

## RESULT OF ELECTION TO COMMITTEES

MR. CHAIRMAN: The following Members being the only candidates nominated for election to the body respectively shown against each, I hereby declare them duly elected to be members of the said Committee:—

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|---------------------------------------|---|
| (1) Shri Jai Narain Vyas              | The National Food and Agriculture Organisation Liaison Committee. |
| (2) Shri T.S. Avinashilingam Chettiar | All-India Institute of Medical Sciences.                          |
| (3) Shri R.P.N. Sinha                 | Advisory Council of the Delhi Development Authority.              |

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

SHRI T. S. AVINASHILINGAM CHETTIAR (Madras): Mr. Chairman, Sir, the University Grants Commission, which is administering the universities, is a very important body in the present national set-up. Sir, when the University Grants Commission was set up, it was made absolutely clear that to a large extent it will be on the model of the University Grants Committee in the United Kingdom. In the United Kingdom, Mr. Chairman, the University Grants Committee is a sub-committee of the Treasury and has no connection with the Ministry of Education. Its permanent paid staff is small, consisting of a chairman, a secretary, an assistant secretary and a few clerical assistants. The members, other than the chairman and the secretary, are honorary workers.

Further, Sir, the Committee observes:

"It has been the British tradition to keep the university field clear of all political controversy, and the British Parliament votes large sums for the universities without demanding a share in the control of their expenditure."

Here, Sir, while I have great respect for the present Chairman of the University Grants Commission, I would like to point out to this House that the recent statements that have been emanating from the Chairman of the U.G.C. are not consistent with his position as the Chairman of the University Grants Commission.

Sir, while I welcome these statements—if the intention of the statements is to clear up the public atmosphere and I may be with him in his trying to do that—I am sorry that a man of his stature should identify himself with statements that may be for or against any political party. I am sorry that his statements are not consistent with his position, as the Chairman of the University Grants Commission. Sir, I want him to be respected in the country as a whole—by all the universities and by all the governments. This position is discreetly maintained by the Chairman of the University Grants Committee of the U.K.; he is not a politician; he has no opinions to offer on political matters. He looks to the academic side of the universities, to the improvement of the standards of the universities and commands the confidence of all the political parties.

Sir, the references that I gave you from the book "Universities in Britain" by S. R. Dongerkery make it abundantly clear that the Chairman of the University Grants Commission should not be a figure of controversy, that his statements should not be matters of controversy and that I believe, Mr. Chairman, it will also be in the interest of higher education in this country if the Chairman of the University Grants Commission, whatever his

[Shri T. S. Avinashlingam Chettiar] personal opinions may be, puts a ban on himself a self-restraint on himself, so that he does not make statements pertaining to any particular political party. I would not like the Chairman of the University Grants Commission to make such statements.

Sir, in this matter there is another point that is open for discussion. Sir, what is the position of the Chairman of the University Grants Commission?

SHRI B. K. P. SINHA (Bihar): He assails corruption. He does not express any political opinion.

SHRI T. S. AVINASHILINGAM CHETTIAR: The statements about political parties are political opinions.

Sir, I would like to refer to sub-section (3) of section 5 of the University Grants Commission Act of 1956. It says:

"The Central Government shall nominate a member of the Commission, not being an officer of the the Central Government or of any State Government, to be the Chairman thereof."

May I know, Sir, what the position of the Chairman of the University Grants Commission is? Is he an official or is he a non-official? Mention is made in sub-section (3) of section 5 of the Act that:

"The Central Government shall nominate a member of the Commission, not being an officer of the Central Government....."

That does not, in my opinion, mean that the Chairman of the University Grants Commission is a non-official.

Sir, when appointments are made by a government, such persons must be considered as officials and that they should not stand for any legislature or for Parliament.

SHRI JASWANT SINGH (Rajasthan): Sir, I would like to know on which political party Mr. Deshmukh has expressed himself?

SHRI T. S. AVINASHILINGAM CHETTIAR: He has made statements pertaining to corruption in various State Governments.

SHRI JASWANT SINGH: You consider views on corruption as political views.

SHRI T. S. AVINASHILINGAM CHETTIAR: Sir, it is not proper for academic persons to be party to statements blaming any political party or pointing out any wrong about any political party. I think they should keep themselves above party levels. I do think that the respect of the Chairman of the University Grants Commission will be enhanced if he keeps away from the din of these talks.

Sir, I was referring to sub-section 3 of section 5 of the University Grants Commission Act. The fact that a non-official, not being an officer of a government, should be appointed as the Chairman of the Commission, does not mean that after assuming the chairmanship of the Commission he is not an official. Sir, he is appointed by the Government of India and he carries with it a big amount of honorarium or emoluments, if I may say so. I think that the office of the Chairman of the University Grants Commission, whatever may be the legal interpretation of it—if necessary the Government of India may refer the question for legal interpretation—should carry with it a dignity which will command respect from all political parties irrespective of their political opinion and from universities. Therefore, Sir, I would ask the Ministry of Education to set up healthy conventions. Certainly, on the one hand conventions are very good but in this country many times it takes a long time for right type of conventions to grow.

A proper convention should be that the Chairman of the University Grants Commission should keep himself away from expressing his opinion on political parties so long as he keeps that office. That would be in the interest of better administration, in the interest of better status and greater respect of the University Grants Commission.

**SHRI DAHYABHAI V. PATEL** (Bombay): Is it not in the interest of better administration if you inquire into the cases of corruption?

**SHRI T. S. AVINASHILINGAM CHETTIAR**: I have no objection to Mr. Patel shouting but have objection to somebody in that position saying such things.

Sir, Now I come to another matter which was mentioned by the Education Minister. He wanted other Ministries to consult the Commission before making grants. Sir, cases have come to my notice where certain Ministries wanted the Commission to consider the feasibility of having certain courses in which they were deeply interested as employers. I am sorry to inform you—I can give the particular information, if necessary—that the Commission did not entertain the request in the proper spirit. In fact, it was not welcomed. I would like to warn here that co-operation means cooperation from both sides. There must also be co-operation on the part of the Commission to meet the needs of the Ministries and an anxiety on their part to share the opinions of the various Ministries concerned in framing their academic courses. When that co-operation is not forthcoming on the part of the Commission, it is humanly impossible for the Ministries to be anxious to co-operate with the Commission. It is for the Education Ministry to see that the Commission adopts a proper attitude. They should welcome the suggestion, the ideas and the opinions, whatever it is, of other Ministries.

12 NOON

Let me come to the other points which have been raised. There is one matter about which I am very anxious for a discussion namely, regarding the medium of instruction. We have been talking about the medium of instruction as we have been talking about university reforms, for many years. The report which you had the honour to present, Mr. Chairman, mentioned this matter of medium of instruction.

[MR. DEPUTY CHAIRMAN in the Chair]

I would like to quote here what other eminent people have said. Many times it has been told that it is **more** an academician's question and that other people should not interfere. Not only that but it is said that so long as the teachers themselves are prepared to say that they are able to teach, there should be no change in the medium of instruction. In this there are vested interests as in others. To-day there is a set of people who are at the helm of affairs and who may not be able to express themselves through the medium of the regional language. But that should not mean that we should not have it. Let me read a few lines from Gandhiji about medium of instruction:

"The foreign medium has caused brain fag, put an undue strain upon the nerves of our children, made them crammers and imitators, unfitted them for original work and thought, and disabled them for filtering their learning to the family or the masses....The foreign medium has prevented the growth of our vernaculars."

These are not denied. Let me quote what he has said about an academician's duty in this matter:

"In my opinion this is not a question to be decided by academicians. They cannot decide through what language the boys and girls of a place are to be educated. That question is already decided for them in

[Shri T. S. Avinashilingam Chettiar.]

every free country. Nor can they decide the subjects to be taught. That depends upon the wants of the country to which they belong. Their is the privilege of enforcing the nation's will in the best manner possible."

Gandhiji was not against the English language. He goes on to say that he was not against the English language.

He says:

"I must not be understood to decry English or its noble literature. The columns of the HARIJAN are sufficient evidence of my love of English."

He goes on to say that we must study the English language. But to say that we must study English is one thing and to say that we must wait till eternity for the medium of instruction to be changed is another thing.

We have got in this Report the steps taken by the University Grants Commission. It says:

"With a few exceptions the majority of university people agree with our view that the change from English to an Indian language should only be brought about gradually and after careful preparation. But the difficulty is about this preparation itself. It would appear that the rate at which reading material at the university level is prepared in India is so slow that, left to its natural course, this preparation will never be completed."

This is the report of the Commission. I remember, in the Central Assembly days, when we were in the Central Assembly, when a question was asked as to when there would be complete Indianisation of the Army, the then Secretary. Mr. Tottenham, replied that even a congenital idiot would see that it would never be done, because the rate at which they were going

about it was so slow that it would never be done . . .

(Interruptions.)

THE MINISTER OF SCIENTIFIC RESEARCH AND CULTURAL AFFAIRS: (SHRI HUMAYUN KABIR): How do you know that it will never be done?

SHRI T. S. AVINASHILINGAM CHETTIAR: Because I know your Vice-Chancellors whose opinions are being expressed here, because I know the people when you say that unless the last teacher is convinced that the medium of instruction should be an Indian language, it should never be introduced. I sense danger there. I think the amendment, that I have given notice of, is not very revolutionary. The only thing is that the steps that are being taken by them are not sufficient. They must be greater and they must be pursued with greater vigour. Let me tell you that if the standards of education in this country, and of knowledge are to be raised, you cannot today do it by continuing instruction in English as the medium because, rightly or wrongly, a tempo has come all over the country that the standard of English is going down and unless you produce all the literature that is necessary in our own languages, the standard of knowledge in this country will terribly go down. One of our friends went to Australia recently. He was surprised to find there that even a III Form boy who was studying there read books which he studied in his M.Sc. (Agriculture) here. Why? It is because the literature is produced in their language. Today we have none. We have no literature and we do not want to produce it because we want to cling to the English medium and unless this medium of instruction is changed, we will not be able to produce that amount of literature which will be needed by the millions of our country.

MR. DEPUTY CHAIRMAN: It is time. You have taken 17 minutes and there are 18 more Members.

**SHRI T. S. AVINASHILINGAM CHETTIAR:** I will just finish. With regard to improvement of standards, that is the object with which this Commission was appointed. I must say that so many colleges have improved their material, equipments and buildings and that the general standards have been improved. But I must also say that the standards of the universities differ from each other so tremendously that in our own country, some universities do not recognise the M. Sc. degree of others. The objective with which the U. G. C. was started, was that these standards must be raised and perhaps it is too soon to expect that within three years they can face a colossal problem like that but that is the problem raised which we have to face, namely, the raising of the standard of the universities and of the standard of instruction in our universities. I do not like to say very much more but I would only say this. When the U. G. C. Bill was being discussed in this House and when we discussed it in the Select Committee at Poona, we had a great misgiving that help might be given only to universities without any help being given to the affiliated colleges that were doing useful work. I must congratulate the Commission on having found a way out through section 2 (f) and for coming forward to help many of these colleges. Out of 700 colleges, about 260 colleges have been receiving them but that itself is a very big number and I hope in time to come all the affiliated colleges, which are the mainstay of the educational system of our country, will get considerable help. Thank you.

**SHRI LOKANATH MISRA (Orissa):** Mr. Deputy Chairman, Sir, I am really thankful to you for having given me the opportunity to speak on such an important matter like the report of the U. G. C. I have gone through the report and have felt tempted to speak a few words on it. The latter part of the report has been quite satisfactory. It has been a good balance-sheet of their activities on development but the

first part does not seem to be very attractive. In the first part, the Commission has mentioned that new universities should not be allowed to be established. Of course, there have been some universities in India, not many, and we need more of them, because in another place of the report, it has been mentioned that the student population is gradually increasing. It will naturally increase because there has been an increase in the population. With the increase in population, the increase in the number of students must be there. It is just like complaining against the weather and saying that the weather is cold today or the weather is hot today. As the population is increasing, it is very natural that the students' roll also will increase and we have to make arrangements to cope with it and not complain about it. That should be the spirit of the Commission, namely, to cope with the increased population resulting in students' increase and not to complain against it. Specially there has been a mention of the Khairagarh University and the Report says that before establishing that University, reference should have been made to them, or that they should have been consulted regarding its establishment. That University, however, is the only one of its kind in India. There is no other university which imparts education or instruction in music and the fine arts. I suppose so. What I know about it is that is the only university of its kind which has now been established. Universities as we all know, have been established in India always due to the enthusiasm of the people and people of benevolence have donated to the cause, they have contributed towards the cost of establishing the universities, like the Banaras University or the Annamalai University or the Andhra University. These were established by the donations of eminent persons—of benevolent persons. Pandit Madan Mohan Malaviya established the Banaras University and as we know Raja Annamalai Chettiar donated toward the Annamalai University and the late

[Shri T. S. Avinashilingam Chettiar.]

Vikram Dev Varma donated Rs. 20 lakhs for the Andhra University. So they were all established and after they were established, the Government probably took control of them. But they were established because people donated large sums out of enthusiasm for the cause. Now that the Khairagarh University has been established, it must have been established due to the benevolence and enthusiasm of those persons who loved the cause and who wanted to help it. Now the University Grants Commission points out that before establishing the Khairagarh University, the Commission should have been consulted and their permission should have been taken. This seems to be a question of vanity. I suppose it is more a question of vanity than of reason. People have donated for the cause, persons with enthusiasm for that cause gave donations in order to establish that university and it has been established. And in all fairness the Government should take up a university which has already been formed out of public enthusiasm and the local enthusiasm. We have backward areas and people. Madhya Pradesh does not have many universities to bring up the backward people on par with the people of the other States. So this is a special consideration on which this university should also be allowed. But instead of helping that university to go on, there has been a mention in this Report that it should not have been there.

There has also been mentioned in the Report that funds made available from the Government have not been as much as they should have been. Of course, more funds for the University Grants Commission are definitely advisable. There is wastage in other departments of the Government to a very great extent and these could be checked. Education, which probably comes next only to Defence in importance, should also get proper attention from the Government. By means of the Departments of Defence

we protect our country from outsiders; but without proper education, probably we cannot consolidate our people and we cannot keep our culture up to standard. Our national strength depends upon education and education should always get a preference second only to defence. In this respect I would make an appeal to the House and say that they should not neglect the cause of education. Education should get its due place. I am speaking in favour of education and saying that more funds should be made available to the University Grants Commission. This question should not be judged by any dogma or with any bias. It should be considered in its proper perspective.

Mention has also been made about the unitary and residential type of university. We are happy that they have appreciated this type of universities. But at the same time in the same paragraph it is also mentioned that students indiscipline has been seen mostly in this type of residential and unitary universities. If this is the ideal type, then I feel there should not have been any student indiscipline there. Of course, for this student indiscipline, we must hold ourselves responsible. We have touched their sentiments. They are sensitive and innocent persons and they are susceptible people. We have always used them to our advantage. I mean the political parties and political leaders have used them to their advantage. And now these students themselves have come out with their claims and when we see that things have come to a crisis, we put the onus on them and we do not want to take the responsibility. We do not want to share even a part of that responsibility. We put the whole blame on the students rather than share even any portion of it ourselves. We have used them, during the war of independence and now when they come out with their own arguments and put forth their own cause, we say that they are wrong, that they are to blame, that we are not responsible for that.

Regarding teachers, of course, the scales of pay of teachers are not what they should be. But previously teachers used to be very honest in their work. Now if they have not been so honest, it is not due to anything else but due to the lack of respect which ought to be shown to them. Previously society used to show them respect because the teachers were doing their work with a spirit of sacrifice. That spirit of sacrifice is not there now because the Government have, in a way, paved the way for them to become mercenary. Previously the teacher was respected even by the parents of the students, by the society itself, not to speak of the students alone. He was being respected by society because he sacrificed, he was giving learning to the students, he was imparting education to the students. That was the reason why he was respected. But now that respect is not there for him. If that respect is not there, then to compensate it, he wants money, because that is the only other alternative. He used to be respected and he was being invited to functions and to speak on important occasions. But now the policy has been or rather the custom has been or the tradition has been to see that whatever may be the function, whether the speech was to be on a technical subject or on any special subject, whether the gentleman who was being invited to speak on that occasion knew the subject or not, he must have the backing of power. Anybody who has power is invited to speak on subjects which he probably does not know. Because of all that, the teacher feels ignored and out of this feeling of being ignored comes the demand for higher salaries, for salaries justly due to him in absence of recognition of his merits. As I said, that spirit of sacrifice has gone. They see people with power only recognised and they believe that institutions now want people who have power probably, not people with learning. Learning has been ignored. Learning is not getting its due place. That is why teachers have become a little bit selfish and we cannot probably blame

them for that. They must get their due and if we do not pay them that, they will not take proper interest. I would again appeal, Sir, that the funds which are now being made available to the Commission should be spent liberally. Of course, the Commission was not able to spend whatever was given to it. It was given a sum of Rs. 27 crores but it has not been able to spend it, and the present estimate of expenditure is something like Rs. 19 crores. There have been reasons put forth for this, namely, that import facilities were not extended to some educational institutions. Education is a very important matter for the nation, and as such import facilities should have been made available. The Minister in charge of Education should have fought for the case with the Ministry of Commerce and Industry and got the licences. Topmost priority should have been given to this subject. Education cannot be neglected on any account. If the mothers are told that the education of their sons will suffer, they would probably go without their cosmetics, they would give up their luxuries in preference to the import of things needed for the education of their children.

I hope that the hon. Minister in charge of this subject would give consideration to all these points.

SHRI P. N. SAPRU (Uttar Pradesh): Mr. Deputy Chairman, it is impossible to do justice to a Report of this character in a short speech of ten or twelve minutes. I shall, therefore, invite the attention of the Sabha to certain salient features of this Report. The first thing that I would like to say is that unlike my friend, Mr. Chettiar, I agree with the Commission that it has a right to be consulted before new universities are established. The Commission has the responsibility of financing those universities and co-ordinating their activities and surely it should have a say in regard to the establishment of any

[Shri P. N. Sapru.]

new university. I note with regret that the Commission was not consulted in regard to the establishment of the Indra Kala Vishvavidyalay which is meant to be a University of Fine Arts. It was not consulted in regard to the establishment of other Universities as well. Now, I would also like to say that I consider it ridiculous to establish universities of Music and Fine Arts, universities of this thing and that because, as I said once in this House before, knowledge is an integrated whole knowledge is universal, and I am glad that the University Grants Commission has endorsed that view. We cannot have separate universities for different branches of learning. A university must have all branches of knowledge or most branches of knowledge represented in its faculties.

They think, and I think rightly, that so far as residential universities are concerned, there should be a limit so far as numbers are concerned; they suggest a limit of five thousand for residential and teaching universities which have to have limited numbers and adequate staff but in future new universities should be of the affiliating or the federal type. I have always maintained the view that it is unnecessary for us to think in terms of one type of university so far as this country is concerned. We have to reconcile the claims of efficiency with the claims of expansion. How are we going to achieve this thing? I think we should reserve residential and teaching universities for special treatment, and these universities should have their entrance examinations, and entrance to these universities should be through competition. So far as the other universities and colleges are concerned, let us use them for purposes of expansion because we do need expansion of higher education universities and we do need a diversified type of education.

The other thing that I would like to say is something about the medium

of instruction. Certainly, the aim or the goal to be aimed at is the regional language. One day or the other, we shall have to have the regional language as the medium of instruction in our universities and in our higher educational institutions but the transition should not be unduly hastened. There should be no undue haste about that transition. I think there are grave dangers in hastening the speed. The gravest danger is that of reducing efficiency. There should be no fanaticism about this matter. We should not view this question from the point of view of obscurantists but we should view this question, as indeed we have been viewing our economic questions, from the point of view of modern men with modern minds. Therefore, while I agree that the medium of instruction ultimately will have to be the regional language and that a high place will have to be found ultimately in the universities for our national language, Hindi, it is desirable that the advance should not be too rapid in this direction, it should take note of the existing circumstances and we should hasten somewhat slowly in this matter. We should have regard for efficiency because if University standards go down, then our education will deteriorate. We would not have been able to produce a Jawaharlal Nehru had we not had the benefit of an English education.

DR. RAGHUBIR SINH (Madhya Pradesh): Kantilya was not trained in England or English language.

SHRI P. N. SAPRU: He is not a product of any Indian university but his parents sent him to England and got him well educated. That is why he is able to function in a big way as Prime Minister. (*Interruption.*) I have no time to indulge in . . .

DR. RAGHUBIR SINH: Face facts.

SHRI P. N. SAPRU: The fact of the matter is that we would not have been able to produce a Radhakrishnan, we would not have been able to pro-



duce a Raman, we would not have been able to produce a Bose, we would not have been able to produce a P. C. Roy . . .

**SHRI SANTOSH KUMAR BASU** (West Bengal): Mr. Deputy Chairman, may I point out to Mr. Sapru that he need not bring in honoured names within the ambit of controversy.

**SHRI P. N. SAPRU**: I am not bringing them within the ambit of controversy. I am just illustrating my point.

**SHRI AKBAR ALI KHAN** (Andhra Pradesh): By giving illustrations—names.

**SHRI P. N. SAPRU**: I suggest in all seriousness that this prejudice against the English language is not going to do this country any good. The British have disappeared and they are not likely to come back here. We will jolly well see to it that they do not come back here, but my hon. friend did nothing to drive them out. His sympathies until 1947 were presumably with the British.

**DR. RAGHUBIR SINH**: People living in glass houses should not throw stones at others.

**SHRI P. N. SAPRU**: But I suggest that it is in our interest, in the interest of the future generations of this country, that we should emphasize in our Universities the study of English. I think, therefore, the University Grants Commission has in this matter taken a sensible line. I do not understand them to say that regional languages should be neglected. I do not understand them to say that regional languages should not ultimately be the media of instruction in this country. What I understand them to say is that the pace in this direction should not be accelerated in such a manner as to lower standards.

Sir, I would like to say one or two words about university discipline to which reference has been made by

the Commission in their Report. Now, students are blamed for acts of indiscipline and I think rightly too to a great extent but what shall we say of the teachers who encourage them in these acts of indiscipline? What shall we say of the teachers who congratulate them on a successful hunger-strike? What shall we say of the teachers who make the life of any Vice-Chancellor—be he ever so good—miserable? If I happened to be a teacher and had the good fortune of being elected Vice-Chancellor in preference to some other aspirant, then the group in the university against me will do everything that it can to undermine my authority and in order to undermine my authority they will encourage students to rebel against me.

**SHRI AKBAR ALI KHAN**: Disgraceful.

**SHRI P. N. SAPRU**: Whether disgraceful or not, that is the position as I see it and I speak with intimate knowledge of university affairs for the last 30 or 35 years.

(Time bell rings.)

There is one thing which I wanted to say if you will give me one or two minutes. I should like our teachers in the universities and colleges to maintain contact with the rural and industrial working class population in our towns and villages. I suggested this point in 1944 while presiding over the University Education Section of the All-India Educational Conference. For this purpose colleges and universities should arrange periodical visits of university teachers to villages where they should stay and spend some portion of their vacation. They should be given opportunities for observing the life of the working class population and suggesting how the knowledge that they have gathered can be utilised for their uplift. Chemists, physicists, economists, biologists, doctors, philosophers, all should be able to leaven their knowledge with conditions as they actually exist in the country. To achieve this

[Shri P. N. Sapru.]

purpose I would go so far as to suggest a modification of the present curricula for students of politics, economics, sociology and other subjects so as to include observation in villages compulsory. I would also suggest that it should be considered important for an undergraduate to spend some time in villages, in U.T.C. camp or in any such camp. We should teach our students to link up the basic facts of our life in which knowledge has to function. I would like this very able Commission to devote some thought to this aspect of the matter also. The Report is a fine document because it presents to us a picture of educational conditions as they are but there should be some thinking along new lines. It is a new India that we are having; we are working for the establishment of a socialist, welfare State and let our education be of a type that will enable our students to link their knowledge with the existing facts of life in the country.

MR. DEPUTY CHAIRMAN: There are 18 members from the Congress Party and we have hardly 90 minutes.

SHRI AKBAR ALI KHAN: We are having this till the end of the day.

MR. DEPUTY CHAIRMAN: I am calling on the Minister to reply at 4.25. So hon. Members from the Congress Party will confine themselves to 10 minutes each.

SHRI AKBAR ALI KHAN: May I request that this being a very important matter, we might sit an hour more and let the Minister reply at 5.15?

SHRI M. GOVINDA REDDY (Mysore): We can have it tomorrow.

SHRI N. M. LINGAM (Madras): The Minister can reply tomorrow.

SHRI AKBAR ALI KHAN: Yes; the Minister can reply tomorrow.

MR. DEPUTY CHAIRMAN: On the Dowry Bill there are about 13 or 14 speakers.

SHRI BHUPESH GUPTA (West Bengal): We should consider the proposal made by the hon. Member. It is a good subject to discuss sometimes for a change.

MR. DEPUTY CHAIRMAN: That is true but there is other business flowing to the House. So hon. Members will take 10 minutes each.

श्रीमती चन्द्रावती लखनपात्र (उत्तर प्रदेश) : उपसभापति महोदय, यूनिवर्सिटी ग्रांट्स कमीशन की रिपोर्ट में एक विशेष विषय की ओर मैं इस समय आपका ध्यान आकर्षित करना चाहती हूँ। वह विषय है:—विश्वविद्यालय में प्रवेश चाहने वाले विद्यार्थियों पर प्रतिबन्ध लगाने का सुझाव। कमीशन का कहना है कि विश्वविद्यालयों में पचास हजार विद्यार्थी प्रति वर्ष भर्ती होने के लिये आते हैं और इसके कारण—भीड़-भाड़ के कारण—विश्वविद्यालयों में अव्यवस्था व अनुशासनहीनता फैलती है। और इसलिये उनका सुझाव है कि विश्व-विद्यालय में प्रवेश पाने वाले विद्यार्थियों की संख्या पर प्रतिबन्ध लगा दिया जाय।

श्रीमन्, इस विषय पर, इस आवश्यक और महत्वपूर्ण विषय पर, कोई निर्णय लेने से पहले हमें कई बातों पर सोचना पड़ेगा। पहली बात तो यह है कि इस देश के अन्दर पहले ही शिक्षा का बहुत अभाव है—हमारे देश में उच्च शिक्षा प्राप्त व्यक्तियों की संख्या मुश्किल से एक या दो प्रतिशत होगी। ऐसी अवस्था में इस शिक्षा के लिये हमारे भूखे देश में शिक्षा और शिक्षार्थियों के ऊपर प्रतिबन्ध लगाना कहां तक उचित होगा, यह सोचने वाली बात है। इसके अलावा हमारा देश एक प्रजातंत्र देश है। प्रजातंत्र का मूल आधार शिक्षा है और कोई भी प्रजातंत्र देश यह कभी गवाग नदीं कर सकता

कि वहां पर शिक्षा के क्षेत्र में कोई प्रतिबन्ध लगाया जाय। प्रजातंत्र की रक्षा के लिये भी यह आवश्यक है कि जो विद्यार्थी शिक्षा प्राप्त करना चाहते हैं...

**श्री उपसभापति :** शिक्षा बहुत बड़ा सब्जेक्ट है, इसलिये आप कृपा कर के केवल यूनिवर्सिटी ग्रांट्स कमीशन के बारे में कुछ कर्मियं ।

**श्रीमती चन्द्रावनी लखनपाल :** जी हां, मैं यूनिवर्सिटी ग्रांट्स कमीशन ने जो मुझाव अपनी रिपोर्ट के अन्दर दिया है उसी पर चर्चा कर रही हूं। श्रीमन्, उन लोगों का कहना है कि प्रतिबन्ध लगाया जाय और उसी प्रतिबन्ध लगाने के ऊपर मैं अपने विचार प्रकट करना चाहती हूं। मैं यह कह रही थी कि हमारा प्रजातंत्र देश है और प्रजातंत्र देश का यह कर्तव्य है कि प्रत्येक को शिक्षा प्राप्त करने का समान अवसर मिले। प्रजातंत्र का यह तकाजा है कि कोई भी शिक्षार्थी जो विद्या के मंदिर के अन्दर अपना प्रवेश करवाना चाहता है, उसके लिये उसके दरवाजे बंद न किये जायें। इसलिये प्रतिबंध लगाने की बात प्रजातंत्र देश के अन्दर चल नहीं सकती। प्रजातंत्र और प्रतिबन्ध, ये दोनों परस्पर विरोधी चीजें हैं, ये एक साथ नहीं चल सकतीं। यह कहा जा सकता है कि हमने कहीं कहीं प्रतिबन्ध लगाये हैं। यह ठीक है कि अनाज के क्षेत्र में, कपड़े के क्षेत्र में, जब एकाधिपत्य करने के लिये कई लोग आगे आते हैं तब प्रतिबंध लगाये जाते हैं लेकिन वहां भी उद्देश्य होता है, प्रजातंत्र की रक्षा। लेकिन अगर हम शिक्षा के क्षेत्र में प्रतिबंध लगायेंगे तो इसका मतलब होगा कि हम शिक्षा का जो अवसर है वह थोड़े से लोगों तक ही सीमित करना चाहते हैं और इसलिये हम एकाधिपत्य की दिशा की ओर बढ़ रहे हैं। कमीशन चाहता है कि विश्वविद्यालयों में अयोग्य व्यक्ति न आयें, केवल योग्य व्यक्ति आयें। लेकिन पहली बात यह है कि

आप योग्य और अयोग्य विद्यार्थियों की पहचान किस प्रकार करेंगे। जो व्यक्ति आज अयोग्य दिखलाई देता है, वह परिस्थितियों के संघर्ष से कल योग्य हो जाता है। हमें यह देख कर आश्चर्य होता है कि स्कूलों के अन्दर जो कई विद्यार्थी डलर्ड कहलाते हैं, कालेजों में जाकर उनकी प्रतिभा चमक उठती हैं। यह नहीं कहा जा सकता है कि परिस्थितियों की टक्कर से किस व्यक्ति की किस समय प्रसुप्त शक्तियां जागृत हो जायें। इसके अतिरिक्त योग्य और अयोग्य विद्यार्थियों को परखने की जो कसौटी आपके पास है वह वही ट्रेडिशनल परीक्षा-प्रणाली है जिसके विरुद्ध सदियों से आवाज उठाई जा रही है और जो आज तक बदली नहीं जा सकी है। हमारी परीक्षा-प्रणाली योग्यता की कसौटी नहीं है। वह रट्टूपन की कसौटी है। यह नहीं कहा जा सकता है कि केवल फर्स्ट क्लास और सैंकेंड क्लास पाने वाले विद्यार्थी ही योग्य हैं और थर्ड क्लास पाने वाले विद्यार्थी अयोग्य हैं। इसके अतिरिक्त अगर भीड़ भाड़ को कम करने के लिए आपने यूनिवर्सिटी क्षेत्र में प्रतिबन्ध लगाया, तो वहां भीड़-भाड़ शायद कम हो जाय, लेकिन हायर सेकण्डरी स्टेज में ओवरक्राउडिंग हो जायगी। उसके बाद अगर आपने हायर सेकण्डरी स्टेज में प्रतिबन्ध लगाया तो मिडिल स्टेज में ओवरक्राउडिंग हो जायगी और फिर अगर आपने मिडिल स्टेज में प्रतिबन्ध लगाया तो प्राइमरी स्टेज में ओवरक्राउडिंग हो जायगी। इस प्रकार ओवरक्राउडिंग का हल आप प्रतिबन्ध लगा कर नहीं कर सकते। असलियत में हमें रोग के कारणों पर ध्यान देना पड़ेगा, इस समस्या के कारणों की ओर देखना पड़ेगा। हमें यह देखना पड़ेगा कि आखिर ओवरक्राउडिंग यूनिवर्सिटीज में होती क्यों है। मैं यह कहना चाहती हूं कि ओवरक्राउडिंग इसलिये होती है कि विश्वविद्यालय की डिग्रियों को ज़रूरत से ज्यादा महत्व दिया जाता है। आज कोई

[श्रीमती चन्द्रावती लखनपाल]

भी विद्यार्थी, जिसके पास बी० ए० की डिग्री नहीं है, वह जीवन यापन के किसी भी क्षेत्र में प्रवेश नहीं कर सकता। मेडिकल लाइन में जाना चाहे तो यूनिवर्सिटी की डिग्री उसके पास होनी चाहिये, इंजीनियरिंग में जाना चाहे तो वह डिग्री उसके पास होनी चाहिये, सर्विसेज में जाना हो तब भी बी० ए० की डिग्री उसके पास होनी चाहिये। ऐसी दशा में बेचारा विद्यार्थी यदि यूनिवर्सिटी का दरवाजा न खटखटायें तो क्या करे। इसके बाद एक और बात है। ओवर-क्राउडिंग इसलिये भी होती है कि हमारी शिक्षा-प्रणाली ऐसी है कि उसमें हर स्टेज पर कोई व्यक्ति इस योग्य नहीं बनता है कि वह अपनी जीविकोपार्जन कर सके। वास्तव में मिडिल स्टेज और हायर सेकण्डरी स्टेज सेल्फ कन्टेन्ड यूनिट्स होनी चाहिये और ऐसा अवसर विद्यार्थियों को प्रदान होना चाहिये कि हर विद्यार्थी जो मिडिल स्टेज के बाद पढ़ाई छोड़ना चाहता है उसके लिए जीविकोपार्जन के दरवाजे खुले रहें। लेकिन आज ऐसा नहीं है। मेरा यह कहना है कि कमीशन को अगर ओवरक्राउडिंग को दूर करना है तो उसको इन कारणों की ओर ध्यान देना होगा, तब वह ठीक परिणाम पर पहुँच सकता है। लेकिन आज असलियत में हो यह रहा है कि कमीशन का ध्यान इधर नहीं जा रहा। उसका ध्यान प्रतिबन्ध की ओर जा रहा है। असली समस्या ओवर-क्राउडिंग की समस्या नहीं है। ओवर-क्राउडिंग तो एक परिणाम है, कारण नहीं है। जैसा कि मैंने अभी बताया, कारण हमें दूसरी जगह देखने होंगे। हमारी समस्या विद्यार्थी नहीं हैं, हमारी समस्या शिक्षक हैं जो विश्वविद्यालयों में पढ़ाते हैं। आज-कल विश्वविद्यालयों में जो शिक्षक हैं वे न विद्या की साधना में रत हैं और न उनको विद्यार्थियों में कोई रुचि है। जो शिक्षक विद्या की साधना में लगे रहते हैं और विद्यार्थियों में दिलचस्पी रखते हैं, उनके सामने

उद्दण्ड से उद्दण्ड विद्यार्थी भी नतमस्तक हो जाते हैं। आज हमारे शिक्षक विद्या में रत रहने के वजाय गुटबन्दी में रत हैं। विश्वविद्यालयों में जो राजनीति चलती है उसमें वे लगे रहते हैं। आज शिक्षक की मेंटालिटी सेवा की मेंटालिटी नहीं है बल्कि ट्रेड यूनियलिज्म की मेंटालिटी है। वह जब अपनी सेलरी बढ़ाना चाहता है, वेतन बढ़ाना चाहता है, तो प्रदर्शन करता है, स्ट्राइक करता है, आन्दोलन करता है। ऐसी हालत में आप बताइये कि विद्यार्थी भी अपनी मांगों को पूरा कराने के लिए, क्यों न आन्दोलन करेंगे।

दूसरी बात यह है कि विश्वविद्यालयों में शिक्षकों का चुनाव किस प्रकार होता है। आज शिक्षकों के चुनाव का आधार विद्वत्ता नहीं, बल्कि रिस्तेदारी है, बिरादरी है, जात-पात है। इसीलिए हम देखते हैं कि जो अयोग्य शिक्षक हैं वे शिक्षा के मैदान में आ खड़े होते हैं। इसलिये आज असलियत में विद्यार्थियों की छुटनी करने की जरूरत नहीं है। आज अगर स्क्रीनिंग होनी चाहिये तो वह शिक्षकों की होनी चाहिये। मेरा यह सुझाव है कि यूनिवर्सिटी ग्रांट्स कमीशन अगर कुछ सुधार करना चाहता है तो उसको चाहिये कि वह स्क्रीनिंग कमेटीज बनाये जो विश्वविद्यालयों में जाकर देखें कि किस प्रकार के शिक्षक वहां लगे हुये हैं। कमीशन स्क्रीनिंग कमेटीज के द्वारा चुनाव के ऐसे आधार स्थापित करे जिससे योग्य शिक्षक लिये जायें, तब समस्या का हल हो सकता है। लेकिन जैसा कि मैंने कहा अगर डाइग्नोसिस गलत हो तो हम गलत नतीजों पर पहुँच सकते हैं। आज कमीशन भी गलत धारणाओं के पीछे पड़ा हुआ है। कमीशन की एक धारणा यह है कि ओवर-क्राउडिंग की वजह से आज हमारे यहां इन्डिसिप्लिन बढ़ी हुई है। शिक्षा के क्षेत्र में जो इन्डिसिप्लिन है उसका कारण वे ओवरक्राउडिंग समझते हैं। मैं समझती

हूँ कि यह एक गलतफहमी है। इन्डिस्-प्लिन का मुख्य कारण यह है कि आज शिक्षा के क्षेत्र में हम चरित्र को कोई महत्व नहीं देते हैं। शिक्षकों के चुनाव में भी चरित्र को कोई महत्व नहीं दिया जाता है। इस देश की परम्परा यह थी कि गुरु के अन्दर आचार का होना एक महत्वपूर्ण शर्त मानी जाती थी। उसका चरित्र एक महत्वपूर्ण चीज मानी जाती थी। लेकिन आज विश्वविद्यालयों में हम देखते हैं कि शिक्षकों के चरित्र के खिलाफ आन्दोलन करने पड़ते हैं। यह बड़ी अजीब बात है। चाहे ऐसे आन्दोलनों में कोई सच्चाई हो या न हो, किन्तु यह बिल्कुल साफ है कि शिक्षक का चरित्र संदेह से ऊपर, समालोचना से ऊपर और दूध की तरह पवित्र होना चाहिये। आज हमारे शिक्षा के क्षेत्र में मॉरल और स्प्रिचुअल वैल्यूज हटती जा रही हैं, नैतिक और आध्यात्मिक मूल्य लुप्त होते जा रहे हैं और भौतिकवाद का प्रवाह बढ़ता चला जा रहा है। यही कारण है कि आज शिक्षा के क्षेत्र में असन्तोष है, अव्यवस्था है, बेचैनी है, निराशा है, परेशानी है। अनुशासनहीनता का सबसे बड़ा कारण यह है कि आज जो हमारी नवयुवकों की पीढ़ी है, वह एक मारल और स्पीच्युअल क्राइसेस से गुजर रही है। और जो पुराने आधार हैं, पुरानी मान्यतायें हैं, पुरानी वैल्यूज हैं वे लुप्त हो चुकी हैं, वे उखड़ गई हैं और नये आधार, नई वैल्यूज और नये मूल्य हम अभी तक उनको नहीं दे सके हैं। यही कारण है कि आज का विद्यार्थी अपने को निस्सहाय, निराधार और असहाय पाता है। इसीलिये वह निराश है, भटका हुआ है। वह चाहता है कि कोई ऐसा अध्यापक, कोई ऐसा शिक्षक मिले जो उसको ठीक मार्ग दर्शन दे सके, उसको नैतिक और आध्यात्मिक रसपान करा सके और उसको संतोष की ऊंची प्रेरणायें दे सके। आज यदि हम अनुशासनहीनता और विश्व-विद्यालयों की समस्यायें हल करना चाहते हैं तो हमें विश्वविद्यालयों के क्षेत्र में ऐसा

वातावरण पैदा करना पड़ेगा जहां पर नैतिक और आध्यात्मिक विचार धारायें प्रवाहित हों, जहां पर ऐसे शिक्षक हों जो कि तमाम भूले हुए और भटके हुये विद्यार्थियों को उच्च प्रेरणा दे सकें और निस्सहाय और निराधार विद्यार्थियों को रास्ता दिखला सके और उनको नैतिकता का पान करा सकें।

इसलिये मैं कहना चाहती हू कि ओवर-काउंडिंग या अनुशासनहीनता या इनएफि-शिएंसी का हल प्रतिबन्ध लगा कर नहीं हो सकता। उसका हल तो विश्वविद्यालयों में एक ऊंचे दर्जे का नैतिक और आध्यात्मिक वातावरण पैदा करने से होगा और योग्य शिक्षकों को नियुक्त करके होगा। धन्यवाद

SHRI SANTOSH KUMAR BASU:  
Mr. Deputy Chairman, having regard to the time-limit which has been put, very rightly if I may say so, I propose to measure my words as much as possible.

Sir, I welcome this opportunity of expressing my deep appreciation of the great and good work that the University Grants Commission has been doing since it was established four years ago as the organisation to build up university education and to standardise it in this country. The various aspects of this question have been discussed on the floor of this House, and I propose to confine myself to certain broad aspects which really require attention. There are various details into which my esteemed friends have gone in the observations they have made.

The first thing that strikes one is that for the first time in India university education has been placed on a well-planned basis as a most important part of the general comprehensive national plan for the all-round development of this country. In this context the training of our young men to provide the character, brain, leadership and equipment for the performance of that great national task devolves naturally upon our universities and the University Grants

[Shri Santosh Kumar Basu.]

Commission has before it the ideal of setting up a proper standard for university education, so that that national purpose and objective can be achieved and fulfilled.

Now, Sir, in the execution of this national Plan the allocation of resources and responsibilities between the Centre and the States naturally assumes a very important aspect. University education being a State subject under item 11 of the State List, the Centre can function in this field only under item 66 of the Union List, namely, co-ordination and determination of standards in institutions for higher education or research and scientific and technical education.

It is in the domain of co-ordinating and determining the standards in our colleges that the University Grants Commission's activities must be confined under the Constitution. This field, though apparently limited, is broad enough to include within its ambit the entire course of higher education in this country as well as research in the relevant fields. This has been demonstrated by the University Grants Commission by its manifold efforts and activities, as its report has very clearly indicated.

Sir, the University Grants Commission is conscious of its limitations under the Constitution. It is also aware of the dangers of excessive bureaucratisation of education, as it has described it. The University Grants Commission has, therefore, succeeded in evolving a system which, while providing liberal financial assistance and general supervision for maintenance of standards, leaves the actual organisation of university work and the execution of its policies to the universities and the colleges concerned.

Now, Sir, this question of sharing of responsibilities between the Centre and the States is, therefore, of pivotal

importance, because without a clear picture and adherence to the sharing of such responsibilities the excellent schemes of the University Grants Commission may founder on the rock of matching grants, as has been indicated by the Commission in its report. The report says:

"We have found this question of sharing in a developmental expenditure very difficult in practice, as few of the State Governments have come forward readily to assist the colleges in implementing the schemes towards which we are prepared to give a grant for a period of years."

Now, Sir, very properly the first proposal for grants for colleges was in connection with the upgrading of the salaries of the college teachers. And as far as that scheme is concerned, the Commission regretfully reports that only the Government of West Bengal has so far agreed to find the full share of expenditure. Sir, I am very glad indeed to find that the Education Minister of West Bengal, Rai Harendra Nath Chowdhury, and the Finance Minister, Dr. B. C. Roy, have taken care to maintain the traditions of West Bengal in the field of higher education by falling in line with the University Grants Commission and by agreeing to find the full share of the finances for the purpose of upgrading the salaries of the teachers of their colleges. Sir, that is an example which I humbly hold up before other States, speaking on the floor of the Council of States.

Sir, the next question to which I would address myself as shortly as possible is the question of the enormous increase in the student population in our universities. The report has drawn pointed attention to the increase in the number of university students which is now in the neighbourhood of a million, and it has also given timely warning that with the introduction of compulsory primary and middle school education in accordance with the Directive Principles of

the Constitution, the pressure on the universities is likely to increase further. For organisation of education and examinations and for the higher task of discipline among students it is essential that this vital problem should be faced on an integrated basis. The Commission has suggested the breaking up of universities and the dispersal of colleges. I would add my humble suggestion that before that stage the dispersal of students at the pre-university stage is essentially necessary.

Sir, the educated manpower resources of the country, its employment potential and its economic and social needs must be co-ordinated and linked up with the educational institutions and employment agencies in a practical and well-balanced manner. Student indiscipline caused by a feeling of frustration and fear of a vacant and uncertain future will very largely disappear if we can hold up before them a clear picture of future employment on a sure and practical basis. This has been manifested in times of trouble in colleges and universities when students of engineering and technology have refused to participate in strikes and demonstrations. They knew that they had a future to look to and had to prepare themselves for that future. Here lies in my opinion the most effective and the most desirable antidote against the malady of student indiscipline. It is also the most obvious solution of the problem of overcrowding of our colleges and shows the natural direction in which the youth of the country are to be educated, trained and equipped for the future needs of the country.

Now, Sir, can this be organised on a nation-wide scale right from the middle school stage to the university? An aptitude survey of all school-going children has to be organised. This is already in vogue in many Anglo-Indian and Christian schools. Along with it is necessary an elaborate organisation of technical and professional training at the school level in keeping with the social and

economic needs of our rural areas, such as agriculture, handicrafts, small industries, and medical training including Ayurveda and Homoeopathy. On completion of a two or three years' course, certificates may be given after the middle school stage, certificates may be given to successful trainees. Similarly diplomas after such training after the secondary stage for civil, mechanical and electrical engineering and medical and surgical training as well as industrial education can result in the absorption of a vast multitude of the youth of the country in useful and gainful occupations. Matriculates can also be trained in banking, accountancy and secretarial work without insistence on a graduate's degree. Look at the British business houses running commerce and industry all over the world manned by matriculates and school boys trained and equipped for their particular lines. If employment training can be organised on a vast scale, it will have a tremendous psychological reaction on the youth of the country who are hungering for useful occupation and revolting against the vacuum which stares them in the face. This is not exactly the function of the University Grants Commission but is intimately connected with their most fundamental problem—the number of students for whom they will have to cater and the mental and moral attitude of the students placed in their charge. The resources of the entire Government in all the different Ministries in collaboration with the State Governments will have to be mobilised in the performance of this great national task. May I ask the Education Minister to take the initiative in this matter and to give thought and direction to the solution of this vital problem?

Thank you.

MR. DEPUTY CHAIRMAN: The House stands adjourned till 2-30 P.M.

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

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

SHRI DAHYABHAI V. PATEL: Mr. Deputy Chairman, Sir, once again we meet to discuss the Report of the University Grants Commission. I have great pleasure in joining in the tribute that has been paid to the Chairman of the University Grants Commission for the good work that he has been doing all these years. While I see that the University Grants Commission is doing its great work, is pursuing its work without trying to use any method of compulsion or regimentation, I am becoming apprehensive of the move of some of the friends opposite—for instance, what Mr. Chettiar said in the morning and particularly so when I read in the newspapers, I think it was only two days ago, about the removal of the head of the Peking University by the government there. Are universities in this country coming to that stage? Sir, you will remember that last year I spoke about the Sardar Vallabh Bhai Vidyapeet and how the Vice-Chancellor—the man who built up a university in nine years from nothing, from scratch, who was appointed Vice-Chancellor there in recognition of his work—was summarily removed after the end of his first term. This action also smacks of totalitarianism, of intolerance of freedom of opinion which is not, I submit, good for universities. Why was this done? This was done to give an opportunity, if not employment, to a defeated Deputy Minister of the Congress Government of Bombay.

SHRI SONUSING DHANSING PATIL (Bombay): Minister, not Deputy Minister.

SHRI DHAYABHAI V. PATEL: My friend is not fully apprised of the facts. He was a Minister of the Bombay Government and he was defeated in the general elections. To make room for him, the man who built up a university without any assistance from the Government and

whose work was recognised by everybody, even by the Chairman of the University Grants Commission, was displaced and somebody else put in his place. I think this should not happen again, and therefore, I am utilising this opportunity to speak on this matter. I do not say that the University Grants Commission is doing this. The University Grants Commission has a way of dealing with things, advising the universities and showing them the proper way in which they can function without the method that governments normally employ of pressure or order, and therefore the work of the University Grants Commission does come in for praise. To what stage will education be reduced if we start regimenting it in every form? The mind of the child and of the country can grow only in an atmosphere of freedom, not in an atmosphere of regimentation, and I would like the Minister of Education, who is here, to make particular note of this, as there is always this conflict going on at every stage. Once the State gets increased powers, in every way it encroaches upon individual liberty, upon individual freedom and upon the freedom of institutions like the universities. In a democracy that is the danger, and the function of the Members of Parliament and the Members of the Legislatures is to keep the powers of the State within their proper bounds and not to allow it to encroach upon institutions like the universities.

Sir, the case I referred to is particularly distressing in the context of the remarks of Dr. Shrimali in this House. He says that as far as rural institutions are concerned, they feel that some kind of experiment is necessary. Here is the experiment of a university built up in rural settings with the co-operation of the people, built up with the aid of a co-operative society that earns money to feed this institution. What has your Government done? Dr. Shrimali rightly says that the State, the University Grants Commission and the university must establish healthy conven-



tions. Are they anywhere near these conventions?—I ask Dr. Shrimaḷi. I know, he is not to blame for it, and perhaps if he had had a hand in it, I do not think he would have advised or done such a thing. But here is something happening in our country. Why was it done? It was done to boost the failing fortunes of a political party. Universities should not be used for such things.

Then, Sir, I would refer to another instance which has been raised in this House and in the other House again and again. Here is the case of a university about which there is nothing but praise—the University that I mentioned earlier. On the other hand, there is the case of a university—I think it is a Central University—the Aligarh University about which criticisms have been levelled and charges have been made openly. A Committee was appointed called the Chatterjee Committee. It was appointed six months ago. What has it done? Has it done anything? Only time is being killed, and I fear that when the Committee starts sitting again, it will be told, “Now it is vacation time and so no more sittings can be held and no enquiry can be held.” And another four months will go. Therefore, I am taking this opportunity of asking the Minister of Education to see that such a thing does not occur. If the charges are true, deal with them promptly and firmly; if the charges are untrue, exonerate the people who have been implicated falsely. But surely it is no good for persons in charge of that University or for the University itself that charges of this type are allowed to hang and the matter goes on dragging for some reason or other. These things are reported in the press, everywhere. All kinds of allegations are made. Somebody mentioned some time ago that a lot of people had gone from the University for Post-Graduate studies. No effort has been made to recover the expenses. Some of them have come back with their degrees; some of them have not. Sir, I think that some explanation is

due and enquiries about these matters should be made. This is the thing that the State should really do and not interfere with the appointment of Vice-Chancellors and other personnel, but should do something to keep the administration of the universities clean. That is a matter which the State can certainly apply itself to and it should advise the universities on these matters. I hope that the Minister of Education will do something about it because last time when I asked him a question, he said that the matter was being investigated. I asked him whether the Committee was appointed by the Ministry of Education. He said that it was appointed by the University itself. This is because the Minister of Education or the Education Ministry has little say in the matter. The work of the Committee of Enquiry is not going ahead as it should and, therefore, there is all this trouble.

Sir, the next point that I would refer to is this. On page 13 of the Report, the University Grants Commission says:—

“The university should not be treated as though it were some kind of a waiting-room in which young men and women collect before entering upon a wage-earning career.”

Sir, this is a very unfortunate thing that we have got in our universities. We have copied more the method of universities in the U.K. than in other countries. In the United States for instance, the young men in universities do not depend upon their parents for their education after the first year. Every self-respecting young man in the universities in the United States pays his fee, makes his way. We have copied the British method where a university graduate must find everything provided. He forgets to use his hands, to roll up his sleeves; he requires servants to do his own work and, therefore, he becomes unfit to fit into life except to become a quill-driver. This is a

[Shri Dahyabhai V. Patel.]

matter to which the education department should apply its mind and try to correct that position. Sir, we had a certain method in our country also. We had the old Gurukulas where the student went to the Guru's house and in an academic atmosphere he learnt to live a simple and pure life. I dare say some of these Gurukulas are being still continued in this country and we have a Deputy Minister, and a Member of this House—whom I do not see now—coming from institutions similar to those Gurukulas. But those institutions are not recognised by the Government. I do not think they care very much for recognition either. Would it not be right for the Education Department to persuade them to fall in line with the pattern of education that we are trying to evolve? They do not receive any grants. Would it not be worthwhile to try to give them help to encourage them in what they are doing? Sir, in the modern type of education, unrest in universities and indiscipline among students therein are very largely due to lack of this type of religious or morally pure atmosphere that existed in educational institutions in our country before. Under the name of secularism we have done away with teaching of religion. I do not at all say that the religion of any student in a university or of any student in a high school should be forcibly taught to him if he does not want it, but certainly to those who belong to a particular religion, the scriptures and principles of that particular religion should be taught to them just as Christianity is taught in Christian schools or Islam is taught in Muslim institutions. Exceptions are made in their cases and those religions are allowed to be taught in those institutions. The religion of the majority of this country is Hinduism but that is not taught. Will the country become unsecular if we taught Hindu religion to them? Sir, in this country we used to respect the Guru and the parents. Students used to go and touch the feet of their parents and

teachers. In how many of the modern educational institutions do the students do it? Sir, we have destroyed the respect that was attached to the parents, to the home to the Gurus and to the persons who gave education, and if I may say so, the Guru also has been made more or less mercenary. He thinks more in terms of his own emoluments and of his own self. In the old days the Gurus were more ascetics, they did not think much of the worldly life; their mission was education and teaching; they did not much care about these material things. It is a difficult task but it is the function of the Education Ministry and the University Grants Commission to a certain extent, to see how they can bring back the sense of morality and of higher human values in the sense of discipline and restraint among the students. I hope, Sir, the Education Minister will apply his mind to these things.

SRI M. GOVINDA REDDY: Mr. Deputy Chairman, Sir, after reading this Report one is left with the impression that the University Grants Commission have more handicaps to face than results to achieve. I do not blame the University Grants Commission for that, Sir. I agree with the hon. Minister who said, while moving this motion, that once a high-power body is constituted, it should be seen to it that it works efficiently. Here, this Report gives me the impression that even within the limited framework of the University Grants Act they cannot very efficiently function. They have mentioned some difficulties; they have hinted at some others. They have hinted at some, only without elaborating them or developing them. There are technical and legalistic hindrances which they have to face in their work. We do not know what kind of legal or technical hindrances there are, but when once they observe that they have such difficulties, it is the duty of the authorities to see that they are remedied. They have also suggested while referring

to that fact that the University Grants Commission Act must be amended duly in the light of the experience of its working so far. I would humbly beseech the Education Ministry to go into this question and examine all the difficulties they have, whether legalistic or technical, and see to it that the Act is amended as soon as possible. It is no use, Sir, establishing a statutory authority and then seeing that they are helpless in discharging their duties and for the Government to plead that the Act was there and nothing more could be done. It is in the interests of the country and the universities themselves to see that the University Grants Commission acts efficiently and is clothed with all the power and authority to discharge its functions most efficiently. The second difficulty which they have mentioned is their relations *vis-a-vis* other central Ministries. Of course they pay compliments to the Minister of Education, that there is perfect understanding between the Education Ministry and the University Grants Commission and that there is no trouble whatever and that in all the things that the University Grants Commission had to do with the universities, the Education Ministry does not seem to have interfered; not only they have not interfered; they have given them full help and co-operation also. But it is not so with regard to other Ministries. Here the University Grants Commission can do nothing in order to remedy the situation. It is the Education Minister my friend, who should meet the other Ministers and once these difficulties come to his notice, it is for him to sit along with the other Ministers and see that their difficulties are resolved. Of course there is a difficulty in his way which I can see, that is, in the matter as to whether he can discuss on an equal level with Cabinet Ministers—he being not elevated as yet to the cabinet rank—there may be some difficulty, but I personally believe that his status should not stand in the way of meeting the Cabinet Ministers, whether

Finance Minister or Industry and Commerce Minister or any other Minister, to see that they give first priority to the demands of the University Grants Commission and they do not place any unreasonable obstacle in their way. They observe that with regard to the spending of moneys that are allotted to them the University Grants Commission must be free to spend, and they seem to have experienced some difficulty. They have given the British example and said that academic autonomy should fully be observed. It is for the Education Minister to see that this autonomy is fully respected and that the Ministries—whatever they have to say—do not come in the way of the details and distribution of the amounts that have been allocated to the University Grants Commission.

With regard to the recognition of universities, Sir, I entirely agree with the observations made by the University Grants Commission—not that I do not want to see more universities in the country. In fact the masses have just opened their eyes to the light and culture, and in view of our having compulsory elementary education necessarily we must take credit for the increased demands for university education facilities. So we may have to have more universities, but it is no use having universities only in name, I know of some universities where technical colleges have been started without proper equipment, where the students have to migrate from one place to the other for technical training and so on. So if at all a university has to be recognised, the expert body, which is the University Grants Commission, must be consulted. An hon. friend from that side was observing that the University Grants Commission wanted that their permission should be taken. I do not think they have claimed any such right.

The Act only provides for “consultation” and it hurts the University Grants Commission if they are not

[Shri M. Govinda Reddy.] consulted. In the case of two universities they have mentioned in the Report that they do not come up to the normal requirements of the universities and, therefore, they feel that the recognition accorded to them was not quite correct. Sir, I agree that whenever a new university is to be recognised or started, full equipment must be made available to them before recognition is given to them.

With regard to the resources of the universities, the Commission has made a very keen observation. Sir, in this country if the universities have to function on proper lines, they must have resources. The Commission have observed in their report that even when they assured some State Governments some grants for developing their universities, the State Governments did not come forward to utilise those grants. It is a very sad and sorry example. I think, even here, the Education Minister can do much. He can call for a conference of the Education Ministers of the States and impress on them the necessity of finding resources for universities only to the extent of matching grants and, therefore, help the universities to utilise such of the grants as the University Grants Commission is ready to give them, but which at present have not been accepted or utilised.

In this connection it is also worthwhile for the Education Minister to consider acquainting the Cabinet Ministers of the Central Government with the position of the universities and the need for giving top priority to university education. There are so many problems facing the universities and they have to be tackled at a higher level than being left to the universities and the University Grants Commission alone for being settled between them.

Sir, there is another serious problem, the problem of salaries of teachers. If there is indiscipline among students, one of the important factors

is that the teachers are not paid well. For that the University Grants Commission have come out with a scheme of matching grants. Twenty of the universities have fallen in with the scheme. It is good. But I have received a representation from several lecturers. They say that about 128 of them in one university are being employed on a temporary basis from year to year for five years. The colleges employ them for eight months in the year and as soon as the vacation starts, they send them home. After the colleges reopen, they re-employ them. What respect can the students be expected to have for these teachers, who are at the mercy of the university authorities, who come and go according to the whims of the appointing authorities? I have passed on that letter, which makes this very serious allegation, to the Education Minister. This is a very sad state of affairs. I do not think the universities should be managed just as a *baniya* manages his business. I don't think that there is any *baniya* here. I do not mean any offence to any *baniya*. It is not the way that we should behave. If the universities have to fit their name, they have to give a high place for teachers. They should enhance their salaries and fall in line . . .

SHRI JASWANT SINGH: I could not understand his reference to *baniya* business.

SHRI M. GOVINDA REDDY: In order to save money they employ teachers and send them away during summer vacations, and again re-employ them when the college starts.

SHRI JASWANT SINGH: In that case their business cannot be as good as it ought to be.

SHRI M. GOVINDA REDDY: What I meant was that the universities should not save money in this manner. It is subjecting the school teachers to hardship and humiliation.

**SHRI SONUSING DHANSING PATIL:** Are you referring to the attitude of a *baniya* or to *baniya* as a class?

**SHRI M. GOVINDA REDDY:** I meant the *baniya* way of economising. I do not mean any offence to anybody. When I said that, I meant only the way they save.

**SHRI BHUPESH GUPTA:** You mean Mysore University?

**SHRI M. GOVINDA REDDY:** With regard to the recruitment of teachers, I think recruitment rules must be changed. Sir, sometimes among the staff you will find teachers of the same age as that of the students; they are so small and so young that the students have no respect at all for the teachers.

**SHRI BHUPESH GUPTA:** Do you think that they have to be necessarily tall like you?

**MR. DEPUTY CHAIRMAN:** Order, order.

**SHRI M. GOVINDA REDDY:** Not like you anyway. Tall, both physically and intellectually. It is only then that they can impress the students.

As many hon. Members observed, the teachers have to put in very hard work also. There is a fundamental question which the Education Minister has to face, namely, whether the universities should be allowed to go on in this way and manufacture thousands and thousands of students who are alarm chain-pullers, who are eve-teasers, who go on assaulting bus-conductors and indulge in hooliganism. It is a very serious problem. The hon. Minister seems to be under the impression that this is just a temporary phase. He is sadly mistaken if he thinks that it is only a temporary phase. He has to find a permanent remedy for that.

Then, there are other questions like the question of the medium of instruction. On account of these various problems, the Education Minister should think of changing the whole basis of university pattern. For this purpose I suggest very humbly that he should either advise the President to appoint a commission or he should himself appoint a committee to examine the whole university pattern and ask them to make their recommendations. I do not know which is the proper remedy—the appointment of a commission by the President or the appointment of a committee. But in any case there is a need for changing the university pattern—both the system of education as well as the organisation of universities—in the interest of the country. If we have to have a resurgent united India, we must have leadership, and education alone can offer that leadership. We may have factories or hydro-electric works or other projects, the agencies which create wealth, but in the absence of leadership which can properly utilise them, the country will not derive any benefit from them. Therefore, the Education Minister must give his serious attention to this fact and appoint the necessary body to enquire into the whole affair and make its recommendations.

**SHRI J. H. JOSHI (Bombay):** Mr. Deputy Chairman, the Report of the U.G.C. which is under consideration, is a piece of document full of valuable observations, and even more, valuable suggestions. I give all my compliments to the University Grants Commission for the work they have done and I hope that there is still much more work to be done, and the Commission, which consists of very eminent educationists, will be equal to the task which is before them.

Sir, looking to the powers and functions of the U.G.C. it is mentioned in the Report that section 12 of the U.G.C. Act empowers the Commission—

[Shri J. H. Joshi.]

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

Sir, these are the powers and functions with which the U.G.C. has been armed. But as has been mentioned in the report itself, the U.G.C. faces many difficulties and handicaps so far as the co-operation from the 3 P.M. States is concerned. There is no other body in this country which has such powers for coordinating education in the different universities. Therefore, I suggest that in order that the U.G.C. may be more able to properly function and discharge the duties which are cast upon it, it is essential that university education should be placed under the Central Government and a Federal Board should be constituted representing all the universities.

About the university population also, it is stated in the report that there are about 10 lakhs of pupils studying in the universities and every year there is an addition of about 50,000 students. Now this matter creates three types of problems, one as regards admission, another as regards the expansion of the colleges and universities and the third about the finance. As we have been seeing, it is becoming increasingly difficult for the universities to find the financial resources and at the end of 10 or 15 years, this particular fact would present a very serious problem. It has been stated that 50,000 students are the new enterants every year but the U.G.C. does not give the figures of the students who are refused admission every year. So I think many more are standing outside in queue for admission and some are still in the waiting room, or are waiting for some

jobs, but in addition to that, where the students have not got admission or employment, there is biting cold and burning heat outside and a day may come when that question would have to be faced by the Government.

It has been said by educationists that education should have relation to the reality of the situation—political, economic and also social. Here I suggest that a University should rivet its attention on the primary needs of the students and then of the community or the society and the nation. I suggest that every college must have attached to it some piece of industry. This would appear to be a novel suggestion but I make this suggestion before this House after very careful consideration. Every student must work in the factory for about an hour or so as a part of the curriculum and I am sure the production will leave a good surplus to supplement the revenues of the college. For the present I suggest that such industries must be set up in a few colleges as part of an experiment and as that experiment succeeds, then the Government should go on extending that to other colleges. When I mention a piece of industry, I must make it clear that it should be a power-run industry. For instance, I would say, if there is a medical college, the starting up of a pharmaceutical industry or an industry for manufacturing medical instruments would be more suitable. It would help as a part of the practical purpose also and will remove many of the difficulties which the students have to face after passing the examinations and that will solve to a great extent some of the problems of unemployment. We should apply the theory of 'Earn while you learn'. Those of the students who go to foreign countries work in factories. They apply their minds to the studies, they pay their tuition fees and all their lodging and boarding charges out of the income they get from their daily wages. We do not understand why our students should not be made to work in such

factories. Such an experiment had been tried in America about half a century back in the Tuskegee Institute by a Negro leader Mr. Booker T. Washington. He had no resources, no Government would give financial aid and the whole race was ignorant and absolutely poor. It was only by sheer dint of industry and self-help that he raised his own race out of that ignorance, illiteracy and poverty.

I suggest that just as the U.G.C. is making grants for the expansion of university education or for the setting up of laboratories or for hostels, this industry also should be included as a part of the expansion scheme and matching grants should be given to such colleges as procure some funds for the setting up of the industries.

There is mention in the report about the atmosphere in the colleges. My own experience is that there is an atmosphere of everything in the colleges except study. There is the atmosphere of games and sports, of dances and music, of social gatherings, of cinemas, of restaurants and cafeteria and of misbehaviour also. Now, what is it all due to? The students do not apply their minds to the studies. They only begin to read when the examination is near and then also they resort to the guides and the notes. I would suggest to the universities that they should please discourage the use of the guides. Let the students be compelled to read the original text-books and periodically examinations should be held and the results of those examinations should be taken into account at the time of the annual examination.

DR. RAGHUBIR SINH: Mr. Deputy Chairman, this sleek report of 34 pages covers a large vista and being an onlooker I have much to say and Sir, I felt that I should place a few of my thoughts before this House. It was with that view, Sir, that I tabled the motion for consideration of this Report. But being a private

Member, it was my ill-luck not to get any preference over the hon. Minister's motion. I am grateful to you, Sir, for having called me at a time when I can still get ten minutes. Otherwise I would never have got more than five minutes. Sir, to parody the line of a great poet, I find that the "tale is long but bell is ringing". Unfortunately, in these days there are not many commentators to write commentaries on what somebody may say. In ancient days eminent persons just gave *Sutras* and the commentators told us what it all was about. Still, though I have much to say within the short time I have got, I will restrict myself to saying only a few of the things that I want to.

Sir, the main question that faces us today in our universities is the question of standards. It is not denied that standards have fallen and much of the responsibility for this lies on the teachers. I note with satisfaction that the University Grants Commission is doing something in respect of the teachers not only in the matter of raising the monetary emoluments of these teachers, but they have also thought of fixing some minimum qualifications. Sir, I may point out that fixing minimum qualifications is something, but I think the Commission also knows that there are ways and means of circumventing or rather fulfilling these conditions about qualifications. The Commission may put it down that the qualification should be First Class M.A. But does the Commission know that the professors can combine among themselves and ensure that their students do get First Class? This travesty of examinations is a continuing process in the majority of the universities. I know how the teachers are marking their papers in these days. Unfortunately in the majority of the universities, Sir, the teachers are not what they were. The greatest or the most important duty that is imposed on the universities is that of advancing the bounds of knowledge by research. But I am afraid just now this is at

[Dr. Raghubir Sinh.]

the lowest ebb. Sir, the other day some articles had appeared in the Hindustan Times, if I mistake not, about one university giving a write-up about a university which is under the direct control of the hon. Education Minister. It was written therein that the university had no academic atmosphere. There are no efficient guides to give proper lead and direction to research students. Sir, my experience unfortunately or fortunately has all been the same as it has been my luck or misfortune to come into the closest touch with many of the research scholars of the various universities. Of course, my experience is restricted only to one subject. I find that in the universities, these guides, these so-called guides for post-graduate researches, do invariably collect a large number of students and so they have no time to take pains or to suitably guide any one of them in their research studies. They get scholarships from the university and they spend two years or so on research and even after all that work the student is where he was before. There are universities, Sir, where such scholars—if they are at all—could be called scholars—are just a few and they can be counted on one's fingers. But even then in the universities have got a rule that no outside scholar can ever be thought of as a scholar-guide. In the so-called university research departments these scholar guides want to have their own monopoly. Can you imagine Sir, how any real research can ever be done in these universities and can they ever thus extend or expand the bounds of knowledge?

Well, as I said the University Grants Commission is going to prescribe or fix the qualifications. But I think the Commission knows, and it should know at least, that a majority of the degrees are awarded on theses which are not yet published, they are never going to be published. Why? That is because they will never stand the outside glare of real scholarship.

They will never be published. Still the Universities continue to award the degrees. Why? That is just to fulfil these prescribed qualifications.

I would further like to bring one more thing to the notice of the University Grants Commission and it is this. In the majority of the universities which are started by the State Governments, they must be having real difficulty in ensuring that these qualifications are properly adhered to by the State Governments in respect of the State institutions. I know of a State wherein such a difficulty became inevitable. You know these days people have got a flare for statistics, a flare for fulfilling their targets. So one State decided that it must establish a record that it has opened so many colleges. And so one fine morning the State decided to upgrade sixteen of its intermediate colleges and they were immediately upgraded. When was it done? It was done in the month of July. And these colleges were functioning for about a year without having properly qualified teachers and in many of them for more than six months they had no teachers at all. If education is to go on like this, then I am afraid the future of the nation is very dark.

Sir, I wanted to speak about the medium of instruction and with the greatest hesitance I fear to tread on some of this dangerous ground where many eminent persons have rushed in. I will only say that today this problem is not an academic problem, but is essentially a practical problem. I know that the University Grants Commission have appointed a working group. I am not so much worried about what they are going to do. I am only worried about what they have not done as yet. Sir, even now and for the last fifteen years, intermediate boys have been reading many subjects—I am not referring to science subjects, but to art subjects here—and they have been doing it in their mother tongue. May I ask what the University Grants



Commission have done to provide them with sufficient and necessary literature on those subjects? What have they done for getting standard books written on the History of India in the regional language or in Hindi for these university students? What have they done for the translation of the standard works on History of the Sanskrit language and its literature? For getting a translations of the various great books in the Sanskrit literature, I think no special efforts for creating any new terminology are needed. I would beg of the University Grants Commission to do everything possible in this respect at least to face the problem as it is there now. Today there are students, thousands and thousands of them, who are reading in the intermediate classes in their regional languages or in Hindi without any proper literature to meet their barest requirements. Therefore, even if you do retain English as the medium of instruction for B.A. and M.A. degrees for the students who are thus coming up and who have been taught in the medium of Hindi, well, you cannot possibly produce the right type of students from among them. We will have only half-baked graduates, not properly guided, and I do not know what will become of them in the future. I need not go into it. We can only guess it with utter despair and dismay.

SHRIMATI T. NALLAMUTHU RAMA-MURTI (Madras): Mr. Deputy Chairman, I congratulate the University Grants Commission for this valuable Report of thirty-four pages of well-stated principles and policy, showing the difficulties that the Commission was confronted with, with a detailed appendix at the end showing the summary of grants made during 1958-59 in non-planned projects and planned projects and a statement showing the development grants paid to the universities, including the Central Universities during 1958-59. It is a frank, straightforward and candid assessment of the problems facing university education and the practical,

humane and sympathetic considerations that had to be borne in mind in their approach to this problem. Sir, it is a matter for pride for all of us to see that the country is progressing in various directions so far as education is concerned. Four more universities have been added to the thirty-nine existing already; the number of colleges has also increased keeping in view the public demand the numbers demanding admission into the portals of our universities. Seven hundred more colleges have been brought in as affiliated colleges. The student population has also increased. Sir, this land of ours has held the fort, has been in the fore-front, of culture and civilisation. It has the best heritage of the past not only in regard to university learning but also in research. We had the Nalanda University which carried the torch of learning to various countries and scholars from various countries came there seeking knowledge. Scholars came from far off China and Ceylon and they also took something to their countries. We have had this great heritage of disseminating knowledge. This has helped us not only to have the power of preaching peace but, according to the modern term, of "co-existing" with all nations of the world. In organising the present-day education, let us not forget the fact that this is a vast sub-continent that we are the masters or citizens of, and the authorities who are giving education to such a vast country, maybe the fourteen States, bristling with possibilities of tremendous improvement and development, with the languages with a rich past behind them and waiting for their development and restoration to their own past glory, deserve our admiration. I stand to admire the Education Ministry and also the University Grants Commission for the tremendous task which they are doing of raising the best standards of knowledge in the universities, their efforts to raise the standard of attainment, of qualifications of the teachers, the performance of those teachers and the students so that our country may truly come to its own, and declare as our ancients have said

[Shrimati T Nallamuthu Ramamurti.]  
during the convocation address, "*Satyamvada, Dharmamchara*". May I add, Sir, that our goal is not just material progress. I would here quote a poem which reads as follows:

"Not gold, but only man can make,  
A people, great and strong—  
Men, who, for truth and honour's sake,  
Stand fast and suffer long.  
  
"Brave men who work while others sleep,  
Who dare while others fly—  
They build a Nation's pillars deep,  
And lift them to the sky."

This is the path that we are treading, and we are not going to count, as the statisticians, the number or the extent of expansion that is going to take place in our Universities but we are going to raise the tone and the quality of the knowledge that is imparted. In that respect, Sir, I congratulate the Commission for its insistence that the Universities should keep away from politics. I would like to ask the Commission to be above that also and stress as much as possible the autonomy of the universities. I also appreciate the remark they have made on page 5 and 6 of the Report in regard to the contribution made to the advance of collegiate education by private enterprise and private managements — institutions built by philanthropists, who need assistance for upgrading salaries of teachers and for other departmental activities. The Commission has taken a sympathetic view. These centres have been the source of vast knowledge—the results of local initiative. They have been free from any external interference as freedom is vital to good education in a democracy, but they have had their own share of difficulties of staff and funds. A sympathetic view should be taken by the States, the Centre and other agencies and they should come forward and help such noble institutions.

I would stress the need for greater allocation of funds for the Commission to do what is needed in this direction.

Sir, I now come to the point about the language question. Here, I am very anxious to bring a point of view before you. The mother tongue is very precious to us. The regional languages must have their place in the education, even at the university level, but there is a time required for preparation, as my hon. friends have been saying, and we cannot just plunge headlong into a vast abysmal ignorance. Text-books in technical subjects, in science and humanities in the regional languages are still not made available and are not ready at the university level for students. We have only the love of sentiment and want to convert our medium of instruction into the regional language and we also want to fix a date and do away with English. We all talk as if the important thing is to fix the date. I agree with the University Grants Commission in regard to its emphasis for a gradual and slow transformation. The changeover from English medium to regional languages must be phased. I would go further and say this English is a great asset at the university level and English should not be forgotten at any time in our history. We have, after 150 years of association with this language, drunk deep of all that is best in science and art and culture from a nation that has become our friends today and which parted from us as friends. I do not see why we should give up this wealth of knowledge and forego the chance of having a *lingua franca* in our country today. As it happens today, English is the *lingua franca*. I do not deny that Hindi should become our national language but as it happens, especially for many people who come from the South, this is the *lingua franca*. Besides, through English we would have a very wide window open to the rest of the world to have exchange of ideas and ideals so that we can go on trying to build an ideal

"one-world order" where all of us can live together as Ashoka preached, as Buddha preached, and as the great Father of the Nation—Mahatmaji—had preached, and achieve our objective. So, I say that English should have continuity here in the university level and we must not be in too great a hurry and cause confusion in the already confused syllabuses and textbooks in the school stage.

Again, the question of student discipline. Because some three universities had some kind of upsets, it does not take away from the vast achievements of universities in our country. If you only take the number of universities and the promotion of knowledge which they had been able to achieve—private as well as State universities—you would stop to think before condemning university education in a general way. And even in those universities, what happened? **Indiscipline.** What are the causes of that indiscipline? If you probe deep into it, you have members of the staff who might have had Degrees but who have not had any character training. It is one thing to have knowledge but another thing to be able to impart knowledge; it requires a psychological approach to the students. I would, therefore, demand an all-India Institute for the training of teachers and professors even at the university level so that there might be a proper approach to the students by the teachers.

Now, with regard to residential universities, what do they mean by residential universities?—The head of the institution and the staff stay in comfortable buildings away from the students. Residential institution and the so-called residential life of the students is conducted in a different building. There is a warden and the students do not themselves conduct the affairs of the mess or of the hostels. Actually there should be tutor-wardens living in the premises caring for and watching the life of the students and sharing the problems of youths in a sympathetic way. That is

not there. That is why I say that it is a farce to call these institutions residential institutions. Can we imagine women students not running their own mess sections but looking to the contractors and other caterers to do the job for them? The result is that kitchen and store-rooms in a university I visited are badly neglected and health and hygiene are sadly wanting. There is another thing also in the students conducting their own affairs. If the students have not got much to do, their thoughts run into wrong directions and, therefore, I would say that some of these things must be made compulsory. You must keep the students occupied intellectually, culturally and socially. They must not idle away their time. Some of the institutions have been doing this kind of things and I am proud to say that in Delhi University one women's college started building a swimming pool with *Shramdan*. In Madras through *shramdan* they have built an open air theatre. The N.C.C. is giving very good training in our universities and physical development, discipline and citizenship. Games must be made compulsory even at university level and they should have opportunities for being trained in swimming, boating, fencing, riding and in fact in all kinds of such outdoor activities as also indoor games and activities; and there is full university life where both physical development and mental development are taken care of. So if you keep the students fully engaged, provide for proper use of their leisure, there will not be much of this problem of indiscipline and . . .

MR. DEPUTY CHAIRMAN: Order, order. That will do.

SHRIMATI T. NALLAMUTHU RAMAMURTI: . . . there is the question of admission to medical colleges. It is an important thing.

MR. DEPUTY CHAIRMAN: There is no time. Mr. Jaswant Singh.

SHRI JASWANT SINGH: Mr. Deputy Chairman, Sir . . .

MR. DEPUTY CHAIRMAN: You have 12 minutes.

SHRI JASWANT SINGH: I will finish within that time.

I take this opportunity of expressing my sense of appreciation of the great service that this high-powered Commission has rendered for the cause of education in our universities and colleges. Apart from this high-powered Commission it is a matter of great satisfaction and gratification that the late Maulana Azad did a great act in the last days of his life to secure the services of a great man in the person of Shri Deshmukh to be the Chairman of this Commission who combines in himself the qualities of a great administrator and educationist of high norm and a financial expert of high calibre. The University Grants Commission Act was passed in 1956 and since then this Commission has submitted three Reports. This is the third Annual Report and each year we have seen its activities expanding and spreading over a wider and wider area in the life of the universities and colleges in the country. Generally it has been seen that whenever the Government has a big scheme, before implementing the scheme they somehow or other start the thing and thus put the cart before the horse. When such a high-powered commission was appointed, it would have been better if they had been given proper accommodation and sufficient staff. With the activities of the Commission spreading over such wide fields, in order that this Commission may fulfil the role that is expected of it, we hope that at least now they will be given all facilities in the matter of staff, accommodation and equipment sufficient to meet the requirements of its ever-growing, increasing and multifarious activities. The Commission itself has indicated in the Report that such facilities should be given and I sincerely hope that the hon. Minister would kindly take note of it and see that the Commission is helped in the role that it is expected to play in our

educational sphere by providing all these facilities so that the Commission might be enabled to do better work than it has been able to do so far.

They have in this Report dealt with both problems, administrative as well as academical. As far as academical problems are concerned, they have been dealt with by various hon. Members and my turn having come so late, it is unnecessary for me to repeat what they have said but I will only just mention a few points which have not been touched so far.

First of all, in regard to administrative problems, the Commission has referred to its powers and functions on pages 16 to 18 of the Report. They have said that they have experienced two difficulties. One relates to technical or legalistic hindrance in its work because of uncertainties of some of the provisions of the Act or of the restrictive nature of the rules made under it and the Commission has suggested that if necessary the University Grants Commission Act should be amended. I hope that the hon. Minister will take action in this respect before long.

The second difficulty that the Commission has experienced is in regard to the functions of the other Ministries of the Government of India vis-a-vis the Commission. Here the Commission has paid a tribute to the Education Ministry for the co-operation, fellow-feeling and sympathy extended to it by the Education Ministry in its working but the same has not been the case vis-a-vis other administrative Ministries. In his opening speech the hon. Minister was pleased to say that he hoped that before long healthy conventions would be established whereby the Commission will have no difficulty in its dealings with other Ministries in regard to educational matters. I hope that the Education Minister will use his good offices also to see that such conventions are established. In the Constitution, of

course, there is no provision by which other Ministries can be compelled to do what is expected by the University Grants Commission. It is only healthy conventions that can help in this matter and it should be the effect of the Ministry of Education to see that other Ministries extend their full support and make the task of the University Grants Commission an easy one. Another administrative difficulty that the Commission has stated in its Report is in regard to funds. At the beginning of the Second Five Year Plan, Rs. 27 crores were allotted for the five-year period—both Plan and non-Plan expenditure—by the Planning Commission. In dealing with the core of the Plan, the University Grants Commission also came under review and from Rs. 27 crores the sum was reduced to Rs. 19 crores. Naturally this is one of the items in regard to higher education that should have easily formed part of the core of the Plan. There are many other departments and many other items on which we spend crores and crores of rupees purely on sentimental grounds. There is the case of khadi and charkha. And I hope Mr. Rajabhoj will excuse me if I say that the money that is being spent on the Scheduled Castes and Scheduled Tribes does not give the proportionate good results commensurate with the money that is being spent on them. Something could have been saved. I am giving this only by way of illustration. This amount of nearly Rs. 8 crores should not have been reduced from the funds of the University Grants Commission, because it can easily by any test and standard, be considered the real and very hard core of the Plan.

Then, Sir, the University Grants Commission has also mentioned about imports and foreign exchange. We see that there are many items for which import licences are given and foreign exchange is found, which comparatively are not so important as materials for research and scientific purposes for the universities. It is a

matter of gratification that this year money has been found to the extent of something like Rs. 20 lakhs of foreign exchange, and import licences have also been given. But it is inexcusable that last year this valuable asset should have been allowed to suffer on mere technical grounds. I do hope that when the Third Five Year Plan comes into effect from next year, money for the purpose of higher education will find the highest priority and I sincerely hope that the hon. Education Minister will do his best to see that more and more funds are allotted by the Planning Commission for this purpose.

There are many other matters which have been referred to in regard to academic problems by hon. Members. I must, therefore, skip over them and refer to only one or two matters. The question of discipline and many other things relating to students have been referred to. I would not go into them. I would submit that many of our evils will disappear if we have a little forethought and see why in the past our education was of such a high standard. We have already got under the Centre four Central Universities. I would very strongly suggest that there should be a Central Institute of Indology. A Sanskrit University has been started by the U.P. Government at Banaras. But that will not meet the crying needs of Sanskrit education. Somehow or other, we have come to feel that our culture consists of dance and drama. According to me, it is Sanskrit literature which is the embodiment of our culture and we should have a Central Institute of Indology. The States have neither the resources nor the capacity nor the breadth of vision. They cannot do service to our culture as much as the Centre. There is a crying need and a very strong case for a Central Institute of Indology.

Lastly, I will refer to one point and that is this. Last year I think it was referred to both by Dr. Kane and Dr. Kunzru. We are doing everything for higher University education as

[Shri Jaswant Singh.] well as for education in affiliated colleges. One year from the University education we are transferring to the school. In my opinion, it will not serve the purpose, because the base and the foundation is the secondary education. Unless there is an integrated system of education, unless from the very beginning the base and the foundation is strong, higher education is not going to yield the fruit which we expect from the efforts of the University Grants Commission. So far as higher education is concerned, there is the University Grants Commission and it is doing admirable work. For secondary education there should be similarly an impartial body, which will look into the level of education that is imparted in high schools and higher secondary schools. I can well see the difficulty. As far as higher education is concerned, in List III, there is item 66 where the Centre can co-ordinate. But secondary education is purely a State subject. If necessary, I would suggest that even the Constitution may be amended, whereby provision may be made so that for co-ordinating secondary education, as in the case of higher education, a Secondary Education Commission—an impartial body—may be started, so that the base and the foundation may be strong and there will be an integrated system of education. Then and then alone we can say that the level of education will certainly rise.

**श्री नवार्बसिंह चौहान (उत्तर प्रदेश) :** उपसभापति महोदय, मैं जो कुछ शिक्षा प्रणाली या यूनिवर्सिटी ग्रांट्स कमिशन के सम्बन्ध में कहने जा रहा हूँ उसका ताल्लुक केवल एक मंत्रालय से नहीं होगा बल्कि समस्त सरकार से होगा। महात्मा गांधी का कहना था कि हमारी शिक्षा का मीधा सम्बन्ध हमारी आर्थिक, सामाजिक और नैतिक अवस्था से होना चाहिये और कोई भी शिक्षा जो इससे सम्बन्ध नहीं रखती, इससे अलग रहती है उसको शिक्षा नहीं कहना चाहिये।

आज भी हम देखते हैं कि राष्ट्रपति से लेकर नीचे तक जिस विद्वान से भी यह पूछा जाता है कि क्या हमारी शिक्षा-प्रणाली ठीक है, तो वह उसको गलत ही बतलाता है। इसी गलत शिक्षा प्रणाली में सम्बन्ध रखते हुये हमारा जो यूनिवर्सिटी ग्रांट्स कमिशन है वह चला है हमारी शिक्षा के अन्दर सुधार करने। किस आधार पर? एक्सपर्ट्स के आधार पर, जिसका कोई सम्बन्ध हमारे सामाजिक और आर्थिक जीवन से नहीं है। वे केवल यह समझते हैं कि हमें लड़के पास करके निकाल देना है और यह नहीं देखना है कि ऐसी शिक्षा लेने के बाद लड़कों की क्या दशा होगी। उनको इस बात की परवाह नहीं है कि पास होने के बाद क्या होता है और लड़कों का चरित्र ठीक बनता है या नहीं। जहाँ तक मीडियम आफ इन्स्ट्रक्शन का सवाल है, पेज १६ पर यह कहा गया है कि यह प्रश्न एकेडेमिक है, पोलिटिकल नहीं है। मेरे स्थान में यह जो फ़ैस इसमें डाला गया है, इसकी भी पोलिटिकल सिगनीफिकेंस है। हमारा यूनिवर्सिटी ग्रांट्स कमिशन यह चाहता है कि जब ऐसा सवाल आये तो दूसरे लोग इसमें हाथ न लगायें, हम ही मालिक हों और हम ही सब कुछ करते रहें। मेरा कहना यह है कि न यह प्रश्न एकेडेमिक है, न पोलिटिकल है। यह प्रैक्टिकल सवाल है। जैसा कि गांधी जी ने कहा था—प्रैक्टिकल प्वाइंट ऑफ व्यू से देखिये कि हमारी शिक्षा जनता के आर्थिक और सामाजिक जीवन से कहां तक मेल खाती है।

**श्री जसोद सिंह बिष्ट (उत्तर प्रदेश) :** फीजिक्स और कैमिस्ट्री जीवन में मेल खाते हैं ?

**श्री नवार्बसिंह चौहान :** अगर फीजिक्स और कैमिस्ट्री जनता के जीवन से ताल्लुक रखने वाली नहीं हैं, तो वे निरर्थक हैं। आजकल जितने भी ऐसे आविष्कार हो रहे हैं जो जनता के जीवन को बढ़ाने वाले नहीं हैं बल्कि भंजार करने वाले हैं। वे अभिशाप

हैं हमारे समाज के लिये और दुनिया के लिये । यदि उन आविष्कारों से हमारी जिन्दगी बढ़ती है और ऐसे आविष्कारों से नई नई औषधियां निकलती हैं और सस्ती औषधियां निकलती हैं, जिनको कि गरीब आदमी भी खरीद सकता है तो वे सुन्दर है । इसलिये यदि फिजिक्स को या कैमिस्ट्री को या किसी चीज को भी ऐसी बना लेते हैं कि उससे कोई फायदा नहीं पहुंचता है तो वह बेकार है । यदि मीमे या प्रत्यक्ष रूप से कोई फायदा नहीं पहुंचता है लेकिन कभी कभी पहुंचता है और अप्रत्यक्ष रूप में पहुंचता है, तो भी ठीक है । परन्तु यदि ऐसी चीज न हो तो फिर तो यही हुआ कि हम आसमान पर बने रहें और दुनिया से कोई ताल्लुक नहीं हुआ और ऐसी मैथमेटिक्स पढ़ी, ऐसी फिजिक्स पढ़ी और ऐसी भाषा पढ़ी जिससे कि हमें कोई सम्बन्ध नहीं हो । इसलिये तो महात्मा गांधी ने कहा था कि किस तरीके पर शिक्षा में परिवर्तन होना चाहिये । महात्मा गांधी सब से अधिक प्रैक्टिकल थे और वह प्रैक्टिकल तरीके पर, उसी के आधार पर शिक्षा में परिवर्तन करना चाहते थे लेकिन यहां यह परिवर्तन करने की कोशिश नहीं है । जब हम माध्यम का सवाल लेते हैं कि भाषा क्या होनी चाहिये, शिक्षा का माध्यम क्या होना चाहिये तो यूनिवर्सिटी ग्रांट्स कमिशन कहता है कि "हैड्म आफ"—इस बात को न छुओ । हमारे जो चन्द अंग्रेजी के प्रोफेसर्स हैं, इंगलिश डिपार्टमेंट के जो टीचर्स हैं और दूसरे लोग हैं उनको हम बुलायेंगे, बैठायेंगे और उनसे पूछेंगे । मतलब यह है कि जनता का इससे कोई मतलब नहीं है । मान लीजिये कि मद्रास में यह सवाल उठता है कि यूनिवर्सिटी में शिक्षा का माध्यम क्या होना चाहिये तो क्या वहां जो एक्सपर्ट्स हैं, इंगलिश के प्रोफेसर्स हैं, हेड्स आफ डिपार्टमेंट्स यूनिवर्सिटी में हैं उन्हीं से पूछेंगे, वे तो कह ही देंगे कि अंग्रेजी होनी चाहिये । चूँकि एक वेस्टेड इंटरैस्ट क्रिएट हो गया है इसलिये कह देंगे कि नहीं साहब

अंग्रेजी होनी चाहिये । लेकिन इससे काम नहीं चलेगा । जो पढ़ने वाले हैं या जिनके बच्चे पढ़ते हैं उनसे पूछना होगा कि आप अंग्रेजी चाहते हैं या नहीं, अपने बच्चों को अंग्रेजी पढ़ाना चाहते या नहीं । अगर आप उनसे पूछेंगे तो वे लोग यही कहेंगे कि हमारी जो रीजनल लैंग्वेज है हमारी जो क्षेत्रीय भाषा है उसके द्वारा ही हमारी पढ़ाई होनी चाहिये । आप कह सकते हैं कि उसमें इतना लिटरेचर नहीं है । लेकिन उसके लिये लिटरेचर को ट्रांसलेट कराना है । हिन्दुस्तान एक बड़ा देश है और यहां करोड़ों रुपयों के खर्च हो रहे हैं तो यह भी हो सकता है । अपने पड़ोस में बर्मा है, उनको आप देखिये । उन्होंने इस काम के लिये सोसाइटी बनाई है, इसके लिये प्रेस है और एक्सपर्ट्स हैं, ट्रांसलेटर्स हैं और उन्होंने साल दो साल में ही इस समस्या को हल कर दिया है । हमारे यहां आज तक शब्द-कोष भी नहीं बन पाया है । पारिभाषिक शब्दावलि के लिये कमेटी है लेकिन उसकी एक मीटिंग, उसके एक्सपर्ट्स की एक मीटिंग आज होती है तो फिर दूसरी छः महीने के बाद होती है । यह नहीं होता है कि यूनिवर्सिटियों से लोगों को लेकर और हर जगह से लोगों को लेकर उन्हें एक साथ एक जगह बैठावें और इस काम को पूरा करें । अगर सरकार इस काम को मेरे सुपुर्द करे तो मैं एक वर्ष के अन्दर कर दूँ । यह जो नाच-गाने के ऊपर और ऐसी तमाम चीजों पर आज रुपया व्यर्थ खर्च हो रहा है वह चीज आगे चल कर के हो सकती है । जो सर्वप्रथम चीज है, उसको आप पहले करिये और तमाम चीजों की शिक्षा के लिये ट्रांसलेशन कराइये । कहा जाता है कि ट्रांसलेशन के जरिये से अच्छी शिक्षा नहीं हो सकती है तो क्या जहां अंग्रेजी में लोग काबिल नहीं हैं वहां अच्छी शिक्षा नहीं है ? क्या न जापान में साइंटिस्ट्स हैं, न रशिया के अन्दर साइंटिस्ट्स हैं और न जर्मनी में साइंटिस्ट्स हैं ? क्या वहां, इसलिये कि अंग्रेजी नहीं पढ़ाई जाती, अच्छे साइंटिस्ट्स ही नहीं हैं ? क्या बहा कहीं

[श्री नवार्बासिंह चौहान]

साइंटिस्ट्स हो ही नहीं सकते हैं जहां कि अंग्रेजी न हों।

श्रीमती यशोदा रेड्डी (मध्य प्रदेश) : कोई नहीं बोलता है कि हिन्दी मत सिखलाइये। हम तो यह बोलते हैं कि हिन्दी सिखलाइये, लेकिन समय दीजिये और जबरदस्ती न कीजिये।

श्री नवार्बासिंह चौहान : मैं कभी नहीं कहता हूं कि जो हिन्दी नहीं सीखना चाहते हैं वे हिन्दी सीखें लेकिन जिनकी हिन्दी रीजनल भाषा है वह अगर उसे पढ़ना चाहते हैं और चाहते हैं कि उनकी शिक्षा उसमें हो तो उनको उसमें शिक्षा अवश्य दी जानी चाहिये। जो नहीं चाहते हैं वे न चाहें, उनसे मुझे कुछ नहीं कहना है। वैसे बहिन जी हिन्दी में बोलीं सो ठीक किया है, लेकिन वह समझती हैं कि मैं यहां हिन्दी का प्रतिपादन कर रहा हूं तो ऐसा मैं नहीं कह रहा हूं।

SHRIMATI T. NALLAMUTHU RAMAMURTI: We are all learning Hindi. I have sat for examinations in Hindi. It will take time.

SHRI NAWAB SINGH CHAUHAN: That is all right. But I am not talking of Hindi. I am pleading the cause of regional languages as against English.

SHRIMATI T. NALLAMUTHU RAMAMURTI: Regional languages as well as Hindi are important.

श्री नवार्बासिंह चौहान : वह ठीक है। वह आपकी कृपा है कि आप सोच रही हैं। इसे एक दूसरे को सिखाना चाहिये। मेरा प्रश्न यह नहीं था। मैं तो यह बता रहा था कि जो यूनिवर्सिटी ग्रांट्स कमिशन ने कहा है कि यह भाषा का, माध्यम का प्रश्न पोलिटिकल न हो कर एकेडेमिक है तो इसमें भी पोलिटिक्स है और साथ ही साथ मैं यह भी कहता हूं कि यह जो कहा जाता है कि ट्रांसफार्मेशन—

चेन्ज—ग्रंजुअल होना चाहिये और पहल से इसकी तैयारी होनी चाहिये। This is also politics.. क्योंकि इसका मतलब यह है कि इस मामले को बीस साल तक टाला जा सकता है और जब हम कहेंगे कि आपने बीस साल तक यह क्यों नहीं किया तो कहा जायगा कि इसके लिये तैयारी नहीं थी। We were not prepared for that. There was not sufficient preparation. Therefore it could not be executed. किसी चीज को न करने के लिये यह बहाना चाहिये, इसलिये यह चीज भी पोलिटिक्स है।

(Interruption.)

समय नहीं है। मुझे तो खुशी होती यदि मैं इस बारे में कुछ और कह सकता। मुझे तो आपसे बड़ा इंसपिरेशन होता है। मैं इसका जवाब देता, लेकिन समय नहीं है। क्या किया जाय?

एक विवाद शिक्षा-प्रणाली में परिवर्तन के सम्बन्ध में है। मैं माननीय शिक्षा मंत्री का बड़ा आदर करता हूं। आप लगन से काम करते हैं। मैं समझता हूं कि समस्त गवर्नमेंट की और गवर्नमेंट ही नहीं बल्कि जो कोई भी इस प्रश्न से किसी भी तरीके से सम्बन्धित हैं उन सब पर इसकी जिम्मेदारी हो सकती है। मैं भी और जनता के लोग भी इसके लिये जिम्मेदार हैं क्योंकि इसमें सम्मिलित जिम्मेदारी है। एजुकेशनल सिस्टम में चेन्ज न करने के लिये, शिक्षा-प्रणाली में तब्दीली न करने के लिये सब जिम्मेदार हैं यह ठीक है, लेकिन शिक्षा का जो माध्यम है उसको शुरू शुरू में मंदर-टंग न बना कर—मातृभाषा न बना कर—और ऊपर के स्तर की जो शिक्षा है उसका माध्यम जो रीजनल लैंग्वेज है, जो क्षेत्रीय भाषा है उनको न बना कर एक मुख्य प्रश्न को टाला जा रहा है और इसका परिणाम यह होता है कि हमारे विद्यार्थियों का बहुत सारा समय एक दूसरी भाषा को सीखने में, जो कि उन्हें नहीं सीखनी है, व्यर्थ जाता है। वह समय दूसरे कामों में वे



लगा सकते हैं और उसका उपयोग और ज्ञानोपार्जन के लिये कर सकते हैं। इसके साथ ही साथ एक और नुस्स इस शिक्षा प्रणाली का है। वह यह है कि यह शिक्षा प्रणाली लोगों की, विद्यार्थियों की, मेटेलिटी को, उनके मस्तिष्क को तब्दील नहीं कर सकी है। आज भी हमारे दिमागों में उसी तरीके की चीजें भरी हुई हैं। हम समझते हैं कि समस्त साहित्य, तमाम फिलासफी की बातें, सब चीजें अंग्रेजी साहित्य में ही भरी हुई हैं और उसका कारण वही है कि हमारे जो अध्यापक हैं उनके दिमाग, उनकी जेहनियत इंग्लिशाइज्ड हो गई है। वे अंग्रेजी के रंग में इस तरीके से रंग गये हैं कि कुछ कह नहीं सकता और उसी का असर विद्यार्थियों पर आता है।

(Time bell rings.)

अभी समाप्त करता हूँ, शायद दो मिनट और हैं। यदि वही तमाम चीजें, वही तमाम फिलासफी जो कि इस समय अंग्रेजी में नहीं है और अपनी अपनी भाषाओं में है वह अंग्रेजी में ट्रांसलेट हो कर के, अनुवादित हो कर के सामने आये तो आज मालूम पड़े कि हमारे यहां साहित्य का कितना अगाध समुद्र है। मैं यह भी कहता हूँ कि इसमें कठमुल्लापन भी नहीं होना चाहिये। जो अच्छी से अच्छी बाहर की चीज भी हमें मिल उसे अपने में लेना चाहिये। हमारे यहां हमेशा आदान-प्रदान होता रहा है। भारतीय संस्कृति ऐसी ही रही है। जो अच्छी से अच्छी, सुन्दर से सुन्दर चीजें होंगी उनको हम लेंगे और उनको अपनी भाषाओं में अनुवादित कर के उनको देखेंगे। हमारी फिलासफी, हमारी चीजें भाषा की कठिनाई की वजह से विदेशों में नहीं जा सकी हैं लेकिन जब जब हमारे महात्मा लोग विदेश गये जैसेकि स्वामी रामतीर्थ, स्वामी विवेकानन्द और उन्होंने अंग्रेजी भाषा में वहां के लोगों को अपनी फिलासफी समझाई तो लोग चकित

रह गये और बड़े बड़े विद्वान, बड़ी बड़ी योग्य महिलायें चकित हो कर उनके शिष्य बन कर यहां आईं। तो मेरा यह कहना है कि अपनी चीजों के ऊपर हमें इतना धमंड नहीं होना चाहिए कि दूसरे की अच्छी चीजों को भी नीचा समझने लगे लेकिन यह भी नहीं होना चाहिये कि जो कृत्रिम चमक है उसकी वजह से अपने यहां की जो अच्छी चीजें हैं उनको भी हम भूल जायें। अधिक न कहते हुए आपको धन्यवाद देता हूँ और अपनी बातों को समाप्त करता हूँ।

श्री पा० ना० राजभोज (मुम्बई) :  
उपसभापति महोदय, विश्वविद्यालय अनुदान आयोग की जो यह रिपोर्ट हमारे सामने है वह बहुत महत्वपूर्ण है। स्वतंत्र भारत के विश्वविद्यालयों की एक विशिष्ट जिम्मेदारी और कर्तव्य है। राजकारण में नेतृत्व करने वाले जवान निर्माण करना, उद्योग बंधों में तथा जीवन के अन्य क्षेत्रों में जिम्मेदार और कर्तव्य को समझने वाले नौजवान देश को देना यह उनका काम है। शास्त्रीय ज्ञान, जो आज हमारे देश के लिये बहुत आवश्यक है, उसका विकास सिर्फ विश्वविद्यालयों से ही हो सकता है। विश्वविद्यालयीय शिक्षण का ध्येय क्या है और स्वतंत्र भारत में उसका स्वरूप क्या होना चाहिये इसका चित्रीकरण तथा निदेश यूनिवर्सिटी एजुकेशन कमिशन, जो कि १९४८ में नियुक्त किया गया था उसके दूसरे प्रकरण में दिया गया है। इस समय उसको पढ़ने का समय मेरे पास नहीं है, इसलिये दो चार सजेशन आपके सामने रखना चाहता हूँ।

बनारस और लखनऊ विश्वविद्यालयों में क्या हुआ है वह आप जानते हैं। विद्यार्थियों में डिसिप्लिन ठीक नहीं है। दिल्ली विश्व-विद्यालय में भी अनैतिक बातें हो रही हैं। इसकी रिपोर्ट कल के "टाइम्स आफ इंडिया" में आयी है। इसके लिये सिर्फ समिति नियुक्त करने से काम नहीं होगा। उप-सभापति महोदय, मैं आपसे एक प्रार्थना और

[श्री पा० ना० राज भोज]

करना चाहता हूँ कि इसके अलावा और भी एक बात करनी चाहिये जिनका कमिशन की रिपोर्ट में बिलकुल निर्देश नहीं है। खेल, नाटक, कला, संगीत, कैंपिंग, वाद-विवाद इत्यादि प्रवृत्तियों को प्रोत्साहन देना चाहिये। उनके वेलफेयर की तरफ ज्यादा ध्यान रखना चाहिये।

कमिशन ने समाज कार्यों के बारे में भी कुछ नहीं लिखा। इसके बारे में उसने क्या प्रयत्न किये हैं उसका हमें पता नहीं चलता। हमारी बहुसंख्यक जनता देहात में रहती है और हमें उनकी तरक्की करनी है उनमें जागृति पैदा करनी है। आज कालेज का लड़का डिग्री माइंडेड बना है। उसे देहात की समस्याएं क्या हैं—उनका पता नहीं है। तो यह प्रवृत्ति बदलनी चाहिये। शारीरिक श्रम, जैसे कि कुआ खोदना, रास्ता बनाना, स्वास्थ्य और साक्षरता बढ़ाना इत्यादि प्रश्नों के विषय में उसको जानकारी रखना आवश्यक है। इन बातों को सीखने के लिये विकास केन्द्रों में “यूथ कैम्प” लगने चाहियें। आज यूनिवर्सिटी फेस्टिवल, जिसको यूथ फेस्टिवल कहते हैं वह सिर्फ बड़े बड़े शहरों में होता है, उससे देहात के प्रश्न का विद्यार्थियों को ज्ञान नहीं मिलता। इसलिये उसे देहातों में भी करना चाहिये।

इस सम्बन्ध में मेरी तीन सूचनाएं हैं। एक तो डिग्री देने के पहले कम से कम छः महीने विलेज कैम्प में काम करना विद्यार्थियों के लिये आवश्यक कर देना चाहिये। दूसरी सूचना यह है कि देश की पंच वर्षीय आयोजना और विकास केन्द्रों का काम और इनका ग्रम्प्रास कम्पलसरी करना चाहिये। तीसरी सूचना यह है कि जो रूरल इंस्टीट्यूशन है उनका विस्तार अधिक करके उनको यूनिवर्सिटी का दर्जा देना चाहिये। विद्यार्थियों को शारीरिक काम स्वेच्छानुसार या वैसा देकर करने का अधिक मौका देना चाहिये।

इसके साथ ही साथ एन०सी०सी० की आज बहुत आवश्यकता है। देश की रक्षा के लिये कालेज के लड़कों को अधिक से अधिक संख्या में एन०सी०सी० में दाखिल करना चाहिये और कमिशन को इसके लिये डिफेंस मिनिस्ट्री से पूछ कर अधिक ग्रांट देनी चाहिये यह मेरी प्रार्थना है।

मेरी दूसरी प्रार्थना यह है कि होस्टल्स के लिये कमिशन कालेजेस को जो यूनिवर्सिटी ग्रांट्स देती है वह अपूर्ण है। बैकवर्ड क्लासेज के विद्यार्थियों को उनमें प्रवेश नहीं मिलता। बैकवर्ड क्लासेज और शिड्यूल्ड ट्राइब्स के लोगों के लिये इस बारे में विशेष तरद्द करनी चाहिये। जो विद्यार्थी शिड्यूल्ड कास्ट के होते हैं उनकी फिगरस देख कर होस्टल्स में उनके लिये खास रिजर्वेशन होना चाहिये और ज्यादा होस्टल बनाने चाहियें। फारेन स्कालरशिप के बारे में भी मुझ यही कहना है कि उसमें शिड्यूल्ड कास्ट व शिड्यूल्ड ट्राइब के विद्यार्थियों को प्रिफरेंस देना चाहिये। दलित वर्ग को आगे बढ़ाने के लिये उनको प्रिफरेंस देने की बहुत आवश्यकता है। आज यूनिवर्सिटी के कोर्ट या सीनेट में गुटबाजी, पक्षपात और जातीयवाद भरा है। उसका स्वरूप अधिक डिमोक्रेटिक करना चाहिये।

अंत में, मैं यूनिवर्सिटी ग्रांट्स कमिशन के बारे में कहूंगा। पृष्ठ १४ पर ऐसा लिखा है कि यूनिवर्सिटी में किसी भी व्यक्ति को और राजकीय पक्ष को हस्तक्षेप करना नहीं चाहिये। और मैं इस बात से सहमत हूँ। किन्तु यूनिवर्सिटी ग्रांट्स कमिशन के चेयरमैन साहब खुद राजकारण में हिस्सा ले रहे हैं। जहां जहां कन्वोकेशन में भाषण देने जाते हैं वहां पोलिटिक्स की बातें कहते हैं। मद्रास में शास्त्रीय लेक्चर्स करने गये और वहां करप्शन की बातें कहीं। तो यह क्या है? उनका फंक्शन क्या है? वे गवर्नमेंट सर्वेंट हैं या नहीं—यह मैं पूछना चाहता हूँ। मैं आपके जरिये जानना चाहता हूँ कि क्या वे ऐसे राज-

कारण में भाग ले सकते हैं ? क्या यह कंडक्ट रूल्स के खिलाफ है कि नहीं यह मैं समझना चाहता हूँ । इसके बारे में कंडक्ट रूल्स में क्या लिखा है ? मंत्री महोदय बताने की कृपा करेंगे कि इनके लिये कोई रूल्स एंड रेगुलेशंस है या नहीं ?

उपसभापति महोदय, दूसरी बात यह है कि जब उन्होंने अध्यक्ष का स्थान स्वीकार किया तब उन्होंने जाहिर किया था कि वे सिर्फ एक रुपया टोकन सैलरी लेंगे । जनता सोच रही थी कि यह महान् पुरुष सिर्फ एक रुपया पर काम कर रहा है । जब उनको वर्ल्ड बैंक ने हजारों रुपये की तनख्वाह की नौकरी आफर की थी ।

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THE MINISTER OF EDUCATION  
(DR. K. L. SHRIMALI): His remarks are  
uncalled for.

\* \* \* \* \*

MR. DEPUTY CHAIRMAN: They  
will be expunged from the records.

श्री पा० ना० राजभोज : अच्छा मैंने  
इसको छोड़ दिया । मैं उन पर कोई आक्षेप  
नहीं लगा रहा हूँ बल्कि कुछ बातों का स्पष्टी-  
करण चाहता हूँ ।

(Time bell rings.)

अब मेरी प्रार्थना है कि एक मिनट में  
सन्तुष्टि किये देता हूँ । दो तीन बातें कह कर  
अपना भाषण समाप्त करता हूँ । हिन्दी  
भाषा को प्रोत्साहन मिलना चाहिए । हर  
एक प्रान्त में रीजनल लैंग्वेज में टेक्स्ट-बुक  
निकलनी चाहिये । इस बात की आवश्यकता  
है कि यूनिवर्सिटियों में एग्रीकल्चर, साइन्स,  
इंजीनियरिंग, आर्ट्स, एडमिनिस्ट्रेशन और  
रूरल एजुकेशन के लिये स्पेशल लाइसेंस  
हो । लेकिन रूरल यूनिवर्सिटीज़ पर ज्यादा  
ध्यान दिया जाय । इसके अलावा जो  
न्यूअली स्टार्टेड यूनिवर्सिटीज़ हैं, जैसे

कि मराठवाड़ा, बड़ौदा, पूना, में नयी नयी  
यूनिवर्सिटियाँ खुली हैं, उनको ज्यादा ग्रांट  
मिलने की आवश्यकता है । स्टूडेंट्स और  
टीचर्स में जो इनडिसिप्लिन है उसका कारणों  
की छानबीन करके उनमें ठीक ढंग में अनुशासन  
पैदा करने की भी आवश्यकता है । इसके  
लिये यूनिवर्सिटी ग्रांट्स कमीशन के जरिये  
से कुछ न कुछ इंतजाम होना चाहिये ताकि  
हमारे विद्यार्थी आदर्श विद्यार्थी बन जायें ।  
ऐसा मुझे आत्मविश्वास है ।

समय थोड़ा है इसलिये इतना कह कर  
मैं अपना भाषण समाप्त करता हूँ । मैंने  
जो सजेसन्स दिये हैं —सुझाव दिये हैं—  
आशा है मंत्री महोदय उनका जवाब देंगे ।

SHRI AKBAR ALI KHAN: Mr.  
Deputy Chairman, Sir, the matter is so  
wide and the time so limited that I  
will have to confine myself to one or  
two points. I must say that it was a  
good day when this University Grants  
Commission was established on the  
lines of the United Kingdom Grants  
Committee on the recommendations  
of the University Commission. There  
are many problems but I must say  
that starting from its first Chairman,  
Dr. Bhatnagar, everybody has contri-  
buted his best to the Commission and  
we pay our tribute to all the Chair-  
men and members who have done  
really good work. Regarding the  
very trifling matter just now referred  
to by Shri Rajabhoj and by Shri  
Chettiar, I must say that whatever we  
say of Dr. Deshmukh, it is out of  
affectionate regard for him. We know  
that he has great capacity and we  
want him to confine his sphere exclu-  
sively to the university problems so  
that they may receive his fullest  
consideration and attention. Now, so  
far as this Report is concerned . . .

SHRI BHUPESH GUPTA: Does  
the hon. Member think that if he says  
something inconvenient for the ruling  
party, his thoughts will not be appli-  
ed to university matters?

\*Expunged as ordered by the Chair.

SHRI AKBAR ALI KHAN: No. It is always my friend who takes delight in creating difficulties. I am not going into the question whether it is right or wrong but what I say is, if he confines himself to the affairs of the Commission and devotes his attention to those problems, it would be for the good of the country.

SHRI BHUPESH GUPTA: Even the Prime Minister of the country plays cricket sometimes.

SHRI AKBAR ALI KHAN: Sir, a very good point is that they have extended their jurisdiction to the affiliated colleges also and that will spread the work of the University Grants Commission on a very large scale. It is true that if new universities are to be established, it is but right that it should be done through them and if certain institutions ought to get the benefit as universities, that also should come through them. I would here only refer to the University of Jamia Millia which has been established by the Father of the Nation during the Non-co-operation Movement days. I was one of its first students. I have seen the sacrifices that Dr. Zakir Husain and his colleagues have undergone. I strongly recommend to the hon. Minister and the University Grants Commission that the Jamia Millia be given due consideration and be included within the orbit of the Commission's benefit.

Now I would like to say something about the medium of instruction. We have had certain experiences about it. We established a Translation Bureau in 1914 and carried on the work till 1919. In 1919 we started the Osmania University which had Urdu as the medium of instruction till 1948. Sir, I entirely agree, notwithstanding Prof. Malkani and Shri

Nawab Singh Chauhan, that this academic matter should be dealt with on an academic level. Educational matters should not be mixed up with sentiments. Sir, I would submit that, notwithstanding 25 years' work put in in translating works in other languages into Urdu, we could not afford to depend entirely on the translated books. We had to read the subjects in other languages also, I mean particularly in English as regards science. Now I would like this House to concentrate on this question. If it is only one language being made the federal language—it should be so—then I have got nothing to say, and certainly our national sentiment demands that English should be replaced by that federal language, but with due caution, with due preparation, with due planning, with no hurry, it should not be hustled but, Sir, when we are facing the problem of fifteen languages, then it is a matter which should be very seriously thought. My own humble view is this; I am not an educationist, Sir, but I had something to do with several universities and I would say that universities and High Courts should function in one language and for the time being in English, and in course of time it should give room to the federal language. The plan of the whole education should be that after the stage of higher secondary course or matriculation course our students should go to definite vocations—most of them. It is this thing that has made the advanced countries what they are today. I refer to the United Kingdom where everyone does not go in for university education. University is really for research work and is a place for research workers. It is not merely meant for one to get a degree and thus qualify himself for some clerical job. This is the problem I would urge with your permission and through the Education Minister on the University Grants Commission that university education should be so planned taking into account these things. On the one hand there is indiscipline and restlessness among the students. On the other hand, the

teachers—although their salaries have been increased—are interested more in their emoluments and in their grades and they do not take interest in the students either according to the system as it is prevalent at Oxford and Cambridge and other places or according to the other old system of our own country when the teacher was considered *Guru* or *Murshid* and everyone used to listen to his teachings with devotion. We are neither here nor there. On the one side the unemployment situation, the restlessness situation and the indiscipline situation should be tackled; on the other side we should also see that the standard of education really improves so that brilliant students could enter the portals of a university and do research work there and produce results to the advantage of mankind for which the universities are really meant. One word if you please, Sir. I do not consider that universities should be treated as colleges. If you have dance or music in a university, it has no meaning. A university must have a universality. There, every thought, every philosophy, every science and literature, all cross-sections must meet, which should all go to build up something of universal application. This is the point on which we should all concentrate and I have no doubt that with the good efforts of the present Commission these really difficult problems will be given due consideration and we will have something of which we may be proud.

**SHRI MOHAN LAL SAKSENA** (Nominated): Mr. Deputy Chairman, Sir, it is indeed embarrassing to have to speak at the fag-end, but still I should avail of your indulgence and I would like to make some observations regarding some of the important questions raised in the Report.

At the very outset, Sir, I may point out that there are difficulties in the way of our discussion, not only because the time has been limited but

also because the Report deals with a period one year earlier. We do not know as to what action has been taken on the recommendations made in the Report. It would have been much better if the Commission had submitted an interim report for 1959-60 and the Minister had placed a statement on the Table of the House to inform us as to what action has been taken on the recommendations and suggestions made in this Report. For instance it has been suggested in the Report that there should not be universities confined to one field only, and yet I know, during this very year a university has been opened—a university for agriculture. I do not know whether it was done with the consent and approval of the University Grants Commission or without it or against it. So it would have helped us in making suggestions at this stage if the Minister had informed us as to what recommendations or suggestions made in the Report have been accepted or are being considered and, still more, what the Commission itself has done during the year because, in this very Report, it has made certain suggestions. For instance it has stated regarding the introduction of an Indian language as the medium of instruction in place of English that it was of the opinion that the change-over should be gradual and should be after careful preparation and that it had been suggested to the Commission that it should set up some committee itself. I would like to know what has been done during the one year, and what it means by gradualness. Will it be ten years or twenty years or twenty-five years? It should have been defined. Let me refer to Madras for instance. I have read the speeches of the Vice-Chancellor of the Madras University in the Council and also the speech of the Education Minister there. The Madras Education Minister had stated that the policy of the Madras Government was that they wanted Tamil to become the medium of instruction by the academic year 1963-64. On the other hand, the Vice-Chancellor of the Madras University, who happens to

[Shri Mohan Lal Saksena.]

be a member of this Commission, was opposed to that even. The Madras Education Minister had pointed out that it was in 1946 that the Madras University had decided that any college which wanted to make Tamil the medium of instruction could do so. But it has not been done so far and since 1946 fourteen years have gone by. I would like to know what preparations have been made or whether the Vice-Chancellor of the Madras University himself—a member of this Commission—has taken any steps in that direction or whether the University Grants Commission itself has given any assistance to the universities or to the colleges to have books in English translated or written in the regional languages. If they have not done anything, an impression is bound to be created that the Commission wants to dodge and to keep the evil day off somehow. I remember also of Mr. Chettiar reminded us today that in 1935 or 1936, when we talked of Indianisation of the armed forces and put a question as to how long it will take to Indianise the armed forces completely, it was replied to by one of the secretaries of the Government of the time—and he was a responsible man—and he said that it was not possible for anyone to think of its happening within living memory. He could not even think of it and still we are here and we find that our armed forces have been wholly Indianised. Who could have thought in 1945 or 1946 that the change-over would not take place during all these fourteen years in the Madras University? Where there is a will there is a way and I feel that the University Grants Commission has not shown any will towards this and, therefore, I have grave doubts whether it will be able to show any concrete results in the near future.

Now so far as the Report is concerned, I have carefully read it; while I agree with some of their observations and conclusions, yet I am not able to see my way to congratulate the Commission on its performance. It

has undoubtedly got a number of eminent educationists as its members, but with due deference to them I am afraid the working of the Commission has not been inspired by the approach of an educationist. At best it is an accountant's or a banker's approach. Sir, the banker has always his eye on his money, the politician on the next election and the statesman on the next generation, but the educationist is expected to keep in view even the generation after the next. I am afraid nothing in this report shows that the Commission has bestowed any thought to what would happen in the next generation.

If we follow this vague policy regarding the medium of instruction as it is being carried out today, I am afraid we will never be able to solve the problem. I know in U.P. and other States they do not know what is going to be their medium of instruction, whether it would be English or it would be Hindi or whether it would be the regional language of the State. We have to come to some decision. My submission is that during the last four years of their existence if the University Grants Commission had devoted their attention to this important question, they would have done their duty to this generation as well as to the next generation.

Next, Sir, I would like to refer to the question of the matching grant business. That is why I was saying that the Commission has a banker's approach who always keeps his eye on the money. What is this? You want the institution, the university or the State Government to find an amount of matching grant before giving any grant. On page 5 of the Report, the argument given is that unless the scheme is of a developmental character, the maintenance expenditure will have to be met by the State or university. Therefore, unless the State Government is able to find money for it, the Commission will not be able to give funds; they would not make any grant for any such scheme. I can suggest a number of

schemes which, if they had been allowed during this Plan period, could have become self-supporting; not only self-supporting, they would have become a source of welfare for the student community itself.

Sir, we have been laying a great deal of stress on manual labour and co-operation, but what have the universities done to create this spirit of co-operation among the students? We know that the students are not getting good milk. Would it not be proper for every university to have a co-operative dairy of its own, and I am sure that the dairy, thus started, will become self-supporting within three years of its start? Not only that, it would provide employment for the students. I know that if I were reading in the present times, I would not have been able to manage in the absence of some employment. So I submit that the University Grants Commission, instead of taking to the beaten track, should strike new ways.

One thing they could have started was hostels for self-supporting students whose inmates could read as well as earn. There are eight lakhs of university students in the country. They require so many things. Can't we have in these universities factories where they could produce things like tooth powder or hair oils for the students' use, or stationery? Even if we take the expenditure by students to be one thousand rupees per year, we can imagine how much it will come to; it will be a very big figure. Students could be made to produce their own paper. Even if the students could give one or two hours a day or one day per week to some social work, how much would it come to? Even at the rate of one rupee per day per student, it would come to rupees five or six crores. Can't we think of ways and means by which we can have these sources of income, for the benefit of educational institutions on the one hand and for providing employment to the students on the other? But as we see, we do not know how to canalise their energies,

leaving the students to face the prospect of unemployment for a long time to come.

(Time bell rings.)

Sir, I know that my time is up but I would like to say one or two words about the proportion of students to teachers. The Report says that the number of teachers is not sufficient to maintain personal contact with the students. But I do not agree with this view. Take the case of the Lucknow University. It has got about 400 teachers with 8,000 students. Is it too much if we expect 20 or 25 students to be looked after by one teacher? I suggest that at the time of enrolment of a student in the university, as you have got a column of local guardian, you must have a column for the teacher who would be the friend, philosopher and guide to the student, to whom the student will look for guidance. The teacher should be responsible for looking after the well-being of the student. Twenty or twenty-five students per teacher would come to one day per student. If this sort of scheme had been there, we would not have faced the ugly scenes that were enacted in Lucknow. Sir, when I went back to Lucknow after December session, the University was closed. The teachers were sitting at home. Nobody knew what to do. Though I have to say a lot on this question, since I have no time, presently—I will not say much. I will express my ideas on this question on some other occasion.

Sir, nobody bothered. More or less there were 8,000 students. There was a complete lockout. Nobody knew what was going to happen. The teachers as well as the students thought that the university would remain closed till July. I said, "What is this? Can't we face our own sons and our own students?" So I offered myself as a volunteer to go and see that nobody did any damage to life or property and asked the Vice-Chancellor to open the University. My request was not heeded and police force was brought into the University campus.

[Shri Mohan Lal Saksena.]

In spite of that, I continued and succeeded in my efforts. And as a result of support and co-operation I received in this from others, the police was withdrawn and the University opened before I came to Delhi for the February session and 6,000 and more students are appearing for their annual examination, otherwise nobody was bothering.

So, Sir, I was pointing out that even with the present proportion of the teacher to students which is not more than 1:25 it should be possible to maintain personal contact between the two and the present state of affairs could be considerably improved. This is a subject which requires not one or two days' discussion, but requires our special attention. It concerns not only the present generation but the next generation as well. Therefore, we have to devote time to this problem. I wish the Education Minister could find more time for discussing the next report and not one or two days when we could hammer out our ideas about tackling the problem of student indiscipline, teachers' conduct etc.

One word, before I sit down, about the university autonomy. It is said that the universities are autonomous. When I approached the Governor with regard to the Lucknow University, he said that he had not much say in the matter as he was *ex-officio* Chancellor and had to be guided by the advice of the Minister. The Executive Council comprises ten or eleven deans of different faculties and four members nominated by the Governor, actually nominated on the advice of the Minister concerned. So, where is the autonomy in the universities? Therefore, I submit that the Governors should not be *ex-officio* Chancellor.

Even in regard to nominations, instead of confining the choice to educationists, often Ministers, their wives or their henchmen are nominated irrespective of their being interested in

university education and thereby group and power politics are introduced in the universities. Sir, I have always maintained that unless these group rivalries and party politics are banished from them, universities will go to ruin and that will be a very sad day not only for this generation but for the coming generations as well.

DR. K. L. SHRIMALI: Mr. Deputy Chairman, Sir, first of all I should like to thank all the hon. Members who have participated in this debate. I am very grateful to you, Sir, that the general approach to the university problems in this House has been that of a non-partisan. It is a good augury for the country that as far as the universities are concerned, we can view their problems in a detached spirit and in a non-partisan manner. I am, therefore, particularly grateful to all the Members of various political groups who have participated in this debate and made various suggestions.

Before I deal with the various points that have been raised during the course of the debate, I would like to pay my tribute to the Chairman of the University Grants Commission and the Members of the Commission who have rendered distinguished services. The problems of the universities today are difficult. They are passing through the teething period and various kinds of problems and difficulties have to be faced.

SHRI BHUPESH GUPTA: Why should it be teething period at this old age?

DR. K. L. SHRIMALI: The universities are old but the times in which we are living are new and they have to adjust themselves to the changes that are taking place. The old teeth are falling down and new teeth are coming up. Therefore, I said that in a way this is a teething period for the universities. I was paying my tribute to the Chairman of the Commission and the Members of the Commission and if



I may say so, it is largely due to the devotion and sincerity and ability of Dr. Deshmukh that the U. G. C. has succeeded to a large extent. I am sorry that certain references were made by my friend Mr. Rajabhoj . . .

श्री पा० ना० राजभोज : मैंने उनके खिलाफ नहीं बोला। जो सच बात है उसको जानना चाहता हूँ। मंत्री महोदय कृपा करके उनके बारे में हमको जानकारी दें।

DR. K. L. SHRIMALI: . . . to which I think I am going to reply, and I think those remarks were uncalled for. It is true that Dr. Deshmukh is now drawing a salary of Rs. 3,000 and also pension. When he was appointed, he was drawing a nominal salary of Re. 1]-and..... (Interruptions.) I am trying to explain and the hon. Members will kindly have patience. Every year the Ministry used to write to him asking him whether he would continue to have the same arrangements or draw his full salary. It was quite open to the Chairman to draw his full salary at any time. There is nothing wrong in it. It was a sacrifice on his part when he did not draw the full salary. We must appreciate it and even after drawing the full salary, he continues to work with devotion and sincerity and he deserves our praise on that account. Therefore, I think it is hardly fair to him to say that by changing this arrangement the value of his services have, in any way, been diminished. There may be some differences of opinion on certain matters but there is no gainsaying that the Chairman of the Commission has shown great ability in dealing with the University problems and I think it was the good fortune of the Government that we got him as the first Chairman of the U. G. C. He has raised its stature and he has been able to deal with difficult problems . . .

SHRI AKBAR ALI KHAN: The first Chairman was Dr. Bhatnagar.

DR. K. L. SHRIMALI: The first Chairman of the U. G. C. after it became a statutory body was Dr. Deshmukh. There is nothing which prevents him from expressing his views on any subject or on political matters. He is quite free. He is not a Government servant. Mr. Chettiar asked whether he could express his views on political matters and whether he was not governed by the Government Servants' Conduct Rules. I would like to say that he is not a Government servant in the ordinary sense. He is drawing salary from the U. G. C. and my own view in this matter is that it would not be proper for the Government to lay down any rules in this matter. We should leave it to the discretion of the Chairman and I have no doubt that the Chairman who holds this high office will act with discretion and I would be the last person to frame any set of rules for the conduct of the Chairman. It is also my desire that as far as possible the University Vice-Chancellors and the Chairman of the U. G. C. should not enter into the daily controversies about political matters . . .

SHRI BHUPESH GUPTA: Are these remarks warranted in this particular case? It is a serious observation. You are telling him with kindness.

श्री पा० ना० राजभोज : कर्पण के बारे में वे जो बातें करते हैं उसके बारे में आ. की क्या राय है?

DR. K. L. SHRIMALI: As I said personally I would like the Universities to keep out of the day-to-day controversies and from that point of view the Vice-Chancellors and the Chairman of the U. G. C. should keep out of day-to-day controversies. That I think would be a healthy practice. The universities do not serve any particular section of the society. They do not serve any particular political party. They serve the society as a whole. Certainly the Vice-Chancellors and the Chairman of the U. G. C. should express their opinions on broad

[Dr. K. L. Shrimali.]  
public questions. But I think it would be unfortunate if they took a partisan spirit. As I said, I am not speaking on this particular matter or the particular statement which the Chairman of the U. G. C. has made. I am only enunciating a general principle with regard to the functions of people who have to deal with universities.

SHRI BHUPESH GUPTA: The statement he made has nothing to do with it.

DR. K. L. SHRIMALI: That is a matter of controversy. I am only making a general statement that it would be a healthy practice if the universities do keep out of the day-to-day controversies because the universities are expected to serve the whole society, not any section of the society, not any part of the society. Therefore, they cannot take a partisan view. As soon as the universities begin to take a partisan view or they begin to serve any particular political party, they cease to discharge their special responsibilities for which they are set up. The universities are there to seek truth and to seek knowledge and as soon as they become instruments of one political party, in my opinion the universities cease to discharge their special responsibilities and, therefore, the universities should be kept out of the day-to-day controversies. The Vice-Chancellors and the University men should express their opinions on broad public questions. There is nothing to prevent them. As I said, I would be the last person to frame any set of rules for the conduct of the Chairman of the U.G.C. or even of the Vice-Chancellors.

SHRI BHUPESH GUPTA: You cannot frame rules. Only the Parliament can do.

SHRI AKBAR ALI KHAN: What about the regular statement? You are evading the issue.

SHRI SANTOSH KUMAR BASU: The statement need not be discussed here.

SHRI AKBAR ALI KHAN: What is the reaction of the Government?

DR. K. L. SHRIMALI: I think I have done with this matter. I have personally great respect for the Chairman of the U. G. C. and in my opinion it is our good fortune that we had him as our first Chairman.

SHRI BHUPESH GUPTA: Do not try to drive him out.

SHRI DAHYABHAI V. PATEL: I think the hon. Minister is unnecessarily exercised over the remarks of Shri Rajabhoj, which have no value.

DR. K. L. SHRIMALI: His remarks were very objectionable I am amazed that he made those remarks.

श्री डॉ० ना० राजभोज : मैंने करप्शन बारे में भाषण दिया था ।

DR. RAGHUBIR SINH: Have not those remarks been expunged?

MR. DEPUTY CHAIRMAN: Those remarks have been expunged.

SHRI BHUPESH GUPTA: Then you expunge all that he has said. Therefore, I submit that all that he said about the Chairman of the U.G.C. be expunged.

MR. DEPUTY CHAIRMAN: It has nothing to do . . .

SHRI BHUPESH GUPTA: It has to do . . .

MR. DEPUTY CHAIRMAN: It is for me to decide.

SHRI BHUPESH GUPTA: Yes. Then I make a submission that the remarks made with regard to the Chairman of the U. G. C. be expunged from the proceedings.

MR. DEPUTY CHAIRMAN: All right. He has not made any remarks. It has nothing to do with it.

SHRI BHUPESH GUPTA: It has really . . .

DR. K. L. SHRIMALI: Another problem which has naturally exercised the minds of hon. Members is with regard to student indiscipline. Now in this matter also, if I have understood my friend Mr. Gupta rightly, I think it was his opinion, as also the opinion of other Members in this House, that wherever we find that there is misbehaviour of students, tearing of examination papers or defiance of the authority of the Vice-Chancellor and the teachers, beating the invigilators, seeking free entry to the cinema halls and cultural shows, hunger strikes and demonstrations . . .

SHRI BHUPESH GUPTA: I did not say all, but I said some of them.

DR. K. L. SHRIMALI: Well, some of them. These we should condemn in unequivocal terms. In this matter if all sections of society and all political groups unanimously and unequivocally condemn these kinds of things which bring discredit to our student community and to our country, I am sure that these things will not recur again. Only if we know what to condemn, shall we be able to deal with these things and do more positive things. Very often we are afraid of telling the truth and sometimes we wish to take certain advantage out of a situation.

AN HON. MEMBER: Political advantage.

DR. K. L. SHRIMALI: Whether it is political or otherwise, I think in this matter I wish all the political parties would make a general approach to this problem and wherever these things happen, condemn these activities in unequivocal terms. If that is done I may assure you that these things will not recur. Some of the findings have shown that behind all these

activities and agitations there is some kind of assistance and encouragement being given to the students from political groups. If we all agree that by all these activities we are ruining our universities then the problem will be solved in no time. It will not take too long if all of us unanimously agree that these are the things which will not be tolerated among our students. It is a disgrace that in the universities the students should tear off the examination papers, that the students should abuse their Vice-Chancellors, and their teachers, that the students should beat their invigilators. All these things are highly undesirable. I know that by and large the general student community is healthy in this country, and I have no doubt that the students will play their due role in the national reconstruction and in the building up of our country. Such sporadic events, wherever they occur, should be discouraged and condemned by all sections of society. If in this matter there is general agreement, I am sure the problem will by no means be difficult or insoluble.

SHRI AKBAR ALI KHAN: I am sure Mr. Bhupesh Gupta will also agree to this.

MR. DEPUTY CHAIRMAN: Order, order.

SHRI BHUPESH GUPTA: Sometimes those in the B. P. C. C. fight in Calcutta in their meetings; that is the difficulty.

SHRI AKBAR ALI KHAN: He should give his support to this.

DR. K. L. SHRIMALI: We have to look at the problem in its proper perspective. It is no use saying that the younger generation is delinquent and the older generation is law-abiding. There is delinquency among the older generation also. Cynicism, emptiness, rejection of social responsibility, deterioration of moral standards—these are some of the things which are there in the older generation also.

SHRI BHUPESH GUPTA: Futile moralising by the old.

DR. K. L. SHRIMALI: I think my hon. friend also belongs to the older generation. He cannot be among the younger generation.

SHRI SANTOSH KUMAR BASU: He is on the border line.

DR. K. L. SHRIMALI: Therefore, these things are happening. Naturally they affect the younger generation also. So when we indict the conduct of the younger generation, we must also remember that at present we are also partly responsible for many of the things that are happening.

Several hon. Members drew attention to the low standard of our teachers, the moral and academic standards of our teachers. Naturally, education is not merely a matter of precept. It is a matter of example also.

SHRI AKBAR ALI KHAN: Quite right.

DR. K. L. SHRIMALI: The students day in and day out see their Vice-Chancellors who sometimes do not behave properly, Vice-Chancellors who are expected to maintain high academic standards and integrity. They see them stoop low in dealing with human situations. They look up to their teachers who should be their guardians in academic matters and who should also have academic conscience. If the students day in and day out look up to them and they do not get guidance from their elders and from their teachers, then naturally they feel frustrated and much of the frustration is on account of this reason. Therefore, in this matter we have to make an all-out effort to create consciousness among the younger generation and among the teachers that if the universities go down, then we go down as a country. The universities are the flame of our civilisation and if that flame is extinguished or if that light becomes dim, then all our plans, all our industrial developments will not

lead us anywhere. We must give the highest importance to maintaining proper standards not only in academic matters, but in the moral sphere also. And it should be our continuous endeavour from all sides to ensure that high standards are maintained by the teachers and the Vice-Chancellors and the best of the people should go to the universities to give guidance to our younger generation. It is only when we make efforts on all sides that this problem can be solved.

The second point on which there was a great deal of controversy was with regard to the medium of instruction. As far as the medium of instruction is concerned, it has been the policy of the Government, which I would only like to reiterate, that the regional languages should be the media of instruction. There can be no two opinions about this matter.

There will be general agreement that English cannot continue to be the medium of instruction for an indefinite period. A time must come when the regional languages must take their place in the Universities and must become the media of instruction. From the psychological point of view, from the sociological point of view and from the point of view of the growth of our democracy, it is essential that our regional languages should take their due place, and I have no doubt in my mind that in course of time they will take their due place. It is not possible for any people to express themselves in any other language more adequately than in one's own language.

DR. W. S. BARLINGAY (Bombay): What does the Law Commission say about this?

DR. K. L. SHRIMALI: I am not concerned with the Law Commission. I am concerned with the University Grants Commission.

MR. DEPUTY CHAIRMAN: We are discussing the Report of the University Grants Commission.

DR. W. S. BARLINGAY: We are talking about the medium of instruction. That is why I am raising this question.

DR. K. L. SHRIMALI: I was rather surprised when Mr. Bose said that there was linguism in the Universities. He added that if we adopted the regional languages, we would develop a parochial spirit which is in contrast with the universal spirit of the universities. My friend, Prof. Wadia, also said that the Commission had made a disastrous statement and he went on to say that multi-linguism was leading us to the condition of the 18th Century. I am afraid the idea that a foreign language should continue to be the medium of instruction for an indefinite period is more associated with 18th Century than that one's own language should be the medium of instruction in the higher studies.

DR. W. S. BARLINGAY: Why can't it be Hindi?

DR. K. L. SHRIMALI: So far as this matter is concerned, this is being looked into by the universities themselves. Eight universities in our country have already switched over to Hindi or the regional language or are going to have instructions through the medium of the mother tongue or Hindi. Fourteen Universities have proposed to switch over to the regional languages. They are taking the necessary steps. Mr. Bose said that when this was done, it would create difficulty with regard to the exchange of students and professors. What happens, Sir, when somebody from China goes to an English university or to an American university? What happens when a Chinese professor goes to lecture in some other university? They pick up the language. In our country, we have already made arrangements for our boys and girls to learn at least three languages in their secondary schools, their mother tongue, the regional language and English. Every student who comes out of the university will have adequate knowledge of English. In fact,

as the regional languages take their place, it must be our endeavour to improve the standard of English. We do not want in this country to lower down the standard of English in any way. In fact, we should lay great emphasis on the importance of teaching English. From every point of view, English is essential. Knowledge of English opens the door to the rest of the world, the word of science and technology. Therefore, while we switch over to the regional languages, as quickly as possible—we must at the same time ensure that the standard of English does not go down. For the study of science and technology, for a long time to come, a good knowledge of English is essential and we should not do anything to lower the standards. That is the point which the University Grants Commission has been stressing and that is the point which the Government has been stressing continuously. As far as our policy is concerned, it is clear and definite, that regional languages should be the media of instruction but the question is that in this period of translation we should not do anything to lower the standard of English, so that we do not cut ourselves off from the main currents of science and technology and thus make our students suffer on that account.

DR. RAGHUBIR SINH: May I request the hon. Minister to enlighten us as to what he has been doing to increase the standard of knowledge in the regional languages? He has already admitted that Hindi has already been enforced or is being enforced as the medium of instruction.

DR. K. L. SHRIMALI: I am coming to that. The University Grants Commission has already appointed a working group, and in collaboration with the State Governments and the universities, the Ministry of Education has already worked out a scheme for translation of text-books generally prescribed in Indian universities on scientific and technical subjects. A list of two hundred books has been drawn up and we are hoping to get these books ready as quickly as possi-

[Dr. K. L. Shrimali.]  
ble. It is proposed that the entire expenditure on these translations may be met by the Central Government. Along with these translations, we are also attempting to get some original books prepared by eminent scientists and authors in the various fields. Some State Governments are also making some efforts, and I am hoping that in course of time they will be able to produce an adequate number of standard text-books in different places.

DR. RAGHUBIR SINH: I would like to have an assurance about 'humanities'.

MR. DEPUTY CHAIRMAN: Let him reply.

DR. K. L. SHRIMALI: So far as the University Grants Commission is concerned, it is the desire of every Member of the House that it must be strengthened. If there is any difficulty in the way, it must be resolved. It is also the desire of the hon. Members that the State Government should consult the University Grants Commission before setting up new universities. I think there was one hon. Member who said that this recommendation was made by the University Grants Commission out of vanity. I am afraid that he has not understood the whole purpose. If the University Grants Commission is to co-ordinate and determine the standards, if it has to take some responsibility for the development, it is absolutely essential that the State Governments should consult the Commission before setting up universities. There can be no two opinions about this matter. Not only the State Governments, but I think the Ministries also should consult the University Grants Commission before giving grants. I have already taken up the matter with the Ministries and I hope we will be able to come to some kind of arrangement by which the other Ministries—the Ministry of Health, the Ministry of Scientific Research and Culture and the Ministry of Food and Agriculture,

these are the three Ministries which have been giving some grants to the universities—even though they give grants direct to the universities, may consult the University Grants Commission.

There was an interesting point raised by Mr. Jethalal Joshi, and I think Mr. Sapru also made reference to it. They said that the universities should not only impart instruction but that they should take some responsibility for giving guidance and also for finding employment for the graduates who are coming out of the universities. In this matter though I agree that the universities will have to be linked up with the general economic development of the country, we must also remember that the universities are not vocational institutes in the narrow sense of the term. If the function of the universities is only to prepare men and women for vocations, then it would be a very narrow function of the universities. The function of the universities is to broaden the outlook, develop among the young people a spirit of enquiry and research and to develop among the youth respect for truth and knowledge. It is true that when they come out of the universities, the students must be able to stand on their own legs and must be self-reliant citizens, but I do not think it is the intention of any hon. Member that the universities should be reduced to the status of vocational institutes.

In this connection I should 5 P.M. like to say that the University Grants Commission and the Ministry of Education are already in consultation with the Ministry of Industry and Commerce to find out if we could set up some kind of industrial estates in each university so that the students might earn while they are learning. In our country the greatest problem is that a large majority of students who should go to the university are not able to go there on account of economic circumstances and we must ensure that the economic barriers do not stand in the way of the students in any manner. May I take a few minutes more, Sir?

MR. DEPUTY CHAIRMAN: Yes.

DR. K. L. SHRIMALI: This scheme is under discussion with the Ministry of Commerce and Industry and we are trying to find out if they could set up some kind of industrial estates where the students could do some work by spending a few hours and earn something so that they could maintain themselves in the universities.

References were also made with regard to restriction of students. I think it was my friend, Mr. Bhupesh Gupta, who suggested—he is going away now—that no restriction should be placed on the development and growth of universities. If we had resources, we would certainly like to set up as many universities as possible but there is no point in setting up and multiplying third-rate universities. I would like that everyone of our universities should maintain the highest standards, so that they may compare favourably with the best universities of the world and for this we require money. My friend, Mr. Mohan Lal Saxena, said that the University Grants Commission is making a banker's approach. Well, Sir, a banker's approach is necessary unfortunately for higher education. Higher education cannot be built up without adequate finances. For building up our laboratories, for building up our libraries, for building up research institutions and research departments, we need money.

SHRI MOHAN LAL SAKSENA: May I on a point of personal explanation say that I did not say that? What I said was this. When they insist on matching grants, they have got the money here and they do not invest it because the institution or the university cannot find the corresponding amount. So my suggestion was that they should start doing something which would help the institution or the university and not keep the money idle on their hands.

DR. K. L. SHRIMALI: I think he said that the whole approach of the University Grants Commission was not that of an educationist but that of a banker and I say that a banker's approach is necessary because educational development is largely dependent on economic development. If we do not have resources, how can we develop the universities? Therefore, adequate resources must be available to the universities in order that they might be able to develop their Departments. With regard to matching grants, I had already said in my introductory remarks while moving the motion—if the hon. Member had been present, he would have noted it—that the University Grants Commission was seriously considering the abolition of this system of matching grants. They are considering whether for certain projects which are being developed they should not give cent. per cent. grants. In my opinion if the State Governments also play their role, the system of matching grants is a very healthy one. The resources of the Central Government are limited and if both—the Central Government and the State Governments—could come together for the development of the universities, then we would be able to have more resources. But if we throw the whole burden on the Central Government, and the State Governments wash their hands off the development work that is being done in the universities, I am afraid it will not be desirable. This matter, as I have said already, is being examined by the University Grants Commission.

As far as multiplying of the universities is concerned, I am definitely of the opinion that it is no use multiplying third rate universities. At present all our resources must be made available for building up the existing universities and for building up the various departments and research sections in the universities so that our universities may not be inferior to any of the universities in the world.

[Dr. K. L. Shrimali.]

Keeping this in view, I think restriction of numbers becomes inevitable and some kind of selection will have to be made of students who are seeking entrance to the universities. At present in the departments of Science and Technology, selection is already being made and I think in the near future we will have to ensure that only those students proceed to universities either to the Arts Faculties or Science Faculties or to the technological departments, who can derive benefit from higher education. At present the difficulty is that a large number of students go to the universities and just stay there as it is in a waiting room, as has been pointed out by the Commission, without any purpose, or any mission. That is not a very happy state of affairs. We are trying to tackle this problem on two fronts. One is by improving our secondary education. We are making efforts and though we have not succeeded much in that direction, we are making continuous efforts to make secondary education more independent so that the students who go out of secondary schools do not all proceed to the Universities but enter into various trades and vocations. For that there should be adequate preparations in the secondary stage, so that they do not have the urge to go to the Universities without any purpose or ambition and without being fit for university education. One or two members said that after all this is democracy and the gates of the Universities must be left open. I do not believe in this. Higher education is meant for those people who can derive benefit from it. In no country in the world is university education universal. It is not like elementary education. University education by its very nature has got to be restricted. Therefore, in course of time we will have to put restrictions on the students who proceed to the Universities. I would, however, like that every boy or girl who has the ability to proceed to the University should be able to do so whether

he has financial resources or not, and we are trying to find out if in the Third Five Year Plan we could have adequate number of scholarships for such students. Economic barriers should not stand in their way in any respect.

SHRI P. N. SAPRU: What is the objection to our having varying standards in our universities? Let us have a minimum standard and then some universities will have better standards while others will just have the minimum standards. And the entrance can be by competitive examinations.

DR. K. L. SHRIMALI: I think all our universities should have high standards. I do not want that any university in our country should have low standards.

DR. W. S. BARLINGAY: University education should be restricted but there should be no restriction. There is a distinction between the two.

SHRIMATI YASHODA REDDY: I think when the hon. Minister said 'universal', if I understood him correctly, he did not mean that every student should be a university student. He perhaps meant that all the subjects should not be taught in the universities—there are a variety of subjects—arts, science, culture, etc.—and not that everybody should be a university student.

DR. K. L. SHRIMALI: I think the impression which I got from the speech, which Mr. Bhupesh Gupta made and by some other Members here, was that we should not close our doors to the large number of students who are not able to get admission today.

SHRI AKBAR ALI KHAN: Unless you provide some other avenue.



DR. K. L. SHRIMALI: This is a point about which we must come to a firm decision. We discussed it at the last Education Ministers' Conference. Unfortunately, the Education Ministers did not agree and we are going to take up that matter again at the next Education Ministers' Conference. Unless we come to a firm decision in this matter, the standards cannot be improved. You go on pouring money into the universities and you go on sending students to the universities and overcrowding them. There are no seats for them. There are no laboratories for them. You just go on admitting students. This does not lead us anywhere. Therefore, in this matter I think the University Grants Commission, the State Governments and the Central Government will have to come to some agreement in the near future. They have already come to an agreement as far as technical education is concerned. No third class boy today can get entrance in any technical institution. The same thing should happen to other faculties also. I have no doubt about it in my mind.

I do not like to detain the House any longer. There was some reference made to the Aligarh University. I would like to say that the Committee is meeting tomorrow and I hope that they would start their work soon.

SHRI DAHYABHAI V. PATEL: Are they going to take a vacation?

DR. K. L. SHRIMALI: The hon. Member knows that the Committee resigned but the Committee has reconsidered the matter. The Vice-Chancellor wrote to them and they are meeting tomorrow. I hope it will be possible for them to start the work soon. I do not think I have to say anything more on this matter.

SHRI DAHYABHAI V. PATEL: Delhi is too hot for them. They may

go to Gulmarg. The University has a place in Gulmarg even.

MR. DEPUTY CHAIRMAN: Order, order.

SHRI AKBAR ALI KHAN: Mr. Patel will meet the expenses. What about *Jamia*?

DR. K. L. SHRIMALI: With regard to *Jamia*, we are all anxious that *Jamia* should become one of our important national institutions. It has a past history of which we are all proud. The University Grants Commission has so far not agreed to give it a statutory status. The University Grants Commission sent a Committee. Then, again we sent a reference to them. But unfortunately they have not yet agreed. We are now trying to see what we can do to give it all the facilities, so that it might continue to grow and develop.

I do not like to detain the House any longer. I think we had a very useful and instructive debate. I have not been able to cover all the points. Mr. Govinda Reddy, for example, made a very interesting point with regard to the setting up of a committee or commission. Now, Sir, at present our anxiety is this. We are in the process of implementing many of the recommendations of the Committees and Commissions. We have not yet fully implemented the recommendations of the University Education Commission, which was set up immediately after independence. Therefore, I am rather averse to appointing any new commission. Frequent changes in our educational system also tend to lower the standards and bring about some kind of disruption. Instead of setting up new committees and commissions, we should stabilise our educational system. It should certainly be dynamic. It should continue to cater to the growing needs of the society. But at the same time we should ensure that frequent changes do not take place.

[Dr. K. L. Shrimali.]

I do not feel pessimistic about our universities. It is true that they are having difficult times at the present moment. But let us not forget that today the universities are supplying a large number of scientists, engineers, administrators, businessmen and leadership in all walks of life. When you run down the universities, you forget this positive aspect of it. It is true that the universities are passing through a critical time—a difficult time. But when we criticise them, let us not forget that the universities are also playing a positive role in the social reconstruction. Now, many of our engineers today are finest men who come out of the universities. Many of the products of our universities are sharing the burden of the administration of this great country with great ability and integrity. I know that there are weaknesses. But to run down our educational system day in and day out does not do any good. There is a tendency in our country to criticise the educational system even on the convocation days. These are the days when we should be able to inspire our students. We should be able to place more positive things before them. Instead of that we condemn the educational system. Now, what respect can the students have, the younger generation have for those people who run down the universities in that manner? Therefore, I think the time has come when we should also look at the positive aspect, all the contributions which the universities are making. I have no doubt in my mind that if we look at things in the proper perspective, we will find that our universities are doing very well. There are weaknesses. There are faults. We are all aware of them. The University Grants Commission is making continuous efforts to improve them. Educational reconstruction takes generations. The results are not tangible within one, two or three years. It will take several years. If we improve the salaries of teachers today, as the University Grants Commission is doing, better people will

come into the universities. Now, they cannot produce results today. The effects will be visible within the course of years, within the course of generations. Therefore, let us not be impatient. Let us not be too critical and pessimistic about our university education. Let us have faith and hope in our great institutions. I have no doubt that with the assistance which the University Grants Commission is giving, with the leadership which the University Grants Commission is providing, the universities will be able to play their due role in the great task of national reconstruction. Thank you.

MR. DEPUTY CHAIRMAN: There are two amendments.

DR. K. L. SHRIMALI: In view of what I have said, I shall appreciate if Mr. Chettiar does not press his amendment. Dr. Bose is not here, but I would request him also not to press his amendment.

SHRI MOHAN LAL SAKSENA: I would like to put one question. Regarding the cost of administration of the University Grants Commission, it was only Rs. 3,51,000 in 1957, but for the current year, it is Rs. 6,84,000. Does the Minister think that the University Grants Commission is going to cost us double the sum? They have said nothing about it in the Report.

DR. K. L. SHRIMALI: It is quite possible that in the initial stages naturally the Commission did not have a big staff. The staff has increased in the course of three or four years and, therefore, it is to be expected. I do not have figures with me just now. But it is natural that the expenditure should increase.

SHRI MOHAN LAL SAKSENA: I should like to have a statement . . .

MR. DEPUTY CHAIRMAN: Order, order. You should have raised it much earlier. I am putting Dr. Bose's amendment. He is not here.

The question is:

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'."

*The motion was negatived.*

SHRI T. S. AVINASHILINGAM  
CHETTIAR: Sir, I beg leave to withdraw my amendment.

\*Amendment No. 2 was, by leave, withdrawn

MR. DEPUTY CHAIRMAN: The discussion is over. The House stands adjourned till 11 A.M. tomorrow.

The House then adjourned at eighteen minutes past five of the clock till eleven of the clock on Tuesday, the 19th April 1960.

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\*For text of amendment, see col. 876 of debate dated 14th April, 1960.