'we shall be the final authority to approve of their appointment and all that.' Why should the State Government have any such say? The governing bodies should be free to handle such matters and the State Governments should not be allowed to come into the picture in that form to interfere with their affairs.

Then, coming to the question of teachers, the Report has made . . .

SHRI RAJENDRA PRATAP SINHA (Bihar): How do you explain the Education Bill in the Kerala State by your Party?

SHRI BHUPESH GUPTA: Now, you have taken possession of Kerala with all kinds of alliances. Make merry. Do something about it.

SHRI RAJENDRA PRATAP SINHA: He has not answered my question.

SHRI BHUPESH GUPTA: What was that intelligent question?

SHRI RAJENDRA PRATAP SINHA: I just wanted to know this. He said that the State should not interfere with the managing body of educational institutions. But his Party brought forward the Education Bill which controlled practically the entire education of Kerala State.

SHRI BHUPESH GUPTA: I see. If that is so, have courage and ask your Mr. Thanu Pillai to cancel that Act. He can do it. He knows it very well.

MR. DEPUTY CHAIRMAN: Order, order.

SHRI RAJENDRA PRATAP SINHA: He says that the State Government should not interfere with it . . .

MR. DEPUTY CHAIRMAN: Order, order.

SHRI BHUPESH GUPTA: The *sm* Mr. Sinha might dislike, but he is very fond of the baby. If they do not like this and if they have the courage, they can show it by repealing it. They do not have the courage.

MR. DEPUTY CHAIRMAN: Order, order.

SHRI BHUPESH GUPTA: It is very good of you, because I would not like even the P.S.P. to have the wrong type of courage. Anyway, they are in the saddle with nineteen seats. He was very interesting in this matter, because he knows that if an attempt of this kind were made, Mr. Thanu Pillai would come tottering down and the Congressmen will elbow hint out.

Now, Sir, about the teachers conditions are very unsatisfactory. Their pay scale is very low and what has been stated here does not throw much light, because many teachers of colleges get very much less than what is regarded as an average in this Report. I think the whole question has to be gone into. It should *be* made possible for the University Grants Commission to get a statement from all the 718 colleges showing the pay scale of each of the teachers. It is not very difficult. The Company Law Administration gets returns from so many thousands of companies. It should be very easy for the University Grants Commission to address a letter to each of these colleges and ask them to give the names of their teachers and their scales of pay, exactly what they are drawing at the time of filing the statement. Next time we would expect from the University Grants Commission a statement of that kind, or a booklet containing these facts, so that we can go into this question. The average does not help us very much, because many professors get much below the average of Rs. 250 or so. I know of professors getting Rs. 125, Rs. 100, Rs. 75 and so on, whatever

may be shown in their books. In many cases even the books do not show that they get Rs. 125, Rs. 100 or Rs. 75. That is the position.

Now, Sir, since you are in the Chair, I thought that I should deal with a little of Mysore affairs, because here is a very legitimate problem. There are temporary lecturers working in the University of Mysore and what happens? They are recruited on the 24th June every year and on the 31st of March next year their services are dispensed with. Again, recruitment takes place. This is going on for six years or so. It was suggested that the vacancies should be filled. Then the advertisements were made, they sent their applications expecting that they would be appointed in a permanent way. But then, the University demanded that the applications should come through the Provincial Public Service Commission. That causes a great deal of legitimate discontent because in no place in the world you will find professors being treated in this manner—theka labour. It is undignified. Therefore, their demand for immediate regularisation of the services of all local candidates should be accepted. Then, again, they are not given the summer salary and the invigilation fees, etc. They are denied many things. I do not go into these. A large number of lecturers of local origin are involved in this matter. The University Grants Commission should look into this matter and see that things are set right.

Then, due to the inadequacy of salary, teachers have to undertake tuition in order to supplement their income for their bare living. This is something which is not good. I have studied in foreign Universities and I have not seen such things at all. I think they are well paid, so that they do not have to go in for this kind of diversion and extra strain and labour, because that affects their capacity to teach. The Education Ministry and the University Grants Commission should take up the whole question in all earnestness and in all seriousness,

so that we see that the professors and lecturers do get a fair deal. It is very important. Otherwise, people will not go there. It is a good thing that people are going there. I congratulate our talented young men, who go in for this kind of job after higher education, after doing very well in the Universities, for a salary of Rs. 125; when others go in for other jobs. Now, you can see that we owe them a responsibility, we owe them a responsibility not to make them very rich, [ but to assure them a decent living, so that their educational activities and work do not suffer.

Now, Sir, the administration and management of our Universities and colleges and the problems of the students, including the so-called student indiscipline, should be judged together. What the Report has done is it has devoted page 12 to the problems of student behaviour, but it does not say anything about the behaviour of the administration. It is a one-sided way of looking at things, because they are after all inter-connected. You cannot conceive of student indiscipline without taking into account maladministration malpractices and mismanagement on the part of the authorities. That is very important. No one would support the ugly incidents that sometimes take place in the examination halls by way of tearing of examination papers or assaulting invigilators, etc. Nobody will support it and I think that our student community does not support it. Isolated individual cases there are, but for this the entire student community should not be maligned and found fault with, as has been the tendency in some cases. In fact, Mr. Deshmukh, in his address to the 27th meeting of the Central Advisory Council of Education last February said:—

"The heart of the student community is sound. They are very decent people."

I entirely agree with this assessment of our student community. They are a good lot. Naturally there may be one or two isolated cases in so many students we deal with. On the whole

LShri Bhupesh Gupta.] they are good. I think it is not fair on our part, on the part of elders, to frown upon them all the time just because certain incidents in some places take place. That is the British way of doing things. Somehow or other we must live down such ways of doing things.

Now, Sir, I come to the question of administration. Administration is very very important. The use of armed constabulary by the university authorities is deplorable. It is a great provocation to the student community. Why cannot the teachers themselves go, the students go \*r other political leaders or public leaders go and face the situation instead of calling the armed constabulary? The attitude of the administration is again bad.

In the Rajasthan University in 1958 Professor S. S. Goel of the Kotah College was forced under duress to raise the marks of certain papers in practical examination in I.Sc. Physics. Immediately he wrote a letter to the Vice-Chancellor and the Registrar saying the circumstances in which he did it. What happened then? This gentleman was persecuted. He pointed out that he was forced to do so by the internal examiner—for whatever reasons I need not go into them. All the facis are there, the entire file of correspondence I have got. From there I find it extraordinary for the university authorities to have dealt with the matter in the way they did. Last year again he wrote. Nothing came out of it. It went on. On the contrary the Vice-Chancellor wrote to him a letter saying that if he persisted in this effort, disciplinary action would be taken against him. This is what he got from the Vice-Chancellor of the University. It seemed that the Registrar was very much interested in covering what had been done by the interna] examiner and in helping otherwise or in the manipulation of marks and so on.

Then, Sir, serious allegations were made against a University personality

in Lucknow. Without disposing of these allegations he was made the Vice-Chancellor. Is it right? I do not know whether the allegations were right or wrong, but when they have not been disposed of, is it right to make an appointment of this kind?

The Vice-Chancellor of the Banaras Hindu University offered his resignation in 1958. It has been accepted only the other day. Meanwhile, he has succeeded in victimising a whole lot of tutors and lecturers whom he did not like. Why did the Government delay in this matter? After all in this House We said that resignation was the right course, and he took the step, but it was not allowed to mature.

Then, Sir, leakage of questions took place in Calcutta recently. The case is there. Questions leaked out, and officials are involved, authorities are involved, in this matter of leakage of questions. Are the students to be blamed for it if questions are leaked out and distributed? Students receive them, you cannot blame them. In any case it is a matter of maladministration.

Then again I come to the question of how question papers are set. In Calcutta there was disturbance in an examination hall. I do not support it. But question papers on Civics are set by examiners who want to show off their learning. They did not fall within the scope of the curriculum or syllabus. There was a lot of agitation and things took place . . .

MR. DEPUTY CHAIRMAN: We are concerned with the Report.

SHRI BHUPESH GUPTA: University things I am talking about.

MR. DEPUTY CHAIRMAN: Not individual universities.

SHRI BHUPESH GUPTA: Every single university I can discuss. It is there in the Report. The Calcutta University comes in very much. Not

only so much money has been given to it but incidents also are mentioned. This is the position.

SHRI RAJENDRA PRATAP SINHA: Sir, I would like to know how far it is right to brush aside the remarks of the Chair like that.

SHRI BHUPESH GUPTA: I am not brushing aside the remarks of the Chair. What is he talking about? All I am saying is relevant.

SHRI RAJENDRA PRATAP SINHA: It is our duty to respect the Chair.

SHRI BHUPESH GUPTA: Sir, I borrow some respect from him, and I respectfully submit to you.

MR. DEPUTY CHAIRMAN: Let us discuss the Report.

SHRI BHUPESH GUPTA: This is very important, this is relevant. What shall I discuss? Shall I sing songs here? I do not know how to sing songs.

MR. DEPUTY CHAIRMAN: You discuss the Report.

SHRI BHUPESH GUPTA: I am discussing it. Please refer to page 12 of the Report. There it is about students' behaviour or misbehaviour and so on. I point out the circumstances which lead to such misbehaviour. Is it not relevant? If I say that the question papers were stiff in the course of this discussion, am I wrong or right? If you like, you get someone to sing a song in this House.

SHRI RAJENDRA PRATAP SINHA: Sir, this is also very objectionable. He makes remarks like that to the Chair, that someone should sing a song, when the Chair has made remarks. I think he should be asked to withdraw his remarks.

SHRI BHUPESH GUPTA: I would not. He should have some sense of humour.

MR. DEPUTY CHAIRMAN: Sing your own song now.

SHRI BHUPESH GUPTA: He is intervening, in the refrain of the speech, in my song. Mr. Sinha should cultivate a little sense of humour.

As I said, Sir, the question papers are set like that. This matter should be gone into. It should not be like that. Discontent takes place. I am not supporting what they do by way of reaction, but these are important matters.

Then, Sir, I come to the attitude of the authorities towards the college unions. This is a very important matter. Unions are very important. Mr. G. C. Chatterjee, a member of the Commission, addressed the 12th Convocation of the Rajasthan University on the 16th January where he seemed to have demanded that the union should be disbanded and that the college authorities must not have any truck with the union. I would ask Mr. Chaman Lall whether this sort of thing happens in the Universities of Oxford and Cambridge. If they are bad, you make them good. But here he says that the union should be disbanded. Well, he *is* talking like a Police Minister . . .

DIWAN CHAMAN LALL (Punjab): He is a Cambridge man himself.

SHRI BHUPESH GUPTA: Well, Sir, he seemed to have learnt very little from Cambridge. I suggest that he be sent there again. I am prepared to ask for a sanction of foreign exchange if he goes to Cambridge again to see how the unions have developed there. It is very very important. I am not quarrelling with him just because he has said those words. But this approach should not be there and least of all in addressing the 12th Convocation of the Rajasthan University. He should not have made such a remark. On the contrary, we have to develop the college unions because they bring about cohesion among the student community, inculcate a sense of oneness in the teaching staff and students, give them the spirit *at*



[Shri Bhupesh Gupta.] stlf-help and mutual assistance. All the good qualities are developed through the unions if they are properly run. So, he should not have got up there and said that the unions should be disbanded.

Then, Sir, I regret the statements made by the Chairman of the University Grants Commission. I have great regard for him as a man, for his personal integrity, and so on. But I do not like the harsh words that he used at the 27th meeting of the Central Advisory Board of Education. He spoke harshly of the students and accused them of politics and so on. He wanted them to be dealt with harshly. I can tell you that even in the Universities of Cambridge and Oxford they have got all the parties and other bodies. People are not bothered about them. So, why people Should go about in that manner I do not see.

Again, Sir, I would point out that I did not find due here references made to the Vallabhbhai University. Why a defeated former Minister should be appointed as the Vice-Chancellor of the Vallabhbhai University I cannot understand. It demoralises the whole thing. After him comes a former Principal Secretary of the Finance Ministry against whom so many allegations had been made in connection with the Life Insurance Corporation and who had to resign his post in the I.C.S. He becomes the Vice-Chancellor. It is not good. I am not going into other aspects. These are not good examples to set before the student community. On the one hand they see their elders in this House discussing all these matters, saying all things- about an individual and forcing him to resign, and on the other hand they see the gentleman being planted in a university as the presiding deity, namely the Vice-Chancellor. Is it good? Is it not double standard? Are the students responsible for it? That is the question that I ask.

Then, Sir, I ask why a Governor should be the Chancellor always. I know that a Governor has not much to do, but why must he be the Chancellor? You make him the head of this club or that club, I do not mind. Some Governors may have anything to do with education. Some Governors may have to retire and join a party, say, the Swatantra Party. But why should they be made Chancellors of Universities?

MR. DEPUTY CHAIRMAN: You will have to amend the Statute.

SHRI BHUPESH GUPTA: You are quite right, Sir. I suggest, therefore, taking your advice, an amendment of the Statute in this matter.

Sir, you are so helpful at times. Quite right. That is a thing that should be done.

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Educationists are there. Certain universities do not have such Governors. Appoint them as Chancellors and Vice-Chancellors. Make your own choice.

Then there is another thing. The interference of the State Governments with our universities and colleges should also stop. Somebody from the opposite side said—and when it comes to the opposite side, the less is said—that politics were being introduced into the universities. Lucknow is a classical example of group rivalries in the field of universities. Two groups of the ruling party fight, fight sometimes openly in the university. That should not be done.

MR. DEPUTY CHAIRMAN: Were you not there?

SHRI BHUPESH GUPTA: No, Sir, I would never be in that group in any case, because I do not belong to that party. That is the exclusive task of a particular party to which I do not belong. Now, there is group rivalry in the party. It should not go there. Tomorrow another party may come to power to

rale Uttar Pradesh. It should not be Croup politics at all. Why should we take group politics there? We can fight in the Council elections. You can fight in the A.I.C.C., this election or that election. But why should you indulge in this kind of faction in the university? Here, the Students' Union submitted a memorandum to the Chancellor of the Lucknow University. It is an interesting document. I do not want to read it out. All kinds of charges are made in this document mnd the Governor is asked to go into this. This is the memorandum of the Lucknow University Students' Onion which was submitted to Mr. V. V. Giri, the Chancellor of the University. I do not vouch for what it says. But it should be gone into chapter by chapter. General corrup-» lion in the Registrar's Office, favouritism in regard to appointments and the administration of the University, irregularities in granting scholarships, bursaries and freeships, general corruption in the management of the Tagore Library, financial irregularities, lapses of the proctorial staff, s'duction, moral turpitude and academic manipulation, lowering down of the educational standards, day-to-day increasing interference of the State Governm-nt, group and factional politics between the teachers and the authorities of the Universities—these are the heads. Only the heads I have read «ut. Go into them. Don't think they are nothing just because this thing has come from the students. This has come from the Students' Union. It is having the following of a large section of the students. 'Otherwise, the Union would not have placed their grievances by way of this memorandum to the Governor. It should be gone into.

Therefore, here again the Government should go into this question and the University Grants Commission should be invested with all the requisite powers to examine such cases.

Then, Sir, connected with the problem of indiscipline is the problem of sports and other things. We have got

to give them better sports facilities. The University Grants Commission should make grants for extending the sjwrts facilities and so on. The Allahabad University spends annually only Rs. 24,000 on sports for students when they have got seven thousand students. Even /the Statesman objected to this kind of meagre expenditure for sports. Mysore again, Gujarat again, these are the places where caste feelings are also encouraged. There is no money for sports. Caste\* feelings are encouraged in this manner. Sir, here is an interesting thing. I will read it out to you this portion:—

"In most States, the convention, a thoroughly bad one, has been established that the Governor, as Chancellor, acts strictly according to the advice of State Governments. In recommending names for Vice-Chancellorship and even in naming selectors for the post, Governments have been sectarian and partisan."

This is from an article which appeared in the "Statesman."

Now, sports and other recreational facilities should be made available to the student community adequately.

Finally, I would say that I do not think that this matter can be settled in this manner by merely discussing it in the University Grants Commission or by exchanging notes between the Ministry and the University Grants Commission. The representatives of the students and the representatives of the teachers should be met from time to time in conferences. They should be taken into confidence, and the Government and the authorities concerned should take counsel with them, so that they can have a correct approach, correct policies and a correct way of Handling things. Only then can we find a proper solution to the problem.

I have not said anything about the Education Minister intentionally because these are matters most of which are not directly concerned with him, but I would request him to take a little greater initiative and see that

[Shri Bhupesh Gupta.]

things get moving. Wherever he can reach, he should reach out and do everything that is needed. I think the time has come when we must exert our best endeavours to see that our centres of learning become worthy of the great name and tradition that we carry, and this is all that I have to say.

PROP. A. R. WADIA (Nominated): Mr. Deputy Chairman, I have read this Report with considerable satisfaction, and if there is one thing on which I would most heartily congratulate the Commission, it is the improvement in the salaries of the teachers. I think it is a very substantial, fine work done and there is considerable room for it. So far as the college teachers are concerned, I know that the Commission insists on a matching grant but if some way could be found whereby the matching grant is reduced or whereby the college authorities can be persuaded to increase the salaries of their teachers with substantial grants from the University Grants Commission, it will be a very good thing indeed.

Sir, while the Commission has been encouraging the appointment of Professors and Readers, I find that it has also been insisting on degree qualifications, Ph.Ds., First Class or Second Class MAs. and so on. But I should like to point out that it is possible to overdo this thing. The First Class and Second Class Degrees might be of considerable importance when a man begins his career. But once he has been in the line and has shown good work, his Third Class Degree should not be a disqualification even after twenty or twenty-five years of good work. In fact, I know that there are many Ph.D. Degrees which are not worth anything because the Ph.D. theses are not worth publishing. There are First Class MAs. who have done nothing else after their First Class Degrees, and there are Second Class people or even Third Class people who have done very good work—very substantial, scholarly work—and so.

when higher appointments are made, it is the work that counts and not the Degrees.

I share the regret of the Commission that new universities are founded without prior consultation with the Commission, I think the same complaint was made last year and the complaint has been repeated this year. It is very unfortunate that new universities are brought into existence at a time when it is desirable to restrict the number of universities. I think it is a mania to increase the number of universities. I know that there are many people in this country, perhaps even in this House, who feel that everyone has a sort of birthright to university education. But as I have said on a previous occasion—and I repeat it now—so far as university / education is concerned, there can be no question of birthright. If people are fit for university education, by all means give them every possible encouragement by means of scholarships and freeships. But do not let unqualified people, literally third class people, to get into the universities and spoil the standards. It is from that standpoint that the quality of university education should be maintained at a very high level. There is a good deal to be said for the recommendation of the Commission that even in a residential university, the maximum number of students should be five thousand. Well, unfortunately, we have got comparatively very few residential universities. Most of our universities are affiliating, and they have to be affiliating looking to the needs of the country.

Well, Sir, there is one sentence on page 4 which needs a little discussion.

"We are also opposed to the setting up of universities which provide for study and research in one field only."

And they proceed to justify this statement on the ground

"that a university should, as far as possible, be a place of universal education."

Assuming for argument's sake that this is correct, has the Commission been very consistent with its granted university status to the Indian Agricultural Research Institute here in Delhi, or to the Indian Institute of Science in Bangalore? I personally think that they were very wise in recognising these institutions as having university status, and I am inclined to think that there may be other institutions of this type in the country which are worthy of recognition, being of national importance, and therefore there should not be an overemphasis on this aspect that such of the universities as provide for study and research in one field only shall not have university status. I think it is too wide a statement.

(Interruption)

My friend mentions the Atomic Energy Commission and there may be other institutions which may be deserving of sympathy. Therefore I would appeal to the Commission not to be tied down by these dogmatic statements. It is their duty to consider the claims of each such institution on its own merits.

Then, Sir, there is the very broad question of student indiscipline. It has been said over and over again and I would repeat it in this House that one main source of student indiscipline is the infusion of politics and politicians into university affairs. I am afraid every political party has been guilty of this, and I would appeal to them . . .

SHRI H. P. SAKSENA (Uttar Pradesh): And most of all, teachers themselves.

PROF. A. R. WADIA . . . that in the interests of their own young fellow-countrymen they should leave universities and students generally alone. They are not absolutely immature; they are grown-up and if you only allow them to look after their own affairs with reasonable guidance

from their own teachers and parents, they would be much better off than with the interested advice of politicians.

I am very glad, Sir, that the university Grants Commission has been encouraging the establishment of reading-rooms and promotion of extra mural activities and have been providing, for non-resident students, centres. All these will undoubtedly go to improve the life of our students. One main reason why so many of our students drift into politics—apart from the wrong guidance that they get from politicians—is that they have not got sufficient work, that they are not sufficiently interested in their studies, that they are not interested in books, that they are not interested in cultural activities, and they drift into all sorts of indisciplined behaviour. To prevent it they should be kept busy, busy in a good way, in an academic way, in a cultural way, and that would go very far to improve the condition of our universities. Sir, to a certain extent I sympathise with what Mr. Bhupesh Gupta has been saying about the conditions in our universities, and my friend behind me said that the teachers themselves were guilty of politics.

SHRI H. P. SAKSENA: I repeat it. I emphatically repeat it.

PROF. A. R. WADIA: I accept it, Sir, and I do not think there are many other individuals in the country at the present moment like myself and a few others who are more conversant with this ugly aspect of our Indian universities, as to how the teachers themselves are the most corrupting source in our university institutions, teachers who are capable of forming groups only for their own personal advancement, teachers who, simply because they get high salaries or have private means of their own, do not hesitate even to bribe the students to go on hunger-strike and to do all sorts of activities; I am perfectly familiar with that. I certainly, Sir,

I Prof. A. R. Wadia.]

sympathise with students who complain against certain types of Vice-Chancellors that we have got, and even in spite of the protests by students certain undesirable Vice-Chancellors are appointed, as happened very recently. I think, Sir, it is extremely deplorable; there is nothing to be proud of, and I would say that it is the duty of the University Grants Commission to do something about it though I know their hands may be tied by the peculiar acts of the different universities. I think, Sir, the time has come when we should definitely put our foot down on the elective principle in the universities. Whatever you may say about elections and democracy, there are limitations to democratic working of universities. We have tried this experiment and we have failed miserably, and it is high time to take courage and go back on that, and institute a correct procedure for selecting the right type of Vice-Chancellors because, unless you have got the right type of Vice-Chancellors, you cannot possibly get the correct lead for the teachers and the students alike.

SHRI BHUPESH GUPTA: And what will happen to former Ministers and former I.C.S. officials?

PROF. A. R. WADIA: Well, Sir, Mr. Bhupesh Gupta will take care of them.

Then, Sir, I find on page 12 that the University Grants Commission has been giving certain grants to conferences. I think it is a very healthy principle to have done, but I really do not know on what thing they have selected just these few institutions or societies for these grants. I think it is desirable for the Commission to give such grants to various academic bodies connected with universities. I do not see any reason why their patronage should be confined only to a few bodies merely because they may have a certain pull with some members of the University Grants

Commission. I think they ought to be more fair and impartial in the distribution of their patronage.

Then, Sir, I come to the very difficult topic of the medium of instruction. Here, Sir, there is a sentence, a very cautious statement perhaps, on page 16, where they say:—

"We should like to emphasise that the medium of instruction is an academic and not a political question."

I think it almost sounds like a copybook maximum, but looking at the problem from the standpoint of Indian universities, I am afraid the question of the medium of instruction will never be purely academic; it will have a certain amount of political tinge about it. If you emphasise regional languages as the medium of instruction, it sounds educationally very sound, but politically, it seems to me to be a most disastrous statement even though it might have the authority of the University Grants Commission behind it. My friend, Shri Satya Charan Shastri, pleaded for the regional languages on the analogy of what has happened in Cambodia and what has happened in Indonesia. Well, Sir, he forgets that India is a much bigger country than Cambodia and Indonesia. If India were merely Bengal or Madras or Bombay, I am perfectly certain that there would not be the slightest difficulty in accepting the regional language as the medium of instruction. But situated as we are in multilingual area it seems to me politically suicidal to emphasise the regional languages as the medium of instruction; it is the sure way to drift back to the conditions of the eighteenth century. What my friend, Dr. Bose, says has my fullest support that it is the business of the universities to maintain the political integrity of India as one country, as one nation. Now, Sir, I would personally very much wish that English should not continue as the medium of instruction, for the

simple, reason that it is a foreign language. But we should not be blind to the fact that this foreign language has given us unity, nor should we be blind to the fact that this foreign language at the present moment serves as a window for the best cultural ideas available in the whole world. It would be suicidal on our part to throw away this advantage. I wish a time would come when English could be replaced by Hindi as the medium of instruction in our universities, for the simple reason that it will at least maintain the educational and the political unity of our country at a high level. Sir, I find that the Commission is going to take up this question in a very serious fashion. They propose to have this whole problem thoroughly studied by a working group that they will appoint in the near future. I do hope that this working

group will be soon appointed and they will bring to bear on it not mere political considerations, not mere academic considerations, but considerations based on the welfare and well-being of India. That should be the main consideration in approaching this difficult problem.

Sir, there is a complaint in the report that the different ministries in the States give grants without consultation with the University Grants Commission. That also is very legitimate. Since the University Grants Commission now is in complete control over the funds to be given to the universities, there should be no overlapping and any help given to the universities, whether by the States Ministries or by the University Grants Commission, should be done after mutual consultation.

Sir, I am not always siding with Mr. Bhupesh Gupta, but today I have the good fortune of siding with him . . .

Sma BHUPESH GUPTA: Do not be afraid of me.

PROF. A. R. WADIA: . . . in one particular demand, and I am perfectly certain that even the Ministry of Education would side with him. That is the demand for more and more grants for purposes of education. There can be no Communism and there can be no Congress about this. It is a universally accepted patriotic demand. If we believe in education as the basic need of our country, then we must be more generous in our grants to the Education Department. Sometime ago, Sir, we were very happy to learn that the Ministry of Education had made a very great demand for nearly Rs. 900 crores. After a few days our enthusiasm died down when we found that that grant had been curtailed by the Planning Commission to Rs. 400 crores.

SHRI BHUPESH GUPTA: Still under the act.

PROF. A. R. WADIA: It is a most unfortunate thing. It is really desirable for us—whether we are independents, Congressmen, or Communists or of any party whatever—that we must fight as one people for increased grants for educational purposes.

There is another thing which we have to look forward to, and that is the system of examinations. I find that the Commission has already appointed a Committee to report on this subject. It is a very very difficult question. After all the experience that I have had, I am not sure that any report given on this subject will meet with universal acceptance. It is such a complex, difficult subject. But we do hope that they will be able to throw some good light on all the problems connected with examinations, specially when examinations have become so numerous and they have to deal with such large masses of students. It is not merely a question, specially when examinations papers to be set. A good deal depends on the character of the people who act as examiners. A frequent complaint of the leakages of our

[Prof. A. R. Wadia.] question papers is not a good reflection on ourselves. It is a very complex question to be dealt with. In fact, that is the one reason why many of our theses for Ph.D. have to be sent to England and America, not because people are not available in India but on the ground that they will have a better valuation.

Sir, the University Grants Commission has been doing splendid work. Before it came into existence, we were looking forward to it. Again and again we were asking for it. It has come in our midst. It has got a very able Chairman and very able members. I am glad about the work that it has done in spite of the shortcomings by way of finance or the human mistakes which are inevitable in any human institution, I am sure that it will continue to give a better and better account of itself.

SHRI N. R. MALKANI (Nominated): Sir, it is now nearly three years since the Commission was created and it is HOW time to assess its working and in a way we are in a position to do »o.

Sir, I am to some extent satisfied and to some extent not satisfied with the report. I am satisfied because there are one or two good portions in the report for which, certainly, I am prepared to give congratulations to the Commission. As another hon. friend has mentioned, the salaries of teachers have been upgraded. There may be some irregularities or inequalities, which may have to be rectified, would be rectified in time, but the salaries have been upgraded for the good of the teachers.

The three-year course has been more or less introduced in all the universities excepting the so-called highly advanced university of Bombay which has accepted it superficially, not really in any spirit, but only perhaps outwardly. That" also, to some extent, goes to the credit of the Com- j mission because the work has been ]

expedited. But, Sir, I must quickly add that there are some problems which are like evergreens, to which there is no solution, questions to which there are no answers so far as this report is concerned except repetition first year, repetition second year and repetition third year. One of the questions relates to numbers! It has become a kind of ogre, *rakshasa*; what shall we do with the numbers? And immediately we jump to indiscipline, we jump to other things. What is the solution to numbers?

Do you think that numbers can be reduced mechanically, physically? Can young people be kept out of education at any stage, at any level by any force? The numbers are there. The numbers are going to rise. The numbers are going to push you forward unless you can have a solution. The population is rising. The standard of literacy is increasing and the numbers are bound to thunder at your doors. There is not a single reply to this question in the Commission's report. The numbers are coming every year, very large numbers. Of course, you will say, let us have a few more universities, a few more colleges. But that is not enough. To my mind, it is not a solution. I can suggest one solution. I have been suggesting the solution for the last many years but nothing happens. We go on suggesting here but nothing happens.

Many of us have been suggesting that our system of education should be properly integrated—elementary, secondary, higher and collegiate. It is not yet integrated. I do not want to go into details. One stage does not lead to the other, naturally, organically and educationally. It is simply put there. We do not know how to integrate it.

I would further say, Sir, that though the names are primary, secondary and higher, we finish primary at the fourth or fifth class whereas it should end at the eighth class. Up to the eighth class it should be primary and

three more classes should be secondary and three more should be collegiate. But are there any take-offs at these stages? Are these take-offs adequate? Are they sufficiently important to reduce the pressure of numbers coming to the universities and the colleges? At the 'eighth class when the student is 13 plus, is there a big take-off? I« there a take-off to proper careers? Many of the boys leave off and there is great wastage at the 3rd class, at the 4th class, at the 5th class and so on. But at the age of 13 plus, is there a big take-off, and is there a considerable and satisfactory take-off at the age of 16 plus, when the boys pass the Matriculation or the S.S.L.C. examination? I suggest that there should be a tremendous take-off at both stages and we can have it, provided we paid attention to it, provided we applied our mind to it I would suggest that the number of rural institutions must be multiplied. We have only added one, during the last five years. Only one we have added and the total number is nine. It should be ninety. They should be giving diplomas in rural services, for that matter, recognised by Government. I suggest that there should be hundreds of engineering institutions to take off boys at that stage in a large way, civil engineering, mechanical engineering, electrical engineering and so on, and they should give diplomas recognised by the Government. But as far as I know—I am open to correction—there are only 250 such diploma-giving institutions in engineering. And as far as I know not one that gives them for medical studies. There are no licenses, there are no diplomas for medical studies now. There is not a single institute of this nature as far as I know. There are no licentiates in medicine. There used to be, but there is not one now. And we know that our colleges usually take seven years for graduation and they take in very small numbers for the medical course. That is hardly enough. Their outturn is hardly enough to result in any big take-off. And these graduates, they do not go to the villages. They will not go.

They cannot go. You may give them stipends; you may give them increments, yet they will not go. But if you give them diplomas they will have to go and practise in the villages. We have not thought about this at all. Today, there are. Sir, very few institutions which give diploma\*. Going a step further, even if diplomas are given, for instance by the rural institutions, are these recognised by the universities? They are sometimes recognised by the Government. I am sure some Governments have recognised them for employment purposes. But has a single university recognised them? If not, why not? Everybody says that they are as good as degrees, that is to say, as good as B.A. degrees. They are like graduates. Then why does not a university recognise them? Not one university has recognised them and still there is the cry, the wail that numbers are coming thundering at their doors, crashing through their doors. They are bound to do so. Why don't you take off a few thousand boys, train them as diploma-holders and make them fit to go to rural areas in a large way? Then they will be properly settled and satisfied with life. We don't do that at all. Sir, the universities are proceeding in the same old, traditional fashion as ever before, and the thought is almost inculcated in every child that he will one of these days go to a university. When I was young, my father told me that one day I would be \*» civilian. In my community, in those days, some forty years back, everybody thought that his son would be a civilian. And now every rural man thinks that his son will go to the university and then go to London or to New York. This is the course that the universities are pursuing. They have the same old traditional practice or habit, without trying to find new ways. And then they complain about numbers coming. Numbers are bound to come.

Sir, take another question which is a very thorny question. I speak with



[Shri N. R. Malkatii.]

a little hesitation about it—the question of the medium of instruction. There are two opinions about it. We are yet not of one mind. Even here in this House we are not of one mind. The Commission uses these words. Well, they know the English language better than I do and they use such cautious words which may mean anything or nothing at all. For instance, so far as the putting in of a regional language as medium is concerned, they say that "the change-over should be carefully planned and we must maintain a high standard of English." They say that the change-over from English to some other language—may be a regional language—should be carefully planned. To my mind, it is carefully unplanned, not planned. They see to it that it is not planned. If it were planned, we would have seen the result of that planning today. I am seventy years old now. When I was thirty, Gandhiji started the Vidya Piths, the Kasi Vidya Pith, the Gujarat Vidya Pith, the Patna Vidya Pith and so on, and one of the fundamental basic principles there was that the teaching should be through the regional language or Hindi. That was forty years ago and today we are in the year 1960 and yet we are planning and planning in a very cautious and a very intelligent way. We are just planning away. Sir, we have discovered another word. We are very intelligent about discovering words to evade problems. We have now what are called "pilot projects." We will have a selected number of projects here and there, in particular colleges. They will do it voluntarily there, giving the option to them, just to see whether we can get along. And the projects fail and they fail miserably because miserable people are put in charge of the projects, people who do not believe in those projects. I have seen pilot projects fail, pilot projects for cottage industries. They have been miserable failures. Pilot projects for basic education have been miserable failures and there will be miserable failures if pilot pro-

jects for introducing the regional language as medium in the colleges. These projects completely fail. We know it very well and they fail because they are surrounded by a sea of atheists and nihilists, with neither faith nor commitment. They have non-commitment and offer resistances. And you call it a pilot project. They are bound to fail and fail miserably. It is a very obvious thing.

As a matter of fact, Sir, the Delhi University has given a lead about it. I read last year that it would phase it through four years and at the end of four years English would be completely replaced by Hindi. I think they are serious about it. At least I have great regard for the Vice-Chancellor of the Delhi University. He is a serious man, a thinking man. Very few educationists are thinking men in India. He is one of the few-thinking men in India, a go-ahead man and I think he means it and if he means it, it will be done. So it is to be done in a phased way. The period may be 4 or 5 or 6 years. It can be done. But if we do not have a mind to do it, it will never be done. Let us be honest and let us give up hypocrisy. If you do not want basic education, then throw it away. If you do not want Hindi, throw it away. But do not use these words—"pilot projects", "careful planning", "hasten slowly". These cannot mean much. They do not mean anything at all. My hon. friend here for whom I have great regard—he is not in his seat—he shed crocodile tears about it. Perhaps it is a hard word to say. He said regional languages will not do, it is English that keeps us together, but for English we will quarrel, fight and all that; it is English that keeps us together. But again he said that the regional languages are bound to come, and very naturally. They are there. Then why not make a very serious effort today and put in Hindi? Why keep English? Of course, he admits it is a foreign language and yet he says it keeps India together. Are you going to keep India together

by a foreign language? To me the logic is very simple, direct and inevitable. Therefore, bring in Hindi and regional languages immediately and as soon as possible. Do not prolong the torture of the young people and of the country.

SHRI J. S. BISHT (Uttar Pradesh): But it has to be done with the consent of all.

SHRI N. R. MALKANI: There, that is another cleverness, another sharpness of the university people. They say that the change should be after full accord of all the universities. I almost gasp when I hear it, gasp in despair. Does it make any sense? Does it mean any honesty? Are we honest to ourselves? These universities or most of them, are conditioned traditionally, they are conditioned by the past and they are so fixed in the past that they cannot think of tomorrow, not to talk of the day after. They say that these Universities should put their heads together and then come to some unanimity. Is that possible? Do you think it is possible? I say that this is dishonesty.

SHRI J. S. BISHT: What about Bengal and South India?

SHRI N. R. MALKANI: You hold to your opinion and I hold to mine. I am committed to mine.

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It is said that this is not a political question but an academic question. I say that it is not an academic question but a national question. It is a question of the nation, the dignity of the nation, the self respect of the nation, the existence of the very nation as itself, as India. I say that even though I am not a so-called educationist—thank God I am not—

at present you have education through the regional languages up to matriculation and then you suddenly start with English in colleges. Are you aware of the terrible strain involved on the students? Are you aware of that? I am quite aged, about 70, but there are boys of seventeen and eighteen.

SHRI J. S. BISHT: Strain on whom?

SHRI N. R. MALKANI: It is a terrible strain upon the students. Today, the students do not know any language well at all. We ourselves think that we know English very well but we do not know English very well at all. We talk very badly, I myself and all of us. We think we talk very well. We think so but it is not so. The students are in a mess about languages. They do not know their own mother-tongue; they do not know Hindi, they do not know English and they do not know Gujarati! because we insist upon English at every stage. There is a complete mess about the learning of languages. There is no literature produced in India worth the name. We are all confused about it.

Sir, I will say one thing more. The Universities have a high purpose to serve but they are not doing that at all. They are mechanically producing graduates, one after the other, hundreds of thousands of them, and are releasing them in the markets. I would rather wish that these Universities were teacher-centred. My friend just now said that the teacher is the disaster of the University. But this is the key. This is the lock which has got to be opened by a particular key. If the teachers themselves are contaminated, what can be done? Let us therefore begin not with the students but with the teachers. Huge buildings will not help, books will not help if you have the teacher at

[Shri N. R. Malkani] the root of the disease. Excuse me, Sir, for a diversion, I had been to Shantiniketan only two months back. I was there for two days. A marvellous thing has happened there. I congratulate the hon. Minister warmly for his choice. You have put the right man in charge of Shantiniketan, Sudhi Ranjan Das. In two days I loved him so much and I respected him so much that when I left, I called him—he is younger to me\* -----Sudhi Dada. Everybody calls him Sudhi Da. He has been there only six months, the right man at the right job. Put some such man in Aligarh, put some such other man in Banaras. Put our Chairman there—I mean not the Deputy Chairman but our Chairman there—as Radhakrishnan Dada in Banaras and then see what happens to Banaras. Put some such person in Aligarh and see what happens to Aligarh. They are putting the wrong persons, paid person], persons deeply set in the traditions of the past, persons who have no idea of the future and no idea of the present, the existing India, as Vice-Chancellors and expect them to Tespond to the nation. They canno\$, they dare not. They have no guts. Put the right man in the right place and see what happens to education. N

**श्री बी० एन० भागवत (उत्तर प्रदेश) :** माननीय उपसभापति महोदय, समय बहुत थोड़ा है, इसलिए इस कमिशन की पूरी बातों पर विचार करना नहीं चाहता। यद्यपि हमारा देश शिक्षा के सम्बन्ध में बहुत पिछड़ा हुआ है, फिर भी यह बड़े हर्ष की बात है कि हमारे देश में हर तरफ से विश्वविद्यालय की शिक्षा के लिए मांग हो रही है, केवल शहरों ही से नहीं हमारे देहाती भाई भी उच्च शिक्षा प्राप्त करने की लालसा रखते हैं। हमारे एक पूर्व वक्ता ने कहा कि लोग समझते हैं कि हमारा यह जन्म सिद्ध अधिकार है कि हम विश्वविद्यालय में पढ़ें। मैं समझता हूँ कि यह उनका भ्रम है। यदि यह जन्म सिद्ध अधिकार

मान भी लिया जाय तो हमारे देश में इतनी सरीबी है कि अधिकांश लोग अपने लड़कों को विश्वविद्यालय में पढ़ने के लिए रुपया नहीं दे सकते। वहाँ जो खर्चा होता है उसका वे मुकाबिला नहीं कर सकते हैं। इस बात को ध्यान में रखते हुए ही कमिशन ने इस बात पर जोर दिया है कि रेजिडेंशियल युनिवर्सिटीज के बजाय एफिलिएटिंग युनिवर्सिटीज होनी चाहियें। कारण यह है कि अभी देश में लोगों के पास इतने साधन नहीं हैं कि वे दूर जा करके शिक्षा प्राप्त कर सकें। कितने ऐसे जिले ही नहीं, कितनी ऐसी कमिशनरियां हैं जिन में एक भी डिग्री कालेज नहीं है। प्रतिबन्ध लगाने की बात कमिशन ने कही है, मैं समझता हूँ कि पहले से ही बहुत से प्रतिबन्ध लगे हुए हैं। कितनी ऐसी युनिवर्सिटीज हैं जो थर्ड डिविजन के लड़कों को भर्ती ही नहीं करतीं। बहुत सी ऐसी युनिवर्सिटीज हैं जो केवल फर्स्ट डिविजन के लड़कों को भर्ती करती हैं। यह प्रतिबन्ध काफी है। हमको उच्च शिक्षा के सामने कोई ऐसी बाधाएं नहीं डालनी चाहियें जिनके कारण हमारे देश के लोग उच्च शिक्षा प्राप्त न कर सकें।

हमारे यहां कई सार्वजनिक संस्थाएं हैं जो डिग्री कालेजों को चलाती हैं। उनके सम्बन्ध में मैं यह कहूंगा कि कमिशन को जो यह शिकायत है कि एफिलिएशन के प्रदन पर उन से सलाह नहीं ली जाती, वह शिकायत ठीक है। गवर्नमेंट को उसके ऊपर ध्यान अवश्य देना चाहिए और इस बात का उद्योग करना चाहिए कि गवर्नमेंट का कंट्रोल उनके ऊपर जितना कम हो उतना ही अच्छा है। हमारे आचार्य विनोबा भावे कई वर्षों से इस बात पर जोर दे आ रहे हैं कि शिक्षा का काम जनता के हाथ में रहना चाहिए। गवर्नमेंट का जितना कम नियंत्रण शिक्षा पर हो उतना ही अच्छा है और यह उन डिग्री कालेजों पर ठीक तौर पर लागू होता है जिनको सार्वजनिक संस्थाएं स्थापित करती हैं। हमारे यहां विद्यार्थियों की इतनी संख्या विश्वविद्यालयों

में बढती जा रही है कि रेजिडेंशियल यूनि-  
वर्सिटीज उसक मुकबिला नहीं कर सकतीं।  
हम अपने देश की जन संख्या को ध्यान में  
रखते हुए विदेशों की भांति उनकी नकल  
नहीं कर सकते।

दूसरी बात जिस पर मैं कुछ कहना  
चाहता हूं वह यह है कि विद्यार्थियों की  
अनुशासनहीनता आज हमारे देश में एक  
स्लोगन सा हो गया है "Indiscipline  
of Students"। किन्तु बहुत कम ध्यान  
इस बात पर दिया जाता है कि विद्यार्थियों की  
अनुशासनहीनता का मूल कारण क्या है।  
जहां तक मने समाचारपत्रों को पढ़ा, जहां तक  
मैंने अन्य दूसरे विधायकों के जो भाषण हुए  
उनको सुना मुझे तो यही प्रतीत होता है कि  
जिस को देखिये वही विद्यार्थियों के ऊपर  
आक्रमण करने को तयार है। इस बात को  
सोचने की आवश्यकता है कि क्या केवल  
विद्यार्थियों का ही दोष इस अनुशासनहीनता  
में है। हमारे विद्यार्थी पागल नहीं हो गये हैं,  
उनके सिर पर कोई जूतन सवार नहीं हो  
गया है कि स्वाह-म-स्वाह के लिए वे अनु-  
शासनहीनता का मार्ग ग्रहण करें। इस बात  
को मैं अपने अनुभव से कह सकता हूं कि इसका  
बहुत बड़ा दोष विश्वविद्यालय के जो अध्यापक  
हैं उनके ऊपर भी है। अध्यापक अधिकतर  
पार्टी पालिटिक्स में पड़ते हैं। वहां कुछ  
पार्टियों के ग्रुप्स होते हैं और वे एक ग्रुप में  
शामिल हो जाते हैं और दूसरे ग्रुप की निन्दा  
करते हैं वह विद्यार्थी जिन की सहानुभूति  
एक ग्रुप से होती है उनके साथ दूसरे ग्रुप वालों  
के द्वारा ज्यादती की जाती है। उसके विपरीत  
यदि अध्यापक लोग विद्यार्थियों के साथ  
सहानुभूति रखें, उनके दुख सुख में शामिल हों,  
उनकी सुविधाओं का ध्यान रख तो अनु-  
शासनहीनता का जो दोष विद्यार्थियों पर  
लगाया जाता है वह थोड़े ही समय में दूर हो  
जाय। मैं सब अध्यापकों के ऊपर आक्षेप नहीं  
करता कि सभी ऐसे हैं, परन्तु मैं यहां तक  
कह सकता हूं कि बहुत से अध्यापक ऐसे हैं

जो विद्यार्थियों को पढ़ने में भी पूरी सहायता  
नहीं देते हैं, उनको क्या कष्ट हैं, उनको किस  
बात की आवश्यकता है, इन बातों पर भी वे  
ध्यान नहीं देते हैं। उनका व्यवहार विद्या-  
र्थियों के साथ वैसा ही रहता है जैसा कि एक  
पुलिस अफसर का एक देहाती के साथ  
होता है। उनको अपनी प्रेस्टिज का बड़ा  
खयाल रहता है। वे नहीं चाहते कि विद्यार्थी  
उनसे आकर मिलें और अपनी कठिनाइयों  
को उनके सामने रखें। विद्यार्थियों को होस्टल्स  
में क्या तकलीफें होती हैं, उनको किस प्रकार  
का खाना मिलता है, इस बात के ऊपर  
अध्यापक लोग या जो उनके वाइन्स होते हैं,  
वे ध्यान नहीं देते हैं। इसके विपरीत यदि  
विद्यार्थी शिकायत करते हैं तो उसके ऊपर  
विद्यार्थियों के विरुद्ध ऐक्शन लिया जाता है,  
शिकायतों को दूर करने की कौन कहे ?  
मैं तो यह कहता हूं कि अध्यापकों का आचार-  
विचार, अध्यापकों का सदाचार इतना अच्छा  
होना चाहिए कि कभी उनके ऊपर संशय नहीं  
हो सके। जैसा कि कहा जाता है कि एक जज  
चाहे निष्पक्ष ही हो परन्तु जाहिरा तौर पर  
यह भी नहीं मालूम होना चाहिए कि उसकी  
निष्पक्षता के सम्बन्ध में कभी कोई शंका हो  
सकती है। इसी प्रकार से जो विश्व-  
विद्यालयों के वाइसचांसलर्स नियुक्त होते हैं,  
जो डीन हैं, जो फैकल्टी के हेड हैं उनके लिए  
भी इस प्रकार की कोई आशंका नहीं होनी  
चाहिए। अगर हृदय से नहीं चाहते हैं फिर भी  
उनका जाहिरा व्यवहार ऐसा होना चाहिए कि  
विद्यार्थियों का उनके ऊपर विश्वास हो और  
उनकी उनके ऊपर श्रद्धा हो। जो विद्यार्थियों  
के ऊपर दोषारोपण करते हैं वे पुराने जमाने  
की दुहाई देते हैं कि पहले कैसे गुरू होते थे और  
विद्यार्थियों का उनके साथ कैसा व्यवहार  
होता था। मैं कहता हूं कि आप अध्यापकों  
की ओर भी ध्यान दें और जो अधिकारीवर्ग  
है उसको अध्यापकों के सुधार के ऊपर भी  
ध्यान देना चाहिए।

चूंकि समय कम है इसलिए संक्षेप में एक  
तीसरी बात की ओर मैं आपका ध्यान दिलाना

[श्री बी० एन० भार्गव]

चाहता हूँ। वह शिक्षा के माध्यम का प्रश्न है। मुझे ऐसा लगता है कि अंग्रेज़ लोग हमारे देश को छोड़ गये लेकिन फिर भी अंग्रेज़ियत का भूत यहां पर छोड़ गये हैं। शायद मैकाले ने हमारे कुछ लोगों के घरों में अवतार ले लिया है और इसीलिए हमारे कुछ भाई इस बात को कहते हैं कि हम चाहते तो अवश्य हैं, हमारा विचार तो अवश्य है कि अंग्रेज़ी में शिक्षा नहीं हो परन्तु क्या करें मजबूर हैं हमारे देश की एकता टूट जायगी, हमारे देश में आपस में लड़ाई झगड़े हो जायेंगे, हमारे देश में कोई समानता नहीं रहेगी अगर अंग्रेज़ी में शिक्षा नहीं हो। मैं कहता हूँ कि यह उनका भ्रम है। आज के युग में भी जब कि हमारा देश पूर्ण रूप से स्वतंत्र है तब भी यदि हम यह कहें कि बिना अंग्रेज़ी के हमारी शिक्षा नहीं चल सकती तो मैं कहता हूँ कि इस से बढ़ कर दुर्भाग्य और क्या हो सकता है। दूसरे देशों में हमारी भाषा का आदर हो, दूसरे देशों में संस्कृत, हिन्दी और अन्य प्रादेशिक भाषाओं का प्रशिक्षण हो उनके द्वारा उच्च शिक्षा दी जाय, दूसरे देशों में उनकी चैयर स्थापित हो विश्वविद्यालयों में और हम अपने देश में ही अपनी भाषा का निरादर करें इससे बढ़ कर शर्म की बात और क्या हो सकती है। यह कहा जाता है कि हमारे देश की भाषाओं में इतना साहित्य नहीं है कि विश्वविद्यालयों में उसके द्वारा शिक्षण दिया जा सके, तो यह भी एक गलती है। इन में इस समय काफी साहित्य निकलता जा रहा है और यहां तक कि इन में वैज्ञानिक साहित्य भी बहुत अधिक हो गया है। आप जानते होंगे कि कई विश्वविद्यालयों से अध्यापकों के लिए जो विज्ञापन छपते हैं उनमें साफ तौर पर यह लिखा रहता है—उत्तर प्रदेश में तो बराबर ऐसे विज्ञापन निकलते हैं कि जो अध्यापक दरखास्त दें उनको इन वैज्ञानिक विषयों को हिन्दी में पढ़ाने की योग्यता होनी चाहिये। अभी थोड़े ही दिन हुए उड़ीसा की पब्लिक सर्विस कमिशन ने एक विज्ञापन निकाला था

और उसमें उन्होंने यह शर्त रखी थी कि ऐसी योग्यता के अध्यापक होने चाहियें जो कि वहां की भाषा में विश्वविद्यालय में शिक्षण दे सकें। जब हमारे पब्लिक सर्विस कमिशन और हमारे विश्वविद्यालय इस बात के ऊपर आग्रह करते हैं कि अध्यापकों में प्रान्त की भाषा में पढ़ाने की योग्यता होनी चाहिये तो इस बात से यह जाहिर होता है कि उसमें इतना साहित्य है कि उस भाषा में शिक्षण देने की व्यवस्था वहां पर हो सकती है। थोड़ी देर के लिये अगर मान भी लिया जाय कि साहित्य की कमी है तो गवर्नमेंट का यह कर्तव्य है कि इसके ऊपर पूरा जोर दे और इसके ऊपर अगर अधिक रुपया भी खर्च करना पड़े तो वह भी खर्च करे, इसके लिये लोगों को अनुदान दे और केवल इसी काम के लिये लोगों को नियुक्त करे कि साहित्य में जो कमी है उसको वे पूरा करें। अगर कुछ दिनों तक यह प्रश्न स्थगित रहे तो कोई हर्ज नहीं है, अगर यह मान ही लिया जाय कि तुरन्त ही हम विश्वविद्यालय की पूरी शिक्षा प्रान्त की भाषा में नहीं दे सकते हैं और थोड़ी देर के बाद दे सकते हैं तो कोई हर्ज नहीं है परन्तु यदि हम यही खयाल रखेंगे कि अंग्रेज़ी ही एक भाषा है जो कि सारे देश को एक सूत्र में बांधे हुये है और इसी धारणा को हम अपने सामने रखेंगे तो मैं समझता हूँ कि सैंकड़ों वर्षों तक अंग्रेज़ी का माध्यम हम मिटा नहीं सकते हैं। सन् १९१८ में हमें मालूम है कि महात्मा गांधी ने 'एक भाषा एक लिपि' सम्मेलन स्थापित किया था और उसकी बैठक उनके सभापतित्व में दिल्ली में हुई थी। उसी साल से बराबर इस बात पर हमारा देश आग्रह करता चला आ रहा है कि हमारे देश की एक राष्ट्र भाषा हो और एक राष्ट्रभाषा के द्वारा हमारे यहां शिक्षण हो। इस बात पर भी कोई इस समय दुराग्रह नहीं कर रहा है कि हिन्दी जो कि राष्ट्र भाषा है उसी के द्वारा हर प्रदेश में शिक्षा दी जावे। मेरे मित्र श्री सत्य चरण

शास्त्री ने जो दूसरे छोटे छोटे देशों का मुकाबिला किया उससे उनका तात्पर्य यही था कि जिस प्रदेश की जो मातृभाषा है उसमें ही शिक्षण दिया जावे तो उसमें कोई बाधा नहीं पड़ सकती है। यह कोई नहीं कहता कि बंगाल के विश्वविद्यालय में; हिन्दी में शिक्षा दी जाये, यह कोई नहीं कहता कि मद्रास के विश्वविद्यालय में बंगाली में शिक्षा दी जाय, कहना तो यह है कि जो 'मदर टंग' है, मातृभाषा है, उसके माध्यम से शिक्षा दी जाय। हम लोग अपनी मातृभाषा में सोचते हैं, जो माननीय सदस्य यहां अंग्रेजी में भाषण देते हैं वे भी अपनी भाषा में सोचते हैं, वे अंग्रेजी में ही अपनी सब बातों को दिन रात सोचते हों यह बात नहीं है। उनको अंग्रेजी में बोलने का अभ्यास है इसलिये अंग्रेजी में बोलते हैं हालांकि होना यह चाहिये कि जब हमने राष्ट्रभाषा को मान लिया है तो आज के युग में वे राष्ट्रभाषा को प्रोत्साहन दें और यह देखें कि उस राष्ट्रभाषा के द्वारा हमारे विचार देश के कोने कोने तक पहुंचें ताकि हमारे देश की जो जनता है वह जान सके कि हमारे प्रतिनिधि लोग हमारी भाषा की उन्नति के लिये क्या कर रहे हैं।

मैं इससे अधिक और न कह कर केवल यही निवेदन करूंगा कि इस कमिशन की जो रिक्मेंडेशंस हैं उन में से इन दो बातों के ऊपर गवर्नमेंट अपनी ओर से ध्यान दे, एक तो शिक्षा के माध्यम की बात है और दूसरी विद्यार्थियों को अनुशासनहीनता की बात है। कमिशन ने अपनी रिपोर्ट में अनुशासनहीनता के बारे में भी कहा है और उन्होंने एक कमेटी भी बैठाई है जो कि विद्यार्थियों की अनुशासनहीनता के ऊपर विचार करेगी। मैं नहीं जानता कि उस कमेटी की क्या टर्म्स

करूंगा और गवर्नमेंट स भी अपील करूंगा कि एक हाथ से ताली नहीं बजती है, केवल विद्यार्थियों के ऊपर ही दोषारोपण मत करिये, उसके मूल कारण में जाइये और देखिये कि दोष किसका है और जिनका दोष हो उनके दोष को दूर करने के लिये पूरा पूरा उद्योग किया जाय और कमिशन की ओर से भी, गवर्नमेंट की ओर से भी और जो कमेटी बैठाई गई है उसकी ओर से भी इसके निराकरण के लिये प्रयत्न किया जाय।

SHRI T. S. AVINASHILINGAM CHETTIAR: Mr. Deputy Chairman, I must congratulate the University Grants Commission for the work that they have done, Before going into the points raised by them, I would like to say that the Universities have generally welcomed the establishment of this Commission and the Universities have largely benefited by the establishment of this Commission. Sir, today buildings have been put up wherever they are necessary. The necessary equipment have been purchased in many Universities where they were absolutely necessary. In view of the large number of admissions, the condition of our Universities was perilously low; the standards were low and the University Grants Commission has not been established one day too early.

MR. DEPUTY CHAIRMAN: You can continue on Monday. The House stands adjourned till 11 00 A.M. on Monday.

The House then adjourned at five of the clock till eleven of the clock on Monday, the 18th April 1960.