

17.35 hrs.

HALF-AN-HOUR DISCUSSION

GROWTH OF UNIVERSITIES AND COLLEGES

SHRI XAVIER ARAKAL (Ernakulam): This is the last item on the agenda for this Session. I do not have to say how important it is in the light of the existing educational system in our country. I may, with your permission, Sir, take the House to the University Education Committee Report of 1949, rather known as the Radhakrishnan Commission Report it says:—

“With the increasing complexity of society and its shifting pattern, universities have to change their objectives and methods if they are to function effectively in our national life. A policy of drift in the vague hope that, if the universities are granted full autonomy and are permitted to pursue their own ends with intelligence and imagination, higher education will take care of itself, will be dangerous. Automatic and spontaneous adjustment will not take us to the future we want. We must develop a comprehensive positive policy within the limits of which there should be ample scope for pioneering and experimentation.”

This was said in the year 1949. What is the position of higher education in our country today? In this context, I may take the House to an article written in August, 1981, by no other person than Shri V. V. John. I may be permitted to quote a portion from that article entitled “The Crisis of Higher Education—Some Problems and Solutions”.

“Our Universities are in a Shambles. Ten years ago, it was still possible to raise questions such as, our academic standards falling, can we not adapt our curricula to meet indigenous requirements, and so, on. Today, standards have ceased falling; in fact, they have hit rock bottom. It comes naturally to us to identify our universities with the inaptitude and corruption generally

associated with government offices. The average student today is grateful if his examinations are not indefinitely postponed, and his results are announced in time for him to avoid all manner of complications with regard to his future plans.

“Meanwhile, it is common knowledge that university degrees can be bought for a price; employers seldom take degree-holders at face value, and want to test them further before offering jobs. Hooliganism on the campus is the order of the day and, beleaguered by strikes, some universities are unable to work even a hundred days in the academic year. Incidents of students walking out on ‘difficult’ question papers, and then forcibly preventing other students from answering them, are too frequent even to make the news.

“In such a situation, only those who have access to a few urban, elitist colleges (which have maintained their individual reputations, if not their standards of teaching) stand a chance in the job market. What the rest of the universities go on producing at great expense to the public exchequer is grist to the mill of the monstrous unemployment statistics of our country.”

This is the position today as far as university and higher education in our country are concerned. Therefore, if you refer to my question dated 27th August, 1981, I put a pertinent question because on an earlier occasion, on 23rd March 1981, to my unstarred question, No. 4664, the Government said that it has no plan to formulate any new education policy or to reorganise the University Grants Commission. Therefore, in that context, we have to examine how far this question illustrates the stand of the Government and the future of the 670 million people of this country. The answer given here is not conducive to a future development which we visualise as per the 1949 Report. What does this answer say? It says to my question on the policy of the Government in

the matter of University higher education including the growth of Universities and Colleges from 1971 onwards The Government say in this answer:

"The aim is to contain the expansion of the Universities and to channelise the requirements to some other agencies like part-time courses, private studies, etc..."

Now if you refer to the growth of Universities, how far irrelevant we have become is quite evident especially from what I have said quoting from the answer I have received

In 1969 there were 17,92,780 students in 79 Universities, 10 institutions deemed to be Universities and there were 3297 colleges. When we came to 1979-80, you see the leap. It jumped to 26,48,579 students enrolled in 108 Universities, 11 institutions deemed to be Universities and the total of colleges mushrooming to 4558. That is the position. Colleges are increasing like mushrooms. Where is the standard and other requirements?

SHRI D. P. YADAV (Monghyr): It is 5000 now.

SHRI XAVIER ARAKAL: It has gone up. A salient feature of our higher education is that enrolment during the period 1950-51 to 1959-60 was 12 per cent. That jumped to 14 per cent during the period 1960-61 to 1969-70. But now it has come to a mere 4 per cent as far as the higher education is concerned. Probably there may be many reasons. Probably it is due to the population growth and the enrolment and requirement has come to a standstill position. There are many reasons given for that. One is, they say, the high cost of textbooks, fees and the higher failure rates, etc. etc. Whatever may be the reason, now the growth rate is 4 per cent. With all these difficulties, problems and handicaps we manage to be the third largest scientific and engineering power in the world. We are the third in the world as far as science and technology is concerned.

How is the standard —and in what conditions we are working? This is one area in which we have to probe in. How far the University Grants Commission is relevant in this context?

Sir, on the recommendation of the Public Accounts Committee report —104th report —a Committee was constituted. That Committee under the Chairmanship of Dr. V. S. Jha has recommended or rather has made eighty suggestions. They are more pertinent, more important, in this context. That says: I quote from page 97 of the Report.

"We have been profoundly impressed by the fact that a large body of responsible men and women involved in university education, whom we met, stressed the urgency of treating higher education as a matter of national concern and keeping it above all considerations of regional interests and party politics. We strongly endorse this view for, the hope of mankind lies in the emancipating role of education."

Sir, this Committee has made—80 suggestions. In reply to question dated 27-8-81, this is what is stated:

My question was: "9(d) : What are the conditions on your study reports on the question of higher education as well as the activities of the U.G.C. and how many recommendations have been implemented?"

To that there is a lengthy answer. I do not want to quote. It is admitted that 80 recommendations were made by this committee. Of those 80, nine recommendations, required action on the part of the State Government and were communicated. While 16 recommendations were not accepted by Government, the remaining recommendations are in different stages of implementation by the U. G. C.

Probably, this Committee was constituted in 1974. The report was submitted in 1977. Now, we are in 1981. You will understand the importance of

[Shri Xavier Arakat]

this question in the context in which I quoted.

Therefore, this is a matter which concerns everybody. If in the universities and higher technical institutions, the standard goes down, it reflects on one's every-walk of life, the morale, the dignity, the behaviour, the character and every thing is involved. That is why I am very much concerned and I say that there should be a national policy in the matter.

Referring to one more aspect before I conclude, I want to know whether it is possible for us to formulate any new policy; and to ameliorate and enhance the standard and other requirements of our universities, is it not possible to have autonomous colleges as suggested. The real menace or difficulty in the present system is admissions. It has also to be considered. In that context, recently, an article appeared and it has clearly and very categorically stated and I quote:

"Trying to get admitted into a city school or collage these days is, in itself, an education. There is some kind of crisis in education today due to outdated curricula, listless and uninspired teaching and a highly defective examination system."

It goes on giving many reasons. In that context also, the Committee Report of Gujarat Government is very well stated. I quote:

"What has stood in the way of the improvement of the quality of higher education in the country is not a shortage of educational wisdom but an absence of the will to change."

Therefore, these are the problems that I pose before the Government and referring to the last quotation I beg that there should be a will on the part of the Government to change the present system. Education is in the Concurrent List, I would like to know from the Government why that subject was taken away from the State

List and put into the Concurrent List. When it is in the Concurrent List there is an imperative, mandatory power and responsibility vested in the Government to take initiative in this direction. Therefore, may I hear from the hon. Minister what is the policy of the Government and what they are going to do with the UGC?

THE MINISTER OF STATE IN THE MINISTRIES OF EDUCATION AND SOCIAL WELFARE (SHRIMATI SHEILA KAUL): Mr. Deputy-Speaker, Sir, I am grateful to the hon. Member for raising this brief discussion and speaking on higher education and focussing the attention of everybody on this vital issue.

I appreciate the spirit in which he has made his points and I fully share his concern about the problems of higher education. But I do not fully subscribe to the view that our education is totally neglected and that our education perhaps does not belong to this country. I would like to inform you, Sir, incidentally, that immediately after Independence for almost two decades our major pre-occupation was with expansion of the facilities for higher education. From twenty universities and less than fifteen hundred colleges and a total enrolment of 3.8 lakhs in 1947 our higher education system grew in size in 1971 to ninety three universities and thirty-six hundred colleges and an enrolment of over twenty lakhs.

This unprecedented expansion, however, led to greater and newer problems but we cannot overlook the fact that our higher education system has also registered several significant achievements and our achievements in this direction are: We should be proud that it is this system which has given us a high-level trained manpower which is one of the best in the world and the top levels of which are comparable to those of the leading countries in the world. We should also take note of the achievements of our scientists and engineers. But for this system of education it would not have been possible.

The hon. Member has mentioned that there is no policy for development of higher education. In this context I would like to mention that our approach in the first two decades after Independence was largely in terms of quantitative expansion. We wanted more people to be involved in this education and the major departure from this approach was only in 1968 as incorporated in the National Policy on Education. Kothari Commission's Report the basis of our National Education Policy of 1968. There is no proposal to change this national policy of education of 1968 since it was the result of several reports of important Committees and nation-wide on educational issues. Now, the point is how to implement all these recommendations. We should now involve a policy for implementation of these rather than go on changing our policy of education.

As I mentioned earlier, our approach in the first two decades after independence was largely in terms of quantitative expansion. This policy visualises regulation of admissions to higher educational institutions with reference to physical facilities available, restraint in establishment of new institutions, special attention to improvement of standards of teaching and research, establishment of centres of excellence, greater support for research and so on. So, to say that today we do not have a national policy in education is not correct. This approach in the National Policy of 1968 has had its impact on the development of higher education. By 1980, there were 119 universities, 4558 colleges and an enrolment of 26.48 lakhs. The significant point is that the average rate of growth of enrolment which was 14 per cent during the decade 1961 to 1970 came down to 4 per cent per annum during the decade 1971 to 1980.

It is because of the rise in the quality and standard that our education has come to the present level. It is far from my intention to overlook some of the shortcomings in the higher education system. The hon. Member men-

ber mentioned that the standards are deteriorating and institutions are ill-equipped. I admit that all universities in the country are not developed on a uniform basis. An assessment made by the UGC indicates that about 30 per cent of the universities in the country could be classified as developed, another 30 per cent as developing and the remaining 40 per cent require a longer gestation for development.

Now, under different kinds of pressures colleges were established in different parts of the country without ensuring adequate physical facilities. There should be far greater restraint in establishing new colleges. But we have to cater to the needs of the people who live in far-flung areas, in distant regions where adequate educational facilities are not available. We have to see that adequate number of colleges are opened in these areas so that the need of the backward areas is met. There is also the problem of growing unemployment among the educated. The situation has developed partly because higher education is assumed as a guarantee for employment and partly because our economic development has not kept pace with expansion in educational facilities. The situation has been causing serious concern to the Government.

Now, improvements in the standards of higher education are not necessarily dependent on external resources and support. Some aspects which should cause concern are:—

(i) Standard of Instructions in some universities have not kept pace with modern developments.

(ii) There is resistance to changes and innovations on the part of some sections.

[Shrimati Sheila Kaul]

(iii) There is often a lack of trust between the students and teachers.

I would appeal to all those who are seriously concerned about the future of education in this country to do some introspection. I am sure that they will do their part in removing some of the shortcomings from our education which, to my mind, will not require any financial or other support from the Government.

The hon. Member has also mentioned about the autonomous colleges. Although the concept of autonomous colleges was accepted almost fifteen years ago, not many colleges have been able to secure that status. Apparently, amendments to the University legislation are not made for this purpose or the Universities are not too anxious to decentralise their authority and grant autonomy to colleges. There are certain number of colleges which are there and the number is, of course, not very large. A small number of Universities have given them this right. In 1981, there were 19 autonomous colleges, 12 affiliated to Madras University, 4 to Madurai University, 2 to Osmania University and one to Ranchi University. This is all about the autonomous colleges which the hon. Member wanted to know.

MR. DEPUTY-SPEAKER: And there is no autonomous college in Kerala.

SHRIMATI SHEILA KAUL: If the hon. Member would try, perhaps it would come.

Now, about the University Grants Commission. The education has been expanding; it was the concern of the Central Government, so they created University Grants Commission and it was established by an Act of Parliament to look after this responsibility. The programme and activities of the U.G.C. in the past corresponded to the different phases of development of higher education and the main object of the Commission is to build up phys-

cal facilities for maintaining reasonable standards. It was only during the period from 1960 or so that the Commission began to show greater concern for programmes for improving quality and standard. As I mentioned in the beginning, we were only looking for quantity, but as time went on, and we had the national policy on education, we started concentrating on the quality of education and, I think, in this direction, we are trying to do our best, but nevertheless, it is not enough and we do need the help of all the hon. Members here to give their suggestions in this regard.

श्री रामावतार शास्त्री (पटना) : हमारे लयों के सम्बन्ध में मैं एक बड़ा सवाल उठाना चाहता हूँ। शिक्षा के विस्तार के साथ साथ शिक्षण संस्थाओं में साम्प्रदायिकता का भी विस्तार हो रहा है। आर. एस. एस. की एक्टिविटीज से आप पूरी तरह से परिचित हैं। बनारस हिन्दू यूनिवर्सिटी, दिल्ली यूनिवर्सिटी, पटना और रांची यूनिवर्सिटीयों और तमाम विश्व-विद्यालयों में आर. एस. एस. की एक्टिविटीज, साम्प्रदायिक तत्वों की एक्टिविटीज बढ़ रही हैं। जमशेदपुर के रायट्स की भी रिपोर्ट निकली है। उसमें यह कहा गया है कि रांची यूनिवर्सिटी के वाइस चांसलर ने कैम्पस में उनको मीटिंग करने की इजाजत दी थी। कई ऐसे वाइस चांसलर आर. एस. एस. प्रवृत्ति वाले आप चुन कर भेज देते हैं। इस पृष्ठभूमि में मैं जानना चाहता हूँ कि आर. एस. एस. या हिन्दू कम्युनलिज्म या मुरिलम कम्युनलिज्म की एक्टिविटीज को रोकने के लिए आपने कौन सी कार्यवाही की है या करने का विचार रखते हैं ?

परीक्षाओं की बात हम अपने सूबे की जानते हैं। वहां सही माने में ये नहीं होती है। मारपीट, छुरेबाजी या पैरवी करके या जातपात के आधार पर नम्बर बढ़वा लिए जाते हैं। परीक्षा पद्धति में भी सुधार हो क्या इसको बारे में भी आपने सोचा है ?

कई राज्यों में केन्द्रीय विश्वविद्यालय है। पटना में विश्वविद्यालय को केन्द्रीय

विश्वविद्यालय बनाने की मांग बाब से नहीं बल्कि जमाने कदीम से होती बा रही है । वहाँ तथा और जगह भी आप किसी राज्य में मॉडर्न यूनिवर्सिटी बनाना चाहते हैं या नहीं ?

काशी विद्यापीठ का नाम सब लोग जानते हैं । मैं वही का शास्त्री हूँ जिसकी स्थापना 1921 में पूज्य बापू महात्मा . .

THE MINISTER OF STATE IN THE MINISTRY OF HOME AFFAIRS AND DEPARTMENT OF PARLIAMENTARY AFFAIRS (SHRI P. VENKATASUBBAIAH): He is a borrowed Shastri.

SHRI RAMAVATAR SHASTRI: I am not a borrowed Shastri.

MR. DEPUTY-SPEAKER: If you are a born Shastri, you must have the holy thread. Have you got it?

SHRI RAMAVATAR SHASTRI: Yes, I had. After becoming a Communist, I have removed it.

काशी विद्यापीठ राष्ट्रीय विश्वविद्यालय रहा है । वहाँ की स्थिति अभी क्या है यह मंत्री जी को जरूर मालूम होगी । अभी उनके पास वहाँ का जो छात्र संघ है उसने 58 सूत्री मांग पत्र भेजा है । वहाँ पर गड़बड़ी है । वहाँ के वाइस चांसलर क्या रंग रोलियां वहाँ मचा रहे हैं यह वहाँ जाने पर पता चल सकता है । सराब-कबाब पूरी यूनिवर्सिटी में चलता है । एंटी सोशल एलीमेंट्स का उस विश्वविद्यालय पर कब्जा हो गया है । वहाँ पर गड़बड़ियों के सिलसिले में आपके पास कोई रिपोर्ट आई है, कोई ज्ञापन आया है ? मेरे पास यह ज्ञापन है । उस पर आपने कुछ कार्रवाई करने के बात सोची है ताकि महात्मा गांधी के पुण्य प्रताप से चलने वाला विश्व-विद्यालय सचमुच में उनके आदर्शों के अनुरूप चलता रह सके ? अगर आपने उस पर सोच विचार किया है तो क्या किया है, यह मैं आप से जानना चाहता हूँ ।

SHRI RAM SINGH YADAV (Alwar): The question which has been

put by Mr. Arakal is regarding growth of Universities and Colleges in the country. Now very important questions emerge out of this question. The first is what is the policy of the Government of India with regard to future expansion of the Universities and Colleges in the country? The second question is that when we have to maintain university education, then what should be the standard of that education and how that standard is to be achieved; whether we feel some sort of deterioration in those standards? Thirdly, when there are different languages, regional languages, universities at the regional level, universities in different provinces, they have got their own tasks. We have to see at the national level whether the coordination can be maintained amongst those Universities. So, my first point is what are the future policies of the Government of India with regard to expansion of University and College education? In this regard, I would submit that the hon. Minister had evaded that point. I do not know why she had not given a definite reply to that point. I may draw her attention to the Report of the Education Commission (1964-66) by Dr. Kothari and Dr. Kothari on page 302 has stated as follows:

“Future Enrolment Policy in Higher Education. What should be the enrolment policy in higher education during the next twenty years? Our recommendation is that the expansion of facilities in higher education should be planned broadly on the basis of general trends regarding manpower needs and employment opportunities. At present, there is an over-production of graduates in arts and commerce because of the adoption of this open-door policy; and consequently, there is a growing incidence of unemployment amongst them. On the other hand, there is a shortage of professional specialists and there is a consequent need to increase the facilities in professional courses such as agriculture, engineering, medicine, etc. and especially at the post-graduate stage in science and arts.”

[Shri Ram Singh Yadav]

My humble submission is that in this regard when the Kothari Commission has suggested that there should be no further expansion and mushroom growth which had been done upto the Third Five Year Plan, there should be a check upon it. Further they have recommended rather they have given a hint to the Department that they should take a positive policy and that positive policy is that they should impart more and more technical education.

Now, I will suggest to the hon. Minister that instead of University education or the medical MBBS course or the engineering course, why don't you open polytechnic colleges more and more in number; and at block level you should provide one technical college; and ITI should also be provided at the block level. So, we have to think or we should give a different policy or a new policy as regards the method of education. I think the hon. Minister will think it over and formulate a policy on these lines which have been suggested by Mr. Kothari.

MR. DEPUTY-SPEAKER: You can only put questions. This is not a general discussion. Half-an-Hour discussion we have already completed. Every member takes half an hour. In Half-an-Hour discussion here every member takes half an hour.

(Interruptions)

MR. DEPUTY-SPEAKER: Mr. Shastri, I am arguing on your side. Since every member takes half an hour, that is why it is called Half-an-Hour Discussion.

SHRI RAM SINGH YADAV: What should be the standard of education? It has been said incessantly that so far as the standard of education in Universities and Colleges is concerned that is deteriorating and the reasons have been given by Mr. Shastri also. Now I may draw your attention to control over

standards. It has been stated on page 7 of the Report of the Review Committee on the University Grants Commission (January 1977) as follows:

"The need for ensuring standards was felt by the founding fathers of the Constitution of India. The following entry was provided in the Central List (entry 66 of List 1): "Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions."

'As Dr. Ambedkar told the Constituent Assembly in August, 1949 "apart from the question of financial aid, it is absolutely essential, both in the interest of the centre as well as the provinces, that the standards ought to be maintained on an all-India basis."

So, university standards should be maintained on an all-India basis and there should be some policy of the Government of India so that the standards of the universities whether they are in Kerala or in Tamil Nadu or Assam or Rajasthan or Punjab, there should be uniformity in standards and curriculum and in the academic teaching of those universities.

MR. DEPUTY-SPEAKER: Yes, Shri Mool Chand Daga.

SHRI RAM SINGH YADAV: The last point is after all, what is the object of the university education?

MR. DEPUTY-SPEAKER: He will complete half-an-hour.

SHRI RAM SINGH YADAV: The object of the university education is... (Interruptions)

MR. DEPUTY-SPEAKER: The Minister must be able to grasp everything and reply. Do not read many questions. She may not be able to reply. Do not read many points.

SHRI RAM SINGH YADAV: The object of university education is to

create human values in the minds of the people who are engaged in university education and we have to see whether this object is being achieved by university education. If human values are not created and the product which is coming out of the university is not fit for national development, or they have not been trained or they have not been oriented for national development, they cannot engage themselves in the development of the country, what is the use of the university education? My humble submission is, that coordination has to be there. And coordination has got two aspects. One is positive and the other is negative. Positive aspect is that we have to create human values, we have to create the resources and the manpower which can be useful for the development of the nation. Negative aspect is that we have to see that such conditions are not created by university education by which there may be conflicts in the society. We have to avert those conflicts by proper university education. These are the points I would like to ask.

MR. DEPUTY-SPEAKER: Shri Mool Chand Daga.

श्री मूलचन्द डगा (पाली) : उपाध्यक्ष महोदय, मैं कुछ प्रश्न करना चाहता हूँ, क्योंकि नियमों में केवल प्रश्न पूछने की ही व्यवस्था है।

हिन्दुस्तान में देश का भाग्य बनाने वाले जो बड़े-बड़े शिक्षा-शास्त्री, राजों के शिक्षा मंत्री और शिक्षा सचिव होते हैं, क्या वे प्रोफेसरों में शिक्षा के शास्त्री होते हैं या नहीं? राजों में जो शिक्षा सचिव बनते हैं, मेरे खयाल में उनके पास सिर्फ आई. ए. एस. की पदवी होती है, न तो वे शिक्षा-शास्त्री होते हैं और न ही शिक्षा के प्रति उनमें अनुराग होता है।

क्या देश में शिक्षा के स्तर को उंचा उठाने के लिए और इस बात की व्यवस्था करने के लिए कि हमारे विद्यालय और विश्व-विद्यालय केवल बेकारों को पैदा करने वाली संस्थायें न बन जाएं, क्या सरकार वाइस-

चांसलर, शिक्षा सचिव और शिक्षा के क्षेत्र में अन्य पदों पर केवल उन्हीं व्यक्तियों को नियुक्त करेगी, जिन्हें शिक्षा में रुचि हो? हमें यह याद करते हुए गर्व होता है कि डा. राधाकृष्णन जैसे विद्वान्त शिक्षा-शास्त्री हमारे देश में यूनि-वर्सिटी के वाइस-चांसलर रहे।

देश के साढ़े पांच लाख गांवों में और आदिवासी क्षेत्रों में विश्वविद्यालय खोलने के लिए सरकार ने क्या व्यवस्था की है, ताकि वहाँ के पिछड़े हुए लोगों को दूसरों के बराबर लाया जा सके?

आज शिक्षा का स्तर बहुत गिर गया है। जैसा कि यहाँ पर कहा गया है, हमारे विश्व-विद्यालय शिक्षा तथा विद्या के मंदिर नहीं रह गए हैं। वहाँ पर इस प्रकार की घटनाएँ होती हैं, जिनका वर्णन करते हुए शर्म आती है। क्या इस बात की व्यवस्था की जाएगी कि उच्च शिक्षा के क्षेत्र में वही जा सके, जो वास्तव में शिक्षा के प्रेमी हों? आज वहाँ पर कई तरह के अपराध होते हैं और चरस तथा गांजा जैसी चीजें मिलती हैं। पुलिस वहाँ जाती है, वह राजनीतिक अड्डे बन चुके हैं। यह जो शिक्षा के क्षेत्र में स्थिति बन रही है उस को रोकने के लिए सरकार क्या कदम उठा रही है? विद्यार्थी लोग अध्ययन छोड़ कर राजनीतिक क्षेत्र में अपना कारोबार करते हैं। उन का एक चुनाव होता है, मेरे खयाल से एम. पी. और एम. एल. ए. के चुनाव से भी ज्यादा खर्चा उस में उनका होता है और यह रौंगिंग जो है यह इतना बुरा काम हो रहा है, भगवान जानें यह कब शुरू हुआ, हमारे पाटिल साहब तो अनुभव किए होंगे, हमारे समय में तो यह होता नहीं था, मैं जब वी. एन. यू. का स्टूडेंट रहा, उस समय मालवीय जी के दर्शन होते थे और राधाकृष्णन जैसे लोग वहाँ होते थे तो उस समय न रौंगिंग था न हम लोग कभी आंखें इधर उधर फेंकते थे, उस समय तो लड़के बड़े सीधे सादे होते थे और उन का चरित्र बड़ा उंचा होता था। आज देश का चरित्र गिर गया है। अगर उसको ऊपर नहीं उठाया गया और जिस चरित्र पर सारे राष्ट्र के विकास का मंदिर खड़ा होगा ... (व्यवधान) ...

MR. DEPUTY-SPEAKER: When you were studying, there was no co-education.

SHRI MOOL CHAND DAGA: There was co-education. (*Interruptions*)

दोषिए जिन्होंने कभी जिन्दगी में समझा ही नहीं गृहस्थ जीवन को, वह भी हंसने लगे। मैं अर्ज करना चाहता हूँ कि जिस समय हम ने शिक्षा प्राप्त की उस समय वहाँ को-एजुकेशन थी और बनारस हिन्दू यूनिवर्सिटी में कैम्पस में हमारी पढ़ाई होती थी। मैं यह कहना चाहता हूँ कि स्वतंत्रता संग्राम में लड़कियों ने औरतों ने और लड़कों ने जो पार्ट लिया और जो काम किया वह किसी ने नहीं किया। हमारे अन्दर राष्ट्रीय भावना थी। वह राष्ट्रीय भावना आज सत्तम हो चुकी है विद्यार्थियों में और उन का चरित्र गिर गया है। अगर चरित्र गिर गया तो देश गिर जायगा और देश का विकास नहीं हो सकेगा। ऐसी सुरत में उन के चरित्र-निर्माण के बारे में कुछ बातें सोची जाती हैं या नहीं, इस के बारे में मैं माननीया शिक्षा मंत्री से जानना चाहता हूँ।

PROF. SATYASADHAN CHAKRABORTY (Calcutta South): Previously I was under the impression that there was no education policy of the Central Government. But I am glad to hear from the hon. Minister that now they have an education policy. She was very kind enough to say that one aspect of the policy is to see that there is no further expansion in the field of higher education. She was very glad to say that the student population in our universities and colleges have come down and that this is one of the greatest achievements of our education policy. Considering the population of our country, do you think that the present number of universities is enough? Do you think that the number of students who are now studying in colleges and universities, is enough?

Considering the vastness of our country and population and considering the student population in certain developing and developed countries, do you not think that there is much scope for expansion in higher education?

If you want to improve the standard of education, it is accepted by all that the salary scales of the teachers should compare favourably with that of the Class I IAS officers or other officers in the Central Government. It is because of our bitter struggle that we teachers launched that our salary scales were revised in 1973. And there was an agreement that every five years, because of the rise in prices the salary scales of the teachers would be revised. Secondly, what is the policy of the Government regarding the upward revision of the salary scales of the college and University teachers, which is the responsibility of the University Grants Commission? Thirdly, the teachers should have a say in the decision-making process in the University. Is the Central Government contemplating democratisation of the management of the Universities to have more say for the teachers in the decision-making process?

MR. DEPUTY-SPEAKER: I think the Senate or Syndicate is doing that.

SHRI SATYASADHAN CHAKRABORTY: Then, you say you want to increase the number of autonomous colleges. We are wholly against it. The teachers of India, irrespective of their political colour, have said that we are against it. You are going to create some privileged institutions for privileged persons, depriving a majority of the institutions of money, of assistance. This is undemocratic. It will help only a microscopic section of our society and a greater part will be neglected. Are you going to give up this policy, which has been opposed by the teaching community everywhere? Lastly, what is the percentage of money you spend on education? It is only a little more than 3 per cent of the Central budget. Even the Central Government have agreed that 10 per cent

should be ear-marked for education. Are you going to increase the expenditure on education, because education in the cheap is the falsest of false ideals? I would like to have pointed answers to all the questions I have raised.

श्रीमती शीला कौल : डिप्टी स्पीकर साहब, मैं ज्यादा से ज्यादा सवालों का उत्तर देने का प्रयास करूंगी।

शास्त्री जी ने जिक्र किया है कि यूनी-वर्सिटीज में साम्प्रदायिकता फैल रही है। हमारे लिये भी यह एक गम्भीर सवाल है, उन्होंने जो इस बात का जिक्र किया कि यूनीवर्सिटीज में किस किस की एक्टिविटीज होती हैं, जो नहीं होनी चाहिये—इसके बारे में भी हमें कन्सर्न है। काशी विद्यापीठ का उन्होंने जिक्र किया है, वह हमारी सेंट्रल यूनीवर्सिटी नहीं है, इस लिए जब वहां कुछ हुआ तो हम को उसकी इत्तिला नहीं दी गई। लेकिन हम को खुद जानकारी हुई थी कि वहां का जो वातावरण है वह सही नहीं है। इसके बारे में हम को मिल कर काम करना चाहिये। खास तौर पर वे लोग जो उस एरिया में रहते हैं सभी को मिल कर देखना चाहिये क्योंकि जो शिक्षा है उसको हम आइसोलेशन में नहीं कर सकते हैं। हर एक का फर्ज है कि इस के बारे में सोचें। जैसे कि पार्लियामेंट में इसको कहा गया, वहां भी इस का जिक्र करें कि इस तरह के जो लोग हैं उनको किसी तरह से बढ़ावा नहीं मिलना चाहिये।

मुझे खुशी है—यादव जी ने यहां पर कुछ जिक्र किया और उन्होंने यह भी कहा है कि शिक्षा में किस तरीके से हम मदद कर सकते हैं। जो हमारी टैक्नीकल एजुकेशन है वह पिछले सालों से बहुत ज्यादा बढ़ गई है। हम को देखना है कि जो हम टैक्नीकल एजुकेशन देते हैं उसमें जो लड़के निकलते हैं उन को नौकरी भी मिले। ऐसा न हो कि एजुकेशन देते जाय और पढ़ कर निकलने के बाद उनके लिए कोई जगह न हो। यह बात और भी ज्यादा खराब है, क्योंकि उसकी जिन्दगी में फ्रस्ट्रेशन हो जाता है। टैक्नीकल एजुकेशन तो दे ही रहे हैं, इतने सारे लोग

आज टैक्नीकली ट्रेण्ड हो गये हैं वे आज चाहते हैं कि उनको ज्यादा अच्छा मौका मिले, ताकि अपनी जिन्दगी को बेहतर कर सकें। यह कहना कि हम टैक्नीकल एजुकेशन के खिलाफ हैं या हम कम दे रहे हैं, मैं समझती हूँ कि सही नहीं है, जैसा कि उन्होंने फरमाया। मुझे इस बात की बहुत खुशी है कि वे चाहते हैं कि इसके बारे में कुछ हों और मैं समझती थी कि वे उसमें कुछ सहयोग देंगे।

SHRI RAM SINGH YADAV: What about the expansion in Diploma courses?

श्रीमती शीला कौल : डिप्लोमा कोर्स के बारे में सभी जानते हैं कि स्टेट्स करती हैं। हम यूनिवर्सिटीज भी वहीं डील करते हैं जो कि सेंट्रल यूनिवर्सिटीज होती हैं।

यू. जी. सी. ने अभी एक कोर्स खोला है, जिसमें थ्योरैटिकल स्टडीज, प्रैक्टिकल स्टडीज और टैक्नीकल स्टडीज, सबको मिला दिया गया है और यूनिवर्सिटीज का एडवाइज भी किया है कि वे इस नए कोर्स को एडाप्ट करें। मैं समझती हूँ कि आगे चलकर ये यूनिवर्सिटीज इसके अपना लेंगी।

The Government are deeply concerned about the need to give a value orientation to education. We are, therefore, giving special attention to this need. We have initiated Seminars on this aspect and we are contemplating a new scheme to improve our programmes of teachers' training so that teachers may have sound knowledge of values.

मैं एक बात बताना भूल गई थी, शास्त्री जी ने कहा कि वहां इम्तिहान सही तरीके से नहीं होते हैं। इम्तिहान देने वाले और इम्तिहान लेने दोनों बिहार के हैं... (व्यवधान)...

SHRI RAM SINGH YADAV: The coordination regarding conduct of examinations in the universities is the function of the U.G.C.

श्रीमती शीला कौल : कहाँ होता है, उसको यू. जी. सी. थोड़े ही करती है।

Please allow me to answer. My chain is broken.

MR. DEPUTY-SPEAKER: Yes, you can continue.

श्रीमती शीला कौल : अभी पटना यूनि-वर्सिटी का बिक्र हुआ था । इस संबंध में हम लोगों ने राय ली थी, लेकिन कहा गया कि वह पासिबल नहीं है कि पटना यूनि-वर्सिटी का सेंटर में ले सकें ।

श्री रामावतार शास्त्री : किस से राय ली थी ?

श्रीमती शीला कौल : क्या बतायें, किससे ली थी । काठारी जी ने बताया था ।

श्री रामावतार शास्त्री : आप ही लोग सब तय करेंगे ।

MR. DEPUTY-SPEAKER: These questions are from the Professor himself. He has put very important questions.

SHRI VIJAY KUMAR YADAV (Nalanda): Sir, he wants the universities made in the House. That is the trouble.

MR. DEPUTY-SPEAKER: He exhibits his class character.

SHRIMATI SHEILA KAUL: For the information of the hon. Member I would like to say that there should be no expansion. There should not be undue and unbalanced expansion of higher educational institutions. This is what I said. I said that we wanted to have quality and not quantity and I think the hon. Member will agree with this that what we need is quality now.

(Interruptions)

SHRI SATYASADHAN CHAKRABORTY: Do you mean to say that the quality and quantity—these two things are mutually exclusive? These two things are not mutually exclusive that if we want to have quality we will

have to give up quantity. They are not exclusive, they can go together.

SHRIMATI SHEILA KAUL: How can they go together? For instance, you have in a family a little girl who is an artist and who does singing. She will get a better chance if she is a good artist. How can you expect all the children singing in the same way? It cannot be the same, I mean, quality and quantity.

We have not stopped starting new educational institutions of higher learning we are only trying to ensure that all institutions will be adequately fed so that high standard of education can be maintained.

About the scale of pay, I would like to inform the hon. Member, this is implementation of U.G.C. scale for teachers from 1973. The salary scales compare favourably with those in the Government offices.

SHRI SATYASADHAN CHAKRABORTY: Whether you are considering the revision of the salary..(Interruptions.) Say yes or no. Either you say that you are not thinking of the revision of salary. (Interruptions). Anything. You may say.

SHRIMATI SHEILA KAUL: All the teachers and the employees, everybody who works for the Government, for the society, we are always at their service to help them.. How can I say that we are not thinking on these lines?

18.35 hrs.

RE. REPORT OF THE SECOND BACKWARD CLASSES COMMISSION

THE MINISTER OF STATE IN THE MINISTRY OF HOME AFFAIRS AND DEPARTMENT OF PARLAMENTARY AFFAIRS (SHRI P. VENKATASUBBAIAH): Hon. Member may kindly recall that a number of adjournment motions were tabled in the Lok Sabha