

MR. CHAIRMAN: I have a few announcements to make.

NOMINATIONS TO THE COMMITTEE OF PRIVILEGES

MR. CHAIRMAN: Under sub-rule (1) of rule 168 of the Rules of Procedure and Conduct of Business in the Rajya Sabha, I hereby nominate a Committee of Privileges consisting of the following Members, namely:—

1. Shri S. V. Krishnamoorthy Rao
2. Shri Govind Ballabh Pant
3. Dr. A. Ramaswamy Mudaliar
4. Rajkumari Amrit Kaur
5. Shri P. N. Saprú
6. Diwan Chaman Lall
7. Shri Bhupesh Gupta
8. Shri Ganga Sharan Sinha
9. Shri Santosh Kumar Basu
10. Shri Jaswant Singh

Under sub-rule (1) of rule 169 of the said Rules I appoint Shri S. V. Krishnamoorthy Rao to be the Chairman of the said Privileges Committee.

NOMINATIONS TO THE HOUSE COMMITTEE

MR. CHAIRMAN: Under rule 8 of the Rules regulating the composition and duties of the House Committee of the Rajya Sabha, I hereby re-nominate the following Members to fill the two casual vacancies in the said Committee caused by the retirement of those Members from the membership of the Rajya Sabha on 2nd April 1958:—

1. Shri Nawab Singh Chauhan
2. Shri J. N. Kaushal

RESIGNATION OF SHRI MAHENDRAMOHAN CHAUDHURY

MR. CHAIRMAN: I have to inform Members that Shri Mahendramohan Chaudhury, a Member representing the State of Assam, has resigned his seat in the Rajya Sabha with effect from the 9th April, 1958.

REPORT OF THE UNIVERSITY GRANTS COMMISSION

THE MINISTER OF EDUCATION (DR. K. L. SHRIMALI) : Sir, I beg to move the following motion:

"That the Report of the University Grants Commission (December 1953 to March 1957) laid on the Table of the Rajya Sabha on the 10th March, 1958 be taken into consideration."

Before this House considers the motion, with your permission, I should like to make a few preliminary remarks. The University Grants Commission, as a statutory body, came into existence in November, 1956. I hope the House will feel satisfied with its record of service during the first year of its existence. The happiest feature about the functioning of this Commission is that all the three agencies which are interested in the education and welfare of the youth, the Government, the University Grants Commission and the Universities, have worked in a spirit of perfect harmony. It will be remembered that while the University Grants Commission Bill was being considered doubts were expressed that there might be interference on the part of the Government in the working of the University Grants Commission. And similarly, it was also felt that the constitution of the University Grants Commission would endanger the freedom, independence and autonomy of the Universities. I am glad to report to the House that none of the parties have any grievance or complaint and all have worked together for the improvement of our universities so that they might become real centres of teaching and research and at the same time play their due role in the social and economic reconstruction of the country.

The Government is as jealous to guard the autonomy and independence of the universities as the universities themselves, since the principles of autonomy and independence are in

[Dr. K. L. Shrimali.] ' harmony with the ideals of liberty and progress for which this country stands. The moral and material welfare of the State ultimately depends on the advancement of learning and knowledge which can take place only when the universities enjoy a full measure of freedom. In a democratic and welfare State like ours there should be no occasion for clash between the interests of the State and those of the universities, provided both are fully aware of the needs of society. The universities have, therefore, nothing to fear as far as Government is concerned. The danger to the internal life of the universities comes less from direct State interference than from the university people themselves who fail to maintain high standards of integrity consistent with their profession. The academic atmosphere of the universities is unfortunately being vitiated by teachers who try to bring pressure on academic bodies to promote their own interests or to exploit students for their own selfish ends. The University Grants Commission or the Government cannot remain completely indifferent when the intellectual and moral values for which the universities stand are being undermined by the university people themselves. Freedom in the universities has no meaning if it is misused for defeating the very ideals for which the universities have been set up.

The most difficult problem which the Government has to face is with regard to the increase in the number of students in the colleges and universities. In 1947-48 the student population in the colleges and universities was nearly 2,65,000. The number rose to 4,60,000 in 1951-52, and it is estimated that the number today is about 7,50,000. This phenomenal rise in numbers has created many problems because the universities have not been able to extend their physical facilities or to increase the number of teachers in proportion to the rise in the number of students. The colleges and universities today are

overcrowded and there is hardly any contact between the teachers and students. This situation has been mainly responsible for the deterioration of academic and moral standards among the students. The University Grants Commission has tried to tackle this problem to some extent by giving a high priority to the construction of buildings and improvement of physical facilities. The universities must have well-equipped libraries and laboratories in order that they may be able to create a proper atmosphere for teaching and research. If the Plan progresses satisfactorily, the increasing number of students need not, in any way, frighten us.

The number of graduates in Arts, Science and Commerce rose from 38,000 to 63,000 from the year 1950-51 to 1955-56. This is by no means a large number considering our population which is now over 382 million and which is engaged in economic and social reconstruction on a vast scale. If we are able to introduce free and compulsory education for the age group 6—11 in the third Five Year Plan period, it is expected that 70 per cent of the increase in graduates will be absorbed in the middle schools themselves. If education for the age group 11—14 is also made compulsory during the fourth Five Year Plan period, the output of graduates will be hardly sufficient to cope with the resultant expansion. Then there are other development programmes in which graduates will be required. If we cannot, however, expand primary education according to Plan, the problem of finding employment for the graduates will certainly become acute. The expansion in university education, therefore, will have to be co-ordinated to some extent with the development of the Plan as a whole. Even though the policy of the Government is to aim at consolidation rather than expansion at the university stage, some expansion is inevitable. The modern scientific and technological era in which we are entering will require a much higher proportion of university

trained people in order that we might be able to make the maximum use of manpower. It is, therefore, not likely that the pressure in universities will decrease for many years to come. In fact with the expansion of elementary and secondary education and with the growing needs of our developing society, there will be greater and greater demand on the universities and the pressure is likely to be intensified.

The University Grants Commission will, therefore, be faced with the double task of improving the standards of education and also of providing better education and facilities for an increased number of students. In the schemes of the University Grants Commission the question of improvement of the salaries of teachers has been given a high priority, because no improvement in the standards of education is possible without a better quality of teachers. During the last ten years there has been such a great demand for people with high academic qualifications in all fields of life, administration, business and industry, that the universities are continuously being depleted of able and talented persons. In order that the universities may be able to retain the services of good professors and that too for a sufficiently long period, it is necessary that they must be given attractive salaries. The greatness of a university is not known by the fine buildings and lavish equipment but by the spirit and quality of teachers who work inside the university. The steps that the University Grants Commission has taken for the increment of salaries of university teachers will, therefore, be generally welcomed. The Commission is giving liberal assistance by meeting 80 per cent, of the increased cost and expects the States or the universities to meet the rest. I am glad to say that 14 State universities have already implemented the scheme with financial assistance from the Centre. The Commission has recently also decided to give relief to the teachers of affiliated colleges

and has agreed to bear the additional expenditure on this account on a matching basis. I hope that the steps which the Commission has taken in this direction will make their impact on the standards of education in course of time.

SHRI H. N. KUNZRU (Uttar Pradesh) : Does the Commission hope to give assistance to the affiliated colleges without «oy extra assistance from the Central Government?

DR. K. L. SHRIMALI: I am coming to the funds which we propose to place at the disposal of the Commission, and so far whatever funds have been asked for by the Commission have been placed at their disposal.

SHRI H. N. KUNZRU: It is not so.

DR. K. L. SHRIMALI: I am coming to that question. The University Grants Commission has also been aware of the social and cultural needs of the students. The university is concerned in not merely giving instruction to students and inculcating discipline in them but also in giving them broad education so that they may be able to discharge their responsibilities as citizens. Much of the liberalising and civilising power of education is exercised imperceptibly by the values which are embodied in the community life of the university and cannot be given through lectures, laboratories and even tutorial classes. The Government have, therefore, been giving loans to the universities for the construction of hostels so that they might become instruments of liberal education. Even if there is no immediate possibility of offering residence to all those students who are in need of finding accommodation, the Commission is considering a scheme for setting up student homes where the students could spend as much time of the day as possible. The student homes will provide facilities for work, meals and leisure activity, and in this way the students would be encouraged to spend much of their time in an atmosphere which would stimulate

[Dr. K. L. Shrimali.] their intellectual, social and cultural interests.

There is one aspect of university education to which the University-Grants Commission will have to give serious consideration in the near future. The analysis of the examination results for the intermediate and degree courses, shows that out of the total number who sit for these examinations nearly 50 per cent, of the students fail to pass the examinations. This waste is alarming, and it clearly shows that 50 per cent, of the students who go for higher education are not really fit for it and are wasting money over it. In order to make full use of the present facilities the University Grants Commission will have to devise ways and means to reduce this wastage. Some form of selection will have to be made in order that the universities may be satisfied that the potential student has a certain standard of intellectual attainment. What form the selection should take, whether the universities should hold separate entrance examination or insist on a certain standard of performance at the high school examination or at the higher secondary examination, will have to be decided by the University Grants Commission in consultation with the universities. The most significant development that has taken place during recent years is that the Central Government has taken greater and greater responsibility for higher education. In spite of financial stringency, the expenditure for higher education from the public exchequer has been increasing considerably. In 1946-47, the Government paid Rs. 24,42,221 to the Central universities. This was raised to Rs. 74,92,303 in 1952-53. During this period grants were paid to several State universities besides the Central universities. But with the establishment of the University Grants Commission the expenditure has gone up to a considerable level as will be clear from the figures for the last three years. In 1954-55, the Commission gave grants up to Rs. 1,94,20,036. In

1955-56, this figure was raised to Rs. 2,05,75,329. In 1956-57, it was further raised to Rs. 3,38,69,866. In the past two years, the Government were able to place funds at the disposal of the Commission as required by them. In 1956-57, out of the total allocation of Rs. 3-50 crores the sum of Rs. 3,46,79,690 was spent by the Commission. In the year 1957-58, out of the total allocation of Rs. 4-17 crores the Commission could spend only Rs. 350 crores. For the year 1958-59 there is a provision of Rs. 4,32,30,000, and we have an assurance from the Finance Ministry that supplementary provision would be found if progress of expenditure justifies such an allocation and reappropriation is not possible from other grants. The House is aware that there is a provision of Rs. 27 crores in the second Five Year Plan. Though the Government is not in a position at this stage to make a firm commitment that all this amount would be made available, it would be our earnest desire and endeavour not to retard the progress of university development in any way, since we are convinced that if we neglect our universities, we endanger the moral and economic resources of our country and thereby its security and chances of social progress. Considering the magnitude of the problems which the University Grants Commission had to face and our limited resources, I think the Government may feel proud of the achievements of the University Grants Commission's work. By making funds available for the development of the universities and giving them freedom to manage their own affairs we are laying the foundations of a stable democracy. This is no mean achievement, and I think the Government may feel proud of it. Thank you.

SHRI AMOLAKH CHAND (Uttar Pradesh): May I just put one question? The hon. Minister was pleased to state that a grant of Rs. 4 crores odd was given to the University Grants Commission and they could spend only Rs. 3 crores and something. Why was not this Rs. 1 crore spent during this financial year?

DR. K. L. SHRIMALI: I think he is j referring to the year 1956-57. Out of , the total allocation of Rs. 3- 50 crores the sum of Rs. 3,46,79,690 was spent by the Commission.

SHRI AMOLAKH CHAND: I mean next to that.

DR. K. L. SHRIMALI: That is the budget provision for 1958-59, i.e. the current financial year.

MR. CHAIRMAN: Motion moved:

"That the Report of the University Grants Commission (December 1953 to March 1957) laid on the Table of the Rajya Sabha on the 10th March' 1958, be taken into consideration."

SHRI BHUPESH GUPTA (West Bengal): Mr. Chairman, Sir, it is really heartening that we get an opportunity to discuss such a vital subject as education in this House rather other House. I am grateful to you, i Sir, for having allowed this discussion so that we could raise some important issues in connection with the debate over this Report

I have listened to the speech made by the hon. Minister, and he has practically said nothing new. His has been an attempt to explain what has been stated in the Report itself and explain away much of the thing that he needs to explain in this House. I should, however, endeavour, within the time at my disposal, to touch on some of the main features of our higher education. But right at the outset, I would like to make it clear that I do not share the sentiment or pessimism on the part of the University Grants Commission or for that matter on the part of the Government. You will see, Sir, at page 30 of the Report it has been stated as follows:

"But the present rate of increase of about 50,000 students annually on the rolls of University institutions, j pursuing courses in arts, science and commerce will need to be control-

led in some measure at least if standards are to be improved with the limited resources likely to be available for the purpose."

Quite clearly,. Sir, the Government is upset about the rate of growth. I do not know why they are upset. We hear much about the cultural and moral uplift of our nation. We know that many many millions of our people of university-going age do not have any advantage in life to cross the threshold of university education. It is but natural that they would look forward to higher education, would like to enter the temple of learning and give good account of themselves in the making of our country, and we should have thought that this increase in the number of students in the universities would be appreciated and welcomed and they would be received with open arms. But here there is already a pessimistic cry, a defeatist slogan of control. Why do you want to control? At the same time we have been told by the hon. Minister that funds are being made available and he is quite happy that the funds are being given to the satisfaction of the University Grants Commission. I would like to hear from Members of the Commission as to whether they are satisfied, but everyone knows in the country that whenever the Chairman of the University Grants Commission, Shri Chintaman Deshmukh, opens his mouth, he has a little complaint to make about the paucity of funds. I would like the hon. Minister to deny thi;. I understand that he reads newspapers and being a man of learning, he reads it very carefully and thoroughly and he would bear with me if I say that one of the most powerful and repeated complaints coming not only from the Chairman of the Commission but from all those who cherish learning, who stand for higher education and the cultural upliftment of our people, is the meagre funds that are being allocated for the cause of education. I think there is no need for complacency over this matter and I think the Education Ministry would do well to fight over this

[Shri Bhupesh Gupta.] issue with the Finance Ministry. Sir, when Muridhras need money, there is no lack of funds but when our education needs money, the allocations are cut down from Rs. 1,200 crores to Rs. 1,000 crores, then to Rs. 600 crores and then to Rs. 350 crores. Then again, what is given is given grudgingly and in small instalments. That is how they are dealing with the question of funds for higher education or for that matter education generally.

Now I was reading through some of the speeches by the Chairman of the Commission who seems to think that at least Rs. 30 crores would be required annually for expenditure under the head 'Education'. Today it is much less and we know that in the Second Five Year Plan, the total allocation comes to about Rs. 27 crores out of which Rs. 20 crores would have to be found by the States and Rs. 7 crores would be advanced by the Centre. That surely is not a very reassuring promise on the part of the Centre and it would be somewhat illusory to think that the State Governments would be in a position to mobilise the funds that are expected of them, that is to say, Rs. 20 crores. Therefore let us face the problem as far as the financial side is concerned. Education in our country is being starved of financial resources and it is the task of the Education Ministry to fight for greater allocations with the support of both Houses of Parliament and with the support of the educationists of the country. Instead of doing that, I think the hon. Minister should not try to express satisfaction over the allocations that had been made.

About the problems of education, we have heard a speech by the hon. Minister. He is inclined to blame the students and the teachers. In the speech, he made rather an unfortunate reference with regard to teachers' intellectual and moral hold being undermined by the University people themselves. This is what he said. I call it a slander against the teachers

and the student community and the sooner this slander is taken back, the better for all of us. If university education is being undermined today, it is primarily because of the policy of the Government. The Government lacks a sound education policy and equally it lacks sound people to man the positions which administer the education of our country or conduct the affairs in the educational field. That is the reason why today we find that there is some , anarchy, there is some confusion and even there is some indiscipline but compared to the anarchy and indiscipline that reign in the high quarters, the anarchy, occasional and periodical, very very isolated incidents that take place in certain universities or colleges, are nothing. This is what I would say.

Therefore this problem has to be faced squarely. Now Government lacks an education policy. The Radhakrishnan Commission presented a valuable report. Hopes were raised. We thought that the hon. Members of the Government and others who follow them would carefully study that Report, will try to imbue themselves with the spirit of that report and accept the good and salutary suggestions that are contained in that report and shape a concrete policy with a view to translating these recommendations into living realities. Have you done or not done it? This is the question I ask. Why many of the recommendations of the Radhakrishnan Report are not being implemented today? Who are responsible? Are the students responsible for it or are you, who are at the helm of affairs, in your Ministry, your Education Secretaries in the various States, your Education Ministers in the various States, responsible for the colossal failure on that score? It is for the Government to explain today. There is no escape from the hard facts of life.

[MR. DEPUTY CHAIRMAN in the Chair.]

Mr. Deputy Chairman, this is the main thing. Many problems are there. The rate of increase in the students

is growing and it will continue to grow but what we want to see today in our country is, that sons of the poor, lower middle-classes and from the peasantry, from the working classes, are drawn into the field of higher education. Today the door is slammed before them and they cannot enter the universities. Some middle-class people and mostly the upper-middle-class people who can afford the high tuition fees and other expenses and costs are in a position to go in for higher education and not often do they possess the talent that we need for cultivating the youth of our country. I am not casting any aspersion on any community but it is among the sons of the poor, the common man, the peasantry, the lower middle-classes and in the working classes that you find solid human beings who, given the opportunity of life, can flourish into fine cultural beings who shall elevate themselves and along with them, elevate the status and cultural bearing of the entire country. Where is that approach? In this connection I would like to read out what Mr. V. K. R. V. Rao has written in the 'Education Quarterly' of June 1957:

"Our educated classes by and large, are out of touch with the main-spring of our society. I believe therefore that our Universities should take positive and purposive action to stimulate in our student-world, a consciousness of Indian culture, its tradition and its values and at the same time an equal consciousness of the poverty and misery that clog the life of so many of our fellow citizens."

This is what a Vice-Chancellor of a University has put down in black and white in a publication brought out by the Government itself. Today the time has come for the Government to direct its mind to these issues raised in these expressions of an eminent educationist of our country. Your educational policy is uninviting to the poor people, is almost hostile and cynical in its approach to the sons of the poor and I demand that this

educational policy of the Government, in so far as its social content is concerned, should be gone into and examined thoroughly with a view to ensuring that more and more people from the poorer classes are in a position to go in for higher education. They are not drawers of water and hewers of wood. It is these people who can really uplift the culture of our country. It is from amongst these people that have come some of the finest culturalists, some of the finest scholars, some of the finest poets, some of the finest literators, despite overwhelming odds in which they had to live. It is again among these people that we shall seek a genius of our country; it is among these people we shall recruit those people who shall rebuild India in cultural fields, in scientific and technological fields, indeed in all other spheres of life. Your educational policy lacks that broad vision, lacks that approach—that dynamic approach. This is one aspect of the matter.

Then we have been told by the hon. Minister that the number of students has gone up, from 240,000 in 1951-52 to 750,000 recently. The number is increasing. Why should it not increase? We are sorry that the number is not increasing at a faster rate. Ten years of independence should not be marked by snail's progress as we had under the British. I don't say that the progress is exactly the same. Where is the qualitative change? If under the the British, the rate of progress was two, it should be five or ten in an independent country like ours. The Government has to explain what comes in the way.

Then again there is the question of physical facilities to which there is a lot of reference in the Report of the Commission. We are told that the task is not so much of expansion as of consolidation. I can understand their sentiments for consolidation, because a lot of what may be called the work of consolidation has to be carried j-through. There is no denying that.

[Shri Bhupesh Gupta.] But at the same time, expansion also is very important, important not merely because we want to fill our universities with larger and larger numbers of students, but important because the growing needs of nation-making would require more and more trained men, especially in the scientific and technological fields. We need more scientists, we need more technicians, we need more medical men and we need more others of that kind, who would be in a position to man important positions and centres of nation-building activities today. Therefore, Sir, we stand for both consolidation and expansion. But unfortunately, today, when there is need for expansion, we find that in the name of consolidation responsibility is shirked. When there is need for consolidation, in the name of expansion, the duties are not carried out. There is a play between consolidation and expansion. We want none of this. We want expansion and consolidation to have their due places in the scheme of our educational policy and they should go side by side for the well being of society, reassuring a better cultural life and great advance in education.

You will see, Sir, in this Report there are many references about the physical facilities. Of course, physical facilities are an important factor. Today, as everyone knows, universities and colleges lack laboratories, lack common rooms, lack the space for their students and thousands of students are huddled together in a small house, with the result that there is practically suffocation; and if there are rains, some of them wander about in the streets to be maligned by some people in the ruling party as indulging in indiscipline. I have in mind the Calcutta City College for instance, where there are 13,500 students in one college and if there are rains and if you put some of these people in the college premises, you will find that the place is not enough to contain them and there is terrific congestion there. You will find, therefore,

students wandering about on the pavements and in the streets. Some of the students have to sit on the

'window sills and hear the lectures, for the classes are so over-crowded. Well, gentlemen who are in this Rajya Sabha are comfortably placed.

I There is no suffocation here and the place is air-conditioned. But if you go to our universities and colleges, you will find hundreds and hundreds of students are over-crowded in a little

j room almost like what was miscalled and falsely called the 'black hole'

i tragedy—there was no such tragedy you know, in history—and in the colleges you have something like that, something very much nearing that kind of an approach. I would ask the hon. Minister to what extent they have relieved this congestion. To what extent have the physical facilities been extended to these colleges and universities? Have you brought about a material change in this horrid congestion that is taking place and that is there in our institutions, that I would like to know? As far as we can find out from the various reports, it does not seem that there has been much progress in this respect at all.

Here I have got something to which I would, in this connection, like to draw the attention of the hon. Minister. This is what the Sadler Commission had to say some 30 years ago. The Sadler Commission said:

"Surrounded on all sides by anxieties, he is under dreary conditions and the student becomes moody, depressed and absorbed in himself and in his prospects."

This is what they said and one would have thought that serious measures would have been taken at the State level and also by the Centre to bring to an end this terrible condition. But in these 30 years there has been very little change and even in the last 10 or 11 years of independence, there has been no material improvement. Here again, you will find that in Calcutta the sample survey revealed that 30 per cent, of the students come

from families with per *capita* expenditure of Rs. 30 per month and 55 per cent, with an average floor space of 24 square feet. According to the Government Report, there should be about 16 sq. ft. per student in a college or institution; but as against that in some of the big colleges in Calcutta, you have 4 sq. ft. per student. And so the congestion continues. I think that is true of all other places also. I do not deny that some new colleges have been started. I do not deny that some fresh laboratories have come up. At the same time, what about the existing institutions? What about the existing colleges and universities where there is such terrific congestion? What has been done? We do not get any light from the Reports; and the resources that have been allocated would clearly indicate that the sums set apart under this head are anything but satisfactory.

This is one important problem. I stress these things because unless and until you have proper facilities, physical facilities and the environments are such that education might progress smoothly, healthy development cannot take place. The flowering of young talent cannot take place in the ghettos as some of the colleges that are there can be called. The flowering of the young student as a cultural being cannot take place in the pavements of Calcutta when they have to stand there because of the congestion in the colleges. You cannot expect the students to give a better account of themselves in the matter of percentages of passes when because of this congestion it is almost impossible for them to listen to the lectures. Indeed, many of them are not in a position to listen to what the lecturer or the professor is saying. Such is the congestion that is there. Actually they have to struggle to get into the class rooms. I am told that in some of the institutions it takes about ten to fifteen minutes for one set of students to come out and another set of students to get in. So fifteen minutes go that way. Then there is the roll call and 7 R.S.D.—4.

since there is a huge roll and people have been huddled together, a lot of time is taken up by that also. So there is very little time left for the lecturer or professor or the teacher to speak or to deliver his lecture and to do any teaching. This is how things are happening. Have you found that out? You have not. I have not seen any indication that this problem has been understood in the proper magnitude in the Report that we have before us. Sir, I am making no reflection on the University Grants Commission. There are many eminent people there and I do know that they mean well and many of them would like to see things improve as quickly as possible. But this University Grants Commission, according to me, is manacled by the policy of the Government. It is suffering from inhibitions, it is suffering from obstacles, it is suffering from lack of funds, from the unkind and step-motherly attitude of the Government, it is suffering from lack of coordination on the part of the Education Ministry, it is differing from lack of sympathy and understanding on the part of the State Governments and then' Ministries and Educational Departments. It is quite clear. Read this document. There is a note of pessimism running like a thread throughout this document, a note of pessimism. Dr. Kunzru shakes his finger negatively. I wish it were so but, Sir, I can rear! out many of the passages. Obviously, therefore, we cannot hope to achieve any marked improvement in our standards if the increase in the number of students constantly and very rapidly overtakes the availability of facilities. What the University Grants Commission could do in this matter will depend largely on the funds available to it and the freedom of action it may enjoy. After two years of work, it is not quite clear what authority they enjoy, it is not quite clear as to what funds might be available for their use, it is not quite clear as to how the body should function, what should be the approaches with regard to standards of education, etc. Therefore, there is

[Shri Bhupesh Gupta.] darkness there, not of their own creation but darkness which is the creation largely of the Government policies, largely of the Government itself and I would like Dr. Kunzru to remove this darkness. Even if need be, I should lend him a helping hand, to pull him out of the darkness into the light of a new policy. He will only then realise that the house he has been putting in is not a house which is in proper order.

Mr. Deputy Chairman, this is one aspect of the matter. Now, I will invite some hon. Members to come to Calcutta, one of the important centres of India's learning and higher education and visit some of the big colleges there. They will be profoundly shocked to see the kind of overcrowding that is going on there year after year. You will be surprised and shocked to see how the teachers and the students wrestle with one another to get entry into a class room to deliver or hear a lecture. Now, these are facts of life and you cannot deny these facts of life. This is what I say. There has been a very meagre addition to the physical facilities, by way of construction or by way of the addition of libraries. This has not been very great. The other day, I was reading a newspaper report in which a Professor of the Ashutosh College was saying that the common room in that college was a standing disgrace to the University. I am told that that common room could contain only 50 pupils but there were hundreds and hundreds of students crowding the Ashutosh College. Where will they spend their off-time, I would like to know. Will they spend their time in the sun in the streets or in the parks? Is there anyone responsible for ensuring that since they are in the institution, they are given proper facilities to spend their off-time when they are not in the class room. That is the point to be considered. Now, this is a story which could be related in respect of most other colleges in Calcutta. As against that, of course, I am told

that the floor space in the Presidency College is much higher. It is a Government college and there I am told by a past student that the floor space is above 70 square feet. As you know, in the British days, Government colleges were the favoured institutions, they were the favoured children of the British regime. I do not say that they had not served some useful purpose, that their standard of education was low and all that but, today we cannot have such disparities in our educational institutions. On the one hand you get the Presidency College with high tuition fees, with a lot of space for the students who are the chosen few and who come mostly from the upper classes while, on the other hand, you have got the City College, the Surendranath College, etc., where the sons of the middle class or lower middle class families come and where the tuition fee is low but where there is congestion, there is lack of space and there is every inconceivable inconvenience and lack of amenity. We do not want such things. I would like to know from the hon. Minister as to what the University Grants Commission has done in this respect to remove that kind of disparity. They are not good and they are bad examples today in the new context of our political and social existence but I know, Sir, that I cannot blame the University Grants Commission because they would not be given the funds, the amount that they ask for the expansion of certain colleges, for building laboratories and for relieving congestion. When such things come up, there will be the plea of paucity of funds on the part of the Government and the University Grants Commission will be left to try other methods of handling this problem. Now, of course, we have in this House members of the University Grants Commission and also members of the Government who are not here now and I would like both of them to speak properly and tell us exactly where we stand *vis-a-vis* each other. I do not think there is proper co-ordination and understanding much

less a common plan between the two Sectors who handle this problem. Then there is the question of co-ordination between the All-India Council of Higher Technical Education and the Ministry. I am told that some of the grants made by the University Grants Commission did not become available to the technical institutions because that Council for Technical Education under the Education Ministry took a lot of time for finalising the schemes. Sometimes, I am told that they take even a year to make up their mind. I would like to know whether such a situation arose in regard to the Jadavpore Technical Institution or any other institution. There is not even that co-ordination; red tape is there coming in the way where speedy action, very speedy action, is needed in order to meet the urgent need for certain technical institutions.

Sir, I would then like to come to the question of teachers. We had been told time and again by the hon. Prime Minister and others that the teachers are very low paid, that their salaries have to be increased. We have also been told by the Radha-krishnan Commission that in order to retain the best talent and draw the best talents, the salaries must be upgraded. This is also the common demand of the country. I do not think it is a party issue at all; I do not think it is a political issue at all. Those who cherish education, those who mean well by our teachers, those who stand for raising the standards of education would all agree that until and unless the teachers' lot is improved, is made bearable, until and unless their salaries are upgraded, it is not possible to turn the corner in the educational institutions. They are the makers of our nation in a way; they are the builders of the people who shall spread themselves all over the country and assign to themselves responsible tasks. It is very important, therefore, to see how we deal with the teachers of our country. I am not dealing here with the primary or the secondary school teachers because

that will be beyond the scope of our discussion, I am here concerned with the University teachers, teachers of colleges who are engaged in the cause of higher education. Now, Sir, the hon. Minister has also shed a few tears for them. If tears would have saved them, then I can tell you, Sir, that they are under a flood of tears but, unfortunately, their cause has been drowned in tears, some not very honest tears, what they call crocodile tears, but, in any case, their cause has suffered at the same time in the hands of the Government. How is it that during the ten years of independence it has not been possible for us to tackle this question and to raise the salaries of our University teachers? You will be surprised to hear that some of the teachers of Calcutta demanded an increase in their salaries and said in justification of their demand that they were getting less than what a peon gets and the answer that came from the Secretary of the Education Department of the West Bengal Government was, "All right; then, why don't you become peons?" This was the answer and these are the people who are in the helm of educational affairs in West Bengal. I should have thought that the proper place for this hon. Secretary of the Education Department in West Bengal would be Lai Bazaar instead of the Education Department. You will ask, "What is Lai Bazaar?" Don't think it is a college or a university; Lai Bazaar is the Police Headquarters of Calcutta. Now, Sir, this is what is happening and this is the approach. Now, they were not demanding very much; it was very little that they were demanding but, even so, such kind of cynical replies, insulting utterances are made to the everlasting shame of all educational institutions and all that we stand for. I would like to know how the University Grants Commission is dealing with such approaches and policies, what kind of a liaison they have with the policies that are being carried out by such authorities. Sir, here again, I can point out a few things as far as the salaries are con-

[Shri Bhupesh Gupta.] cerned because that constitutes a very important matter. I wish this problem was gone into a little thoroughly in the speech by the hon. Minister as well as by the University Grants Commission in its Report. It seems that they have by passed the whole issue. They have mentioned it because no one can talk about education in our country until and unless he has a word or two to say about the lot of the teachers. At the same time, there has been talk. . . .

MR. DEPUTY CHAIRMAN: Mr. Gupta, . . .

SHRI BHUPESH GUPTA: Yes, Sir, I will continue after lunch.

MR. DEPUTY CHAIRMAN: You will continue after lunch but only for five or ten minutes, not more. There are a number of speakers.

MESSAGE FROM THE LOK SABHA

THE APPROPRIATION (NO. 2) BILL, 1958

SECRETARY: Sir, I have to report to the House the following Message received from the Lok Sabha signed by the Secretary of the Lok Sabha:

"In accordance with the provisions of Rule 96 of the Rules of Procedure and Conduct of Business in Lok Sabha, I am directed to enclose herewith a copy of the Appropriation (No. 2) Bill, 1958, as passed by Lok Sabha at its sitting held on the 22nd April, 1958.

The Speaker has certified that this Bill is a Money Bill within the meaning of article 110 of the Constitution of India."

Sir, I lay the Bill on the-Table.

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

The House then adjourned for lunch at one of the clock. and 78 get less than what the chauf-

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

REPORT OF THE UNIVERSITY GRANTS COMMISSION—*continued*.

SHRI BHUPESH GUPTA: Mr. Deputy Chairman, Sir, before the House adjourned I was just referring to the question of the salaries of the teachers. Now, Sir, it is well known that in our country the college teachers do not get what is called even a proper living wage commensurate with the standard of life. I would only refer to some old documents and in this connection the first thing that I would like to refer to is the publication of the Government of India "Universities in India—1949-50." According to that publication 67 per cent, of the teachers of the affiliated colleges were getting between Rs. 100 and Rs. 150 per month; only one per cent, was getting—one per cent of the teachers of the affiliated colleges as well as the universities taken together—was getting over Rs. 150. That was in the beginning of independence, when the Republic came into existence. Since that time there has been little improvement in this respect, and to-day you find in West Bengal, for example, that the majority of the college teachers of the affiliated colleges do not get even Rs. 150. Their normal salary on an average comes to Rs. 125 to Rs. 150. Most of the teachers in the affiliated colleges, the sponsored colleges as well as other Government colleges taken together fall in the category of Rs. 125 to Rs. 350. Now, as I have stated the majority of them get less than Rs. 150. This is the position with regard to their salary. I can give certain other facts. You will find that in the City College of Calcutta, in one department there are 197 teachers, out of whom 169 get less than Rs. 200 . . .

DR. K. L. SHRIMALI: May I remind my hon. friend . . .

SHRI BHUPESH GUPTA: . . .