

**SHRI PILOO MODY (Godhra)** : Is it fair that Shri Guha is allowed to be contradicted by Shri Banerjee but is not given an opportunity to have his say... ..  
(*Interruption*)

**MR. DEPUTY-SPEAKER** : This is not a debate.

**SHRI PILOO MODI** : I want to know, between the versions given by Shri Banerjee and Shri Guha, which is the correct one.

**MR. DEPUTY-SPEAKER** : This is not a discussion. Only the business for the next week has been presented to the House. Certain suggestions have been made that certain items should be included. I have allowed Shri Guha also to make his suggestion. Now it is for the Minister to reply whether they can be accommodated or not. As a member of the Business Advisory Committee, Shri Banerjee passed on certain information.....(*Interruption*)

**SHRI SAMAR GUHA** : What has been said by Shri Banerjee is not the correct version. He says that it was the unanimous opinion of all that a discussion of this matter would do more harm to Shri B. C. Ganguli (*Interruption*) Secondly he said that it was discussed there and it was said that the matter would be brought to the attention of the Railway Minister and at the next meeting the matter would be decided. It was not said that there would be no discussion.....(*Interruption*)\*

**MR. DEPUTY-SPEAKER** : Order, order. This will not go on record.

**SHRI S. M. BANERJEE** : \*

**MR. DEPUTY-SPEAKER** : This has become not only a debate but a very acrimonious and controversial debate. Now

let the Minister reply whether he can accommodate their suggestions.

**SHRI S. M. BANERJEE** : On a point of personal explanation.

**MR. DEPUTY-SPEAKER** : I have ordered at a certain point that these things would not go on record. It has to be seen if anything has been said against you that has gone on the record which requires a personal explanation. You can seek another opportunity, not now.....  
(*Interruption*).

**SHRI S. M. BANERJEE** : \*

**SBRI B. SHANKARANAND** : Fortunately, both the hon. Members are members of the Business Advisory Committee and they know what happened in the last Business Advisory Committee meeting. I need not repeat it.

I will, of course, convey the feelings of hon. Members to the concerned Ministers and the suggestions will be kept before the next Business Advisory Committee meeting. It is for the members of the Committee to consider them.

**SHRI BHAGWAT JHA AZAD** : There should be no discussion on the B. C. Ganguli business. That is our feeling.

14.19 Hrs.

**MOTION RE : REPORT OF UNIVERSITY GRANTS COMMISSION FOR 1969-70**

**THE MINISTER OF STATE IN THE MINISTRY OF EDUCATION AND SOCIAL WELFARE, AND IN THE DEPARTMENT OF CULTURE (PROF. S. NURUL HASAN)** : Sir, I move :—

“That the Annual Report of the University Grants Commission for the

\* Not recorded.

[Prof. S. Nurul Hasan]

year 1969-70, laid on the Table of the House on the 25th June, 1971, be taken into consideration.”

I would not like to take the time of the House by making a speech at this time but as points are raised in the debate I shall make every endeavour to satisfy the Members on the points that they may be pleased to raise.

\*SHRI R. P. DAS (Krishnagar) : Mr. Speaker, Sir, going through the report of the University Grants Commission, I find that during the last four years the number of students has gone up from 19 1/2 lakhs to 28 lakhs and the number of colleges has gone up from 2749 to 3297. However, I also find that even though the number of students has gone up, there has been no reciprocal development of ancillary facilities for students like the facilities of—library, hostels etc. Not only this, the rapid changes that are taking place in social, political and economic life of the country have in no way been reflected in the sphere of education and the report does not anywhere indicate that there has been any qualitative improvement of education during this period. We have also noted that even though the number of students has gone up at the rate of 13% per year, the *per capita* expenditure has gone down. If we compare the *per capita* expenditure on students in India with those in the U.S.A., Europe or any of the industrially developed country of the world, it will be seen that our expenditure is not even one per cent of their expenditure. The rate of expenditure per student in India is so meagre that it is not possible to achieve any qualitative or quantitative improvement of education. While this is the situation, we find Sir, the number of colleges and universities has been allowed to go up not withstanding the lack of reciprocal growth of facilities for students. I do not think, Sir that by merely

presenting some figures indicating increase in the number of colleges, universities etc., the Government can convince this House that there has been a qualitative improvement in the sphere of education. But I feel it is just the other way about.

The present system of education, which can be referred to as the colonial system of education, is in a state of crisis. Each class in a college consists of 150 to 200 students. College laboratories mean for 16 students are being used by 33 to 34 students. There is hardly any space in a class room to accommodate all the students and needless to say that it affects teaching adversely. The system of examination that is being followed for the students is not helpful to promote development of education. As a consequence, not only the system of examination but the entire system of education is in jeopardy today. This is so, not only in West Bengal but in Orissa, Delhi, Rajasthan and in other States of the country.

To bring about an improvement in the situation, the report envisages holding of small classes, group discussions, holding objective tests, making the teacher student ratio to 1:20 holding periodic examinations etc. But their implementation is not possible because the report itself acknowledges that there are not sufficient funds to implement these schemes. Even if the money is made available, I feel that this Government does not have adequate administrative machinery to make these schemes a success. We feel, Sir, that in the present circumstances, efforts to make patch-work improvement will not help solve the problem, and unless we are able to bring about a complete change in our social and economic system we would not be able to improve the system of education. That is why during the last 25 years we have failed to record any improvement in the sphere of education. Only 30 per cent of the population in the country is literate. Surely during the last 25 years we could have substantially raised this figure. Even

\* The original speech was delivered in Bengali

during the next 10 years we can make a tremendous progress provided there is a determination and enthusiasm, besides a political and an administrative system, which we are lacking today. Unless we are able to create right type of atmosphere, we feel, all efforts to improve the system of education are bound to fail.

As regards the medium of education, there can be no doubt that it should be in mother tongue. Not only in the primary or the secondary standard but even in the case of the research work, I feel, that mother tongue should be the medium for use. In Norway, Sweden and Japan if an innovation is made in the sphere of science, economics or other social sciences, then it is translated in their own languages. If all important research work can be translated in Japanese and Chinese for the benefit of the people of Japan and China and if such a thing is possible in Norway and Sweden, why should it not be possible in India? I ask you Sir, where is the difficulty of introducing mother tongue as the medium of education for higher studies. I say it is not impossible but I feel, well, it may even sound ridiculous but it is a fact all the same, that a particular class of people has come to enjoy a monopolistic position in the sphere of education and the Government is not interested to break this monopoly of this English-oriented class. It takes some courage to break this monopoly and to have that courage it is necessary to have a particular political system which is not there at present and that is why it has become impossible for the Government to break the monopoly. As it is, English is being used as a secondary language upto B.A. Therefore, a research student will not find any difficulty to pursue post-graduate research work for he can always make use of the literature that is there in English. Prof. Satyen Bose has repeatedly said that all research students in the University of Calcutta should be given instructions in Bengali in their research work and scientific subjects. The students think of the problem in Bengali and finally they reduce their thoughts in English which can

be better judged by those whose mother tongue is English. At any time, in any part of the world, the genius of a country — be it in the sphere of science or literature — has never found its outward expression through the medium of a foreign language. The history of our country for the past 200 years will bear an eloquent testimony to this fact. Therefore, I say, Sir, that the medium of education should be in mother tongue and there can be no doubt about it; and if it is done then it would be easy to diffuse education in every stratum of society more speedily than at present. I am reminded of Rabindranath Tagore who said that it was futile to expect that the genius of a country could find an expression through a Foreign language. Just as it would be futile to fit a scimitar in the sheath of a sword. Therefore, the position of the research workers in our country today is just like an ant trying to traverse over a frying pan where undoubtedly their efforts are bound to meet with failure in most of the cases.

The report has emphasised that student welfare work should be given priority. Now, we have seen how this has been done in colleges and universities. The amenities for students in hostels are meagre. Only very few students get books from the book bank; the number of scholarships is limited so much so that out of 2½ thousand students, only 100 or 150 students can get this benefit. Library, laboratory and hostel facilities which should have been much more extensive are only very limited at present.

With regard to the suggestion of students' active participation in the administration of a college or a university, it is our opinion that the students should not be associated with its advisory or consultative bodies but should rather be associated with the decision-making bodies. It is not enough to restrict the role of students' participation to students union, hostel committees or the Cantcen Committee

[Shri R. P. Das]

but they should be made members of admission Committee or such other Committees as are responsible for running the day to day administration of the college. Their participation in the Appointment Committee for teachers or committees dealing with financial subjects may be a matter of opinion but it cannot be said categorically that they should not be associated with these bodies, and even the report also does not deny it. The University Grants Commission feels that a situation should be created whereby the students' participation at the school college or university level is made really effective. From our experience we have found that wherever we have enlisted the cooperation of students, it has become easy to run the administration of a school or a college. We have seen that when students were included in admission committee, it became easy to conduct admission tests for thousands of students for Honours classes. There was no copying which those very students in their secondary examination tests were reported to have indulged in extensively. If this could be possible it was only because of the participation of students and their cooperation with their teachers. Under the prevailing situation it is not possible for the teachers to conduct examination peacefully and even their physical presence in the examination hall has become very difficult. If you go to an examination hall you cannot stay there for a minute. You have to come out and if you cannot you will be physically removed from there. Even under such circumstances, we have found that with the cooperation of students it has become possible to conduct examinations smoothly and run the administration of a college or a university in a better way. But where the teachers or the administration do not think in terms of soliciting students' cooperation, the possibilities of friction are there and therefore, we feel that the students should be associated with all academic activities more actively.

I would also like to stress the point here. Even though we do not hold any brief for regionalism and we are against all such tendencies, we have noted with utter anguish that when students from West Bengal tried to seek admission to the university of Delhi they were refused admission on the ground that they were Naxalites. Students who did not have any local guardians were not given admission. I say, Sir, you know who is a Naxalite or who is not only when you go to West Bengal. But to brand all the students coming from West Bengal as Naxalites is most regrettable to say the least. We in West Bengal do not believe in any regionalism and we also want that such tendencies should not grow in any part of the country. I will, therefore, urge the Education Ministry that they must keep a watchful eye to ensure that such an evil is not allowed to grow.

It has been stated in the report that 25 per cent of accommodation in colleges and 50 per cent of accommodation in universities will be given to the teachers. But nothing has been done in this matter and it is necessary that urgent steps are taken to provide accommodation to the teacher.

I would also like to draw the attention of the House to the recent happening in West Bengal. During the President's rule nearly 80 teachers who have put in 11 months to 2 years of service and who have no adverse report against them are likely to be retrenched and a proposal to this effect is now being considered. Some of the teachers have also been retrenched already. After the puja vacation the President of the Kanthi Raj College, out of some motive, retrenched Shri Nigam Singh Mahapatra the Professor of History of the College, without giving him any reason. I will therefore, like to know the justification for retrenching teachers in such a manner and I will also urge that this should be stopped forthwith.

In the conclusion, I feel, Sir, that without first effecting a socio-economic change in the country, Governments efforts to reconstruct and reform the education system in the country are bound to end in failure for they are only trying to put the cart before the horse.

श्री भूल चन्द डागा (पाली) : उपाध्यक्ष महोदय, इस विषय पर शिक्षा शास्त्री, विद्वान या प्रोफेसर कुछ बोलते तो अच्छा होता, लेकिन ऐसा मालूम होने लग गया है कि हिन्दुस्तान में कोई शिक्षा शास्त्री क्रान्तिकारी कदम नहीं उठा सकता और लोगों के मन में यह भावना आ चुकी है कि हिन्दुस्तान की भूमि में शिक्षा के मामले में कोई भी कदम नया नहीं उठेगा। क्यों नहीं उठेगा ? ऐसा मालूम होने लगा है कि न तो शिक्षा शास्त्रियों के दिल में कोई जोश या तमन्ना होती है कि हम कोई नया कदम उठावें।

देश में एक बड़ा सवाल उठता है, लोग कहते हैं कि शिक्षा में आमूल-बूल परिवर्तन होना चाहिये, सारे पाठ्य-क्रमों में कोई नयापन आना चाहिये, लेकिन उस कदम को कौन उठाये। मुझे तो कभी-कभी डर लगता है कि हिन्दुस्तान द्वारा मुल्कों के मुकाबले वहीं बानों का देश न हो जाय, जिस में प्रतिभाशाली व्यक्ति उभर नहीं पाते। सारे लोग किताबे पढ़ते हैं और उसकी ही नकल करके बोलते हैं, उन्नत विभाग वाले आगे आ ही नहीं सकते।

मैंने यूनिवर्सिटी ग्रांट्स कमीशन की रिपोर्ट को पढ़ा है, इस के हर पेज पर एक ही बात लिखी हुई है—शिक्षा मंत्री जी और जो मये मंत्री जी आये हैं, वह भी इस के डिप्टी पेज को खोल कर देख लें तब एक

ही बात लिखी हुई है कि पैसा चाहिये। शिक्षा के क्षेत्र में पैसे की कमी है और यहाँ तक लिखा है कि—

“The absolute amount *per capita* spent by us on education is about one-hundredth of the amount spent by a highly industrialised country like the USA Japan, the USA and the USSR are spending considerably more than 6 per cent of the GNP on education, about twice as much as in India.

सारे पेजेज पर एक ही बात लिखी है कि पैसा चाहिये, हमें रुपया चाहिए, रुपये से ही शिक्षा में नयापन ला सकते हैं। यूनिवर्सिटी ग्रांट्स कमीशन ने ज्यादा से ज्यादा इसी बात पर ध्यान दिया कि छात्रों के होस्टेल्स के लिये पैसा चाहिए, अध्यापकों के लिए पैसा चाहिये लेकिन हमारे शिक्षक होते कैसा हैं ? उन्होंने इशारा किया है कि हमें ऐसे शिक्षक चाहिए।

“Of all the different factors which influence the quality of education in its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant”.

आजकल की शिक्षा में कैसे शिक्षक आते हैं ? जितने भी शिक्षक आते हैं वे इन्होंने यूनिवर्सिटी और कालेज से आते हैं। वे ईंधर-उधर की किताबें पढ़ कर डाक्ट्रेट की डिग्री ले लेते हैं। कहीं से नकल की या किसी ने लिखा दिया तो चलिये उनको डिग्री मिल गई डाक्ट्रेट की लेकिन उनकी अपनी कोई ओरिजिनल थिंकिंग नहीं होती। ऐसी स्थिति में प्राप्त समझ सकते हैं कि ऐसे शिक्षकों का क्या प्रभाव छात्रों पर पड़ सकता है। इसके अलावा कई राज्यों में

[श्री मूल चन्द डागा]

ऐसे व्यक्ति शिक्षा मन्त्री बनते हैं जिनका खुद का कोई चरित्र नहीं होता और वे कालेजेज में जा करके भाषण देते हैं तो उनका क्या प्रभाव छात्रों पर पड़ेगा। वास्तव में तो अब देश में शिक्षा शास्त्री और विद्वानों की जरूरत नहीं रही क्योंकि शिक्षा जगत में राजनीति छा गई है। शिक्षा शास्त्री और विद्वानों ने अब राजनीतिज्ञों का मुँह देखना शुरू कर दिया है। वे समझते हैं कि अगर हमें वाइस चांसलर की पोस्ट पर रहना है तो उसके लिये जरूरी है कि जलसों में राजनीतिकता प्रानी चाहिए। इसके कारण शिक्षा का दिवाला निकल गया है। इसलिए मैं समझता हूँ आज शिक्षा में प्रामूल मूल परिवर्तन की आवश्यकता है। आज हम देख रहे हैं इस पार्लामेंट में शिक्षा के मामले में किसी को इन्ट्रेस्ट नहीं है। सभी जानते हैं कि शिक्षा में होना ही क्या है। यूनिवर्सिटीज को पैसा चाहिए, होस्टल्स के लिए पैसा चाहिए लेकिन साथ ही साथ शिक्षा कैसी चाहिए? उन्होंने कही कही पर इस बात का इशारा किया है और कहा है कि शिक्षा कैसी चाहिए। लेकिन इन बातों से पहले सवाल है कि प्रोफेसर कैसे चाहिए? ऐसे विद्वान जिनका खुद का करेक्टर न हो वे स्टूडेन्ट्स के किस काम के हो सकते हैं? जो खुद अन्दर खाली हो, जो केवल बाहर से बोलता हो, जो केवल जबान से बोलता हो, जो अच्छे कपड़े पहनकर प्रभाव डालता हो लेकिन जिसका खुद का कोई चरित्र न हो, जिन्होंने अपना भारल खो दिया हो इस प्रकार के दीवालिया शिक्षा शास्त्रियों का क्या प्रभाव छात्रों पर पड़ सकता है? आज की स्थिति में इस देश में शिक्षक बही बनता है जिसको कि कहीं नौकरी न मिलती हो। नतीजा यह है कि हमारी शिक्षा अन्दर से भी खाली

है और बाहर से भी खाली है। हिन्दुस्तान की शिक्षा में एक बात थी कि मुँह साफ था और हाथ जैसे थे लेकिन आज हाथ साफ हैं और मुँह मैला है। कोई करेक्टर नहीं, नेशन का कोई चरित्र नहीं तो फिर आप कौन-सी शिक्षा देना चाहते हैं?

हमारे देश के राष्ट्रपति डा० राधाकृष्णन बने। मैंने एक बात पहले भी कही है। हमारे देश का राष्ट्रपति एक शिक्षक बना यह गर्व का विषय है-ऐसी बात लोगों ने कही थी लेकिन मैंने कहा था कि यह सबसे खराब बान हई कि वे राष्ट्रपति होने से शिक्षक नहीं रहे। इसका अर्थ यह हुआ कि एक शिक्षक से राष्ट्रपति का दर्जा ऊँचा है। इसी प्रकार शिक्षकों ने मन्त्री बनना भी पसन्द किया लेकिन इससे शिक्षा का स्तर गिरता जाता है। इसलिए आज शिक्षा में प्रामूलमूल परिवर्तन की बात कही जाती है। आज कोई लडका एम० ए० कर लेता है लेकिन उसके लिये कोई नौकरी नहीं होती है। आज का पढ़ा हुआ लडका न तो सविस के काम का होता है और न खेती के काम का होता है। आप कहते हैं कि उसके लिए होस्टल्स अच्छे बनने चाहिए लेकिन पढाई करके जब वह वापिस अपने घर जायेगा तो नाइट ड्रेस पहन कर अपने बाप से कहेगा कि भुके सोने के लिए अच्छा कमरा चाहिए। क्या यूनिवर्सिटी ग्रान्ट्स कमिशन ने कभी सोचा है कि गांव से आने वाले जो स्टूडेन्ट्स हैं वे किस प्रकार की शिक्षा चाहते हैं? न तो आप उनकी शिक्षा की बाबत कोई कितानें निकालते हैं और न कुछ और ही करते हैं। यूनिवर्सिटी ग्रान्ट्स कमिशन कहता है कि और पैसा चाहिए। जोधपुर में एक केस हो गया। इतना बड़ा ऐजुकेशनिस्ट और इतना बड़ा विद्वान लेकिन स्टूडेन्ट्स ने जो हिम्मत की, जो हिम्मत की या जो दुस्साहस किया वह

किसके नाम पर कलंक है ? यह यूनिवर्सिटी एडुकेशन के नाम पर कलंक हैं। लेकिन सरकार नहीं सोचती कि इस देश के ऊंचे पदों पर बैठने वालों ने ही इस देश को गिराने में मदद की। इस देश की शिक्षा के सम्बन्ध में नया कदम नहीं उठाया जाता। जब भी कोई शिक्षा शास्त्री बोलेंगा तो वहेंगा कि हम शिक्षा में ग्रामूनचूल परिवर्तन चाहते हैं। वाइस चांसलरों की एक मीटिंग हुई थी, उन्होंने कुछ निर्णय लिया और कुछ कदम उठाये। उन्होंने कहा :

“The universities may consider making education more employment-oriented, so as to link it with the developmental requirements of the country.”

आज तो हालत यह है कि कोई लड़का शिक्षा लेकर एम० ए० भी हो जाये लेकिन अगर घर में बिजली का एक स्वीच ठीक करना हो तो वह यही कहेगा कि इसके लिए मेकेनिक चाहिए। कोई आर्ट का स्टूडेंट बी०ए० पास हो वह अपने घर में यही कहेगा कि मैं बिजली का स्वीच टच नहीं कर सकता, मैं तो इसमें कुछ जानता ही नहीं। वह कोई भी प्रैक्टिकल काम करने के लिए तैयार नहीं होता। आज की शिक्षा का अर्थ यही रह गया है कि जब कोई बकील बनकर कोर्ट में जाता है तो वह यही सोचता है कि जितना ही ज्यादा मैं झूठ बोल सकता हूँ उतना ही ज्यादा पैसा मैं कमा सकता हूँ। इसी प्रकार से एक डाक्टर सोचता है कि झूठे सर्टिफिकेट देकर मैं कितना ज्यादा कमा सकता हूँ। आज इस शिक्षा का यही परिणाम निकल रहा है। इसी प्रकार से लोगों का आकर्षण राजनीति की तरफ भी होता है।

जो स्टूडेंट्स का आकर्षण पालिटिक्स की तरफ होता है उसमें यह बात नहीं है कि उनको पालिटिक्स से शौक होता है बल्कि वे समझते हैं कि राजनीति में कुछ उपलब्धियाँ हैं, कुछ और बातें हैं। इसी कारण से आज स्टूडेंट और शिक्षक राजनीति की ओर आकर्षित होते हैं। वे गांवों में कोई फ्रान्चिजाकारी कदम नहीं चाहते, हाँ कवितायें कभी-कभी सुन लेते हैं लेकिन समाज-सुधार का कोई काम नहीं करते। वे तो यही समझ कर आते हैं कि राजनीति में हमारी इच्छायें पूरी होंगी, हमारी अभिलाषायें पूरी होंगी। शिक्षा के द्वारा उनको कोई साधन भी नहीं मिलता जिससे अपनी रोटी कमा सकें इसलिए वे सिंहासन की ओर देखने वाले बन जाते हैं, सरकार का मुँह ताकते हैं।

यूनिवर्सिटी ग्रान्ट्स कमिशन कहता है कि और पैसा चाहिए : मैं आप को बताता हूँ कि जब हम मालवीय जी की यूनिवर्सिटी में पढ़ते थे तो उन्होंने कहा था कि हमें इतना रुपया चाहिए। उसके लिये हम स्टूडेंट्स गांवों में जाकर करते थे कि मालवीय जी को विश्वविद्यालय के लिए इतना रुपया चाहिये और लोग पैसा देते थे। लेकिन आजकल विद्यार्थियों में मारल ही नहीं है। वे तो विन्कल खाली हैं। काहून बने हुए हैं, हिप्पीज़ की आधतें सीख ली हैं और कुछ नयी-नयी बातें उनमें आ गई है जिनको कि मैं जानना ही नहीं। यह सारा बातावरण इस देश की शिक्षा के कारण ही बना हुआ है। इसलिए मैं चाहता हूँ कि हमारे नये मंत्री जो आये हूँ वे अगर शिक्षा के मामले में कुछ सोच सकते हैं तो सोचें। इन्दिरा जी कोई कदम उठाना चाहती हैं तो उसमें यह कदम

[श्री मूलचंद डागा]

बहुत आवश्यक है। यूनिवर्सिटी ग्रांट्स कमीशन तो यही कहता है कि खूब पैसा दो। जो लोग सरकारी बैंकों पर बैठे हुए हैं वह केवल एक बात कहते हैं कि उनको पैसे चाहिए। पोस्टल सेवाओं के लिए चाहिये शिक्षा के लिए चाहिए, बाहर जाने के लिए चाहिये, रिक्रिएशन के लिए चाहिए। यूनिवर्सिटी ग्रांट्स कमीशन ने एक बात कह दी है कि हिन्दुस्तान की सरकार शिक्षा पर पैसे बहुत कम खर्च करती। लेकिन मैं कहता हूँ कि केवल पैसे से ही देश नहीं बनेगा। शिक्षा के क्षेत्र में आपको कुछ क्रान्तिकारी कदम उठाने चाहिये, और वह भावना मंत्री महोदय में होनी चाहिये।

\*SHRI J. M. GOWDER (Nilgiris).  
Mr Deputy Speaker, Sir, I am glad to participate in the discussion on the University Grants Commission's Report for the year 1969-70.

I would like, at the outset, to refer to the Gajendragadkar Committee's Report to the University Grants Commission. This report contains a number of valuable recommendations regarding the governance and administration of the Universities in the country. The Committee has dealt with the problem of student unrest in great depth. It is common knowledge that every year, especially at the time of examinations, one University or the other remains closed for a period of time and sometimes indefinitely too. What are the causes for this unfortunate situation? Is it because there is some thing wrong with the examination system or is it due to wrong methods of teaching? The time has come when serious thought is to be bestowed on this vital issue.

Sir, just now speaking before me, the Member from the Congress Party, Shri Daga, stated that professional people like lawyers and doctors indulge in foul and unfair practices to make quick money. This is the state of affairs after 24 years of independence. What are the compulsions under which such professionals who are to serve the society adopt unwholesome practices to earn their livelihood? Though it may be due to the economic conditions prevailing in the country, it is also partly due to the system of education they had. At this juncture we are left with no option of establishing an egalitarian society in the country where social justice informs the whole society. In this, education has an important role to play. It may also be contended that because I am from the opposition party I have made these allegations against lawyers and doctors. But, these have been stated even by the Members belonging to the ruling party.

Sir, when you analyse the causes of student unrest in our country, you will find that one of the root causes is the lack of student participation in the University administration. The students are not taken into confidence in the formulation of plans and schemes relating to higher education in the Universities. I need not over-stress the necessity of student participation in the governance and administration of Universities, of which they form a major constituent unit. The Ministers and politicians ceaselessly talk about this, but nothing tangible has so far been done in this direction. We all seem to be paying only lip sympathy to the cause of students. As there is no determined course emanating from the Government, we see the sorry spectacle of our youth taking to the path of agitation, which in consequence leads to the closure of Universities at one time or the other in a year. The Gajendragadkar Committee have recommended that in the Senates and the Courts of the Universities, the student representation should be to the extent of 15% of the total

\*The original Speech was delivered in Tamil.



strength of such bodies. In the implementation of this significant recommendation, no University, big or small, should be exempted and it should be made universally applicable. If necessary, the Government should not flinch from even enacting a legislation for this purpose

We have been seeing that any number of Committees and Commissions are appointed under the chairmanship of eminent personalities. They go into the issues thoroughly and make valuable recommendations. The reports are invariably discussed in this House and then completely and conveniently forgotten. I humbly appeal to the Government that at least in the field of education, they should see that this kind of thing does not happen. The Government should effectively put into operation the practice of giving 15% representation to students in the University Senates and Courts. Unless this is done, I am afraid the problem of student unrest would reach disquieting proportions. If the students are given representation in the Senate, they will then have a feeling of participation in the various decisions taken by the Senate. Because of their involvement in the decision-making processes, they would be in a better position to explain the implications of the decisions to the student community, which will in turn create greater harmony in the campuses. They will also have the satisfaction that no decision has been taken without taking them into confidence. But, what do we see today? Because they are kept in the dark now, though the decisions are in their welfare and interest, they do not relish the decisions and start agitations. Therefore, it is vitally important that student participation in the University administration should be ensured. It is high time that we take such a decision. I fervently plead with the Education Minister to give a bold lead in this matter and get it enforced in all the Universities.

Sir, we find that only three Universities have responded and that too partially and

reluctantly to this very important recommendation of the Gajendragadkar Committee. The other 72 Universities have not cared to state their views on this recommendation. Is such an attitude of complacency and utter disregard of this significant recommendation justified in any way?

The University Grants Commission and the Government extend massive financial assistance to the Universities. I do not know how the U.G.C. is going to react to this kind of response from the Universities for such a meaningful recommendation. If this is the sort of attitude that prevails in the Universities, what is the use of constituting Committees and commissions under the chairmanship of distinguished educationists? Shri Gajendragadkar is a distinguished educationist and his versatility has been universally acclaimed. When the Committee headed by him makes a recommendation, I do not know how we can explain the supercilious attitude of the Universities. The hon. Minister should take up this matter with the Universities for the inordinate delay in conveying their reaction to the recommendation and if necessary the Government have got more than enough powers to exert pressure on them.

Coming now to the examination system prevailing in the country, I would like to bring to the notice of the House the incident that took place recently in the Bangalore University. It appears that five B.Sc. students who had appeared in the final examination were confounded to see that they had failed. They were known to be good students and they represented against the results declared, as a result of which revaluation of the papers was ordered. It was found that they had actually passed the examination. This incident has led to the appointment of a Controller of Examination to investigate the whole matter. I have no doubt that this is only a symptom of several ills afflicting

[Shri J. M. Gowder]  
the University administration. You will appreciate, Sir, that such incidents lead to a sense of frustration among the students, leading sometimes to violent agitations and closure of Universities. The students are young and easily excitable. When they feel that an injustice is done to them, they are naturally disturbed and we cannot accuse them for their subsequent misbehaviour. I feel that it will be incorrect to blame the entire student community for agitations and riots. When they suffer from wrongs, there is no use apportioning the blame to the entire student community. The University authorities must have a thorough heart-searching before they bring in the student community for task.

The existing system of examination has been unequivocally and roundly condemned by everyone. The educationists, the professors and lecturers and the teachers are fully aware of the pitfalls of the present system of examination and they strongly feel that this system should be changed and changed quickly. They have all expressed their misgivings in various seminars, meetings and conferences. When these, intimately connected with education, have no good words for this system, how can the politicians talk that the present system is good? I appeal to the hon. Minister of Education to go into the entire issue in depth and formulate a new system of examination which would be common to all the Universities in the country. It should be also enforced uniformly throughout the country.

The hon. Minister of Education must be aware of the joint evaluation system prevailing in the Universities of the U.S.A., and other western countries. This system with suitable modifications might profitably be adopted in India. Instead of external assessment being the sole criterion of testing the knowledge and attainments of the students, it would lead to beneficial results if an internal assessment

of the student's progress is made periodically. Such an internal assessment would even out the vagaries of the external assessment being made by outsiders at the end of the course mainly on the basis of written examination. On account of illness or nervousness or mental fatigue, a normally good student might not be able to put his best on paper. It will therefore be patently unjust to evaluate his entire performance on the written test. As you are aware the written test at the end of the course consists of selective questions out of the entire curriculum. This kind of evaluation at the final examination must be ended.

15.00 Hrs.

Sir, I am also pained to note that no serious thought or attention has been paid by the Government to the various valuable recommendations made by Committees and Commissions on the vital question of education. The new Minister of State for Education has been an academician and a member of the Gajendragadkar Committee and with his rich background and experience, I am sure that he would be able to implement the recommendations, in the drafting of which his contribution would have been considerable. I, therefore, appeal to him as a distinguished academician to evolve a system of education suited to the genius of our country.

श्री एच०के०एल० अगत (पूर्व दिल्ली) :  
यूनिवर्सिटी बोर्ड्स कमिशन की रिपोर्टें पढ़ने से यह अन्दाजा होता है कि कुछ क्षेत्रों में इस कमिशन ने अच्छा काम किया है और वह प्रशंसा के योग्य है। लेकिन कमिशन की रिपोर्टें से एक बात साफ होती है और इसको कनफेस किया गया है कि जो मुल्क के सामने इस समय समस्याएँ हैं स्टूडेंट्स की बोरो खास तौर पर यूनिवर्सिटी स्टुडेंट्स की, उनकी तरफ जितनी तबज़हू दी जानी चाहिये और जितना इन्सजाम किया जाना चाहिए था वह नहीं किया जा

सकता या नहीं कर सकते हैं। इसका कारण यह बताया गया है कि रिसोसिस की कमी है। अब सवाल हमारे सामने यह है कि रिसोसिस की कमी को पूरा कैसे किया जाये। चाहे गवर्नमेंट कालेज हों या प्राइवेट कालेज हों, उनका लगभग सारा खर्चा हमारी सरकार के ऊपर है और खुद सरकार के रिसोसिस से ही इनको चलाया जाता है। आम तौर पर और अब एमरजेन्सी के वक्त रिसोसिस की खास तौर पर कमी हो गई है। अब सवाल यह है कि कुछ और रिसोसिस गवर्नमेंट के अलावा कट्टी मोबिलाइज़ नहीं कर सकता है ताकि शिक्षा के क्षेत्र में जा कामिया है और जिन का तरफ तवज्जह दान का जरूरत है, उनको पूरा किया जा सके ? क्या हम अपने सिस्टम आफ एजुकेशन का ऐसा नहीं कर सकते हैं जिस में रिसोसिस कम लग और लागत का ज्यादा स ज्यादा तादाद में एजुकेशन मिल सकें ! सड़क विद्याया विस्ला में है जिनका कालेज में दाखला नहीं मिला है। जिन्होंने बालस परसट माक्स लिय थ, उनका एडमिशन नहीं मिला है। प्री-मेट्रिकल में कराब दा सां या उससे ज्यादा विद्यार्थी ऐसे हैं जिन्होंने फस्ट डिवाइजन ला था लेकिन जिन का दाखला नहीं मिला है। इसी तरह से देश में बहुत स स्टूडेंट्स हैं जिन का एडमिशन नहीं मिलता है। क्या कोई ऐसा तरीका अस्तित्व में नहीं किया जा सकता है जिससे हमारा एजुकेशन पर खर्चा कम हो, क्या एजुकेशन देने का ऐसा तरीका नहीं निकाला जा सकता है जिससे उस पर खर्च कम आये और जो भाग है नये कालेज खोलने की वह भी पूरी हो सके। क्या जहाँ एजुकेशन को बढ़ाने की मांग है और जहाँ बिल्डिंग नहीं और न ही

रिसोसिस की कमी की वजह से बनाई जा सकती है, प्रोपन ग्राउंड में पढ़ाने का इन्तजाम नहीं हो सकता है ? क्या ऐसे गांवों में जहाँ बिल्डिंग नहीं है लेकिन शिक्षा प्रदान करने की मांग है, प्रोफेसर या टीचर बे कर प्रोपन ग्राउंड में पढ़ाई का इतजाम नहीं किया जा सकता है ? और भी तरीके हैं जिनको काम में लाया जा सकता है। हमारे एजुकेशन मिनिस्टर बहुत डायनामिक है। जो नये मिनिस्टर आये है वे भी तजुबेकार हैं। मैं पूछना चाहता हूँ कि देश में क्या प्राइवेट रिसोसिस मोबिलाइज़ नहीं किये जा सकते हैं ? रिसोसिस की कमी की वजह से एजुकेशन का काम सफर करता जाये, यह ठीक नहीं है। पुराने तरीके, आर्थोडॉक्स तरीके अपनाने से अगर काम नहीं चलता है तो नये तरीके हम को सोचने होंगे, कोई और रेडीकल रेमेडीज़ हमको करनी होंगी। अगर जरूरत हो तो सिस्टम आफ एजुकेशन को हमें चेंज करना होगा। अगर हम एजुकेशन को लोगों के पास ले जाना चाहते हैं और लोगों की मदद से एजुकेशन को आगे बढ़ाना चाहते हैं तो इसके लिए क्या हम कुछ रेडीकल स्टेप्स नहीं सोच सकते हैं ?

एजुकेशन के कुछ परमानेंट मकसद तो हर मुल्क के सामने होते हैं और उन मकसदों को पूरा करने के लिये एजुकेशन सिस्टम रायज किया जाता है। कुछ बुनियादी मकसद तो होते हैं जो हमेशा कायम रहते हैं। लेकिन समय पर कोई न कोई एजुकेशन का नेशनल परपज भी होता है। किसी समय किसी मुल्क को किस-किस चीज़ की कितनी कितनी जरूरत है इसको देख कर कुछ प्रायोरिटीज होती हैं जिन्हें तय किया जाता

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है और उबको हासिल करने की कोशिश की जाती है। किसी समय में किसी मुल्क को डाक्टरों की जरूरत ज्यादा होती है, इंजीनियरों की जरूरत ज्यादा होती है, लोगों को एग्रिकल्चर की शिक्षा देने की जरूरत ज्यादा होती है। मैं जानना चाहता हूँ कि हमारे देश में क्या इन प्रायोरिटीज को ले डाउन किया है और अगर किया गया है तो क्या इनको पूरा करने की कोशिश की गई है? मैं चाहता हूँ कि मुझे करेक्ट कर दिया जाये जब मैं यह कहता हूँ कि हम चारों तरफ बढ़ने की कोशिश करते हैं लेकिन जिस को हम बेलैन्ड डिवेलपमेंट कहते हैं, वह हम नहीं कर पाते हैं। चौथे प्लान का भी यही हाल है। हमने कुछ प्रायोरिटीज ले डाउन की है लेकिन हम उन प्रायोरिटीज पर एटेंशन नहीं दे पाते हैं। जैसे मैं महसूस करता हूँ कि एग्रिकल्चरल एजुकेशन पर हम तबज्जह नहीं दे रहे हैं। बहुत बड़ा ग्रीन रेवोल्यूशन देश में आया। लेकिन इसके बावजूद भी हमारे देश में जो एग्रिकल्चरल एजुकेशन पर तबज्जह दी जाना चाहिये नहीं दी गई है और न दी जा रही है। मैं कहना कि आने वाले पांच साल में देश का डामिनेन्ट नेशनल परपज क्या है, इसको तय करके उसके मुताबिक प्रायोरिटीज को ले डाउन किया जाये और उनको अचीव करने की कोशिश की जाये।

एजुकेशन का एक और भी बड़ा मकसद है। इसको मैंने इस रिपोर्ट में कही नहीं देखा है। मुल्क में नेशनल इंटेंशन कायम करने की बहुत सज्जत जरूरत है। हमारी स्क्रीम आफ एजुकेशन में नेशनल इंटेंशन कले के लिए, इस भावना की और इन

टेडेंसीज को मजबूत करने के लिये क्या कोई चीज है? आज हिन्दुस्तान में इस बात की बहुत जरूरत है। एक यूनिवर्सिटी से दूसरी में विद्यार्थी जायें और मिलें और लोगों में नेशनल इंटेंशन की भावना आये यह कहीं मुझ को इस सारी रिपोर्ट में देखने को नहीं मिला।

एक दुख की बात यह है कि देश की बहुत सी यूनिवर्सिटीज में डामिसिल रेस्ट्रिक्शन रखी हुई है। दिल्ली के लड़के जब बाहर जाते हैं, तो उनसे कहा जाता है कि यदि वे उस स्टेट में पांच साल तक नहीं रहे हैं, तो उन्हें एडमिशन नहीं मिलेगा। अभी एक माननीय सदस्य ने कहा है कि दिल्ली में बंगाल के स्टूडेंट्स को इस शुबहे पर एडमिशन नहीं मिलता है कि वे नक्सलाइट्स हैं। यह गलत बात है। किसी पर शुबहा नहीं करना चाहिए और सब को एडमिशन मिलना चाहिये। लेकिन बहुत सी स्टेट्स में एडमिशन के बारे में डामिसिल रेस्ट्रिक्शन है। दिल्ली के एक फ्रस्ट क्लास स्टूडेंट का भी बाहर एडमिशन नहीं मिलता है—सत्तर परसेंट वाले को भी एडमिशन नहीं मिलता है, जब कि दिल्ली में कोई बार नहीं है।

दिल्ली के नये मेडिकल कालेज में तो कमाल ही कर दिया गया है। वहां पर उन स्टूडेंट्स को प्रायर्टी दी जा रही है, जो दिल्ली में दो साल से रह रहे हैं। अगर वे ज्यादा देर से दिल्ली में रहते हैं, तो वे डिसकवाल्फाइड हैं। अगर शिक्षा मंत्री इस बारे में मालूम करेंगे, तो उन्हें पता चलेगा कि जो दो साल से ज्यादा असें से दिल्ली से रह रहे हैं, उनको नहीं लिया जाता है और जो दो साल से रह रहे हैं, उनको लिया जाता है।

शायद वे कनसन्ड भादमी कुछ धफरों के हैं, जिन को एकामोडेट करने के लिए यह क्राइटेरियन बनाया गया है। मैं भ्रज करना चाहता हूँ कि नेशनल इन्टेग्रेसन के परपज को सब करने के लिए हमारी यूनिवर्सिटीज एक बहुत अहम इदारे हैं। हम इस वक्त इमर्जेंसी में से गुजर रहे हैं। मैं यह जानना चाहता हूँ कि हमारी यूनिवर्सिटीज और कालेजों में स्टुडेंट्स को गीयर अप और कानवास करने के लिए क्या किया गया है।

स्टुडेंट अनरेस्ट का एक कारण यह है कि कालेज भावर्ज के बाद उनके पास जो समय होता है, उसमें उनको एनर्जीज और एटेन्शन के यूटिलाइजेशन के लिये कोई इन्तजाम नहीं है। आजकल वे समझते हैं कि सब से बेहतर पेशा पालांटिक्स का है। जब कालेज भावर्ज के बाद उनको कुछ करने को नहीं मिलता है, तो वे इन बातों में इनडलज करते हैं, किस से अनरेस्ट होता है। कंट्री के किसी काम में उनको भावर्ज, एक्सट्रा भावर्ज और एटेन्शन को यूटिलाइज करने के लिए हम क्या करें, इस बारे में यूनिवर्सिटी ग्रांट्स कमिशन की रिपोर्ट में कोई चर्चा नहीं है।

मैं दिल्ली के बारे में एक दो बातें कहना चाहता हूँ। मुझे बताया गया है कि दिल्ली यूनिवर्सिटी में 96,000 स्टुडेंट्स हो गये हैं और एक मानी में दिल्ली का काफी बुरा हाल हो रहा है। मैंने सुना है कि दिल्ली यूनिवर्सिटी के बाइस-चांसलर ने सजेस्ट किया है, कि यहाँ पर एक दूसरी यूनिवर्सिटी बनाई जाये, या कुछ और इन्तजाम किया जाये। हर साल यही कहानी होती है। दिल्ली हमारा कॅम्पस सिटी है और इस के बारे में थर्मिनेट आफ

इण्डिया की खास जिम्मेदारी है। इसलिए गवर्नमेंट आफ इण्डिया को अगले पाँच दस सालों में दिल्ली में यूनिवर्सिटी एजुकेशन की एक्सपेंसन की रेक्वायरमेंट्स के बारे में एक स्पेशल प्लानिंग स्टडी करानी चाहिए।

आज होता क्या है कि एक प्राबलम आ गई, तो कोई एड-हाक एरेंजमेंट कर दिया। ज्यादा स्टुडेंट्स आ गये, तो कुछ इन्तजाम कर दिया। इस एड-हाक प्लानिंग और एड-हाक एरेंजमेंट से काम नहीं चलेगा। दिल्ली यूनिवर्सिटी के एटमा-स्कियर, टीचिंग स्टैंडर्डज और बहुत-सी बातों में बड़ा डेटेरियारेसन आ रहा है। एक जमाने में दिल्ली यूनिवर्सिटी देश की एक प्राइम यूनिवर्सिटी हुआ करती थी। आज उसमें डेटेरियारेसन आ रहा है। आज समय है कि हम दिल्ली यूनिवर्सिटी की प्राबलम्ज की तरफ पूरी तवज्जह दें और उसमें जो कमियाँ आ गई हैं, उनको दूर करने की कोशिश करें।

हमारे यूनिवर्सिटी टीचर्ज की रेजिडेन्शल एकामोडेशन की तरफ कोई खास तवज्जह नहीं दी जाती है। यूनिवर्सिटी ग्रांट्स कमिशन ने इस बारे में हिन्दुस्तान और दिल्ली के जो फिगरज दिये हैं, उनसे यह बात साफ जाहिर हो जाती है। मेरा कहना है कि हाउसिंग मिनिस्ट्री और एजुकेशन मिनिस्ट्री आपस में कोआर्डिनेशन करके यूनिवर्सिटी के टीचर्ज के लिए हाउसिंग फॅसिलिटीज का इन्तजाम करें। इस बात की बेहद जरूरत है।

यूनिवर्सिटीज के एफेयर्ज के मनेजमेंट में स्टुडेंट्स पार्टिसिपेशन की बात बहुत अर्थों से बल रही है। इस रिपोर्ट में कहा गया है कि इस बारे में स्टुडेंट्स की कॉन्सेस ने जो

[श्री एच० के० एल० भगत]

रीकमेडेशन किये हैं, उन पर गौर होता रहा है। उन पर कब तक गौर होगा ? मैं समझता हूँ कि यूनिवर्सिटीज के मैनेजमेंट में पार्टिसिपेशन के लिए स्टुडेंट्स को मौका देना चाहिए। उससे फायदा ही होगा, नुकसान नहीं। इस बारे में जल्दी से जल्दी कदम उठाना चाहिए।

गजेन्ड्रगढ़कर कमीशन की रिपोर्टें ध्याये कितना धर्सा हो गया है, लेकिन, जैसा कि हमें बताया गया है, सिर्फ तीन यूनिवर्सिटीज ने उसके बारे में अपने जवाब या रीएक्शन भेजे हैं। यह बहुत अफसोस की बात है कि इतने इम्पॉर्टेंट कमीशन का रीकमेडेशन बरसों तक पड़ी रहे, यूनिवर्सिटीज उनके बारे में जवाब न भेजें और कोई बात ध्याये न बढ़े। हमारे एड्यूकेशन मिनिस्टर बहुत डायनार्मिक हैं। नये मिनिस्टर भी लजुबंकार हैं। एड्यूकेशन मिनिस्टर ने दिल्ली में टीचर्स की प्राबलम्ज और कई दूसरी प्राबलम्ज को साल्व किया है, उन को हल करने की कोशिश की है। मैं समझता हूँ कि इस वक्त कन्ट्री की जो प्राबलम्ज हैं, वे एक धार्थो-डॉक्स एपरोच से, रीसोर्सिज न होने की बात कह कर और उनको इधर-उधर बाट कर हल नहीं होगी। हम को रेडिकल थिंकिंग करके एग्जामिनेशन के सिस्टम में सुधार और दूसरी प्राबलम्ज को हल करना होगा। सिटुएशन इस बात की माग करती है कि कन्ट्री की एड्यूकेशन प्राबलम्ज को साल्व करने के लिए कोई नई, रेडिकल और प्रैक्टिकल एपरोच अपनाई जाये। हमारे पास जो भी रीसोर्सिज हैं, और हम जो नये रीसोर्सिज मोबिलाइज कर सकते हैं, उन के साथ मेल खाती हुई कोई एपरोच लेकर हम को काम करना पड़ेगा, वना भाज जो स्थिति है, उसमें हम एड्यूकेशन

की जितनी प्राबलम्ज को साल्व कर रहे हैं, उनसे ज्यादा प्राबलम्ज क्रीएट हो रही हैं।

मैं ध्याप को धन्यवाद करता हूँ।

SHRI N. TOMBI SINGH (Inner Manipur): Mr. Deputy-Speaker, Sir, I am grateful for the opportunity given to me to participate in the discussion on the very important and interesting Annual Report of the University Grants Commission.

The Report has covered so many important points I will not able to cover all of them thoroughly So, I will confine myself to one or two of the points.

Firstly, I would like to pinpoint the problem of getting quality teachers. Much have been said about teachers, that we should get more and more good teachers and that the future of education depends on the quality of teachers The whole question is related to many social and economic consideration of the country. The University Grants Commission, when we judge by the name of it, it appears, concerns with the financial aspect, that is, the grants only. But then in it has got several other responsibilities which are more important than the financial aspect, for instance the quality aspect. If we cannot control the qualitative aspect of education through the machinery of the University Grants Commission, the very existence of the University Grants Commission would become meaningless.

In this connection, I would like to refer to the relative importance of different professions. The matter has been referred to by some of the learned Members who have spoken before me also. At different times, at different places, some of the professions are found to be lucrative financially, than others. Therefore, there is an

unbalanced rush of talents to certain professions because of certain social and economic considerations. In order to strike a balance and prevent this mad-rush to certain professions, for instance, medical and engineering, there should be proper guidance provided for the choice of careers and courses to boys and girls at a stage when they come out of schools to enter into universities. If this issue is not given sufficient attention by the University Grants Commission, perhaps our slogans to flatter teachers, observance of teachers' days, etc. are not going to take us very far. Luckily, the University Grants Commission and the Ministry of Education are manned by very able and far-sighted educationists. I would like to impress upon them that there should be proper guidance for boys and girls insofar as their choice of careers and courses is concerned. If we allow them to have their own choice, it will result in unbalanced rush to certain professions only. Even now we are seeing the effect of this unbalanced attraction in our society. In order to divert the talent in a balanced way, the promising talent of the country, for different vocations, we must have a proper machinery through the universities and also through the Education Departments in the States which should be coordinated, helped and checked by the Central Education Ministry and the University Grants Commission. In this way, we shall be able to improve the quality of teachers. Till then, I think, we shall not be able to draw the best men. How I said this—perhaps, for that, a little explanation may be necessary. At the moment, only those who have not been chosen in other professions, join the teaching profession or only those who are waiting for better chances in other professions. For them, this is a sort of stepping stone of the teaching profession is a place for dejected people. When this position is remedied, only then, we shall have quality teachers.

The next point I would like to touch upon is the assistance to colleges. I come from a backward and hilly zone and the progress of collegiate education that side is much dependent on providing adequate hostel facilities. Unless we provide hostel facilities in the hill areas of Assam, Nagaland, NEFA, Meghalaya, Manipur and the Mizo Hills, and if we have the colleges springing up only in the capital towns, then there will be concentration and so much of centralisation of education, thereby creating a lot of difficulty for the rural and hill areas. So, in order to remove this disparity in the facilities of collegiate education, the UGC and the Ministry of Education would do well and would do justice by providing more and more hostel facilities in the colleges in the hill areas and this problem does not require any further explanation. Perhaps the UGC is already seized of the problem and the Ministry also is already very much acquainted with this.

Last, but not the least, I would like to say a few words about the issue of discipline and the participation of students in the administration of the university. Many views have been expressed in this regard and I have my own doubts whether the participation of the students in the administration of universities, even in the sphere of students' welfare alone, will solve or will lessen students' unrest. I have my own doubts because the whole issue of students' discipline to-day is linked with so many other issues. It is not merely their absence in the administrative machinery. It is, however, a welcome suggestion that they should be allowed to participate in the administration of universities, but, unless we change our social and even political outlook and unless the outlook of some of the political parties changes who are trying to build their political base through the students, through the young budding people of the country, perhaps even if we allow them to participate in the university administration in different spheres, the problem will certainly

[Shri N Tombi Singh]  
 continue Enforcement of discipline is the responsibility of one agency and there is another agency which exercises authority and when there is no co ordination, there is indiscipline. Therefore, we cannot blame only one side alone. It is a mutual partnership. So there must be a responsible agency to foster the desired partnership. If we search our hearts, we would see that the whole approach towards administration of our universities has been wrong as also our approach to the rising population of students. It served well during the British days when there were fewer universities and few colleges, when the number of student population was very small. The attitude that was expected of the students during those days has now changed fundamentally. We have to change that. Similarly, students also in their turn, have to see that they cannot get everything that they like, because, they are all full of dreams, full of enthusiasm, and full of hopes and aspirations and they expect many things in good speed at the same time. We have to strike a balance between the two. The elderly people are accustomed to certain attitudes and tendencies. Even political parties have their own policies and their own attitudes aimed at their own welfare. The students of the country have to be trained well. Unless they are trained with proper attitudes I can say definitely, the future of the nation will be in danger.

I would not suggest that the Ministry should feel satisfied or that the University Grants Commission should feel satisfied by thinking that this problem will be lessened or relieved only by allowing the students to participate in the administration of the universities. This is only one aspect and there can be no last word about it. One does not know whether this will at all improve the situation.

The right thing to be done will be to start the whole thing from the rock

bottom. Then only, I think, we can hope—quite reasonably,—that this aspect of indiscipline in different universities may be solved. The economic and political issues that are involved in student indiscipline are also there. We cannot forget that in Bengal for instance, the most educated areas where the light of western education or modern education started much earlier than other parts of the country, and started are exactly the places where the maximum of indiscipline of students is happening. This is explained away by ascribing to economic difficulties and also certain political extremism. Charges and counter-charges are there. They have their own limited justifications. But the whole issue boils down to this, that we cannot approach the issue of student indiscipline not merely by blaming this side or that side or even by just satisfying ourselves by saying that students should be allowed to participate in the universities. It is too much to say that the problem will be over after we allow the students to participate. I would conclude my speech with this observation and I hope that these observations which I have made will be considered by the able Minister. Thank you.

SHRIMATI M GODFREY (Nominated-Anglo-Indians) I am glad to speak on the University Grants Commission's Report. From the very beginning, there is no doubt, that in our education system in the country, it looks as though we are moving in a wrong direction. It is very difficult for us to discern where the fault lies.

The speaker before me said that indiscipline in the schools and colleges is really going to such an extent as though it looks like the students controlling the lecturers, instead of the lecturers or the teachers controlling the classes.

I would like to start from the very foundation that is given to the children. The foundation given should be strong and firm so that the future studies will



not be difficult for them with the good foundation laid in the early stages, and they will imbibe the ideal of study from the very beginning of their childhood, because it is at that time that their minds are impressionable. If from the very beginning we have a good foundation for them, then we may be sure that they will find no difficulty at all when they come up to the college studies.

MR. DEPUTY-SPEAKER : The hon. Member may continue her speech on Monday.

15.30 hrs

COMMITTEE ON PRIVATE MEMBERS' BILLS AND RESOLUTIONS

SIXTH REPORT

PROF. NARAIN CHAND PARASHAR (Hamirpur) : I beg to move :

"That this House do agree with the Sixth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 17th November, 1971."

MR. DEPUTY-SPEAKER : The question is :

"That this House do agree with the Sixth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 17th November, 1971".

*The motion was adopted.*

CONSTITUTION (AMENDMENT) BILL\*

(Amendment of Seventh Schedule)

श्री जगन्नाथराव जोशी (शाजापुर) : मैं प्रस्ताव करता हूँ कि मुझे भारत के संविधान का शीघ्र संशोधन करने वाले विधेयक—संविधान (संशोधन) विधेयक (सप्तम अनुसूची का संशोधन)—को पुर.स्थापित करने की अनुमति दी जाय ।

MR. DEPUTY-SPEAKER : The question is :

"That leave be granted to introduce a Bill further to amend the Constitution of India".

*The motion was adopted.*

श्री जगन्नाथराव जोशी : मैं विधेयक को पुर.स्थापित करता हूँ ।

NATIONAL RIFLE TRAINING SCHEME BILL\*

SHRIS. C SAMANTA (Tamluk) : I beg to move for leave to introduce a Bill to provide for compulsory training in rifle-shooting to all able-bodied citizens between the age of twenty and thirty years.

MR. DEPUTY SPEAKER : The question is:

"That leave be granted to introduce a Bill to provide for compulsory training in rifle-shooting