

MR. SPEAKER : I cannot express an opinion on constitutional and legal matters ; I can express an opinion only on procedural matters.

SHRI BAL RAJ MADHOK : You must make it clear that what he said was wrong.

MR. SPEAKER : I did not allow him.

SHRI BAL RAJ MADHOK : He said what he wanted to say though you did not allow him. Therefore, it must be expunged.

AN HON. MEMBER : What is your ruling ?

MR. SPEAKER : It is not a point of order... (*Interruptions*). I am prepared to have a debate over it, whether it is a point of order or not. She had been a speaker herself, of a State Assembly. It is asking for a legal opinion on a legal question.

DR. SUSHILA NAYAR : Then what he said should also be expunged.

MR. SPEAKER : I do not want to show any disrespect to the lady Members ; but they should also show some respect to the Chair.

12.54 hrs.

UNIVERSITY GRANTS COMMISSION
(AMENDMENT) BILL ; AND
MOTION Re-REPORTS OF
UNIVERSITY GRANTS
COMMISSION—*Contd.*

DR. M. SANTOSHAM (Tiruchendur) : I made my observations yesterday in part. If I start speaking now, I may have to divide it into two parts again today because I shall have to continue after Lunch. May I therefore request you to adjourn now and assemble again at 2 O'clock.

MR. SPEAKER : If your time permits you may continue. You were on your legs yesterday and you can continue even after lunch.

श्री कंबर लाल गुप्त (दिल्ली सदर) : अध्यक्ष महोदय, रायट्स के बारे में भी डिस्कशन होगा या नहीं... (व्यवधान)...

अध्यक्ष महोदय : कल होगा... (व्यवधान)
...आप लोगों को बड़ी गर्मी आ रही है, क्या किया जाये।... (व्यवधान)...

SHRI RANJEET SINGH (Khalilabad) : Sir, yesterday—

MR. SPEAKER : Let him speak now.

SHRI RANJEET SINGH : You said you would give me time.

MR. SPEAKER : No, no. I am examining it and I will try to accommodate.

SHRI RANJEET SINGH : More lives can be lost in this way ; It is a very serious matter.

MR. SPEAKER : If you treat it as a debate and if you insist, I cannot consider your request. I am asking the other hon. Member to speak on it. (*Interruptions*).

SEVERAL HON. MEMBERS : *rose*—

MR. SPEAKER : I think it requires extraordinary human powers for the Chair also to deal with such a House. Anybody gets up any time. God help this. One has to be a super-human being for occupying this Chair.

SHRI RANJEET SINGH *rose*—

MR. SPEAKER : I am not allowing you. You go on saying something while I am standing, and then again while I am sitting. What is this ? There is a procedure for it.

SHRI RANJEET SINGH : A breach of propriety has been committed by the Minister.

MR. SPEAKER : I will latter on consider it. You cannot get up abruptly.

SHRI S. KANDAPPAN (Mettur) : Sir, there is some relevance. It is important.

MR. SPEAKER : I have seen it and you need not explain it.

SHRI S. KANDAPPAN : You can direct the Minister to make a statement about it.

MR. SPEAKER : How can it be done unless I see and examine it ?

SHRI S. S. KOTHARI (Mandsaur) : Can the country afford to lose pilots like this ? It is a very important matter. Let the Minister make a statement. (*Interruption*).

SOME HON. MEMBERS *rose*—

MR. SPEAKER : Hon. Members should be somewhat reasonable. You must stick to the procedure. You are all speaking without my permission ; some others are making a request. All these things are to be raised according to the rules. To do it in advance without reference to the rules, I am not allowing.

DR. RAM SUBHAG SINGH (Buxar) : Today, in two cases, we have deviated from the rules. One is regarding the statement by Shri Govinda Menon, and the other is regarding the discussion under rule 193 for which the Home Minister will be absent. Whenever any big accident occurs, I think there is provision in the rules that they should come forward and make a statement.

MR. SPEAKER : It must be on a motion.

श्री रवि राय (पुरी) : रूल्स के अन्तर्गत ही होना चाहिए लेकिन यह बहुत ही महत्वपूर्ण सवाल है। सरकार की तरफ से भी सुओमोटो बयान जा सकता है।

SHRI RANJEET SINGH : You yourself had been a pilot and a very popular pilot and you had been looked upon by the Air Force as their protector,

MR. SPEAKER : I am a poor pilot of this House. I am riding a House which is worse than the aircraft which crashed. (*Interruption*) Like the engine in the aircraft, owing to disturbances in this House I am also bound to crash like it some day. (*Interruption*).

SEVERAL HON. MEMBERS *rose*—

MR. SPEAKER : If you go on like this, I will decide not to agree to it. If you go on like this, I am not going to agree to this, unless I examine it. (*Interruption*) Prof. Ranga, out of all the persons, is my oldest friend and I expect some reason from him. They sent it to me just now, and I have had no time to examine it.

SHRI HEM BARUA (Mangaldal) : Like the pilot who crashlands, you can also crashland.

MR. SPEAKER : I was a successful pilot, but am a bad pilot of this House.

SHRI PILOO MODY (Godhra) : May I suggest that it is now 1 O'clock and we may adjourn for lunch ?

MR. SPEAKER : Thank God that you are also happy to suggest that. You must be feeling very hungry.

12.59 hrs.

The Lok Sabha adjourned for Lunch till Fourteen of the Clock.

The Lok Sabha re-assembled after Lunch at five minutes past Fourteen of the Clock.

[MR. SPEAKER *in the chair*]

UNIVERSITY GRANTS COMMISSION
(AMENDMENT) BILL ; AND
MOTION RE-REPORTS OF UNI-
VERSITY GRANTS COMMISSION—
Contd.

SHRI S. M. BANERJEE (Kanpur) : Sir, today negotiations are going on between

[Shri S.M. Banerjee]

the dock workers leaders and the Labour Minister. These dock workers are on strike in Madras for the last 14 days. I would only request you to ask the Labour Minister to make a statement. Secondly, Sir, you are aware that the Instructors of National Fitness Corps are on a hunger strike. I know, Dr. Rao has all sympathies with them but I would only request him to see that a statement is made on that.

श्री शिव चन्द्र झा (मधुबनी) : मैं माननीय बनर्जी की बात का समर्थन करता हूँ।

SHRI S. KANDAPPAN (Mettur) : It is fourteen days since the dock workers strike started in Madras. The port Trust have nearly lost about Rs. 14 lakhs and I do not know if it will serve any purpose to protect the strike. I understand that talks are going on between the Labour Minister and the representatives of the employees. I had the privilege of meeting the Prime Minister along with a deputation of the dock workers representatives and at that time the Prime Minister said that she is going to consult the Labour Minister and give a decision. I would only request, let them give a decision as early as possible.

श्री रामावतार शास्त्री (पटना) : मैं भी इसका समर्थन करता हूँ।

DR. M. SANTOSHAM : There is partial strike of railway workers started at Madras.

SHRI S. M. BANERJEE : That strike has been settled.

DR. M. SANTOSHAM : Speaking on the University Grants Commission Report I would like to make my observations regarding the student unrest problem. The problem of student unrest is menacing many countries of the world and we are having our own share. The University Grants Commission in the report have made a passing remark saying that the remedy for the student unrest problem must be found outside the educational system. When I read that part of the report I was afraid that the University Grants Commission and the Minister would wash their hands off and would not take any responsibility towards

solving this problem of student unrest. But it was heartening to know from the Minister that the University Grants Commission have set-up two Commissions to enquire into the causes of the student unrest, remedy for it and also the pattern in which the participation of students in governance of university can be considered.

Therefore, Sir, it is only necessary that I should make my own observations so that these Commissions would stand benefitted by my observations. It is said that the student unrest is only an imitation of what transpires elsewhere. Young people are always imitating : they learn by imitating and when they find that the politicians are earning great headline become press heroes through inflammable demonstrations that they make in the streets, the students want to copy the same. Therefore, they want to get publicity and want to feature in the press. As such they indulge in these kinds of demonstrations.

Apart from that, students are adventurous people. Students particularly in our country are also suffering from frustration. They do not see much of a future for themselves after they go through their college studies. Formerly also students were adventurous and were ambitious to earn publicity but they did not indulge in these kinds of activities because there was always a restraining influence. They had a hop that if they behaved as good boys and had a good conduct certificate from the principal, it was likely that they would be able to get a good position in life soon after they got out of college. Now the situation is totally different. They find that all the avenues are closed for them. They cannot find a place to work and earn and, therefore, however good they may be, they will not be able to earn a position for themselves in life soon after they get out of college. They will have to join the huge number of millions of unemployed. The restraining influence is not there. Therefore it is frustration that they are suffering from which makes them indulge in these activities.

Also, every student as an individual is a disciplined boy but when they get into a large group they have a tendency to turn turbulent. But however turbulent they may

be, they are not self-igniting by nature. I can say that from my own experience of the few student disturbances that took place in Madras. There were some recent strikes in some Madras colleges protesting against the selection examination. Because of these strikes colleges had to be closed for a good period of time. In these strikes it was noticed that the students were not the people who were initiating them but only a handful of students who had their influence with political parties whose mind and object all the time is on creating a turbulent situation, on creating unrest, on creating a situation near to rebellion. Political parties of that nature had their own agents who worked on these young students' minds and they were responsible for creating student unrest in Madras. therefore it is very, very necessary that we should keep a watchful eye so as to see that external influences do not come and spoil our boys and girls.

Therefore I would suggest that our student population should, first of all be, cured of this state of frustration and, secondly, they must be kept very busy. They should not only be kept busy but when they are kept busy they should have a hope that by keeping themselves busy in that fashion they would be able, sooner or later, to find an avocation in life and employment for themselves which will be remunerative.

With this end in view I have some suggestions to make. At the present moment practically all statistical information that the Government gets regarding the various departments is worked out by the respective departments themselves. In the field of small-scale industry, agriculture, cooperation all the statistical data that the Government now gets are worked out by the respective departments; therefore, they have a tendency to put themselves on the back. They give the report that they have been all successful. A very distorted picture is thus given and on that false premise based on the false information that is given we build our nation sometimes. If an impartial body, such as a university, is given the responsibility of collecting statistics—the data being collected either by students or by those who have just graduated—it will not only have the necessary knowledge to collect the data and

compile the proper statistics but will also have enough manpower to send about for collecting statistics. It should be possible for the Government to place sufficient funds at the disposal of the university and the university will be the proper medium for collecting statistics. Our students will be busy in this fashion and they will always be having the consciousness that they are being usefully used for nation-building purposes. Their sense of vanity will also be satisfied a great deal, I am quite sure, by keeping the students not only busy in this fashion but also by giving them some remuneration for the amount of work that they do. It would be possible for the students to get over the state of frustration and we would be finding a near remedy for student unrest.

Now I would like to make a reference to admission to medical colleges. As we all know, there is a great rush for admission to medical colleges. We are almost in the season when this drama is going to take place. Large sums of money are offered both above the table and under the table. This is a thing that is commonly known to everyone. This evil is increasing. A remedy must be found sooner or later for that. I think, the remedy for this lies in this that the medical profession like any other profession should also be overcrowded. We should not feel shy to overcrowd this medical profession in the country with more and more medical men and women. Practically, all the other professions are overcrowded and, therefore, we find that this bad practice of paying money for getting admissions into those institutions does not take place. But this is going on as far as admissions to medical colleges are concerned.

The best way in which the number of medical men and women in this country can be increased is to call back all those medical men and women who have gone away from our country and who are practising elsewhere for more than five years. A good part of our exchequer's money, has been spent on the education of these people. Not only that. They have also replaced other patriotic persons who would have after their education served this country. Having taken away the seats of others by questionable

[Dr. M. Santosham]

means and after spending the public money, the hard-earned money of the poor people of this country, they go out and sell themselves for big salaries in other countries and stay there for ever. They do not come back to this country. These people who have Indian nationality, who are serving elsewhere for more than five years and who have spent our money on their education should be called back to this country without any guarantee of job. Within the five years that they have served elsewhere, they have earned more than what could be earned here in a life-time.

SHRI K. N. TIWARY (Betriah) : Sir, when the Government is not a position to give jobs to all the person who have passed the M.B.B.S. examination, he is suggesting to recall those who are serving elsewhere and make them jobless here.

DR. M. SANTOSHAM : May I say that the only profession where there is no danger of unemployment is the medical profession at the present moment. Why that still remains so is because this is the only profession which is not overcrowded. The required number of doctors for the total number of patients in the country is not available. The required number of doctors should be made available not only in the interest of the medical profession but also in the interest of the suffering public in this country, I am a medical practitioner. I have full knowledge as to how our medical profession is working.

SHRI K. N. TIWARY : This subject comes under the Ministry of Health, not under this Ministry.

MR. DEPUTY SPEAKER : That is for the Minister to say.

DR. M. SANTOSHAM : Medical education, Sir. What I am saying is that they waste all our money here and they serve in other countries. If you recall them back, all these mal-practices that are indulged in for admissions to medical colleges can be solved to a great extent.

Then, I would like to make a mention of the National Cadet Corps. I do not think we are giving the training in a very serious manner. After seven years in the Air wing, our students cannot even recognise different kinds of aircrafts that are used in our Air Force. They just learn a certain amount of drill, arms drill, and they just learn how to put on a uniform. That is all. It is necessary that the National Cadet Corps should be made use of by us for preparing actually a force on which we can fall back at the time of emergency.

Apart from that, the camping of the National Cadet Corps should be so arranged that contingents from various parts of the country should be able to get together in one place where they will be able to learn the techniques of warfare like jungle warfare, and so on. All that must be taught to them. The contingents from different States must gather together so that an element of national integration is there. The spirit of one-nation outlook should be taught to them at the time of giving the training. Lastly, the hon. Member, Shri Bal Raj Madhok, talked about the Allgarh Muslim University and the Banaras Hindu University. I also agree with him. It is high time that these names are removed because it goes against the spirit of our national unity. If there should be a Muslim university and a Hindu university, I suggest, in Madras, there is a very good Christian college with 500 acres in which one college campus is situated and there is a good medical college nearby and all these colleges can be put together and called the Madras Christian University.

श्री राजदेव सिंह (जीनपुर) : उपाध्यक्ष महोदय, आपने यूनिवर्सिटी ग्रांट्स कमिशन (अमेंडमेंट) विधेयक पर बोलने का मौका मुझ को दिया है, इस के लिये मैं आप को धन्यवाद देता हूँ। सब से पहले किसी राष्ट्र की शिक्षा के सम्बन्ध में एक नीति होती है। 21 साल तक हमारी कोई नेशनल एजुकेशन पालिसी नहीं थी। 1968 में हमारी सरकार ने देश को एक नेशनल आलिसी आफ एजुकेशन दिया। उस पालिसी को कार्यान्वित करने का चार हमारे

शिक्षा मंत्रालय के ऊपर और उसके द्वारा जो यूनिवर्सिटी ग्रांट्स कमिशन है उसके ऊपर है। अगर हम अपनी नेशनल एजुकेशन पालिसी को ईमानदारी के साथ इम्प्लिमेंट करें तो आज चारों तरफ जो झगड़ा दिखाई पड़ता है, जिससे पूरा देश चिन्तित है, यह सदन चिन्तित है, सभी समझदार व्यक्ति चिन्तित हैं, वह दूर हो सकता है। आपकी जानकारी के लिये मैं आप को एक पैरा पढ़कर सुनाना चाहता हूँ। नेशनल पालिसी ग्रान्ट एजुकेशन नाम की पुस्तक में लिखा हुआ है कि :

“Education has always been accorded an honoured place in Indian society. The great leaders of the Indian freedom movement realised the fundamental role of education and throughout the nation's struggle for independence, stressed its unique significance for national development. Gandhiji formulated the scheme of basic education seeking to harmonize intellectual and manual work. This was a great step forward in making education directly relevant to the life of the people. Many other national leaders likewise made important contribution to national education before independence.

The educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening national integration.”

जो हमारी नेशनल एजुकेशन पालिसी है अगर उस पर ईमानदारी के साथ पांच या दस साल अमल करके काम किया जाय तो जो हमारे नेताओं का लक्ष्य था, हम एजुकेशन के मामले में उस दिशा में चल सकते हैं।

आज कालेज एजुकेशन की हालत यह है कि गत वर्ष हमारे सामने एक बाकया हुआ था,

जिस का मैं जिक्र यहां पर कर देना चाहता हूँ, यानी यह कि जो हमारे ग्रोन अप विद्यार्थी हैं, जो डिग्री कालिजों में पढ़ते हैं उनका विभाग किस तरहसे काम करता है। मेरी कॉस्टिट्यूटेंसी में एक डिग्री कालेज है गाँव में जो कि शहर से 30 मील की दूरी पर है। यह नहीं कहा जा सकता कि वहाँ लड़के सिनेमा देखते होंगे। वहाँ के लड़के इक्ठु थे। जो वहाँ के प्रिंसिपल थे उनसे मैंने कहा कि लड़कों में 25 कागज डिस्ट्रिब्यूट कर दीजिये और उन से कहिये कि हिन्दुस्तान के एक बड़े आदमी का नाम लिख कर दें। 25 कागज बाँटे गये और लड़कों ने जिस को बड़ा आदमी समझा उसका नाम लिख कर दिया। आप यकीन मानिये कि 25 में से सिर्फ दो लड़कों ने, एक ने सुभाषचन्द्र बोस को बड़ा आदमी हिन्दुस्तान का माना था और दूसरे ने गांधीजी को, नेताओं नाम लिख कर दिया। जो दूसरे 23 नाम आये वह ज्यादातर फिल्म ऐक्ट्रेसज के थे। यह हालत है आज शहरों से दूर देहातों में जो डिग्री कालेज हैं उन के विद्यार्थियों की। मैं यह मिसाल आप के सामने दे रहा हूँ।

एक माननीय सदस्य : यू पी बैकवर्ड है।

श्री राजवेश सिंह : बिहार में भी ऐसा ही होगा। सभी डिग्री कालेजों की यही हालत है। हमारी केन्द्रीय सरकार का एजुकेशन डिपार्टमेंट एजुकेशन के सिलसिले में अच्छी-अच्छी फिल्में बना कर, जैसे आक्सफोर्ड यूनिवर्सिटी वगैरह में होता है, विद्यार्थियों को दिखा सकता है और उन के हज़ान को उधर घुमा सकता है। मैं जानता हूँ कि इस दिशा में कुछ काम हुआ है। बाकुमेंट्री फिल्में तैयार हुई हैं। लेकिन बाकुमेंट्री फिल्मों से वह काम होने वाला नहीं है। इसलिए वह रोजक ढंग से फिल्म बनायें ताकि विद्यार्थी गलत रास्ते पर न जा कर सही रास्ते पर चलने की कोशिश करें।

[श्री राजदेव सिंह]

1956 में यूनिवर्सिटी ग्रांट्स कमिशन को संगठित किया गया। आप देखिये कि चौदह सालों में यूनिवर्सिटी ग्रांट्स कमिशन ने क्या किया और क्या नहीं किया। उन्होंने कुछ अच्छे काम भी किये और बहुत से ऐसे हैं जिनको वह करना चाहते थे लेकिन नहीं कर सके क्योंकि उनके सामने लिमिटेशन थे। पहला लिमिटेशन यह था कि उन के सामने फंड्स की कमी थी, दूसरा लिमिटेशन यह था कि उन्हें काम करने की ताकत नहीं थी, तीसरा लिमिटेशन यह था कि एजुकेशन स्टेट सब्जेक्ट था, चौथा लिमिटेशन यह था कि यूनिवर्सिटी की आटोनोमी डिस्टर्ब न हो, इन्फ्लेज न हो। यह उस के वीक प्वाइंट्स थे जिन की वजह से वह जितना करना चाहते थे उतना नहीं कर सके।

जहाँ तक एजुकेशन के स्टेट सब्जेक्ट होने का प्रश्न है, हमारे सामने संविधान मौजूद है जिस में 7वें शेड्यूल में 63 और 66 की एंट्रीज हैं जो साफ पावर देती हैं सेंट्रल गवर्नमेंट को कि वह हायर एजुकेशन में दखल दे सकती है, कोऑर्डिनेशन कर सकती है और ऊँचा स्टेन्डर्ड मेनटेन करने के लिए सब कुछ कर सकती है। अगर कुछ करने का इरादा हो तो काफी पावर ही गई है। यूनियन लिस्ट में यह तीन चार एंट्रीज हैं जिन के मुताबिक कम से कम यूनिवर्सिटीज के ऊपर सेंट्रल गवर्नमेंट अपनी बातें मनवाने की काफी ताकत रखती है। जो ताकत नहीं है केन्द्र सरकार के पास उसके लिए मेरा सजेशन यह है कि पार्लियामेंट के सामने वह बिल लाये और हायर एजुकेशन को कांकरेंट सब्जेक्ट बना लिया जाये। पार्लियामेंट बिना रूसी गुरेज के आप को सारी शक्ति प्रदान करेगी। जितनी भी हमारी शिक्षा है सब एक पैटर्न पर चले। यहाँ पर 3 इयर्स कोर्स प्रेस्क्राइब किया गया था लेकिन बहुत सी यूनिवर्सिटीज ने उस का पालन किया और बहुतों ने नहीं किया। इस से साफ हो जाता है कि आप के पास कोई

ताकत नहीं कि आप उन से अपनी बातें मनवा सकें।

अब तो हर एक यूनिवर्सिटीज में बड़ी बड़ी जगहों में पार्टियां घुस गई हैं। हेड आफ डिपार्टमेंट तक के अप्वाइंटमेंट जो होते हैं वह गलत ढंग से होते हैं। इस लिये यूनिवर्सिटी ग्रांट्स कमिशन अगर ज्यादा न करे तो कम से कम इतना तो करे कि हेड आफ डिपार्टमेंट का जो अप्वाइंटमेंट हो उस का अप्रूवल उसके हाथ में हो। जितने भी कैंडिडेट्स सामने आते हैं, उन से सम्बन्धित सब चीजें यू जी सी के सामने हों। दूसरा सजेशन यह है कि हर एक स्टेट में यू जी सी की एक ब्रांच होनी चाहिए जो कि सारी चीजों को एक्विटबली कंट्रोल कर सके। आज बहुत सी एरियाज ऐसी हैं, जो बैकवर्ड एरियाज हैं, रूरल एरियाज हैं, वहाँ पर यू जी सी का कार्य नहीं है। वहाँ पर एजुकेशन को एन्करेज नहीं किया गया है। रूरल डिग्री कालेजज की हालत यह है कि वह देश में 60 प्रतिशत ग्रेजुएट देते हैं, लेकिन वह डिग्री कालेज आलटुगेदर इन्वीर्ड हैं।

मैं उत्तर प्रदेश के पूर्वी जिले से आता हूँ। वहाँ पर गोरखपुर यूनिवर्सिटी है। उस को वहाँ के चौदह जिलों के कालेज फीड करते हैं। उस के लिये एक बलाज था, जिसको पिछले साल हटाया गया। उस के मुताबिक वहाँ के डिग्री कालेज पोस्ट डिग्री क्लासेज नहीं खोल सकते थे, अब लेजिस्लेशन कर के उस को हटाया है जब प्रेजिडेंट्स रूल था। जहाँ कहीं यह पाबन्दी हो, यूनिवर्सिटी ग्रांट्स कमिशन को चाहिए कि उस को हटाये और उन को कर्जा आदि दे ताकि एजुकेशन में रूकावट न आये।

अनुदानों के बारे में मैं कुछ कहना चाहता हूँ। Public Accounts Committee की रिपोर्ट पढ़ने से पता चला है कि 3,95,336 केसिस में

ग्रान्ट्स दी गई हैं 1967 तक और इनका टोटल 115 करोड़ होता है। इन में से 28 नवंबर 1970 तक, 23,888 केसिस में यूटिलाइजेशन सर्टिफिकेट नहीं आए। यह बहुत ही दुख की बात है। रुपया किस तरह से इस्तेमाल होता है, यह इसी से आप को मालूम हो जाएगा। बहुत कास्टली मशीनरी और इक्विपमेंट बेकार पड़ी हुई है, उसका यूटिलाइजेशन नहीं हुआ। इसकी तरफ आपका ध्यान जाना चाहिये।

नैशनल फिटनेस कोर के बारे में मैं कुछ कहना चाहना है। दो एक साल तक इस को चला कर आपने सोचा था कि स्टेट गवर्नमेंट इसको टेक अप कर लेंगी। लेकिन वे इसके लिए तैयार नहीं हैं। आप भी इसको टेक अप करने के लिए तैयार नहीं हैं। मैं समझता हूँ कि ज्यादा अच्छा होता कि आप इस विषय को होम मिनिस्ट्री को अगर बे देते। या फिर इस को एन सी सी का एक अंग बना दिया जाता। अब भी आप ऐसा कर लें तो ठीक रहेगा।

मैं समझता हूँ कि जहाँ तक पैसा देने का सवाल है, डिग्री कालेजिज आदि को मदद देने का सवाल है, एक सुपरवाइजरी बाडी होनी चाहिए जो जाकर उन की नीहूज को इंस्पेक्ट करे और एप्लीकेशज को रिकमेंड करे। उस बेसिस पर उनको रुपया दिया जाए। किस तरह से उस रुपये का यूटिलाइजेशन होता है, इस को भी वह बाडी इंस्पेक्टर करे। इस काम के लिए एक सुपरवाइजरी बाडी का यू जी सी में होना बहुत लाजिमी है।

नैशनल पालिसी जो हमारी एजुकेशन की है उसको देखते हुए यह बहुत जरूरी है कि स्टैंडर्ड आफ टीचिंग भी अच्छा होना चाहिए और एग्जामिनेशन भी एक ही ढंग का एक ही नमूने का होना चाहिए। अभी हमारे देश में जो एग्जामिनेशन का तरीका है उसमें जो एग्जामिनर है वह आबसक्योर से आबसक्योर क्लेसन

देता है और ऐसा इसलिए करता है कि विद्यार्थी इसे नहीं जानता होगा। देखा यह जाना चाहिये कि विद्यार्थी कितना जानता है और जितना जानता है उसको कितनी अच्छी तरह से एक्सप्लेन कर सकता है। इस तरह के जो सवाल हैं वे पूछे जाने चाहिए और एग्जामिनेशन एक ढंग का, एक नमूने का होना चाहिए।

इन शब्दों के साथ जो विषयक है, इसका मैं समर्थन करता हूँ।

SHRI S. KANDAPPAN (Mettur) : Mr. Deputy Speaker, Sir, while introducing this Bill and initiating the discussion on the reports of University Grants Commission, the hon. Minister has given me or rather given to the House the impression that his continuance in this portfolio is somewhat of an uncertainty.

So, I would rather begin my observations by wishing him a long lease in this portfolio. I am sure he can do something if he has got enough resources at his disposal.

Sir, in a discussion on education, I cannot resist the temptation to say something on language. But, I do not propose to enter into the discussion on the Policy Resolution about three language formula or the constitution position as such because, I know that is not the point that we have been discussing. It has recently been discussed and I do not know whether this can be solved by my putting questions to him and expecting some answer from him. We all know the constitutional handicap with which we suffer. That is a different point altogether. But, what I propose to say about the language is this. After all, Government have decided in that policy resolution on education, 1968, that they are going to permit all the languages to be the media of instruction in various Universities. And now that is an accepted formula to all parties and to all Governments. It is but proper for us to consider that since the University Grants Commission was set up for a specific purpose of maintaining the standards in higher education without any effort on the part of

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the Central Government or on the part of the University Grants Commission, by suddenly switching on the medium, will we be able to maintain the standards at all in the universities?

After all, we all know that the language is the medium, the vehicle of thought and expression and unless it is properly equipped and properly developed so as to make it as a suitable medium to convey the higher scientific thought, it would be impossible to swim safely by pushing the boys from English into the respective languages. This is a very serious matter about which I feel that the U. G. C. should make some effort.

I would like to make a few suggestions on that point. Since the U. G. C. has already got this method of organising seminars for the promotion or for simplifying the teaching of English, they know as to how the standard of English could be improved and all that sort of thing. In addition to that work, they could as well take up this work also; they could organise seminars wherein they could bring together professors and teachers from various universities, engaged in teaching subjects in Tamil or in any other language and in this way organise discussions and dialogues between them. I am sure that something could be done about it.

Also, it is possible for the UGC to prepare a glossary for each subject which could be utilised by all the professors and students. I would here like to point out one thing which is still agitating my mind, and I do not know whether Government are clear about it, and that is about the common glossary that should be made applicable to all the languages. As far as that question is concerned, we have already rejected it, because I think that it is an impossible proposition and it can never be implemented. In fact, I may point out that the Law Ministry some years back insisted that the legal terminology should be the name for all languages in India, but last year they found that it was very difficult to apply a common terminology for all languages and, therefore, they have given up that posture, and they have now conceded the demand of Tamil Nadu

Government that they can have their own legal terminology. With regard to the other scientific subjects also, I say that it is impractical, because when once you allow a language to become the medium, then, automatically, suiting the genius of a particular language, words crop up; words crop up: words that are already in use come into vogue, and they are put to a different use altogether or the use is enlarged or limited, as the case may be. For example, in Tamil Nadu, with my experience in the college, I know that in many a subject there is quite a sizable number of words that have become commonly used words for scientific purposes. If now you are going to insist upon a common glossary, I am afraid that it is not going to work. So, instead of harping on that, I would rather ask the hon. Minister to say that suiting the genius of a language, they would permit them to evolve their own glossary or their own terminology for the subjects taught in the universities.

SHRI N. SREEKANTAN NAIR
(Guntur): Scientists will teach by signs.

SHRI S. KANDAPPAN: But still, language is needed. Without language, no communication can take place. So, this is a very serious matter for them to consider.

Another suggestion that I would like to make is that they should see to it that the universities located in a particular language region should have at least one scientific journal so that the students may be acquainted with the latest scientific knowledge on the subject. This is very essential, and the reason for my saying so is this.

I know that the Government of India started a scientific journal in Hindi. I do not know whether it was started by the Education Ministry. I was told that its circulation was not so good. I do not know the reasons. But it is for those people coming from that area to think about it, because this is a very important matter. There is also a UNESCO journal called *Courier* which is being published in 13 languages. They are publishing that journal in Hindi. I learn that in regard to

the Hindi publication—I am not saying anything against Hindi; I am not even remotely meaning anything disparaging against Hindi—the circulation is only about 200 with the result that for the last eight or nine months, they have stopped publishing the journal. These are all serious matters, which it is said that Hindi should be made the link language.

AN HON. MEMBER: How many were sold in Tamil Nadu?

SHRI S. KANDAPPAN: I am coming to that. In Tamil, the number of copies printed was 5,000, and all the 5,000 were sold in the open market. Now, they are going to increase the number. This is a journal of a very high standard. In addition to that, in Tamil we have got a private monthly magazine which is completely devoted to scientific articles, and which has got a circulation of more than 10,000.

I think this is a pre-condition for a switch over of the medium from English to any other language. I feel rather concerned—I do not know whether I should—about it as to why this trend is not exhibited in Hindi. There is something radically wrong. If you cannot create this atmosphere, I am afraid you are not going to succeed in making it an effective medium. The most important factor is the content of teaching, the knowledge, the substance; this should not be allowed to go down. Students are not there to learn only the languages; that is the business of linguists. After all, language is only a vehicle.

SHRI N. K. P. SALVE (Betul): What does he think are the real causes why Hindi is not patronised as well as it should be?

SHRI V. KRISHNAMOORTHY (Cuddalore): Give bonus to reader of Rs. 100.

SHRI S. KANDAPPAN: I cannot satisfactorily answer it as I do not have real experience.

MR. DEPUTY-SPEAKER: The popularity of Hindi is not the subject under discussion?

SHRI S. KANDAPPAN: It is time the Hindi friends took note of this. They should ask their State Governments to see that the secondary schools and college libraries and also public libraries are made to subscribe to these things.

I am emphasising this because in the functioning of the UGC I find there is no scope for this sort of work. When you say that Indian languages are going to be the media of expression in years to come India in all universities, this is a factor which you cannot afford to ignore.

With regard to Central Universities *vs.* State Universities, I do not know the purpose or rationale behind the former, apart from the constitutional position. As it is, the Central Government cannot claim that because they are running a few universities, their working and administration is better than all the other State universities. I should say it is rather even worse. A major portion of UGC allocation is being concerned by the four Central Universities of Delhi, Aligarh, Banaras and Vishwa Bharati. The last is in a separate category by itself. But with regard to the other three, they are like any other universities. Yesterday, the hon. Minister tried to make out a case as if they are performing a unifying function. I fail to understand it. In India, either in regard to education or any other subject, whenever there is a Central Institute it unfortunately happens that only those who are situated in the vicinity stand to gain by it, not people from distant areas. If the Government wish to continue this position of having Central universities, then they have to have more Central universities catering to various regions. But I would prefer that the Central universities be handed over to the respective States and the money thus saved distributed among all the 70 universities in the country.

In 1965-66, out of a total allocation under non-plan projects and plan projects of Rs. 17.85 crores, nearly one third, Rs. 6 crores, went to Central universities. The same is the position in the next year and the year after. From all the three reports, I find one-third is eaten away by the 4 Central Universities and two-thirds are shared by the other universities. This, I feel, is

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very unfair. Government should really do something about it. I would rather prefer that they Central Universities should be handed over to the concerned States, that the Centre should have nothing to do with them.

The University Education Commission, as early as 1949, described the teacher as the corner stone of the arch of education. The National Council on Educational Research and Training calls the teacher the heart of the matter. In their publication, *Collective Quest—Ends and aims of Education*, the Council says :

“When the heart is in good condition pulsates, with energy, steadiness and passion, education grows. When the heart declines, education founders.”

It is very rhetorical, and is very good. But what has the Ministry done about it? Everywhere in the universities we find a bazar atmosphere prevailing. The Radhakrishnan Committee, the Humayun Kabir Committee, so many committees have touched this important aspect. Even student indiscipline is connected in a way with this atmosphere that prevails among the teachers and the inadequacy of the facilities that they get. They have to live in scattered places, they do not have easy access to libraries. This sort of thing can be easily rectified. Can you not see to it that at least when creating new universities, you put up the staff quarters within it, so that they will have a different atmosphere altogether, instead of this Bazar atmosphere. So, this is a serious matter to which they should really pay some attention:

I would only again appeal to the Minister to consider the aspect of the standard, the quality, of language that is going to be the vehicle of thought in India, all the 14 national languages, to pay some attention to it, and also see that the teachers are given a proper atmosphere in which they can pursue their academic aspirations, instead of political or other aspirations, which is mainly due to their environments and not due to their mental make-up.

SHRI R. D. BHANDARE (Bombay Central) : I shall deal with three points only, namely the new Bill which has been introduced, the UGC report and the objectives and the aims of education and to what extent they have achieved.

The new Bill makes a departure, a welcome departure. Three Members are going to be full-timers in the UGC. I hope they will devote their time and energy and work with sincerity in dealing with the colleges and students, and will look after the follow up action. The Chairman also, I hope, will devote more time. These new changes sought to be incorporated in the Bill are welcome. The new functions that are sought to be incorporated, viz., maintenance, grants and development grants, are also welcome. I think both these grants will satisfy the urge and the need, as suggested by my hon. friend Shri Kandappa, of some of the colleges and universities. That is so far as this Bill is concerned.

Regarding the University Grants Commission's report, it must be said to the credit of the UGC that they have been discharging a very wonderful and good service. The policy which they are laying down for the purpose of establishing new universities and colleges in order to have a proper standard in education, I think, is good. Of course, I have my own doubts regarding the standards, whether the standards are being achieved or not. The aim is good, but in practice the achievements are few and far between. I have my own reasons, but time will not permit me to deal with them.

The Centre for post-graduate Education is also doing very useful work. The provision of residential accommodation for teachers and students is a new innovation. On one occasion the present Education Minister said a few words about himself, that he was very poor. He was very poor and he has seen jopori life. Therefore, I hope he will see that more residential accommodation will be made available to the students who are badly in need of such accommodation so that they can devote their time and energy to study. The student aid fund is also a welcome feature to meet the needs of the students. I have to make one or two suggestions about central

universities. Why should we not start another Central university in non-Hindi speaking area so that encouragement could be given to those who are coming from such areas? I think my friend Mr. Krishnaamurti referred to it and I think it is a good suggestion. The hon. Minister should keep it in mind.

About the classification of universities, one may say that we have Federal or Affiliating universities and Residential universities. I happen to be a member of the executive council of the Banaras Hindu University. To my great surprise and horror I found the campus city to be an open city, when I first visited that university. The campus is accessible to any person and we have seen the results of such an arrangement. (*An Hon. Member* : There is a temple inside). Temple, hospital, grazing grounds and what not. It should be a campus in the real sense of the term so that there could be privacy. There is also the question of law and order. Every now and then we cannot ask the police to step in to maintain law and order. We happened to discuss the law and order problem with the concerned authorities in that city. How can we step into the university campus, they ask. The students are very sensitive.

There ought to be more centres of advanced studies. Only 27 universities had been given special assistance. I think more universities should be covered by this scheme. On the subject of examination reforms, we, the members of Parliament consider the Kothari Commission report. While discussing it we made certain suggestions to reform Examination system. But Education Ministry had appointed two more committees for this purpose and I do not know how long they will take. Efforts should also be made to give more scholarships.

I shall now turn to the points suggested by the hon. Minister of Education. He says that the primary object of the UGC is to give development and maintenance grants, secondly, to co-ordinate their function and to maintain and to raise the standard of education. These are very good and laudable objectives. Have we been able to achieve them? Another

purpose was to achieve uniformity in syllabus and examination. We are far from that objective. It is repeated ad nauseam that education is an instrument of social change and makes man's mind cultural and cultivated and achieves social and national integration. These are the three main objectives or the aims of education; to bring about social change, to make the man cultured and cultivated, and achieve social and national integration. Have these objectives been achieved? What is the answer? I shall leave the answer to be given by the Education Minister himself. As I see, let us consider to what extent the mind has been changed in order to bring about social change, as it exists in the village and cities. Have the rigours of the caste system lessened to any extent? Has the educated mind applied itself to this aspect, or, have we given education to change the mind of the educated person to adopt a different or totally changed attitude towards the social system? What is the answer? Have we made man cultured and cultivated? I think the number of such persons might be just few and far between. I would ask whether the educational system should be given credit or whether credit should be given to those individuals themselves despite the system.

The question arises as to why there is so much unrest and indiscipline. One of my hon. friends speaking some time back dealt with this question of unrest and indiscipline. It is often said that it is a worldwide phenomenon; that the unrest is there all over the world in the student community. But have we applied our mind to the real causes? In western countries there is unrest and indiscipline because of affluence. There is unrest and indiscipline in our country because of poverty, unemployment and frustration among the educated classes. Have we been able to remove these causes, or, can we simply justify the unrest and indiscipline on the ground that it is a worldwide phenomenon? That question also I have to the hon. Education Minister.

You know what is happening in our country. The mind of youth is very impressionable and formative. What is happening in the different universities today? Different

[Shri R.D. Bhandare]

political parties are projecting their philosophy and images both in the teachers' mind and the students' mind. The result is that the impressionable and formative mind which the student has to open to these projections. Some of them have become chauvinists and some of them have become Naxalites. Even the best possible intellectual student is amenable to intellectual indoctrination. The result is that, as we find, the Naxalite movement is spreading. It is not enough to justify that it is only the poor people who are members of the Naxalite movement. No, Sir, I beg your pardon; even the intellectuals are attracted towards these ideologies.

MR. DEPUTY-SPEAKER : The hon. Member's time is up.

SHRI R. D. BHANDARE : My last point is, has our educational system inculcated any ideology based on national and social integration, secularism and democratic socialism which are the ideals, which we have accepted, which the country has accepted. I think the Education Minister and the Education Ministry must give an answer. Even if they are not in a position to give an answer in this house, they must so change the educational system that the objective should be achieved.

With these words, I resume my seat.

15 hrs.

श्री रामावतार शास्त्री (पटना) : उपाध्यक्ष महोदय, हम लोग अभी विश्वविद्यालय अनुदान आयोग संशोधन विधेयक और उस की तीन बर्षों की रिपोर्टों पर विचार कर रहे हैं। जो संशोधन विधेयक यहाँ पेश किया गया है, उस के जरिये विश्वविद्यालय अनुदान आयोग का पुनर्गठन किया जा रहा है और शिक्षा जगत को सही रास्ते पर ले चलने के लिये उन्हें थोड़े से अधिकार भी दिये जा रहे हैं। इस से मुमकिन है कि कुछ फायदा हो लेकिन जब तक हम पूरे देश की शिक्षा पद्धति में आमूल परिवर्तन नहीं करेंगे, तब तक इस तरह के बिल-बनाते रहने से हमारे देश का काम नहीं चलेगा। अभी भी, उपाध्यक्ष महोदय, हमारा देश पुरानी शिक्षा

पद्धति की लीक पर चल रहा है अंग्रेजों ने जो शिक्षा पद्धति बनाई थी, मैकाले साहब ने जिस शिक्षा पद्धति की नींव डाली थी, उस से हम ने अभी तक अपना नाता तोड़ा नहीं है। हमारे शिक्षा जगत में जो हुंगामा, कुहराम और अशांति मची हुई है, उस का मूल कारण यही है कि अभी तक हम ने शिक्षा को रोजगारपरक (एप्लायमेंट ओरियन्टेड) नहीं बनाया है। प्रति वर्ष हजारों विद्यार्थी पढ़ कर, डिग्रियाँ ले कर निकलते हैं, लेकिन उन के सामने भविष्य अन्धकारमय होता है, उन्हें काम नहीं मिलता है, जिसकी वजय से उनके अन्दर बेचेनी पैदा होती है, अनुशासन-हीनता पैदा होती है और तरह-तरह के काम वे करते हैं।

इस लिये हमारी शिक्षा रोजगारपरक होनी चाहिये, उस में घर्म-निरपेक्षता की भावना कूट-कूट कर भरी होनी चाहिये—लेकिन ऐसा हो नहीं रहा है। हमारे शिक्षा संगठनों के अन्दर, विद्यालयों के अन्दर कम्यूनल एलीमेंट घुस रहा है, जो वहाँ की शान्ति को भंग करता है, उन के अन्दर इस प्रकार की नफरत की भावना पैदा कर रहा है, जिस से एक कम्युनिटी दूसरी कम्युनिटी के खिलाफ हो जाय। अगर हम इस तरह के कामों को नहीं रोकेंगे तो काम नहीं चलेगा। हमारा शासक वर्ग, हमारे देश के नेता यह कहते हैं कि छात्रों को राजनीति में भाग नहीं लेना चाहिये। ऐसा कह कर आप उनको कहां लेना चाहते हैं? जिनके हाथों में देश का भविष्य जाने वाला है, वे ही भविष्य के निर्माण के लिये अपनी राय न दे सकें—यह अजीब बात लगती है। आप को कहना चाहिए कि शिक्षा जगत के अन्दर जो साम्प्रदायिक भावना पैदा की जाती है, उस पर रोक लगानी चाहिये, बन्दिश लगनी चाहिये, ताकि उनके विभाग बिबंले न हों।

मैं कह रहा था कि हमें अपनी शिक्षा पद्धति में परिवर्तन करना है ताकि देश में जनतन्त्र

विकसित हो सके, धर्म-निर्वेक्षता की नीति कामयाब हो सके और हमारी शिक्षा पद्धित रोजगारपरक बन सके। इस बात को ध्यान में रखते हुए आज हमारे देश में शिक्षा की प्रगति होनी चाहिए। जगह-जगह यूनिवर्सिटीज खुल रही हैं, नये-नये कालिजिज खुल रहे हैं। लेकिन कुछ लोग कहते हैं कि यह ठीक है। हमारे देश का हर पिछड़ा हुआ इलाका आज चाहता है कि वह आगे बढ़े, शिक्षा के क्षेत्र में भी वह प्रगति करे, इसी वजह से आज जगह-जगह से विश्वविद्यालय खोलने की मांग की जाती है, कालिज खोलने की मांग की जाती है—इस को रोकना गलत होगा। यह ठीक है कि जो भी शिक्षा संस्थायें खुलें, वे ठीक ढंग से चलें, उन की शिक्षा का स्टैंडर्ड ठीक हो, इसकी जवाब-देही आप पर है, इसलिये आप को इस ओर विशेष ध्यान देना चाहिये। जैसे हमारे बिहार में मिथिला विश्वविद्यालय खोलने की मांग बहुत दिनों से चल रही है। वहाँ की जनता बहुत दिनों से मांग कर रही है कि उस क्षेत्र में यह विश्वविद्यालय खोला जाना चाहिए, इस पर बन्दिश नहीं लगानी चाहिये। अगर उस क्षेत्र को आगे बढ़ाना है, अगर आप चाहते हैं कि वहाँ शिक्षा के क्षेत्र में प्रगति हो, तो आप को इस काम में मदद करनी चाहिये।

अब मैं सेंट्रल यूनिवर्सिटीज के सम्बन्ध में कुछ कहना चाहता हूँ। मंत्री महोदय को मालूम होगा कि जब श्री छागला शिक्षा मंत्री में, तब 1964 में उन्होंने कहा था कि हर राज्य से कम से कम एक केन्द्रीय विश्वविद्यालय होना चाहिये। इस समय आपके यहाँ केवल चार केन्द्रीय विश्व-विद्यालय हैं, पता नहीं छागला साहब की उस बात का क्या हुआ? सरकार ने यद्यपि उनके विचार को अस्वीकार कर दिया, लेकिन उनका कहना सही था, क्योंकि सेंट्रल यूनिवर्सिटी में आप एक स्टैंडर्ड बना सकते हैं। उन के जरिये आप दूसरे विश्वविद्यालयों को रास्ता दिखा सकते हैं कि आप देश की शिक्षा को किस रास्ते पर ले जाना चाहते हैं और वे आप का अनुकरण कर सकते हैं। इसलिये मेरा सुझाव है कि आप हर राज्य में एक-एक केन्द्रीय विश्वविद्यालय कायम कीजिये।

आज हमारे बिहार में पटना यूनिवर्सिटी की हालत बहुत ही दयनीय है। वहाँ पर 1927 के जो विज्ञान के एपरेटस हैं, उन्हीं से एक्सपैरीमेंट करने के लिये कहा जाता है। गैस नहीं है, चूल्हा नहीं है, जनता स्टोव से काम लिया जाता है। लाइब्रेरी लैबोरेट्री की व्यवस्था ठीक नहीं है, मकान टूट कर गिर गया है। वहाँ की सरकार उस को सम्भालने में अक्षम है वहाँ के प्रोफेसर और आम लोग मांग कर रहे हैं कि केन्द्रीय सरकार उसे अपने हाथ में ले। अभी तक सरकार की यही नीति रही है कि हम उस को नहीं लेंगे, लेकिन मैं अब अनुरोध करूँगा कि आप अपनी नीति में परिवर्तन कीजिये और उस को अपने हाथ में लें। अगर आप हर राज्य में एक एक केन्द्रीय विश्वविद्यालय कायम करेंगे तो इस से आप को फायदा होगा, आप देश के सामने एक स्टैंडर्ड कायम कर सकेंगे।

उपाध्यक्ष महोदय, अब मैं कुछ शब्द डीम्ड यूनिवर्सिटीज के सम्बन्ध में कहना चाहता हूँ। कुछ लोगों ने इन का विरोध किया है और कहा है कि इनकी क्या जरूरत है। विशेष रूप से काशी विद्यापीठ का नाम लिया गया है। वह विद्यापीठ डीम्ड यूनिवर्सिटी है, यूनिवर्सिटी के बराबर उस का दर्जा है, लेकिन पूर्ण विश्वविद्यालय का दर्जा उसको अभी तक प्राप्त नहीं हो सका है। यह विद्यापीठ क्या है, कौन की संस्था है—यह वह संस्था है, जिस को महात्मा गांधी जी ने अपने करकमलों से स्थापित किया था, आचार्य नरेन्द्र देव, डॉ० सम्पूर्णानन्द, डॉ० श्री प्रकाश और हमारे भूतपूर्व प्रधान मंत्री श्री लालबहादुर

[श्री रामावतार शास्त्री]
शास्त्री जैसे महान नेताओं से उस संस्था का सम्बन्ध रहा है। राष्ट्रीय भ्रान्दोलन की सूत्रधार यह संस्था रही है। अंग्रेजों और अंग्रेजी हुकूमत का मुकाबला करने में वहाँ के छात्रों और अध्यापकों ने जो शानदार भूमिका अदा की, उस की कोई मिसाल नहीं है। मैं भी वहाँ का विद्यार्थी रह चुका हूँ। मुझे दुख के साथ कहना पड़ रहा है कि आप ने आज तक उस की समस्याओं की ओर ध्यान नहीं दिया है। उस को पूरा विश्वविद्यालय का दर्जा देने में क्या दिक्कत है? ऐसा न करने से वहाँ के अध्यापकों में असंतोष है, उन के पास पैसा नहीं है, उन्हें ठीक समय पर वेतन नहीं मिलता है। इस तरह की अनेकों कठिनाइयाँ उन के सामने हैं। आप को इस तरफ ध्यान देना चाहिए। इस तरह की जो भी महत्वपूर्ण शिक्षा संस्थाएँ हैं, उन्हें पूर्ण विश्वविद्यालय का दर्जा देने की तरफ आप को ध्यान देना चाहिए।

उपाध्यक्ष महोदय, अब मैं शिक्षा की भाषा के बारे में कहना चाहता हूँ। उत्तर प्रदेश में ज़रूर लगभग सभी विश्वविद्यालयों में शिक्षा का माध्यम हिन्दी है। काशी विद्यापीठ में तो शुरू से ही शिक्षा का माध्यम हिन्दी रहा है। लेकिन बहुत सारे विश्वविद्यालयों में अभी शिक्षा का माध्यम अंग्रेजी है। मैं चाहता हूँ कि आप वहाँ प्रादेशिक भाषाओं को शिक्षा का माध्यम बना दें, प्रदेश की अपनी भाषा को शिक्षा का माध्यम बना कर उस भाषा को आगे बढ़ाइये। मैं आप से कहना चाहता हूँ कि हमारे देश की सभी भाषायें समृद्धशाली हैं, वे अंग्रेजी का मुकाबला करने की शक्ति रखती हैं। उन में पुस्तकें तैयार करवाइये। इस से शिक्षा का स्टैण्डर्ड आगे बढ़ेगा और छात्रों को भी सुविधा होगी। अंग्रेजी हमारी भाषा नहीं है, लेकिन फिर भी हम उस पर चिपके रहना चाहते हैं। मातृ-भाषा को जबहूँ बीजिये ताकि वह आगे

बढ़ सके और शिक्षा के क्षेत्र में महत्वपूर्ण स्थान ग्रहण कर सके।

अब मैं परीक्षाओं में सुधार सम्बन्ध में कहना चाहता हूँ। परीक्षा की लेकर छुरेबाजी चलती है, अध्यापक भी उस में शरीक रहते हैं और विद्यार्थी भी शरीक रहते हैं। विद्यार्थियों में यह गलत धारणा फैल गई है कि जब हम छुरे से परीक्षा पास कर सकते हैं, बाहर से लोग उन के मददगार होकर आ जाते हैं, तो फिर पढ़ने की क्या आवश्यकता है। इस लिये मेरा अनुरोध है कि इस वर्तमान परीक्षा प्रणाली का खात्मा कीजिये। तीन-तीन महीने में होम-टास्क के आधार पर परीक्षा कीजिये, वायिक या अर्ध-वायिक परीक्षा से काम नहीं चलेगा, इस से उन की बुद्धि का भी विकास नहीं होता है और ज्ञान भी नहीं बढ़ता है। इस में तरह तरह की गड़बड़ी होती है।

हमारे विश्वविद्यालयों में अमरीकन प्रचार बहुत तेजी से हो रहा है, उस को रोकने की ज़रूरत है। हमारे अधिकांश विश्वविद्यालयों में ऐसा हो रहा है और खास कर बनारस विश्वविद्यालय में छुरेबाजी का बोलबाला रहा है। यह विश्वविद्यालय जनसंघ और आर०एस०एस० का अब्दा रहा है और हुकूमत अब तक उन को वहाँ से बाहर नहीं निकाल सकी है...

श्री अनुभाई पटेल (डभोई) : कलकत्ते में क्या हो रहा है ?

श्री रामावतार शास्त्री : उस पर आप बोलियेगा।

श्री अनुभाई पटेल : सब को रोको। इस-लिए आप साम्प्रदायिकता के प्रचार तथा जो साम्प्रदायिक संगठन हैं उन से अपना पल्ला छुड़ाइये तभी आप का काम होगा।

जहाँ तक यूनिवर्सिटी के टीचर्स की माँगों का सम्बन्ध है, जान उनकी माँगों को मानते नहीं

हैं। विश्वविद्यालय अनुदान आयोग कह तो देता है कि चार साल तक हम आप को सहायता देंगे और उसके बाद उनका वेतन भी बढ़वा देते हैं लेकिन फिर उस के बाद अपना हाथ खींच लेते हैं। राज्य सरकारों की स्थिति आज अच्छी नहीं है, विश्वविद्यालयों की स्थिति आज अच्छी नहीं है और कालेजों की स्थिति आज अच्छी नहीं है। वहाँ बहुत सी जगहों पर तो व्यवसाय चलता है और इसीलिए अध्यापकों को ठीक से वेतन नहीं मिलता है। अध्यापकों को ठीक से वेतन मिले, उनका जो पेन्-स्केल है उस के मुताबिक वेतन मिले, इस बात की जवाबदेही आप पर होनी चाहिए।

इसी प्रकार से यहाँ पर समाजवाद की बात की जाती है और कहा जाता है कि हम समाजवादी समाज की स्थापना करना चाहते हैं लेकिन मैं जानना चाहता हूँ क्या समाजवाद की शिक्षा किसी भी विश्वविद्यालय में दी जाती है। समाजवाद क्या है, पहले उस का अर्थ तो उन को बताइये। काशी विद्यापीठ जिस की स्थापना महात्मा गाँधी जी ने की थी, वहाँ पर प्रारम्भ से समाजवाद की शिक्षा दी जाती थी। श्रद्धेय सम्पूर्णनिन्द जी हमको समाजवाद पढ़ाते थे। अपनी किताबों के जरिये और दूसरी माक्सवाद की किताबों जरिये पढ़ाते थे। इस प्रकार से सही मानों में छात्रों के दिमाग को विकसित किया जाना चाहिए और उसूल बताने चाहिए कि कैसे समाजवाद बनाना चाहते हैं... (व्यवधान)... समाजवाद की परिभाषा, अगर आप चाहें तो बतला सकता हूँ लेकिन उसके लिए समय नहीं है। तो शिक्षा के क्षेत्र में प्राइवेट इंस्टीट्यूट्स में जो एक प्रकार का व्यवसाय चल रहा है उस को बन्द करने की जरूरत है। इसीलिए आज लोग इस बात की मांग भी करते हैं कि शिक्षा का राष्ट्रीयकरण किया जाना चाहिए। उस बात को ध्यान में रखकर मैं पुनः जोरदार तरीके से कहना चाहता हूँ कि यदि आप उस तरह की गड़बड़ी

की और व्यवसाय को बन्द करना चाहते हैं तो शिक्षा को अपने हाथ में लीजिए।

उपाध्यक्ष महोदय, विश्वविद्यालयों में नान-टीचिंग स्टाफ भी काम करता है। उन की समस्याएँ बहुत ही गम्भीर हैं। इस सम्बन्ध में तमाम जगह आन्दोलन चल रहे हैं। विल्ली में, पटना में और पूरे देश में उनके संगठन बने हुए हैं। आप उनके लिए ठीक से सहूलियतें दें। इसके लिए आप यूनिवर्सिटीज ऐक्ट में परिवर्तन कीजिये। विश्वविद्यालयों के जो नियम कानून बने हुए हैं उन में यदि आप परिवर्तन नहीं करेंगे तो आप का काम चलने वाला नहीं है।

अन्त में मैं यह कहना चाहूँगा कि शिक्षा जगत में ठीक से नियम बनने चाहिए। और उन नियमों को ठीक से लागू करना चाहिए। आज राज्यों में कांस्टीट्यूट कालेज बनाये जायें, इस तरह की मांग तो चल रही है लेकिन उस का कोई सिद्धान्त नहीं है। उस के लिए सिद्धान्त निर्धारित किये जायें कि कौन से कालेज कांस्टीट्यूट होंगे। हमारे बिहार में पटना के अन्दर कामर्स कालेज बहुत पुराना है, दानापुर में बी० ए० कालेज है, मधुवनी में रामकृष्ण कालेज है और समस्तीपुर में भी कालेज है, इस प्रकार से बिहार में दर्जनों पुराने कालेज हैं जिन को कि कांस्टीट्यूट कालेज बनाने की मांग चल रही है लेकिन उसके लिए कोई सिद्धान्त नहीं है। पैरवी और राजनीतिक दबाव डालकर जो चाहते हैं। वह कांस्टीट्यूट कालेज बनवा लेते हैं और जो पुराने कालेज हैं वे पीछे पड़ जाते हैं। इसलिए इस के सिद्धान्त निर्धारित होने चाहिए कि किन को आप कांस्टीट्यूट कालेज बनायेंगे।

अन्त में मैं प्रापकी मार्फत यह पुनः कहना चाहूँगा कि हमारी शिक्षा नीति में जब तक आप आमूल परिवर्तन नहीं लायेंगे तब तक समस्या का कोई समाधान नहीं होगा। मंडार जी ने ठीक ही कहा कि प्राज जो छात्र अनरेस्ट है वह इसी की वजह से है। प्राप बेकारी दूर करने का

[श्री रामावतार शास्त्री]

प्रयत्न कीजिए और लड़कों को काम मिलने की गारन्टी दीजिए और साथ ही उन को राजनीति में भाग लेने दें। आप छात्रों को रास्ती शिक्षा दीजिए। उनको सस्ता खाना और सस्ती किताबें मिलें और उनके रहने के लिए सस्ते मकान बनाये जायें तभी आप इस दिशा में आगे बढ़ सकते हैं।

श्री यमुना प्रसाद मण्डल (समस्तीपुर) : उपाध्यक्ष महोदय, आज बहुत दिनों के बाद विश्वविद्यालय अनुदान आयोग की तीन तीन रिपोर्टें एक साथ विद्यान शिक्षा मन्त्री महोदय ने यहाँ पर रखी हैं। उसके साथ साथ उन्होंने विश्वविद्यालय अनुदान आयोग संशोधन विधेयक भी यहाँ पर उपस्थित किया है। जो संशोधन रखे गए हैं वह अच्छे हैं।

सेबशन 6 में जो अमेंडमेंट रखा गया है उसमें कहा गया है :

"The Central Government may appoint such number of members, not exceeding three, as it may think fit, as whole-time members."

मालूम होता है कि इन सब चीजों और सारी बीमारियों के लिए यह रामबाण औषधि है, पेनेसिया आफ आल इत्स है लेकिन फिर भी उन्होंने जो कुछ दवा करने की कोशिश की है उसके लिए वे बघाई के पात्र हैं।

दूसरी बात यह है कि हायर एजुकेशन पर मेम्बरस आफ पार्लमेंट की जो कमेटी बनी थी उसके बारे में कल काफी चर्चा हुई। उसके चेयरमैन श्री सप्रु बहुत बड़े शिक्षाविद थे श्री सी० के० भट्टाचार्य प्रमुख सदस्य थे। उनके अतिरिक्त उसमें श्रीर दूसरे सुयोग्य संसद सदस्यगण भी थे। हमारे उपमन्त्री, श्री सिद्धेश्वर प्रसाद जी भी उसमें थे। उन्होंने जो रिक्मेंडे-

शन्स दी हैं उनमें से मैं दो तीन रिक्मेंडेशन्स आपके सामने रखना चाहता हूँ। पेज 46 पर रिक्मेंडेशन नं० 10 इस प्रकार से हैं :

"Importance of education of woman cannot be over-emphasized. Women hold the key to the future progress of the country." etc. etc.

सिंगिल फैंकल्टी के फेवर में वे नहीं हैं। और चीजों के बारे में कहते हुए उन्होंने सिफारिश नं० 11 में कहा है :

"We, of course, assume that there will be no complete divorce in these institutions between humanities and sciences."

लिखना चाहिए था साइसेंज एंड ह्यूमेनिटीज। आज के युग में दुनिया में अमरीकी लोग चन्द्रलोक की यात्रा कर रहे हैं। लेकिन हमारे भारत की यूनिवर्सिटीज में, जहाँ तक साइन्स का सम्बन्ध है, साइन्स ग्रांट्स और साइन्स लेबोरेट्रीज पर कितना कम खर्चा किया गया है मैं आपके माध्यम से इस सदन को बताना चाहूँगा। आज हम चाहते हैं कि विज्ञान के युग में साइंस और टेक्नोलॉजी में आगे बढ़ें। उपरोक्त संसदीय रिपोर्ट के पेज 47 पर जो 15 नम्बर की रिक्मेंडेशन है उसको मैं पढ़कर इस सदन को सुनाना चाहता हूँ :

"One way in which the Centre can play a greater part in promoting higher education is to establish at least"

at least—

"One Central institution of the highest standard in every State to serve as an example to other educational institutions in the States."

में समझना है ये ऐसी रिक्मेंडेशन हैं जिन-पर हमारे विद्यान शिक्षा मन्त्री गम्भीरतापूर्वक

विचार करेंगे। अभी मन्त्री महोदय पटना गये हुए थे। वहाँ पर उनसे कहा गया कि सबसे पुरानी पटना यूनिवर्सिटी को आप अपने अन्तर्गत लें। पार्लियामेंट मेम्बरस कमेटी ने भी पुरजोर शब्दों में उसकी रिबमेंटेशन की है, आप उस पर गम्भीरतापूर्वक विचार करें ताकि हाईयस्ट टाइप आफ एडुकेशन उन प्रस्तावित सर्वोच्च संस्थान में दी जा सके। इसी संबंध में मैं आपके द्वारा शिक्षा मन्त्री का ध्यान, पटना साइन्स कालेज की तरफ भी ले जाना चाहूँगा कि उसकी कितनी दयनीय दशा हो गई है। मैं चाहता हूँ कि आप बिहार के सबसे पुराने साइन्स कालेज जो कमसे कम नं० 15 रिक्मेंटेशन के मातहत सेन्ट्रल यूनिवर्सिटी का रूप दें या सेन्ट्रल इन्स्टीट्यूशन का रूप दें। आप उसका नाम कुछ भी रखें लेकिन इतने पुराने विज्ञान महाविद्यालय को यदि आप लैग्विश करने के लिए छोड़ देंगे तो हमको हमारा भविष्य और इतिहास माफ करने वाला नहीं है; U.G.C. रिपोर्ट सन् 1965-66 के अपेंडिक्स नं० 3 में साइन्स ग्रांट्स के बारे में क्या कहा गया है वह थोड़ा सा आपके सामने पेश करूँगा। 1965-66 में भागलपुर यूनिवर्सिटी, बिहार यूनिवर्सिटी, पटना यूनिवर्सिटी को प्रयोगशाला तथा इमारत के रूप में बहुत कम अनुदान दिये गये। आपको पता है कि पापुलेशन के मामले में बिहार हिन्दुस्तान में दूसरा राज्य है और जब कि एक्जरेज एडुकेशन 28 प्रतिशत सारे देश में है। इसी प्रकार 66-67 में भी वही हालत रही। भागलपुर को दो लाख 66 हजार टोटल और बिहार यूनिवर्सिटी को केवल 21 हजार और पटना यूनिवर्सिटी को 5,04,166 रुपये दिये गये। उसके बाद यू० जी० सी० रिपोर्ट के देखने से भी वही हालत रही। यूनिवर्सिटी ग्रांट्स कमीशन की जो रिपोर्ट है उसका जो अपेंडिक्स 9 है उसके संबंध में मैं कहूँगा कि पटना यूनिवर्सिटी को कितना दिया गया, जरा इस को आप देखें। यह बहुत कम दिया गया। मतलब यह है कि जब आप ने निश्चय किया,

और 15 नम्बर की सिफारिश के मुताबिक, कि इस संस्था को काफी घागे बढ़ाना चाहिए तो आप को काफी मदद करनी चाहिए थी। मैं आप से निवेदन करूँगा कि आप इस पिछड़े बिहार प्रदेश की काफी मदद कीजिए।

एक बात मैं आप से कहना चाहूँगा कि उत्तर बिहार की ढाई करोड़ की आबादी है लेकिन वहाँ एक ही बिहार यूनिवर्सिटी है। मिथिला यूनिवर्सिटी के लिए कितने सालों से हम लोग यहाँ कहते आ रहे हैं, और 31 दिसम्बर, 1968 को जब अतारंकित प्रश्न यहाँ उठाया गया तो उस समय के शिक्षा मंत्रालय में राज्य मंत्री श्री भागवत झा आजाद ने कहा था कि उस पर विचार हो रहा है। मगर कुछ अभी तक नहीं किया जा सका है। ऐसी हालत में मैं फिर एक बार अनुरोध करूँगा कि इसमें जल्दी करें। ढाई करोड़ की आबादी वाले इलाके में केवल एक बिहार यूनिवर्सिटी और एक रामेश्वर सिंह संस्कृत यूनिवर्सिटी है। मैं चाहता हूँ कि जो रामेश्वर संस्कृत विश्वविद्यालय है उस को मीडर्नाइज कर के, दोनों को एक साथ कर के एक दूसरी यूनिवर्सिटी मिथिला यूनिवर्सिटी के नाम से खोलें तो अधिक अच्छा हो। बिहार यूनिवर्सिटी के जो वाइस-चांसलर हैं वहाँ की क्या हालत है वह मैं राज्य की प्रतिष्ठा के खयाल से खुले शब्दों में यहाँ नहीं कहना चाहता हूँ क्योंकि शिक्षा मंत्री स्वयं वहाँ की हालत को जानते हैं।

डा० त्रिगुण सेन जब शिक्षा मंत्री थे तो उन्होंने हम लोगों को आशा बंधाई थी कि यूनिवर्सिटी क्षेत्र में करीब 20 करोड़ रुपये हिन्दी के उत्थान हेतु दिये जायेंगे और भी बड़ी बड़ी बातें यूनिवर्सिटी के अन्दर और सेन्ट्रल इंस्टीट्यूशन के अन्दर होंगी। लेकिन क्या हुआ आज तक कुछ पता नहीं है। शायद डा० सेन सब भार शिक्षा मंत्री डा० राव को दे गये।

[श्री यमुना प्रसाद मण्डल]

में आशा करता हूँ कि अगर डा० सेन कुछ कर सके हैं तो डा० राव का कर्तव्य ही जाता है कि वह उन बातों को पूरा करने की तरफ ध्यान दें, खास कर उस बिहार जैसे पिछड़े राज्य के लिये जिसके सम्बन्ध में रोज यह बात कही जाती है कि वह काफी शिक्षा दृष्टि से पीछे है और अगर उसकी बैकवर्डनेस को दूर किया जाये तो वहाँ की इकानॉमिक बैकवर्डनेस भी कम हो सकती है। इसलिए मैं चाहूँगा कि मंत्री जी उस प्रदेश की तरफ ध्यान दें।

मैं माननीय भण्डारे साहब की बातें सुन रहा था, उन्होंने विश्वविद्यालयों में अनुशासनहीनता की बड़े अच्छे ढंग से तस्वीर खींची। मैं फिर एक बार कहूँगा कि इस पर गम्भीरतापूर्वक विचार करना चाहिये और पार्लियामेंट के मेम्बरों की उच्च शिक्षा पर गठित समिति ने जो रिपोर्ट पेश की है उस पर गम्भीरतापूर्वक विचार करें, और कम से कम मैंने जो 15 नंबर की रिक्मन्डेशन के बारे में, 10 नम्बर की रिक्मन्डेशन जो बीमन्स ऐजुकेशन के बारे में है तथा 11 नम्बर की रिक्मन्डेशन के बारे में जो मैंने कहा है, उस पर आप ध्यान देंगे।

आज सारे विश्व के विद्यार्थियों में बेचैनी की भावना है, यह केवल भारत में ही नहीं है। इंडोनीशिया में आप ने देखा क्या हुआ, फ्रांस में क्या हुआ वह हम नहीं भूले हैं, रंगून में 6 महीने तक यूनिवर्सिटी बन्द रही। सारे विश्व में विद्यार्थियों में एक नयी चीज आयी है। समय नहीं है नहीं तो मैं उनकी ही बात आप को पढ़ कर सुनाता। बहुत दिन इस बात को कहे हुए बीत गए हैं, विद्यार्थी इन सब बातों को ज्यादा दिन तक नहीं सहन कर सकते। उनके लिए आप पूरी ऐन० सी० सी० की व्यवस्था कर रहे हैं कि नहीं, नहीं कहा जा सकता। और उनके लिए लाइव्हेरोज खोल रहे हैं कि नहीं, नहीं

कहा जा सकता, उनके लिए कल्बरल ऐक्टिविटीज कहां तक हैं, नहीं कहा जा सकता। सबसे बड़ी बात तो यह है कि उनका भविष्य अन्धकारमय मालूम होता है। श्रीम आफ दी सोसायटी आज सड़कों पर सोते हुए नजर आते हैं। भारत सरकार के सभी मंत्रालय बैठ कर इस पर विचार करें कि इन बेकार बैठे ब्रिलियेंट स्कालर्स के भविष्य बारे में हम क्या सोच रहे हैं यदि ऐसा नहीं सोचेंगे तो इंडोनीशिया, फ्रांस की तरह यहां भी यूनिवर्सिटियों का संचालन करना कठिन हो जायेगा। आप इन बातों पर गम्भीरतापूर्वक सोचें।

एक बात मैं परीक्षा के सम्बन्ध में कहना चाहता हूँ। मैं देखता हूँ कि हायए सेकेण्ड्री स्कूल में दिल्ली में कई तरह की परिक्षायें चल रही हैं, वह सफ़लीभूत हैं। श्री रामवतार शास्त्री जी ने बताया है और विश्व का भी विचार है कि अब वह शिक्षा प्रणाली एक दम पुरानी पड़ चुकी है, जर्जर हो चुकी है। उस परीक्षा प्रणाली के मुताबिक चलेंगे तो परीक्षा नहीं हो पायेगी। लखनऊ विश्वविद्यालय, आगरा विश्वविद्यालय, बिहार विश्वविद्यालय की बात आप ले लीजिये, हर व्यक्ति रोज सवेरे उठता है और अखबारों में पढ़ता है कि आज परीक्षा केन्द्रों में क्या अवस्था है, परीक्षा प्रणाली का क्या रूप है।

अन्त में मैं माननीय शिक्षा मंत्री जी से कहूँगा, उनको यूनिवर्सिटी का पूरा अनुभव है, उस अनुभव के आधार पर वह चाहें तो बहुत कुछ कर सकते हैं, भागलपुर यूनिवर्सिटी का एक कालेज हूँ—निर्मली कालेज—आप जानते हैं कि एक हजार गांव कोसी क्षेत्र में बाढ़ से घिरे हुए रहते हैं वहाँ के लोग बड़े दरिद्र हैं, उन के बच्चे वहाँ पढ़ते हैं, इसलिए उस क्षेत्र के कालेज तथा विश्वविद्यालय को काफी अनुदान मिलना चाहिए। इसी तरह से बिहार यूनिवर्सिटी के जगत कालेज, झंझारपुर का हाल

है। माननीय रामावतार शास्त्री जी ने बताया कि बड़े पुराने पुराने कालेजेज हैं जिन की अभी-भूत कालेज बनाना चाहिए। इन सब बातों को ध्यान में रखते हुए मैं कहूँगा कि शिक्षा मंत्री जी बिहार यूनिवर्सिटी के जनता कालेज, सम-स्तीपुर कालेज, मोहनपुर कालेज, रामकृष्ण कालेज, मधुबनी और भागलपुर यूनिवर्सिटी के मधुपुरा कालेज, कोसी कालेज, दवगडिया का विशेष ध्यान रखेंगे। जिस तरह अगर परिवार में कोई रोगी बच्चा होता है तो उसको विटामिन्स खाने को दिये जाते हैं उसी तरह इन कालेजों को भी विशेष सहायता देने की सूरत जरूरत है। साथ ही मुझे आशा है कि जो ऐग्जामिनेशन सिस्टम है तथा और जो सिस्टम्स हैं शिक्षा मंत्री जी उन को सुधारेंगे तभी विद्यार्थियों में से इन्डि-सिप्लिन जाएगा। नहीं तो विश्व के विद्यार्थियों में जो रोग फैल रहा है वह यहाँ भी फैलेगा।

****SHRI J. H. PATEL (Shimoga) :**
Mr. Deputy Speaker, Sir, we have, under discussion in this House, the University Grants Commission (Amendment) Bill and the Annual Reports of the University Commission relating to three years. I do not agree with the provisions incorporated in the Bill and as such, I oppose it *in toto*.

On going through the Bill, I find that radical changes have been proposed in the structure of the Commission, delegating more powers to the Government nominees. This is not proper inasmuch as we have had bitter experience of Government officials misusing wide powers given to them.

Secondly, I am sorry to say that we have to discuss both the Bill and the three Reports of the University Grants Commission together. This shows how little importance we are giving to education.

Thirdly, the Government made a provision of Rs. 18 crores for higher educations for the year 1968-69, when the population of the country is 50 crores, this budget al-

location for education is woefully inadequate. I fail to understand how this amount would meet the requirements of university education.

As regards the various stages of education, I regret to say that there is no proper correlation between the primary, secondary and higher education. On account of this, when the students come out of the universities they prove to be misfit to the society.

The present educational structure is such that only a few can get higher education. The wide disparity in the economic status of the people and the English type of education have led to the creation of two classes of people—rich who enjoy special privileges and the others who are denied these privileges. Another noticeable feature is that a close contact between the people and the educational institution is lacking. This is not good for the progress of the education.

I am sorry to say that the Reports of the University Grants Commission are like the Reports of the Joint Stock Companies giving only statements of income and expenditure. The reports are dull and drab and do not contain any interesting features.

Just as brain is important for the body ; so is the University for the country. For, the country's future depends on the way the Universities function. Unfortunately the Reports of the Commission give a dismal picture. If the country is to prosper, responsibility lies on talented and experienced lecturers and professors who can mould the students personality. It is sad to note that the Reports do not mention a word about the direction in which the country has to go. It is, therefore, imperative to have a realistic educational policy and a proper perspective planning for its implementation during the coming two decades.

The available statistics point out that there are 22 lakhs of University students who are studying in various branches of education. Is it not essential to make a

****The original speech was delivered in Kannada,**

[Shri J. H. Patel]

realistic assessment of the man power required for the various fields of activities in the country and they determine the optimum number of students to be trained for the purpose in each field, so that their services could be availed of in the economic and social development of the country in the best possible manner? The Government have not, so far, given thought to this.

The Report of the Man-power Study Team was submitted as early as 1967-68. It is only now that the Government are thinking of implementing the recommendations made by this Team.

I am unhappy to say that in the matter of education we are strictly pursuing the British pattern. It is strange that this pattern is being followed right from Lok Sabha and High Court right up to the Panchayats. We are slaves of English. This is discouraging and disappointing. It is absolutely necessary to remove English from all stages of education, and to replace it by the regional languages. Only then we can hope to progress. The continuance of English perpetuates privileged classes. It is high time that we dispense with English once and for all.

It is of paramount importance to eradicate the evil of widespread student unrest now prevailing in the country. Just as medicines are being invented to cure diseases, so also have we to find out ways and means of removing the malady prevailing in the student community. The responsibility does not lie only with the Parliament and the Judiciary. The University has greater responsibility to deal with this problem; Engineers repair bridges, doctors cure patients: in the same way, the universities should solve the problem of students unrest. Mere conferment of degrees is not enough. They should see that the degrees serve some useful purpose in life.

India is an agricultural country. But little importance has been given to the teaching of agricultural science. Minimum qualifications are prescribed for doctors, engineers and white-collared jobs. But no

such qualifications are prescribed for agriculturists, with the result, that they follow outmoded and outdated methods, of cultivation which yield very poor returns. When millions of people are under nourished, it is essential that top-priority should be given to augmenting food production. This can be done scientifically provided a large number of agricultural graduates are trained. I feel that the Government have only recently started paying some attention in this direction. Another important field to which the Government should pay heed is a close and proper liaison between the agricultural scientists and the farmers, so that the farmer should teach the latter about the latest and scientific methods of cultivation.

In proper and immediate steps are not taken to remedy the numerous defects existing in the educational sphere, we cannot make any progress. It is necessary that we should draw up a long term educational plan based on realistic assessment of the needs of our country and it should be implemented fully and vigorously. Formulation of plans should not be left in the hands of bureaucrats, who live in isolation have no contact with the people. It should in fact be entrusted to the peoples representatives, who have clear understanding of the conditions, problems and needs of the people,

I therefore, reiterate my earlier suggestion that English should be banished from the Indian soil. Encouragement should be given for the development of regional languages so that the country progresses. The Plan should be effectively implemented and the amount allotted for the education should be properly and fully utilised. Having said this much, I oppose the various provisions in the Bill and express my dissatisfaction on the working of the University Grants Commission.

SHRI HEM BARUA (Mangaldai) : I have gone through this amending Bill and I find that this seeks to amend certain rules governing the UGC. But then I also find that these amendments do not change the basic character of the UGC.

Under the proposed section 5 (2) (c), persons representing industry and commerce

etc. will all be there. But I do not want this. I want the universities or the higher centres of learning to be consigned to the care of academicians. There should be no representative of industry or commerce. No body likes the sight of pot-bellied people on the dais of a university or enjoying positions of power in a university. It should be left to academicians to manage the universities or the higher seats of education. But do we have any such instance here in our country? We have not.

I have always felt that the UGC has been serving this nation as a post-office counter and nothing beyond that. It disburses the money to the affiliating colleges and universities, which it gets from Government.

AN HON. MEMBER : The whole Ministry is like that.

SHRI HEM BARUA : I feel that the UGC must not function as a department of Government, but it must function as an independent body. At the same time, it must tackle the problems that face our education today, which are too many. These reports are unfortunately blissfully silent about the problems and about how the UGC proposes to tackle them. In the reports we find only mention about disbursement of money to certain institutions. Money alone does not solve any problem.

It is true that the UGC and the education Ministry are handicapped by paucity of funds, and I would beg of the Finance Minister and the Government to give more money to education and give more money to the UGC so that the problems that face education today might be tackled in a proper manner.

The reports have also pointed out that there is an increase in the number of students in the universities and colleges. Such increase is bound to be there, because India is a growing country and India is a developing country, and freedom has opened the floodgates of aspirations and opportunities for us all.

SHRI BAL RAJ MADHOK (South Delhi) : Only aspirations and not opportunities.

SHRI HEM BARUA : Might be so. Freedom has opened the floodgates of aspirations for this country, and more students, and more young men and women would like to have education. There is no doubt about it. Therefore, this increase in the number of students in the universities or colleges is a very natural phenomenon. So, the number of universities should increase in this country. The existing number is too inadequate to cater to the needs of the students, those boys and girls who want to go to the universities for higher education. Therefore, we should have at least 250 or 300 universities in this country. Dr. V. K. R. V. Rao is himself an educationist, and I hope he would look into this problem and create more universities. I do not believe in the dictum that proliferation would lower down the standards of education. If there are more and more of smaller universities, they will maintain the standard of education and at the same time ensure...

SHRI ATAL BIHARI VAJPAYEE (Balrampur) : Not necessarily.

SHRI BAL RAJ MADHOK : No. I do not agree.

SHRI HEM BARUA : Provided the smaller universities are properly managed...

SHRI BAL RAJ MADHOK : That is a very big 'if'.

SHRI HEM BARUA : There should be more universities in this country, but they should at the same time be properly managed by the UGC or the Government; I do not know who is responsible for managing the universities. I am not one of those who believe in the idea that having more universities is not good for this country. The creation of more universities would be good for this country...

THE MINISTER OF EDUCATION AND YOUTH SERVICES (DR. V. K. R. V. RAO) : Good universities.

SHRI HEM BARUA : Not only would more universities increase the standard of education but they would also at the same time ensure discipline among the students in the various universities.

How does the UGC want to tackle this problem? According to the report, by expanding existing facilities. They do not want to open new universities. Existing facilities must be expanded. They say there should be restricted admission. It is a good idea ; at the same time, there should be provision for absorbing the youthful young men and women in other fruitful avenues of life. Hence there should be more vocational institutions. We do not want to create an army of vagabonds in the country. It is a fact there is overcrowding in universities, but the problem cannot be tackled by mere wishes.

We have the plan. The plan should have a manpower budget. According to the needs of the country, education must be imparted. There is also often a conflict between the courses of study, between the humanities and the sciences. There should be none. We want young men and women to take up humanities as much as we want them to take up science and technology.

Then there is the problem of student indiscipline. It is a pity that you have to persuade invigilators to take up that job in examinations. I do not say all students are responsible for this ; only a very small section are. You have the instance of Vidyasagar College in Calcutta. When it was attacked by rowdy elements, it is the students who defended the college. That shows that the majority of students are right-thinking. Therefore, to oversimplify the problem would not be right.

Then there is a tendency to say that students are worried about their future and therefore they are rowdy. Those who are worried about their future would be very busy with their studies ; it is those who are not worried about their future who go about destroying property. A bus burnt or laboratory destroyed is so much national property destroyed ; it is so much part of

India destroyed. Because you have to replace it by the money of the poor taxpayer. Therefore, this is a very serious problem and should not be oversimplified.

Again, these boys and girls are teenagers. Teen-agers do not worry about their future they have other problems to tackle.

The problem of student indiscipline is a social and psychological one and has to be tackled on that basis. Educated unemployment is mounting in the country. The Finance Minister of the State said that after the Fourth Plan, the total backlog of unemployment in the State would be 14 lakhs. Naturally the boys and girls get restless. Therefore, the Education Minister should instruct the planners to see that we plan our programme according to that, according to our manpower budget and according to the needs of the plan. The plan should be formulated in such a manner as to give avocation and occupation to the rising generation.

SHRI LILADHAR KOTOKI (Nowgong) : Mr. Hem Barua has objection to the bringing in of representatives of various professions, industry, business, etc., into the University Grants Commission. My submission is that the entire purpose of this amending Bill is to give greater authority to the University Grants Commission, so that it can fulfil the task and the objective for which it has been established.

SHRI HEM BARUA : My point was that the management of an institution should be given to the academicians entirely.

SHRI LILADHAR KOTOKI : Mr. Hem Barua himself, a little later, said that the greatest headache before the Universities and the society as a whole is the growing unemployment among young men. I would go a step further and say that this indiscipline has got a direct link with the frustration in the minds of the people who are coming out, or are about to come out, of universities with degrees. They find that they are in an ocean without any support, and that is why they take recourse to the anti-social activities, for which, of course, there are

other reasons also. Therefore, it will be a good experiment to see that the University Grants Commission gets a new content and purpose so that it can be more effective in achieving the objective.

The Education Commission, the Committee of Members of Parliament known as the Sapru Committee, and also the Estimates Committee of the Lok Sabha recommended that the University Grants Commission should be given adequate funds and authority so that they can act as a co-ordinator of the entire educational programme of the country. Today we are at the crossroads, in a dilemma. While we want to give autonomy to the universities and States, at the same time we want the Centre to have full responsibility for guiding the educational policy of the country. At times, even in this debate, it has been suggested that education should be made a Concurrent Subject. The Education Commission, the Estimates Committee and even the Chairman of University Grants Commission have pointed out that it is not so much a question of bringing it within this or that List, but a question of creating an atmosphere in this country whereby the various universities and other institutions are given proper guidance by the University Grants Commission with the grants that are placed at its disposal by the Government of India.

15.54 hrs.

[SHRI K. N. TIWARI *in the Chair*]

So far as the grants are concerned, the condition today is that the institution or the university concerned, must provide a matching grant. Normally it is 20 per cent and occasionally it is 50 per cent. I want that this matching grant condition should not be there.

DR. V. K. R. V. RAO: It will go for special purposes under the Act.

SHRI LILADHAR KOTOKI: I have got another special pleading to make before you, and that is regarding women's education and students welfare, programmes. It should be an outright grant, the only condi-

tion being that the scheme put forth by the college, university or the institution concerned should be acceptable to the University Grants Commission. On that basis if grants are given I hope we shall be able to redeem our pledge to accelerate progress of women's education in this country provided for in the Constitution and the directive principles. We had accepted it. Time without number we have discussed it. But for want of proper attention and adequate funds we have not been able to go forward with this programme.

I request the hon. Minister and the U. G. C. to expedite the establishment of a Central University at Shillong. It was a commitment by the Central Government. It was approved by the U. G. C. also but due to some technical difficulties it has not yet been established. May I submit that in the meantime the Assam Assembly and Meghalaya Assembly have passed resolutions authorising the Centre to bring forward necessary legislation. Therefore the Bill may be brought in expeditiously under Article 252 or entry 63 in list I if they want to make it an Institution of National Importance. The place is surrounded by a complex population and abounds in natural resources. It has also to face natural calamities such as floods, earthquakes etc. quite often. The University at Shillong may be made an institution of special importance if they so desire.

The Education Committee Report has itself devoted some space to educated unemployment but they have advised caution. Seven years have passed since then and we have seen the gigantic proportions that this problem has taken in this Country. Who else other than the Education Minister can take the responsibility for the students in this Country? It is not good to say: there is no employment that I can create; it is for the Industries and the other departments. That is technically correct. But till such time as the problem is taken care of by those departments, the Education Minister has to take this trouble and reduce this unhappiness. He may inadvertently ask how long the will be there; one hon. Member referred to it. I do not take it seriously... I want him, as an eminent educationist to continue to guide the policies and remove

[Shri Lladhar Kotoki]

those difficulties in our educational system and save our society from the growing menace that is unfortunately attributed to the student community. I feel pained at heart when it is attributed to students as such by people without caring to find out or analysing why a particular section of the students behaved in a particular place in a way in which they should not have behaved. We have to find a remedy for that. Unless we approach the problems of the students with a spirit of understanding and a sense of sympathy we shall not be able to solve their problems by any methods of coercion or authority (*Interruption*). I do not consider this problem to be such that we can not find a proper solution, if society as a whole and all the political parties take a pledge to act in a co-operative manner in dealing with this problem and the government also came forward with adequate funds. So that we can make the lives of the students tolerable when they are in the universities, schools and colleges, and they can find that they have got a purpose for having this education and can avoid all troubles, so that when they come out of the institutions after they finish their particular courses of studies, they can become useful citizens in the country and they need not do such things as they are forced or compelled to do owing to circumstances for which we ourselves as society and the nation are responsible. We must acknowledge that responsibility.

16 hrs.

I hope that the University Grants Commission, with this new organisation and a new sense of awareness that has been prescribed to them by successive Commissions and Committees, will rise to the occasion, and supported by adequate grants by the Government and also with the co-operation of all sections of the people in the country, will come forward to foster a real national education in our country.

SHRI RAGHUVIR SINGH SHASTRI
(Bagpat) : Spoke in Sanskrit.*

SHRI N. SREEKANTAN NAIR (Quilon) : Sir, we all accept that education is

the cornerstone of civilisation, but in India, our educational system is like a street girl. Every one wants to have something to do with her, to possess her if possible or at least have a go at her, but nobody is prepared to take the responsibility for the issues or for maintaining her in future. The educational system is not owned by the Union Ministry. They say it is in the concurrent list. Higher education is not owned by the State Governments. They say, it is the concern of the UGC and the Union Ministry. So much so, the issues—the universities and colleges—are like street boys girls. The usual term for children born out of wedlock is bastard. They are bastard productions. Each university goes on its own way. The UGC goes on in its own way. Ministers who come one after the other make their own declarations.

If you look into the procedure we have adopted in the educational system, we started with the three-year engineering course. There was a protest. The UGC suggested four-year technical course, 7 universities rushed in to start four-year, courses in engineering. Then all of a sudden, one fine morning, the minister comes forward with a statement that four-year course will not be accepted as a proper course. What happened? There was a great agitation in my State, and myself along with all the members of the Sydhicate were gheraoed for 8 hours by the university students who thought their future was in danger. Such experiments without any regard to the future of this country, to the civilisation of this country and to the future of four youngmen are made by the UGC, by the Ministry and by everybody. We have to face it, at least those who are educationists have to face it because the UGC have a lot of favours to dispense with. There is a saying in my language that only a rich man will be invited for a feast. Those universities which are rich, which are really affluent, they will get all the grants; those universities which are nearer to Delhi will get all the grants, and not the far away universities.

Then, new rules are being made every

*The Member did not furnish the translation in the Hindi or in English of his speech.

time. Yesterday, our Minister was saying that new universities will not be given grants. Earlier the University Grants Commission decided that there must be more universities on the basis of history, tradition and linguistic development. So far as Kerala is concerned, it was suggested that there should be two more universities, Cochin University and Malabar University. Now the Minister says that there would not be any new university. This kind of tinkering with the decision taken earlier should be done away with.

The States cannot consider the possibility of surrendering their rights over education to the Central Government because, unfortunately, the Central Government is dominated by Hindi fanatics. The North Indian people want to dominate the South Indians and they resist. So, the linguistic formula will be some sort of a compromise.

In this context, I will have to refer to Tamilnadu because the people in Tamilnadu are equally fanatical. I do not agree with their views. For example, Shri Kandappan was saying: we do not want common glossaries for scientific and technical matters. I say that we want common notation, common technical terms and a common glossary. I certainly believe that if a high-power conference is convened with all the Education Ministers, Vice-Chancellors of universities, members of senates and syndicates, even though it may cost some money if such a conference is convened I am sure that the vast majority of the conference will concede that there should be one common technical terminology, one common glossary and one common notation and that should be in English. Suppose a post-graduate student of Tamilnadu goes to meet a post-graduate student of Kerala or Andhra how will they discuss their technical problems if the notations are different, if one does not know the notation of the other? Therefore, at least for technical subjects there should be a single glossary, single notation and single phraseology in spite of what our Hindi fanatics may say. If they still insist, either we have to bid good-bye to them or we will have to fight it out with them.

Then I come to the question of grants as favours. As has been pointed out; most of the grants go to the Central Universities. Then they dole out grants here and there to some university or other. That practice has become very unsatisfactory. There should be some rules or guidelines governing this.

Then, the UGC have several schemes for raising the standard of education, improving the conditions of service of the teachers and so on. But they do not approach the problem in its entirety. They do not see the question in its entirety. For instance, the UGC writes to all the universities we will give you grants for the first five years. What will happen after the first five years? They do not consider that question in its entirety. Both the Centre and the States will have to consider this question. After all, you cannot close down any college or deny it assistance, so, why do you not honestly say that the Centre will give assistance every year to the various universities?

Coming to the Kothari Commission report, everybody swears by it. Whether it is a three-year course, four-year course or five-year course, everybody swears by this Report. It is true that the teachers must have higher salaries and their workload must be reduced but where is the money to come from? Then, the standard of education must be maintained. All these questions must be gone into very thoroughly.

Now the UGC has no control over the various universities and the Central Government have no control over the State universities. Everybody wants to swear their own sovereignty or at least their own independence. Then how can education be canalised, controlled or systematised? Therefore, some formula has to be devised. A common vocabulary, common technical terms, common notation, and glossary can be agreed upon by all the regions if a high level conference on the lines suggested earlier is convened. Then only the distrust and mutual suspicion will be removed.

Coming to the last question about medium of instruction, every State has

[Shri N. Sreekantan Nair]

power to have its own medium of instructions and you cannot impose any Central decision on the States. Yet in our Kerala university I made a statement which was condemned by every Malayalam fanatic, that our university would be the last university in India which will introduce Malayalam as medium of higher education. I want the higher education in vernacular medium to be held off as far as possible, because the moment it is introduced there would not be any cohesion between one State and another State, and we would be cut off from the international education system. Therefore, let us be patient and put our heads together. Let us convene a most democratic convention to decide this question and let us be more careful with our money and let us distribute it equitably to the various centres and areas and let us prescribe uniform standards.

Lastly I would insist that imposition of Hindi should not be attempted—not your Hindi the present Education Minister's Hindi, but the previous Education Minister's Hindi and the Hindi of the Government of India. I think then only we will be able to raise the standard of our education and bring some common system in our educational set up institutions.

SHRIMATI ILA PALCHOUDHURI (Krishnagar) : Mr. Chairman, Sir, I welcome this Bill that is before the House. There are very good points in it, but there are certain things that agitate the minds of the people about education now-a-days.

Firstly, I would like to speak about the North Bengal University. Nepal has been considered to be a subject of study at this University. It has been the demand of the Nepali speaking people of that area that Nepali be included in the Eighth Schedule of the Constitution. There are 10, 22, 210 Nepali speaking people according to the 1951 census. Nepali has its own indigenous literature which is rich and beautiful. I hope Nepali will be given its due place in the universities and it will be included in the 8th Schedule of the Constitution, because I think the people have a right to that. When I speak of the North Bengal university today I speak with a very heavy heart be-

cause the North Bengal University has been closed down. Then we come to the Jadhavpur university. This also has been closed down. The Bengal Engineering College has been closed down. Whatever has happened there has happened because there has been a terrible influx of a certain kind of indoctrination that has made the students do many things which they never dreamt of doing I will submit to the Education Minister and to the Education Ministry that wherever the National Flag has been desecrated, torn and trampled upon and wherever Gandhiji's portraits have been burnt and Gandhian and Tagore literature has been burnt, I think, the picture of Mahatmaji must be restored and the national flag must be restored on these institutions. The institutions cannot just sit back and watch the national flag being trampled upon. The Ministry must take a strong hand in it and see that it is done.

I would now like to plead with the Minister that the grants from the UGC given for students' welfare and for women's education should not demand any matching grants these should be outright grants. We need to do students' welfare work on a very large scale if we are to overcome this feeling of frustration in the students. So, I would say that there should not be matching grants; make the grants outright.

Sir, the UGC gives the grants for the remuneration of the Professors and teachers but they do not get this in time. Let the UGC keep some sort of an eye on this.

About women's education, my hon. friend just now said that the Report of the Committee of Members of Parliament on Higher Education has said:—

“The importance of the education of women cannot be over-emphasized. Women hold the key to the future progress of the country.”

Then he said, “etc., etc.” It is quite true that when it comes to speaking about women in India, we have all kinds of *et ceteras*. Women are Devis; they are to be worshipped and everything is to be done for them. Dr. V.K.R.V. Rao : They are also feared,

SHRIMATI ILA PALCHOUDHURI :
No, never feared but loved, I hope and helped to go forward, without hindrance.

However, when it comes to women's education, the UGC has not taken as much trouble over it as it should have done. I myself am connected with two institutions a college for working women in Calcutta and the Krishnagar Women's College. The first one, runs in the evening. It is running with great difficulty. It has no premises of its own; it gets no kinds of grants because it is required to make matching grants. I must commend this college to the knowledge of the Education Minister and ask him to look into this.

We have just now heard a very beautiful Sanskrit speech. A Sanskrit University in Nabadwip had been mooted a long time back but it never came about in Nabadwip; I think, it came about in Ujjain or somewhere else. But Nabadwip the very seat of Navya Nyaya, is a place to be considered for a Sanskrit University. I think, Sanskrit Universities did have very wonderful old manuscript and the House will be interested to know that in the curriculum that had been envisaged in a Sanskrit Navya Nyaya university of the old days, in which Nabadwip had a very great part to play, the faculties they recommended were:—

“शिल्प, विज्ञान, दर्शन, न्याय, साहित्य, शास्त्र परम्परा, संगीत, नृत्य, नाट्य, कला विद्या, ब्रह्मज्ञान पराविद्या।”

This was the whole idea of the curriculum. If we can evolve this kind of a curriculum in all universities and colleges, much of our trouble with the students will be over, I think.

Lastly I would like to mention that education must be connected to some kind of a vocation. I think, the hon. Education Minister had said some time ago that during the birth centenary of Chittaranjan Das that Deshbandhu Das was going to be commensurated by a vocational institution that would train the students in some vocation at the end of their university career. I hope this will come to life in West Bengal where it is badly needed, and Hon. Minister will give our assurance.

I hope, the UGC will grow from strength to strength and give outright grants for women's education and welfare of students.

श्री शिंदरे (पंजिम) : सभापति जी, एक अंग्रेजी कवि ने कहा था कि पूरब पूरब ही है पश्चिम पश्चिम ही रहेगी। पूरब और पश्चिम का मिलन हो ही नहीं सकता। लेकिन सभापति जी, मैं एक ऐसे प्रदेश से आया हूँ कि जो पूरब का और पश्चिम का मिलन, संगम हुआ है। जब पूरब और पश्चिम की संस्कृति का योग हुआ है।

गोवा राज्य से मैं आता हूँ और जैसा कि आप जानते ही होंगे कि हमारे गोवा में तीन चीजें जिनका कि पश्चिम में बहुत जोर है, वह संगीत, क्षेत्र हो, नृत्य क्षेत्र हो या शिल्प क्षेत्र हो गोवा में इन का देश के अन्या भागों की अपेक्षा अधिक जोर है। दरअसल जो भी चीज अच्छी है भले ही विदेशों की हो, उसे गोवा ने आत्मसात करने का प्रयत्न किया। और इसी तरह गोवा में जो कुछ अच्छा है वह उसने पश्चिम को देने का प्रयत्न किया। उसी तरह का प्रयत्न मैं समझता हूँ सारे भारत में होना चाहिए।

हम अपनी जानरूपी लिइकिया बंद नहीं कर सकते। यदि बाहर से पश्चिम से, उत्तर से या दक्षिण से कोई अच्छी चीज आ सकती है तो उसे ले लेना चाहिए उसे भारत में आत्मसात कर लेना चाहिए। इसीलिए हमारी जो शिक्षा है उस के बारे में हम ऐसा प्रयत्न करें कि जो कुछ बाहर का अच्छा हो वह हम आत्मसात करें और जो कुछ हमारे यहाँ अच्छा है उसे बाहर भेज सकें।

आप जानते हैं कि गोवा में पोर्चुगीज जमाने में यहाँ का जो कारकुलम था उस में विदेशी भाषाएँ सिखाई जाती थीं। मेरी भी एपुकेशन पोर्चुगीज में हुई। फॉच मेरी सेकंड लैंग्वेज थी। अंग्रेजी तो सीखी ही नहीं। घर में मैं कोंकड़ी बोलता था, प्राथमिक शिक्षा मराठी में और

[श्री शिकरे]

माध्यमिक शिक्षापोर्चगीज में हुई। जैसा मैंने बतलाया कि वह ऐजेन्टीकल्टी के ही कारण संभव हो सका कि जो कुछ अच्छा है बाहर का वह हम ले सकें और जो कुछ हमारे पास अपना अच्छा था वह बाहर दे सकें। इसी कारण आप देखते होंगे कि मैं विदेशी भाषाओं की शिक्षा की व्यवस्था का प्रश्न अक्सर उठाता रहता हूँ। यही कारण है कि गोवा में पोर्चगीज, स्पेनिश, फ्रेंच और जर्मन जानने वाले जितने लोग हैं मेरी समझ में उतने भारत में अन्यत्र नहीं होंगे। वहाँ का करिकुलम ही ऐसा था जिसके अनुसार गोवा में माध्यमिक शिक्षा और उच्च शिक्षा जो होती थी वह पोर्चगीज में होती थी और दूसरी पारशात्य भाषायें सीखना आवश्यक होता था, जैसे कि फ्रेंच, स्पेनिश, जर्मन और अंग्रेजी जिस तरह से भारत देश की भाषाओं का वेस संस्कृत है और भारतीय भाषाओं के लिए संस्कृत का ज्ञान होना अति आवश्यक है उसी तरह पोर्चगीज और अन्य अन्य विदेशी यूरोपियन भाषाओं को सीखने के लिए लैटिन भाषा की जरूरत रहती थी। इसीलिए गोवा से एक मांग आ रही है और निरन्तर आती ही रही है कि गोवा के लिए एक विश्वविद्यालय हो। मैं समझता हूँ कि कल जो मंत्री जी ने कहा कि निकट भविष्य में और विश्वविद्यालयों की स्थापना नहीं हो सकेगी। भविष्य में युनिवर्सिटी देना मुमकिन न हो सकेगा तो गोवा की जो विशिष्टता है और गोवा के लिए अलग एक युनिवर्सिटी की जो मांग है उसका क्या होगा। मैं समझता हूँ कि गोवा की मांग पर ठीक तरीके से ध्यान नहीं दिया गया है। गोवा की विश्वविद्यालय के लिए जो मांग आती है वह भारत में हमारे सामने जो विश्वविद्यालयों का चित्र है उससे वह चित्र भ्रमल है। गोवा में जो विश्वविद्यालय हो वह एक ऐसा विश्वविद्यालय हो जो बाहर की विदेशी भाषाओं को अपने यहाँ प्रोत्साहन

देने वाला हो। वहाँ विदेशी भाषाओं का ज्ञान प्राप्त करने की उत्तम व्यवस्था हो। मैं चाहूँगा कि गोवा का विश्वविद्यालय गोवा में नृत्य, संगीत, शिल्प और चित्रकला को प्रोत्साहन देने वाला हो। आप जानते ही होंगे कि गोवा ने जितने कलाकर शिल्प, संगीत, नृत्य और चित्रकला के क्षेत्र में भारत और बाहर भी बिये हैं वह और लोगों को तुलना में अनुपात में कहीं अधिक होगा।

इसी कारण से यहाँ आमतौर पर यूनिवर्सिटी का जो एक स्टीरोटाइप नकशा दिखलाया जाता है वही यूनिवर्सिटी में गोवा के लिए नहीं चाहूँगा। गोवा की यूनिवर्सिटी गोवा की विशिष्टता के अनुरूप ही होनी चाहिए। उस का रूप जाधवपुर युनिवर्सिटी या बनारस विश्वविद्यालय जैसा नहीं होना चाहिए क्योंकि मैं गोवा के लिए वही स्टीरोटाइप यूनिवर्सिटी नहीं चाहूँगा। गोवा की विशिष्ट स्थिति को ध्यान में रखते हुए और गोवा जो कि सागर के किनारे पर स्थित है और वहाँ के लोगों का जो स्पेशल माइंड होता है उस माइंड को ध्यान में रखते हुये वहाँ के लिए एक विश्वविद्यालय की रचना हो। मान लीजिये कि घनबाब या भिलाई में कोई यूनिवर्सिटी हो तो जो नजदीक के कालेज होंगे उन का कैरेक्टरिस्टिक कैसा रहेगा? वहाँ जिन खनिजों का उत्पादन होता है उस के उपयोग को प्रोत्साहन देने वाले जो कालेज हैं, जो उस की शिक्षा दे सकते हैं विश्वविद्यालय में उन का ही विशिष्ट्य तो हो सकता है। इसलिए गोवा के विशिष्ट्य को ध्यान में रखते हुए यदि वहाँ मैरीन इंजीनियरिंग कालेज की स्थापना हो तो उस का ज्यादा फायदा हो सकता है। अगर वहाँ विदेशी भाषाओं को प्रोत्साहन देने वाले कालेज हों तो उन का ज्यादा फायदा हो सकता है।

DR. V. R. V. RAO : We have removed the Oceanographic Study Institute and established it there in Goa.

श्री शिंकरे : उसकी जानकारी मुझे है ही इस लिए मैं कहूंगा कि गोब्रा का जो क्षेत्र है, वहां के लोगों के केरेक्ट्रिस्टिक को ध्यान में रखते हुए वहां विदेशी भाषाओं की यूनिवर्सिटी हो सकती है। आप जानते होंगे कि गोब्रा के बहुत से लोग इम्मिग्रेंट्स थे। पोर्चुगीज जमाने में वह माइग्रेशन करते थे। न केवल वह ईस्ट अफ्रीका और पूर्व में जाते थे, बल्कि वह ब्राजिल, केनाडा और यू० एस० ए० भी जाते थे क्योंकि उस का एक कारण था। पोर्चुगीज जमाने में शिक्षा के क्षेत्र में जो केरि-कुलम था वह ऐसा था कि सब यूरोपियन भाषाओं का ज्ञान उस से मिलता था। जो जिस भाषा का ज्ञान चाहते थे वह उस भाषा का उपयोग कर सकते थे और जिस देश में वह भाषा उपयोग में आती थी वहां उस को बोल सकते थे।

मैं इतना ही कहना चाहता हूँ कि यदि गोब्रा में इस तरह के विश्वविद्यालय की स्थापना हो जाय तो हमारी जो एक्स्टर्नल अफेअर्स मिनिस्ट्री है उसके लिए जितने कर्मचारियों की जरूरत हो वह वहां से मिल सकेंगे क्योंकि विदेशी भाषाओं का अभ्यास होने के बाद जो विदेशों में हमारे दूतावास हैं उनमें जा कर वह अच्छी तरह से काम कर सकेंगे। आप ब्राजिल जैसा देश है जहां की भाषा पोर्चुगीज है, लेकिन वहां हमारे राजदूतावास के बहुत से कर्मचारी हैं जिनको पोर्चुगीज भाषा का ज्ञान ही नहीं है।

एक माननीय सदस्य : वह तो सिर्फ अंग्रेजी ही चाहते हैं।

श्री शिंकरे : यहाँ तो मेरे जैसे निर्दली सदस्य के सुझाव रखने का प्रवण है। माननीय सदस्य की पार्टी कोई और सुझाव रख सकती है।

मैं मंत्री महोदय से कहना चाहूंगा कि ईसा मसीह का एक सन्देश है कि जो आखीर में आता है वह पहले जाता है, जो पहले आता है वह आखीर में जाता है। आज यहाँ पर जो चर्चा हो रही है शायद उसमें मैं आखिरी बक्ता हूँ।

सभापति महोदय : और भी बक्ता अभी हैं।

श्री शिंकरे : मैं चाहूंगा कि मेरा जो सुझाव गोब्रा यूनिवर्सिटी के बारे में है, उसका जो स्वरूप है उसको देखते हुए, उसे अग्रक्रम में रखना जाए।

श्री छ०म० केदरिया (मांडवी) : सभापति महोदय, माननीय मंत्री महोदय जो बिल लाये हैं उसके साथ यूनिवर्सिटी ग्रान्ट्स कमिशन की तीन रिपोर्टों पर इस हाउस में चर्चा हो रही है। इसके लिए मैं मंत्रालय की बड़ी कटु आलोचना करना चाहता हूँ।

यह संस्था हमारे देश में संस्कारों की नींव डालने वाली और लोगों को जागृत करने वाली संस्था है। उसकी रिपोर्ट तक बराबर इस हाउस में नहीं आती यह शिक्षा मंत्रालय के लिए बड़ी बुरी बात है।

जो सुझाव इस बारे में लाये गये हैं उन में भी मुझको कोई भ्रष्टा आशय नहीं दिखलाई देता क्योंकि उन्होंने क्लास (2) के सब-क्लास (ए) में लिखा है कि दो आफिजल्स सेंट्रल गवर्नमेंट के नामिनी होंगे और क्लास (3) में कहा गया है कि 3 परमानेंट पेज मेम्बर होंगे। एक चेयरमैन होंगे। बारह सदस्यों में से छः सदस्य ऐसे होंगे जो सेंट्रल गवर्नमेंट की इच्छानुसार काम करेंगे। आप कहते हैं कि छ० जी०

[श्री छ० म० केदारिया]

सी. आटोमोस बाडी है लेकिन अभी घ्राए जो कारंवाई इस बिल के द्वारा कर रहे है, उसका नतीजा यह होगा कि यह बाडी न्यूरोक टिक बाडी बन जायेगी और सेंटर के कहने के मुताबिक काम करेगी। क्या इस तरह से कारंवाई शिक्षा के क्षेत्र में भी चलेगी? जिस तरह से जो बिल पेश हुआ है उसमें कुछ घ्राणय हम को दिखाई नहीं देता है। इसलिए मेरी प्रार्थना है कि आप इसका जो आटोमोस कारेक्टर है, उसको बनाए रखें ताकि राष्ट्र का चरित्र गढ़ने और राष्ट्रीय शिक्षा लड़कों, लड़कियों को देने में सहायता मिलेगी। आटोमोस बाडी ही इस को आप बनाए रखें, यह मेरा आप से अनुरोध है।

शिक्षा को लेकर कई कमिशन नियुक्त किए गए हैं। आखिरी कमिशन डा० कोठारी की अध्यक्षता में नियुक्त हुआ था। उसने अपनी रिपोर्ट में बड़ी अच्छी अच्छी बातें कही थीं। इस रिपोर्ट के बारे में एक पार्लिमेंट के सदस्यों की कमेटी भी बनी थी। उन्होंने जो सुझाव दिये थे अभी तक उनके बारे में शिक्षा मंत्रालय ने कोई कदम नहीं उठाए हैं। पहला काम जो किया जाना चाहिए था वह मातृभाषा द्वारा शिक्षा दिये जाने का किया जाना चाहिये था। उच्चतर और यूनिवर्सिटी शिक्षा मातृभाषा में दी जा सके, इसके बारे में शिक्षा मंत्रालय ने और मंत्री महोदय ने कुछ कदम नहीं उठाए हैं और न कोई खास काम किया है। मेरा अनुरोध है कि कोठारी कमिशन ने जो सुझाव दिये, उनको आपको स्वीकार करना चाहिए और उनके मुताबिक शिक्षा के ढांचे में फेरबदल करना चाहिए।

राष्ट्र पिता महात्मा गांधी ने एक बहुत अच्छी बात रखी थी। उन्होंने बुनियादी तालीम पर जोर दिया था। उसी के मुताबिक कोठारी

कमिशन की रिपोर्ट में बर्क स्वसरीरियंस की बात रखी गई है। मैं चाहता हूँ कि उसके अनुसार सारे देश में शिक्षा का प्रबन्ध होना चाहिए ऐसा आपने किया तो आजकल जो आप विद्यालयों में अनुशासनहीनता तथा तनाव देखते हैं, वह बहुत कम हो जाएगा। इस वास्ते बर्क एक्सपीरियंस के आधार पर शिक्षा का प्रबन्ध करना बहुत जरूरी है।

परीक्षा के ढांचे को बदलने की भी बहुत जरूरत है। वर्ष के आखिर में जाकर आजकल परीक्षाएँ ली जाती हैं। जैसे जैसे करिकुलम चले, जैसे जैसे शिक्षा दी जाए वैसे वैसे आप विद्यार्थियों को गुणानुसार नम्बर देते रहें और उसके आधार पर वर्ष के अन्त में जाकर विद्यार्थियों का मूल्यांकन किया जाय। इस दृष्टि से मैं समझता हूँ कि परीक्षा का जो ढंग है, उसमें भी बहुत ज्यादा सुधार करने की जरूरत है।

आज हिन्दुस्तान के देहात बहुत पिछड़े हुए हैं। आदिवासी भी बहुत पिछड़े हुए हैं। हिन्दुस्तान दिहातों में बसता है। मैं मंत्री महोदय से अनुरोध करूंगा कि आदिवासियों की शिक्षा पर आपको विशेष ध्यान देना चाहिए और उसका विशेष ब्याल रखना चाहिये और खास कदम उठाने चाहियें। उनमें शिक्षा का प्रचार भी आपको करना चाहिए। ज्यादा सहूलियतें और ज्यादा पैसा उनके लिए देना चाहिये। निरक्षरता जो बढ़ रही है, उसको रोकना चाहिये। शिक्षा की सुविधायें आप को अधिक से अधिक प्रदान करनी चाहिये और सही मानों में संघोधन का काम जो यूनिवर्सिटीज को करना चाहिये उसको वे नहीं करती हैं और यू. जी. सी. भी उसके लिए पैसा नहीं देता है। मंत्री महोदय डीम्ब यूनिवर्सिटीज के बारे में कुछ एलजिक दिखाई देते हैं। जब स्वतन्त्रता आन्दोलन चला था तब महात्मा गांधी ने विद्यार्थियों को शिक्षा छोड़कर, शिक्षण संस्थाओं को

छोड़ कर ऐसी जो राष्ट्रीय संस्थाएँ चलाई थीं, उनमें प्रवेश पाने का आग्रह किया था। गुजरात विद्यापीठ उनमें से एक है। उन दिनों इस प्रकार के पांच विद्यापीठ स्थापित हुये थे। ये जो डीम्ड यूनिवर्सिटीज हैं, इसके प्रति आपका विशेष दायित्व है और अपने इस दायित्व को आपको निभाना चाहिए। गवर्नमेंट को उन यूनिवर्सिटीज को खर्चा देना चाहिए और उनका विकास करना चाहिए। उन यूनिवर्सिटीज में हमारे विद्यार्थियों का चरित्र गठन होगा, उनको राष्ट्रीयता की शिक्षा मिलेगी और सही मानों में देश की प्रगति होगी। मैं मंत्री महोदय से अनुरोध करूंगा कि डीम्ड यूनिवर्सिटीज को भी यूनिवर्सिटीज माना जाये और यूनिवर्सिटीज ग्रांट्स कमिशन की तरह से उनको अनुदान दिया जाये।

SHRI SRADHAKAR SUPAKAR (Sambalpur) : Mr. Chairman, Sir, I want to draw the attention of the hon. Minister to two or three fundamental problems connected with this Bill. In clause 4, it is stated :

“Provided further that the Commission shall not give any grant to any University which is established after the commencement of the University Grants Commission (Amendment) Act 1968, without the previous approval of the Commission and of the Central Government.”

I want to ask a question specifically as to how long this ban will last and whether it would be a permanent ban. If not, I further want to know, whether it is necessary to provide the conditions and the terms under which a university which has been established without the concurrence and consent of the Central Government and the U.G.C. will be entitled to receive the grant. This is my first point.

My next point which is more vital is the exclusion of the vice-Chancellors from the U.G.C. When this Bill was originally brought before the Rajya Sabha, the Sapru Committee report was available with the

Government. The Sapru Committee said that the Vice-Chancellors should be excluded because they are interested in getting the grants. After that, the Kothari Commission gave their report. I may quote one paragraph from page 344 of the Kothari Commission's Report where they have taken strong exception to the exclusion of the Vice-Chancellors from the U.G.C. I am quoting :

“The Sapru Committee has expressed a view that it would be undesirable to appoint a person who is holding a full-time appointment as Vice-Chancellor as a Member of the U.G.C.”

“This proposal has been accepted by the Government and the necessary changes are being made in the U.G.C. Act. We are unable to agree with that view and are of the opinion that the U.G.C. should not be deprived of the services of an eminent person merely on the ground that he happens to be a Vice-Chancellor.”

Sir, the consequence of this Bill, when it is passed into an Act, will be that the Vice Chancellors will begin to learn back-seat driving. Either the Vice-Chancellor will influence University Professors or Readers who will become members of the U.G.C. from their own university or the other alternative will be that there will be a constant conflict between the Vice-Chancellor, who is head of the University and some professors who are working below him and join the U.G.C. who will play a sort of politics. That is unfortunately prevalent in many of our universities. The hon-Minister who has worked as a Vice-Chancellor or the Universities for so many years should think of the consequence of excluding the Vice Chancellor and some professors of a particular university under him becoming a member of the U.G.C.

The next point that I raise during the discussion does not appear in the Bill. That is about the introduction of semester system which, he says, is so popular with some of the educationists in India. We know that the Radhakrishnan Commission recommended the idea of the three-year degree course.

[Shri Sradhakar Supakar]

But the main reason why it fell into disuse and it became unpopular is the fact that at the end of each year in the three-year degree course, there was a university examination, and in between the examination and the final declaration of the results, the students were practically without any assistance from the lecturers and professors. So, they practically read only for five to six months in the year.

If semester system is to be introduced, then from the experience of all universities, we know that unless they stick to a strict time-table for examinations, neither the examination nor the semester system is going to succeed. They are bound to end in dismal failures, because we know that no university sticks to the time-table. Therefore, this matter needs sufficient consideration.

Now, I shall say a few words about the UGC reports. I am sorry to say that the report for 1968-69 has not yet been placed before the House. Although it ought to have been placed before the House even before the Demands for Grants relating to education were discussed, yet, even today, that report is not before the House. So, we are only doing historical research so far as the UGC reports are concerned.

So far as the grants are concerned, in each of the reports, there has been a lamentation over the fact that the funds are inadequate, and, therefore, they have not been able to fulfil their commitments. We know that there are 78 universities and 10 deemed universities and according to the revised grants, the amount available is only Rs. 24 crores. The consequence is that the maintenance grants to the universities become starving maintenance grants, and the development grants become doles, and the UGC becomes the University Doles Commission. That is the sad state of affairs. I am sure the hon. Minister will when he replies say 'What can I do?', but I would submit that if he wants to improve the condition of the universities, then expression of mere helplessness does not help.

DR. V.K.R.V. RAO : What do we

do then? Do we have to print more money?

SHRI SRADHAKAR SUPAKAR : He may print money and give us.

DR. V.K.R.V. RAO : Is that the view of his party?

DR. RAM SUBHAG SINGH : They are already printing money.

DR. V.K.R.V. RAO : He wants me to print more.

DR. RAM SUBHAG SINGH (Buxar) : They devalued our country when they devalued our currency.

SHRI CHENGALRAYA NAIDU : The Prime Minister has devalued the party and devalued everything.

SHRI SRADHAKAR SUPAKAR : It is the duty of the hon. Minister to find money from the Cabinet, and it is not for me to print money and supply it to him.

SHRI P. G. SEN (Purnea) : We only accord sanction.

SHRI SRADHAKAR SUPAKAR : The printing of text-books in regional languages for use in each university and the switch-over from English to the regional languages in the different universities has been so slow that I do not know when the purpose of switch-over from English to the regional languages for the purpose of university education will be achieved. I hope that it will be achieved in the twentieth century.

श्री अम्बुलुगनी डार (गुडगांव) : चेयरमैन साहब, मुझे खुशी है कि मेरे मोहतरिम दोस्त राव साहब यह चाहते हैं कि हम इस बील को बढ़ाएँ जो इन के हाथ में है और यूनी-वर्सिटी ग्रान्ट्स कमिशन को दें ताकि वह शिक्षा के लिए ज्यादा से ज्यादा रुपया दे सके।

मैं इस वक्त दो बातें कहना चाहता हूँ। इस वक्त देश का भला इस में है कि यूनी-

बसिटी ग्रान्ट्स कमीशन को पांच हिस्सों में बांट दिया जाय। एक तो यह कि जो यूनीवर्सिटी सायंस को लेकर मुल्क को आगे बढ़ाना चाहती हैं, उन को वह कंट्रोल करे। दूसरे—जो यह चाहती हैं कि किसी तरह से इन्जीनियरिंग का काम ज्यादा से ज्यादा तरक्की कर सके, डिफेंस में हमारे नौबवान ज्यादा से ज्यादा काम कर सकें, उन कालिजों को उन यूनीवर्सिटीज के साथ जोड़ें। तीसरे—यूनीवर्सिटी ग्रान्ट्स कमीशन एक ऐसी यूनीवर्सिटी बनाये जो सिर्फ इन्सानियत सिखाये। यहां आये दिन सेक्यूलरिज्म का नारा, मिलाप का नारा लगता है, लेकिन इस के बिलकुल उलटा होता है, गरीबों का कल्ल होता है। इस लिये वह यूनीवर्सिटी सिर्फ इन्सानियत सिखाये और उन कालिजों और यूनीवर्सिटीज को इस में शामिल किया जाय जो अपने आपको इन्सानियत कायम करने के लिए पेश करते हैं। बेयरमैन साहब, अशोक आजम के वक्त में बोद्ध भिक्षु दूसरे देशों में इन्सानियत के प्रचार के लिये जाया करते थे। पाटलिपुत्र और तक्षशिला की यूनीवर्सिटीज में दुनिया भर के विद्यार्थी पढ़ने आया करते थे—क्या बजह थी, कोई कशिश थी, जो उन्हें यहां तालीम हासिल करने के लिये खींच लाती थी। अगर आप ऐसा करेंगे तो उस से देश का भला होगा।

चौथा हिस्सा वह होना चाहिए, जिस में इण्डस्ट्रीज की तरक्की हो। आज आप बच्चों को शुरू से ही इतने मजामीन पढ़ाना चाहते हैं कि वह एक गधे का बोझ लाद कर स्कूल में ले जाता है। जब कालिज में जाता है तो वहां भी उसे तमाम सर्जैक्ट्स में मास्टर बना देना चाहते हैं, सायंस भी उस को धा जाय, सब चीजें उस की समझ में आ जाय, मैं समझता हूँ कि यह गलत बात है। इस से मुल्क का भला होने वाला नहीं है। इस

लिए मैं चाहता हूँ कि यूनिवर्सिटीज का चौथा हिस्सा इण्डस्ट्रीज के लिए रखा जाय।

पाँचवां हिस्सा सब से अहम है आज 80 फीसदी किसान हमारे देश में हैं, जो देहाती भाई हैं उन की जिन्दगी को बनाने के लिए, खेती बाड़ी के काम को पनपाने के लिए और खास तौर से दो बक्कन पेट भर कर उन को खाना मिल सके, इस नजरिये से मैं चाहता हूँ कि यूनिवर्सिटीज का पाँचवा हिस्सा एग्रीकल्चर के लिये रखा जाय।

आप कहते हैं कि हमारे पास रुपया कम है। रुपया तो कम होगा ही, क्योंकि एक एक मिनिस्टर के लिए करोड़ों रुपया चाहिए, उन की मोटर के लिए, उन के मुंशी के लिए, उन के कुत्ते के लिए, उन के पी० ए० के लिए, उन के सिक्रेट्रीज के लिए, उन के बंगलों के लिए जब करोड़ों रुपया खर्च होगा, तो तालीम पर खर्च करने के लिये रुपया कहां से आयेगा। वह हिन्दुस्तान जिस ने दुनिया को सबक सिखाया, आज उस मुल्क में पढ़े-लिखे लोगों की परसेन्टेज दुनिया के छोटे से छोटे मुल्क के मुकाबले भी बहुत कम है, क्योंकि आप ने अब तक अपने लिये ऐश के सामान ही मुहैया करने की कोशिश की है। परमिट दे कर लोगों को राजा बनाना चाहते हैं और गवाहियां देने वालों को मिनिस्टर बनाना चाहते हैं—ऐसी तालीम आज तक आप ने दी है।

बेयरमैन साहब, आर बड़े ही हुबुलबतन हैं। मैं आप से बतन के नाम पर अपील करता हूँ—गांधी जी ने जो रास्ता बताया था और जिस को बिटाने के लिये नेहरू खानदान ने 23 वर्ष खर्च किये हैं, उस को रिबाइव किया जाय, जिस से ऐसी तालीम दी जाय कि हम अपने मुल्क को फिर से अमीम मुल्क बना सकें।

تشریح یعنی ڈار (گواڈو) چیرمین صاحب -
مجھے خوشی ہے کہ چیئر مین صاحب سے چاہتے
ہیں کہ ہم اس دولت کو بڑھا دیں جو ان کے ہاتھ میں ہے اور
یونیورسٹی گرانٹ کمیشن کو وہی تاکہ وہ شکستہ کھٹے زیادہ سے
زیادہ روپیہ دے سکے۔

ہیں اس ذلت و دوامتیں کہنا چاہتا ہوں، اس وقت
دیش کا بجلا اس میں ہے کہ یونیورسٹی گرانٹ کمیشن کو پانچ حصوں
میں بانٹ دیا جائے ایک تویہ کہ جو یونیورسٹیز سائینس کو بیس
فلک کو آگے بڑھانا چاہتی ہیں ان کو وہ کنٹرول کرے۔ دوسرے
جو یہ چاہتی ہیں کہ کسی طرح انجینئرنگ کا کام زیادہ سے زیادہ
ترقی کر سکے۔ تیسریں میں ہمارے لوگوں زیادہ سے زیادہ
کام کر سکیں۔ ان کا لگوں کو یونیورسٹری کے ساتھ جو
تویہ - یونیورسٹی گرانٹ کمیشن ایک ایسی یونیورسٹی
بنائے جو مزید انسانییت سکھانے میں آئے ہوں سیکولر
کا نام - ملاپ کا نام لگائے۔ لیکن اس کے بالکل ادب ہونا
ہر جہ غریبوں کا نقل ہونا ہے اس سے وہ یونیورسٹی صرف
انسانییت سکھانے اور ان کا لگوں اور یونیورسٹری کو اس
میں شامل کیا جائے جو اپنے آپ کو انسانییت نامہ کر کے
لے پیش کرتے ہیں۔

چیرمین صاحب - اس وقت عظیم وقت میں ہوا
سکھتے دوسرے دیشوں میں انسانییت کے پرچار کے کام
کرتے تھے۔ پائلٹی ہیز اور ٹیکنالوجی یونیورسٹیز میں دنیا بھر
ڈیارتھی بڑھے آیا کرتے تھے۔ کیا وجہ تھی۔ کوئی دکنش تھی جو
انہیں یہاں تعلیم حاصل کرنے کے لئے بھیج لاتی تھی۔ اگر آپ
ایسا کر کے تو اس سے دیش کا بلا ہوگا۔ جو تھا وہ وہ
ہونا چاہتے جس میں انڈسٹری ترقی ہو آج آپ بچوں
کو شروعات ہی اتنے مضامین بڑھانا چاہتے ہیں کہ وہ
ایک گھنٹے کا بوجھ لا کر اسکول میں لے جاتے ہیں۔ جب
کالج میں جاتے تو وہاں بھی اتنے نام سیکولر ہیں اس پر
بنادیا چلتے ہیں۔ جہاں بھی اس کو لے جائے۔ صاحب
چیئر مین اس کی سمجھ میں آجائے۔ میں سمجھتا ہوں کہ یہ غلط
حالت ہے اس سے ملک کا خلا جو سراہا ہو رہا ہے۔

دوسرے ہیں چاہتا ہوں کہ یونیورسٹیز کا جو نظام تھا اسے نظر سے
کے لئے رکھا جائے۔

پانچوں حصہ سب سے آہستہ آہستہ فیصدی کسان
ہما سے دیش میں ہیں جو دیہاتی کھیتی باڑی میں ان کی زندگی بنانے
کے لئے رکھتی باڑی کے کام کو بنانے کے لئے اور خاص کر دو وقت
پینڈ بھرون کو کھانا لے کے۔ اس نظر سے اس میں چاہنا پڑتا
کہ یونیورسٹی کا پانچواں حصہ دیگر کالجوں کے لئے رکھا جائے۔ آپ
کہتے ہیں کہ ہمارے پاس روپیہ کم ہے روپیہ کم ہو گا ہی کیونکہ
ایک ایک فٹر کے لئے اور فٹروں روپیہ چاہیے ان کی فٹروں کے
لئے۔ ان کے مشین کے لئے۔ ان کے کتے کے لئے۔ ان کے پی۔
اس کے لئے۔ ان کے سیکرٹری کے لئے۔ ان کے ٹیکے کے لئے
جس کے دروں روپیہ خرچ ہو گا تو تعلیم پر خرچ کرنے کے لئے
روپیہ کہا جاتا ہے آئے گا۔ یہ ہندوستان جس لئے دنیا کو
سب کچھ سکھایا آج اس ملک میں بڑھ چکے لوگوں کی تعداد
دیہات کے چھوٹے چھوٹے ٹکڑے کے قریب میں بھی بہت کم ہے
کیونکہ آپ نے ایک اپنے لئے عیش کے سامان ہی مہیا کیے
کی کوشش کی ہے۔ پر مٹ دیکر لوگوں کو راجہ بنانا چاہتے
ہیں اور گی جہاں دیش والوں کو فٹر بنانا چاہتے ہیں۔

ایسی تعلیم آج تک آپ نے دی ہے

چیرمین صاحب - آپ بڑے ہی حبل وطن ہیں۔
ہیں آپ سے وطن کے نام پر اپیل کرنا چاہتا ہوں کہ انہیں جی
بے جو رہنا بنانا چاہتا اور جس کو ملنے کے لئے ہر دکان دار نے
۲۲ برس خرچ کئے ہیں۔ ہم کو ایسا انتظام کرنا چاہیے جس سے
ایسی تعلیم دی جائے کہ ہم اپنے ملک کو پھر سے عظیم ملک بنا سکیں۔

DR. V.K.R.V. RAO : I should like to
begia by thanking all the hon. members,
especially those who had taken part in the
discussion, for the very deep concern they
have shown about problems of higher educa-
tion, and the many constructive sugges-
tions they have made for its improvement.
I would like to assure them that I shall see
that the full record of the discussion in this
House is made available to the Chairman of
the UGC who would also make it available to
the members of the Commission so that the
Commission could be informed about the think-
ing of, the supreme

body of this country on matters of higher education.

In the original University Grants Commission Act it was specifically provided that the Chairman shall not be an officer of the Central or State Government. In the amending Bill, since the Chairman's appointment was to be made independently,—in the original Act one of the Members was to be made Chairman—the Government had not thought it necessary to include this provision. When question was raised in the other House, my predecessor gave an assurance that Government would not be appointing an officer of the Central or State Government to the august post of Chairman of the University Grants Commission. The same question was raised in this House, and I believe one hon. Member, if I am not mistaken, my distinguished friend Shri Bhattacharyya, among others, suggested that it would be better to give another assurance.

SHRI C. K. BHATTACHARYYA (Raiganj) : To report that assurance.

DR. V. K. R. V. RAO : Therefore, in accordance to the opinion expressed by hon. Members and in order to make it independent of assurances and of the personalities of the Education Ministers, I have given notice of an amendment to the Bill which makes it specifically clear that the Chairman of the Commission shall not be appointed from among the officers of Central or State Government.

My hon. friend Shri Kandappan, for whom I have great respect, made a very good speech. I was very much impressed with his interest in Hindi. My mother tongue is not Hindi, his is not Hindi; I happen to know his mother tongue, I do not think he knows my mother tongue; but I was very glad to find him showing so much interest in Hindi. He asked why scientific journals are finding no circulation among the Hindi population. Another distinguished friend from the same party went to the length of suggesting that a bonus of Rs. 100 should be given to a person in order to make him read a Hindi scientific journal.

SHRI S. KANDAPPAN : I made this point in the context of the Indian

languages, whether it is Hindi or any other language. You should properly equip them.

16.57 hrs.

(MR. DEPUTY-SPEAKER in the Chair)

DR. V. K. R. V. RAO : Quite right, but in making that point, with which I am in entire agreement, he did contrast the Tamil and Hindi editions of the UNESCO *Courier*. I do not know from where he got his figure of 200 copies for the Hindi edition and 3000 for the Tamil edition. My information is that both the Hindi print order and the Tamil print order are for 3,000 copies. What has happened is this. He is not right in saying that for the last few months it has been stopped. It has not been stopped.

SHRI S. KANDAPPAN : That is what I said.

DR. V. K. R. V. RAO : Please look up the record. You did not say what I am saying now.

SHRI S. KANDAPPAN : Probably they are thinking of stopping. Are you contradicting my statement that the sales have been reduced ?

DR. V. K. R. V. RAO : I would beg of the hon. Member not to interrupt me because I will not go one word beyond what is in the record. He had suggested that the Hindi edition had been stopped. I am not a Hindi man, but I want to establish the fact in this House that Hindi literacy is growing, Hindi-speaking people's interest in science and scientific literature is growing. Hindi is certainly advancing in this country. It is true that for the last five or six months the Hindi edition has not been brought out because of some trouble in the press. The Tamil edition is coming because the Tamils, I must say, are very good and efficient administrators. As far as the Hindi issue is concerned, the last issue came out in August, 1959, and the issues up to February 1970 still in the press. I am very glad that Shri Kandappan, by drawing the attention of this House, has drawn my attention to this

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fact. I shall find out how so many monthly issues are still in the press and if anything has to be done. We are not bringing out this journal, the UNESCO are bringing it out. I shall try to see that the subsequent issues are brought out in time. Incidentally I should like this house to know, because some body made a suggestion; why not give a bonus of Rs. 100/- in order to get one reader for a Hindi science journals? There is a journal called Vigyan Pragati which is a science journal which is being brought out by the C.S.I.R. for the last 6 or 7 years; it is a journal of popular science in Hindi. In 1961 its circulation was 13500 and in April, 1970 its circulation stood at 22000. I would not have said these things; I had to say them because I did not want any misunderstanding to arise.

I am for all the Indian languages. I am certainly anxious that Hindi should be developed and propagated; I am equally anxious that all the other Indian Languages should be developed.

श्री अब्दुल गनी डार : उर्दू के बारे में आप क्या फरमते हैं। उसके लिए आप ने क्या किया।

DR. V. K. R. V. RAO : I shall come to this afterwards.

I hope hon. Members will forgive me if I do not refer to individual names but only refer to the criticism or suggestions which have been made by them because of the time at my disposal. I can tell them that I have got fairly good notes, being a good students, of the point made by different Members.

One of the important points related to the medium of instructions. There has been a great deal of discussion in this House and diverse points of view have been put forward before this House. One or two Members have gone to the extent of saying that English should be the medium of instructions. I believe my friend from Kerala said that Kerala University would be the last university to adopt Malayalam as the medium of instruction in that university. Our friend Dr. Santosham from the opposite side also said that it would be a great tragedy if the regional languages became the media of instruction.

SHRI N. SREEKANTAN NAIR : I have suggested that all technical terms should be in English and should be uniform throughout the country.

DR. V.K.R.V. RAO (Quilon) : I think I have to restate the position of the Government of India, University Grants Commission and the Vice Chancellors on this subject. It is the declared policy of the Government of India to the extent that the Government of India have a policy on the subject of education in all the States, because constitutional constraints are there, to bring in progressively, without bringing about any deterioration in standards, the regional languages as the media of instruction. This policy has already been accepted. The pace of progress varies from university to university depending on the enthusiasm shown by the people who may be in charge of particular universities or that particular Government or the policy makers who can influence the pace of progress in that particular region. There are about 78 universities in this Country and over the last few years, if I am not mistaken, 52 or 53 universities have already adopted the regional language as the medium of instruction for one or the other courses. Some universities have done so far all the subjects but they are not many. A number of universities have got it for one or more disciplines and they have given the option for the regional language. The Government of India are very anxious to facilitate this movement. For that purpose U.G.C. has been establishing language departments and helping to expand and strengthen the language department in all the universities. In the Fourth Plan the Government of India have got a very big programme for production of books in the Indian languages; one crore of Rupees has been set aside for each language. These books are brought about at the university level by committees of educationists, some of them are translations or adaptations and others are originals books. In order to bring about a certain amount of national integration we have also decided that about 20 or 25 per cent of the books so produced will be used for the production of conc books, which will be available for translation in which will be all the Indian languages. Books like the Encyclopaedia, books like the 11 volumes of history, books on science, anatomy, medicine or surgery books—of

that kind—which we think would be more or less prescribed at every university, we are trying to produce them at the Central level, and getting them translated in all the different Indian languages. Here again, our intention is not merely to translate, for, we do not like this translation business too much. But at the moment, we have no alternative and we have to fall back on translations to certain extent, but our entire ambition and intention is to promote original writing rather than translation. But in so far as translations do exist, one thing must be remembered. We are very much aware of the fact that one of the problems is this. This is about myself because my distinguished friend from Tamil Nadu translated one of my books—*Essays in Economic Development*—in Tamil. I read it because I can also read Tamil. But I found it rather difficult to understand it myself. So, I realised that more translation by itself is not good enough. Translation also is an art. It also requires training; it requires specialised training. We discussed this matter with the University Grants Commission and the University Grants Commission from this year has instituted 100 senior fellowships for the purpose of translators who will be first-class M. A.s., who will know the subjects, who know their language, and who know the language from which the translation is to be made. These gentlemen will be given Lecturers' scales and if they do good translation or good adaptation, many Vice-Chancellors have agreed that they would be recognised as an academic Act and would be given M. Litt. or Ph. D., as the case may be, and ultimately these gentlemen will be absorbed into the teaching profession.

SHRI SHINKRE (Panjim) : Also folk songs and folk stories. Will the U.P. S.C. have any programme to collect folk songs folk stories and publish those ones.

DR. V. K. R. V. RAO : If I have to cover everything, it will become difficult. Even as it is, professors are long winded windbags and if he provokes me more, the Deputy-Speaker will have to order me to resume my seat. I do not want to put him in an embarrassing position.

SHRI BAL RAJ MADHOK : But teachers should be more exact.

DR. V. K. R. V. RAO : I cannot compete with Prof. Madhok in exactness. So, I was saying on this question of language. We do not want standards to be lowered. There is no doubt about it. I have been saying—Mr. Rabi Ray and his party will forgive me if they do not agree with me—
अंग्रेजी हटाने से देश को लाभ नहीं होना है।
इस संदेश को उत्तर प्रदेश में जाकर पब्लिक को दीजिये। अंग्रेजी को नहीं हटाना चाहिये।

श्री रवि राय पुरी : अंग्रेजी माध्यम को हम हटाना चाहते हैं। अंग्रेजी भाषा को नहीं।

DR. V. K. R. V. RAO : I have been saying this in Kanpur and Lucknow and other places. I am very anxious because I am very much interested in Northern India and I do not want the young boys and young girls of northern India to give up English. Of course, the medium of instruction must be Hindi. But if they do not read the books which are available in English, which are not available in Hindi, they will be putting themselves in a lower position of academic and technical competence, as compared not only to people in other parts of the world but the people in other parts of this country. So, while I do not want English to go, I want especially the students who go to the universities and colleges, to have a good working knowledge of English so that they can have access to this vast store-house of knowledge that fortunately or unfortunately is only to be found in the English language today in the world.

I am also quite keen, because I am convinced over the last 25 years, that the mother-tongue has to be the medium of instruction. I want to assure this House and I want to tell the House that the University Grants Commission is in full sympathy with this idea that we want to go ahead with making the Indian languages the medium of instruction, but in such a manner that standards do not fall.

Simultaneously, there is the problem which has been raised by my friend Dr. Santosham and also one or two other hon. friends : what happens to integration ? What happens to the unit ? What happens to the link ? Will there be a babble of

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tongues when scholars from different parts of India will meet? Of course not. That is the reason why we have the three-language formula. I know it will still take some more years for me to convince my friends in the far south of this country that the three-language formula is a good thing. But I live in hope and I have a great deal of patience, and I am a profound believer in the practical common sense of the Tamil people, but barring Tamil Nadu, every other State in this country including Nagaland, whose official language is English, has introduced Hindi and they have adopted the three-language formula. Of course it takes time, and in another 10 years or so, when the three-language formula really comes into effective force, I see no difficulty at all of this question of babble of tongues coming. People will be able to move about and, at the same time, their brain-power will be much more effectively developed, because, according to the educationists, beginning from the Radhakrishnan Commission, the education medium has got to be through the mother-tongue. I hope in due course the creative energies of our young people will be properly released. I have faith in them. We have got so many intelligent men in this country. How is it that we have not made any impact on the intellectual contributions in the world in science or social sciences and we have to go back to the age of the *vedas* and *upanishads* in the 20th century? Compared to the number of educated people we have we have not made that profound impact on the world which a small country like Holland or Belgium has made, leave alone France, England and the United States?

SHRI J. H. PATEL (Shimoga) : There is no English in Holland or Belgium.

DR. V. K. R. V. RAO : I may tell Mr. Patel that I am with him much more than perhaps he is with himself. That is why I have been saying all these years that it is necessary to have the mother-tongue as the medium of instruction. I would assure the House that this is the policy we are trying to follow, but please don't pressurise us. In your enthusiasm, don't destroy the standards. We are very anxious to fulfil this policy. There is no difference between

anybody in this House and ourselves on this matter. But please allow us to see that while we do this simultaneously we also maintain standards and enable the creative energies of the student community to be properly released.

One Member—I do not know whether it was Mr. Supakar or Mr. Kedaria—said that UGC has become a bureaucratic body. Actually, there are 2 Government officials in the UGC with 9 members. Now there will be only 2 Government officials in the new UGC which will have 12 members, one is the representative of the Finance Ministry and another of the Education Ministry. Somebody said, under this Act, we are giving power to the Commission to delegate its powers to the Chairman or any member and what will happen if the powers are delegated to the official members. Normally the delegation of power will be made only to the Chairman or the Vice-Chairman. But if it is to be made to any member, I can give this assurance to the House that such delegation will not be made to the official members. This assurance can be treated as part of the law that will govern the working of the Act.

The question of Ernakulam University was raised. Actually the UGC itself sent a team and they said that Kerala should have two universities, one at Calicut and another at Ernakulam. The Kerala Government decided that this should be done in a phased way; They started with Calicut. The reasons for that, Mr. Sreekanth Nair knows better. Ernakulam took the second place. But a post-graduate centre has already been established in Ernakulam and I have no doubt that in due course a university will get itself established in Ernakulam.

The question was also raised about the capitation fees charged by some colleges. The Government, the UGC, the Vice-Chancellors' Conference, the Ministry of Education—we are all totally opposed to this habit of taking capitation fees from students and we have been writing to all the State Governments and Vice-Chancellors to see that this practice is discontinued. A suggestion has been made now that we may

ask the UGC to use the sanction of not giving then grants if they do not stop this practice. We may give them some time 2 or 3 or 4 years. But within that given period of time, if you do not stop this practice, you will not get any support from the Government. If some such friendly threat might work, I am quite prepared to have this kind of intimation conveyed to the UGC.

The question of student amenities in Calcutta was raised by several members. This Government attaches the great importance to student welfare and student amenities. I have already told the House in my opening speech that we have set aside Rs. 3 crores this year for student welfare activities. Over the years, a lot of money has been spent on day centres, text-book libraries where a student can go and study till 10 o'clock at night or on holidays, hostels and other amenities. The House will be glad to know that one of the first things I did for the Banaras Hindu University was to request the UGC to send a special team to that university to look into the difficulties and welfare requirements to the students. I got a special grant made by the UGC for the purpose of providing amenities for students of that university. I think something like Rs. 50 lakhs are going to be spent for the Banaras Hindu University for rectifying the many defects from which the student community of that great university was suffering. The House would be glad to know that the UGC has appointed another committee to look into the students amenities in the Calcutta University. This Committee is going to visit Calcutta soon. They will take into account all the various problems and to the extent we can we shall try and see what can be done in the Calcutta University. In due course, we want to do the same thing perhaps in other universities because we realise the minimum amenities—the minimum conveniences and necessities are absolutely essential if we want the student community to behave properly and devote themselves to their studies.

Coming to Goa, I know the Goa Government want a separate university. I am not in a position to give any assurance at

this stage that there will be a university in Goa because, as the hon. Member knows, we are not in favour of establishing any new universities, any new Central universities at this stage because of want of resources and other reasons. But I have been very much impressed by the point that was made by the hon. Member that there is a special field for the development of foreign languages other than English in Goa. We do want in our country some centres where competence in foreign languages can be obtained and I shall try to find out what could be done to strengthen the educational equipment and educational facilities in Goa so that it will expand itself and go beyond the territory of the Union Territory of Goa.

Coming to Central universities, several hon. Members asked why do you want prior concurrence of Government of India? On the opposite side, some members said; scrap all the Central universities or hand them over to the States. My hon. friend Shri Kandappan said; hand them over to the State Governments. I cannot accuse him of selfishness because there is no Central university in Tamilnadu; he was making an entirely objective and academic statement—hand over Aligarh and Banaras to UP, hand over the Delhi one to my friend Shri Madhok's administration, hand over Visva Bharati to West Bengal, I do not know what happens to Nehru University the fifth university Shri Kandappan also added that we have to distribute all that money to the 78 universities. Then how much will each of them get? Are we handing over a living body or a corpse? When he said that we have to distribute it among 78 universities perhaps he meant the extra money that we would be giving.

SHRI S. KANDAPPAN: I would like to make my points clear. Rs. 17 crores or 18 crores that is allotted for distribution gets diluted because one-third of it goes to the Central universities. That is the point. What is the the fun in saying that all the universities should be treated as equals when you do not give them funds?

DR. V. K. R. V. RAO: I am glad that Shri Kandappan has explained his point.

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I thought I made it clear in my opening speech.

SHRI RANDHIR SINGH (Rohak) : The hon. Minister is dealing only with the points raised today. Many important points were raised yesterday, including one about rural universities.

DR. V. K. R. V. RAO : I have gone to the rural colleges, he knows my views about them and it will be difficult for him to persuade me to his point of view. I know that as a Member of Parliament he has to create an impression in his constituency that he is making a very good speech. But I thought that Shri Randhir Singh will not make this kind of interruption.

I shall now go to the other points. Coming to rural education, as far as the the Ministry of Education is concerned, we are very anxious to increase educational facilities in rural areas. But when we talk of rural education and colleges in rural areas, what precisely is the content that we give to the rural areas and what is the kind of education that we are going to give in those colleges? Are we going to produce the kind of clerical education and the kind of literary education that is being given in the cities in those colleges? I am sure neither Shri Randhir Singh nor anybody else would like that kind of education to be given. We must have rural colleges but we want in them much more of vocationalisation, much more of technical education, much more of agricultural education; much more of education will teach self-reliance and dignity of labour and which will not alienate them from the rural community to which they belong. I can assure Shri Randhir Singh that as far as I am concerned I am all in favour of doing everything possible for the rural areas. He himself is aware only recently the Government of India announced a big scheme for scholarships to rural students. Ten thousand scholarships are going to be instituted at the middle school level only for children from rural areas and these scholarships in three four years will be automatically become 40,000 scholarships. I have also been try-

ing to induce the State Governments to add their own scholarships. I do not think anybody should have the idea that we do not want to promote rural education.

In connection with this I may jump on to this point which the Members have made—What are we doing about employment. Some Members rightly said, "It is no good your saying employment is to be produce only by the community as if the educationist has at all no responsibility for employment." I accept the charge. I think it is a fair comment. The educationist cannot say that he has got nothing to do with employment. He cannot create employment but he can create employment-oriented education. He can create education which can create entrepreneurs, which can create self-employment; which can create people who will have the willingness to take over any kind of job, who will be able to improvise and innovate, who will not mind dirtying their hands and work hard. I am very much concerned with this problem. We know the answers 'vocationalise'. But exactly how should it be done? It is like a *mantra* which has got to be translated into actual series of formulae. Actually, we are going to have in this year a number of pilot projects on this. In the meanwhile the House will be glad to know even at the university stage—my colleagues in the university of Delhi who have also been thinking on this matter—originally I had told them that they should have a college where B. Com. will be taught with vocational bias; that was accepted—then they have done some re-thinking and are now going to have an institute called an institute of professional studies in the Delhi University whose sole object will be to bring in vocational content both in the undergraduate and post-graduate level; work out the syllabi, do research and so on. Incidentally, my friend, Smt. Ila Palchoudhuri talked about Chitranjan Das and Calcutta. We thought we would celebrate the anniversary of Chitranjan Das and we thought the best way of doing it was—seeing his interest in education, his interest in vocationalisation—to set up a similar institute of professional studies in Calcutta university with the cooperation of the Calcutta University so that both in Delhi and Calcutta special attempts will be made to

impart vocational education. We are trying to do other things,

SHRI SRADHAKAR SUPAKAR : What about vocationalisation of education as recommended by the Educational Commission ?

DR. V. K. R. V. RAO : I should like Mr. Supakar to tell me whether the details are given in the Education Commissions' report ?

SHRI SRADHAKAR SUPAKAR : Work out the details.

DR. V. K. R. V. RAO : That is exactly what we are doing. Unfortunately, it is a prescription. As I said before a doctor says, this man is suffering from typhoid and given this medicine. But there must be a compounder, a druggist and the medicians. That is exactly what we are trying to do.

Then, Sir, regarding Shri Randhir Singh's point about student representative in the University Grants Commission. Sir, I admire his enthusiasm for student participation. I hope he will show the same enthusiasm when somebody bring in the clause for lowering the voting age to 18. But, I think, let us first have student participation in universities, schools and colleges before we bring them in the University Grants Commission. Then, Professor Madhok talked about Aligarh and Banaras and said that there are no separate cultures and so on. This is an old, story.

SHRI BAL RAJ MADHOK : I want an answer to two things if you can give me a reply in one sentence. Firstly, will you remove the words 'Hindu' and 'Muslim' from these universities and will you bring them on the same pattern as other universities by removing the schools attached to them? Secondly, will you permit private students to appear at examinations conducted by universities ?

DR. V. K. R. V. RAO : As far as removing the words 'Hindu' and 'Muslim'

is concerned, this House is aware that an attempt was made to do so and that attempt had to be given up on account of opposition in this House to the removal of one or the other name. That is why it was not possible to do so. The moment leaders of all political parties, not only the major political parties but all parties, and groups in this House agree that the words should be removed, I do not think we will find it very difficult to persuade the members of the two universities to accept the deletion.

SHRI PILOO MODY (Godhra) : Call both of them Parsi universities.

DR. V. K. R. V. RAO : That reminds me that my hon. friend there wanted a Christian university.

Regarding schools being run by universities, my hon. Friend, Shri Madhok, who always talks of the importance of culture, tradition etc., should realise that historically the Banaras Hindu University started with a school and we are not prepared to break tradition in that violent manner just for having one uniform pattern. We are not having schools in any of the new universities but in universities where they are already there, where they have got traditionally the schools attached to them, we do not propose to disturb them.

SHRI RABI RAY : As in Shanti Niketan.

DR. V. K. R. V. RAO : Yes, Shanti Niketan also.

About private candidates, the House will be glad to know that I am trying my best to introduce legislation in this very session permitting the University of Delhi to admit private candidates to its examinations. The Cabinet has approved the proposal.

SHRI BAL RAJ MADHOK : What about other universities ?

DR. V. K. R. V. RAO : Other universities will come later. I am at the moment concerned with Delhi,

SHRI SHEO NARAIN (Baste) : Why only Delhi University ; why not in other universities also ?

DR. V. K. R. V. About Delhi we have the power but we do not have the power about other universities. Regarding more study of Asian countries in Indian and of Indian studies in other countries, I have no doubt in my mind that it is an extremely important proposal. As a matter of fact, for the last few weeks I have also been having discussions with my colleague, the Minister of External Affairs about this. We are very anxious to establish and strengthen intimate cultural relationship with our friends in South and South-East Asia. For this purpose, maybe I am able either to convene a conference of Ministers of Culture in these countries or use other methods. But we will certainly bear in mind the importance of making Indian culture available in these countries... (Interruption)

SHRI BAL RAJ MADHOK : What about the specific suggestion of having chairs in universities for these ?

DR. V. K. R. V. RAO ; I am afraid, the Education Ministry by itself cannot do it. This is done by the Indian Council of Cultural Relations.

MR. DEPUTY-SPEAKER : Shall we continue with it today or tomorrow ? There are many points which Members have raised.

DR. V. K. R. V. RAO : I can finish in five minutes. There is no point in prolonging this discussion,

Some people said that NCC training was unsatisfactory. I am not aware to what extent it is unsatisfactory I have heard diverse reports about it but I can make an inquiry about it and find out what we can do about it.

One of the friends said that in the rural areas students of a rural university were asked to mention names of 25 big people and out of the 25 names, 23 were names of film stars—this was not in Haryana but in Uttar Pradesh—one of Gandhiji and, my hon. friend, Shri Samar Guha, is not here, the other was that of Netaji Subhas Chandra Bose. These were the only two names,

SHRI PILOO MODY : Not that of Dr. V.K.R.V. Rao.

DR. V.K.R.V. RAO : Neither that of Mr. Piloo Mody.

I think, that shows that it is not enough merely to establish a college. A college is not a prestigious affair. It is a very important to see that the content in the education given in these colleges is up to the required standard. This is the reason why the University Grants Commission has been spending more and more on colleges. This is the reason why I have suggested that one of the three full-time members should be specially for looking after the colleges. Now I go further to say that he should pay special attention to rural colleges so that the rural colleges will have a proper place in the University Grants Commission.

About auditing of funds, I have already said that the U.G.C. has set up a special cell for this purpose in the Commission. I am myself worried a little about it. Once the University Grants Commission is reorganised, we can see what steps can be taken to see that the financial position is improved.

Then, my hon. friend, Shri J.H. Patel talked of man-power planning. He spoke in a most beautiful Kannada which I would emulate. I want to tell him that we have been doing it. For example, we do calculate the number of doctors, the number of engineers, the number of teachers and so on. But sometimes the calculations go wrong. The demand projections go wrong; the supply projections do not go wrong. It has not yet been found possible to calculate how many clerks we want, how many educated men we want and so on. To the extent we can, we do have man-power planning. We do have *doordrishti*; we do not think only in terms of a short period.

Now, my hon. friend, Shri Barua asked: Why do you have business people in the University Grants Commission? We want to give education a certain practical outlook, a certain practical bias. In fact the universities themselves are wanting people from agriculture, from industry, from business, trade and commerce in these bodies. I am sure, the House will welcome this as a salutary measure.

SHRI TENNETI VISWANATHAM : You want to put the present kind of businessmen and educate the people.

DR. V. K. R. V. RAO : I am quite prepared to take advice from him as to what kind of businessmen should be put on the University Grants Commission. There are young business executives who are as good as anybody can think of in our way of life. who are educated, who are interested, who have got technical skill and whose participation in the matter of university policy making will be of great help in vocationalising and increasing the employment potential of our student community.

श्री अब्दुलगनी डार : मैंने कहा था कि बच्चों पर गधों का बोझ मत लादो। यूनिवर्सिटीज को पाँच हिस्सों में बाँट दो—इसके बारे में आप कुछ नहीं बता रहे हैं। उर्दू के बारे में भी आपने कुछ नहीं बताया।

डा० बी० के० आर० बी० राव : माननीय सदस्य अब्दुल गनी डार साहब ने जो कुछ कहा है, उसको मैंने सुना है। इस वक्त मैं यूनिवर्सिटीज ग्रान्ट्स कमीशन के बारे में भाषण दे रहा हूँ, प्राइमरीएजुकेशन के बारे में या बच्चों के बारे में नहीं बोल रहा हूँ।

श्री अब्दुलगनी डार : इसलिए मैंने कहा है कि इसको पाँच हिस्सों में बाँटें।

DR. V. K. R. V. RAO : I entirely agree with Mr. Dar. and, I think, he would certainly not be unmindful of any moral support that he might get. I entirely agree with him. It is important to have morality ; it is important to have proper philosophy ; it is important to have spiritual values, peace and so on, integrated into the system of education. If it is in colleges education, it penetrates into primary teachers and, from them, it penetrates into students, I entirely agree with him. Something should be done. How to do that without violating the Constitution, without raising the hornet's nest by way of various religious teachings and so on is a problem on which we are engaged.

As far as students' unrest is concerned, I do not think it is necessary to speak on that subject at length. The House is very much aware of the problem.

Only one thing I would like to say before I finish and that is, while we educationists who are in colleges or in schools or in

the University Grants Commission or in the Ministry of Education, will see what we can do for the purpose of promoting students' welfare, preventing student indiscipline and diminishing student unrest, ultimately, it is the society which is responsible for what happens to students. There is a very famous saying in the Bhagwat Gita :

यद्यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः ।
स यत्प्रमाणं कुरुते लोकस्तदनुवर्तते ॥

This is from the Bhagwat Gita. This is what Lord Krishna told Arjuna. As the people in mighty places behave, so do the common people; what they say, what they do, so also the common people do.

Therefore, it very much depends upon us who claim to be leaders; it is on us, much more than on educationists, that the future of the student community and the solution of the problem of student unrest depends. I trust, Sir, the House will tomorrow adopt the Bill clause by clause and all the amendments I am moving and throw out the amendments which I do not want.

SHRI BALRAJ MADHOK : I hope Dr. Rao will continue to pilot the Bill at least.

SHRI LILADHAR KOTOKI : What about setting up a Central University at Shillong ? I made that point.

SHRI V.K.R.V. RAO : I am sorry. Regarding Shillong University, already we have received a resolution of the Meghalaya legislature. The matter has been taken up and I can assure him that the University will come into existence.

MR. DEPUTY SPEAKER : Now, the question is :

"That the Bill to amend the University Grants Commission Act, 1956, as passed by Rajya Sabha, be taken into consideration."

The motion was adopted

17.37 hrs.

HALF AN HOUR DISCUSSION

OPENING OF BRANCHES OF NATIONALISED BANKS IN BIHAR

श्री भोगेन्द्र झा (अजयगर) : उपाध्यक्ष महोदय, यह बहस 9 मार्च के प्रश्न सं० 2121 के उत्तर से पैदा हुई है। सवाल यह था कि 2