

Mr. Speaker: The question is:

"That the Bill to provide for the authorisation of appropriation of moneys out of the Consolidated Fund of India to meet the amounts spent on certain services during the financial year ended on the 31st day of March, 1960, in excess of the amounts granted for those services and for that year, be taken into consideration."

The motion was adopted.

Mr. Speaker: The question is:

"That Clauses 1, 2 and 3, the Schedule, the Enacting Formula and the Long Title stand part of the Bill."

The motion was adopted.

Clauses 1, 2 and 3, the Schedule, the Enacting Formula and the Long Title were added to the Bill.

Shri B. R. Bhagat: I beg to move:

"That the Bill be passed."

Mr. Speaker: The question is:

"That the Bill be passed."

The motion was adopted.

12.13 hrs.

APPROPRIATION (RAILWAYS)
NO. 3 BILL

The Minister of Railways (Shri Swaran Singh): I beg to move†:

"That the Bill to provide for the authorisation of appropriation of moneys out of the Consolidated Fund of India to meet the amounts spent on certain services for the purposes of Railways during the financial year ended on the 31st day of March, 1960, in excess of the amounts granted for those services and for that year, be taken into consideration."

Mr. Speaker: The question is:

"That the Bill to provide for the authorisation of appropriation of moneys out of the Consolidated Fund of India to meet the amounts spent on certain services for the purposes of Railways during the financial year ended on the 31st day of March, 1960, in excess of the amounts granted for those services and for that year, be taken into consideration."

The motion was adopted.

Mr. Speaker: The question is:

"That Clauses 1, 2 and 3, the Schedule, the Enacting Formula and the Long Title stand part of the Bill."

The motion was adopted.

Clauses 1, 2 and 3, the Schedule, the Enacting Formula and the Long Title were added to the Bill.

Shri Swaran Singh: I beg to move:

"That the Bill be passed."

Mr. Speaker: The question is:

"That the Bill be passed."

The motion was adopted.

12.14 hrs.

REPORT OF UNIVERSITY GRANTS
COMMISSION

The Parliamentary Secretary to the Minister of Education (Shri M. R. Krishna): On behalf of Dr. K. L. Shrimali, I beg to move:

"That this House takes note of the Report of the University Grants Commission for the period April 1960—March 1961, laid on the Table of the House on the 23rd April, 1962."

Mr. Speaker: Is he going to say anything?

†Moved with the recommendation of the President.

Shri M. R. Krishna: With a view to give more time to the hon. Members, I think the hon. Minister will reply after the discussion.

Shri Surendranath Dwivedy (Kendrapara): The hon. Minister should have been present on a matter like this.

Mr. Speaker: As the hon. Members wish, I also wish that the matter had been introduced by the hon. Minister, but as he thinks, he has more deference for the hon. Members so that they may have more time, and perhaps he wants to reply at the end. That would be more advantageous to the Members, perhaps.

Shri Surendranath Dwivedy: But he should have been present here.

Mr. Speaker: I do not know what the matter is. Is the hon. Minister in the other House?

Shri M. R. Krishna: Yes, Sir.

Mr. Speaker: Probably he is busy in the other House; he may come in a few minutes. Shri A. P. Jain.

Shri Harish Chandra Mathur (Jalore): When the business is settled for this House, I think the Ministers should make their adjustments whether they are going to be in this House or in that House. When a particular motion is to be discussed, I think it is only fair that he should be present here.

Mr. Speaker: It is desirable that the Minister, particularly in connection with his motion, should be here. I also desire it. I think the wishes of the House would be conveyed to the Minister so that he ought to be here on this particular motion.

Shri Harish Chandra Mathur: We do not want to wait for the Minister but the practice should be there that the Minister should be made to feel that he should be present in the House.

Mr. Speaker: It should rather begin with the Member of the Opposi-

tion; I am sorry I called Shri Jain. Shri Mukerjee may begin.

Dr. M. S. Aney (Nagpur): May I ask whether the Speaker has not been given any previous intimation by the Minister that he will not be able to be present here personally but somebody else would be present?

Mr. Speaker: I must confess that I was not given any information but it is not usual to give it; any Member can move the motion.

There is one more thing. I want to repeat one thing. I have requested many a time that the hon. Members, though they might have sent in their names, are expected to rise in their seats. I looked to this side but because Shri Mukerjee did not stand up, I thought I should go to the other side. Now, Shri Mukerjee.

Shri H. N. Mukerjee (Calcutta Central): Mr. Speaker, perhaps I shall be forgiven for saying at the outset that the absence of the Minister for whatever unavoidable reasons it might be is an indication of the rather negligent attitude which the Government appears to have in regard to the problems of education, particularly because the University Grants Commission did give rise to great expectations and since education on any computation is a basic factor in the reconstruction of national life.

Mr. Speaker: We have two Houses now, sitting at the same time. The Minister might be compelled to be present there. I think he will be here in a short time.

An Hon. Member: He has come already.

Shri Hari Vishnu Kamath: He has been summoned by you, Sir.

Mr. Speaker: I would request the hon. Member to resume his seat for one minute. The House desires that this report might be introduced by the hon. Minister. Would he like to do it? I hope the hon. Members have no objection.

Some Hon. Members: No, Sir.

The Minister of Education (Dr. K. L. Shrimani): Sir, only a few weeks back the House had an opportunity of having a full discussion on all aspects of education, including university education and I would not like to bore the House by repeating the developments that have taken place during the course of the year ending March, 1961. The report itself is a very comprehensive document. I would, however, like to mention one or two significant things which have taken place. In the first place, the report mentions that the University Education Commission has appointed a committee to go into the question of setting up new universities. To my mind, this is the most important problem which faces the country today. On the one hand, we are anxious that we should give opportunities to as many students as possible to receive higher education and, at the same time, we are anxious that the standard should not go down. We have to strike a balance between quantitative expansion and qualitative improvement. The report of the committee appointed by the University Education Commission has not been published. They have submitted an interim report and they have gone into this whole question very thoroughly and carefully.

This committee has recommended that wherever circumstances and resources permit, it would be advisable to adopt a federal type of organisation for universities. They are recommending to the State Governments or advising the State Governments that, wherever new universities are being set up, a federal university in each State should be set up. Of course, the advantages are very obvious. A federal university provides better facilities for conducting post-graduate studies and research and this is our most pressing need. The University Grants Commission, which has been assigned the task of maintenance of standard, is most

anxious that we should develop our post-graduate departments and research on proper lines. So, it is advising the State Governments now to set up federal type of universities wherever new universities are being set up. Recently, the Rajasthan Government and the Madhya Pradesh Government sought the advice of the University Grants Commission and the University Grants Commission has suggested that both at Indore and at Jodhpur it would be desirable to set up the federal types of universities.

This report also lays down certain specific criteria for setting up new universities. In the first place, one of the important criteria is that before any State Government thinks of setting up a new university, it must be satisfied that it has the requisite staff with the necessary qualifications. It is no use starting universities without professors with requisite qualifications. Before we start universities, we must also see whether there is adequate scope for post-graduate and research work. Of course, the resources are important, and the total investment for a period of three to five years is expected to be about Rs. 2 crores. Before we launch on this project of starting new universities, we must ensure that the necessary resources are available. There have been cases where universities have been started without necessary resources and they got into difficulties.

The report says that it would be desirable for the proposed new universities to select a small number of subjects for high-level specialisation upto international standards. At least in certain specific subjects, we must aim at high standards and our standard should not be lower than the standard of any other country. We must try to attain international standards at least in certain subjects. This report is a very valuable document and I hope the State Governments and the universities will give full consideration to it.

[Dr. K. L. Shrimali]

The U.G.C. report also makes a brief reference to the reform in the examination system. The University Grants Commission has been examining this question for some years and a committee was appointed to go into this question. That committee has now submitted its report and the University Grants Commission have accepted the recommendations and have asked the universities to send their comments.

There are one or two important suggestions which this report makes. It suggests that wherever possible, the number of examinations leading to a degree should be reduced. The whole reorganisation of the educational system took place with this particular aim. But what we find is, even in the reorganised system, instead of reducing the number of examinations, it has increased. It not only leads to a great deal of waste of time, but it puts an unnecessary strain on the teachers and students, which is always not very profitable.

The examination committee report also made one important recommendation, which the University Grants Commission has accepted, that there should be some form of continuing assessment of the work. There is no use examining the student at the end of two or three years. Every week or fortnight or month, there should be some kind of assessment, so that the students are not led to this habit of cramming at the end of the year. This assessment should be taken into account, when they are determining the final result, so that the students may realise that the regular work which they put in during the course of the year will be taken into account in the final examination.

As I have often told the House, the University Grants Commission has given the greatest importance to the improvement of salaries of teachers. As the House is aware, we have

recently revised the scales of pay for university teachers. I think now we can say that with the revised scales of pay—Rs. 1,000 to Rs. 1,500 for professors, Rs. 700 to Rs. 1,100 for readers, Rs. 400 to Rs. 800 for lecturers—we shall be able to attract talented people and retain them. What is more important is to retain their services, so that they do not use the universities as a stop gap arrangement or stepping stone for some other job. Compared to scales in business or sometimes even in administration, these may be lower, but I am quite sure that people who are academic-minded, who are interested in the job of teaching, would be now attracted to working in universities.

The scales were introduced for the central universities, but I am glad to say that many of the State universities like Punjab, Calcutta, Allahabad, Andhra, Gauhati, Karnataka, Kerala, Madras, Nagpur, Patna, etc., have also implemented these scales.

Shri Yallamanda Reddy (Markapur): In the second Plan period or third Plan period?

Dr. K. L. Shrimali: In the third Plan period. As far as scales for teachers in affiliated colleges are concerned, I am sorry we have not yet been able to reach satisfactory standards. But there also, several affiliated colleges have taken advantage of the offer made by the University Grants Commission. I may inform the House that 427 colleges in 25 universities have received the benefit of enhanced salaries and they cover nearly 12,500 teachers. As I said, we are not yet fully satisfied with the grades in affiliated colleges. But the main difficulty is that they are not able to get the matching contribution, which the University Grants Commission expects; the State Governments and the affiliated colleges find it difficult to find the matching contribution. 41

Sir, another proposal which has been briefly mentioned in the report of the University Grants Commission is with regard to the setting up of summer schools and seminars. The Commission has encouraged and assisted the universities to hold summer schools and seminars for teachers and research students, and during this year it is proposed that 30 such schools and seminars will function.

I might also inform the House that the University Grants Commission is at present engaged in working out a scheme under which selected teachers of one university can go to another university for research and for assisting other universities. There is a great need in our country for academic mobility, and I think it would be a good idea if this scheme materialises, professors from Calcutta University going to Madras for a couple of years for helping and assisting the universities there and professors from Madras university going to Calcutta University for assistance in the field in which they have specialised. This kind of collaboration is absolutely essential not only for national integration but for raising the standards of our universities. Universities do not belong to any one region, they belong to the whole country. In fact, universities belong to the whole world. So from that point of view, a professor who has made some original contribution should be available to other parts of the country also, and the University Grants Commission attaches very great importance to this scheme.

When I was replying to the debate on the Demands for Grants relating to my Ministry, I mentioned that the University Grants Commission is also thinking of setting up some centres of advanced studies. In research, team work is absolutely essential, and we are proposing that in a few selected universities arrangement should be made for advanced study and research. The University Grants Commission has started with

five such centres. They have selected three or four universities where the centres will be developed. The University Grants Commission is also thinking that the pattern of assistance should be different from what it has been so far. So far as the central universities are concerned, of course, the University Grants Commission takes the entire responsibility, and to the State universities they give grants on a matching basis for developmental projects. For this particular scheme the University Grants Commission is thinking of giving grants on a continuing basis; that is, it will take the responsibility for these centres of advanced studies. I am hoping that if this project becomes successful it will make a very great impact on the raising of standards of our universities. If we can have about a dozen centres of advanced studies where professors and young students who are looking forward to an academic career can work together for a number of years and carry out research, this single factor itself will make a great impact on the universities in various ways. It will supply young professors to the universities. It will raise the general tone of the universities, and I hope that this new development which is taking place will greatly fulfil the great need in our university education at the present moment. These are just a few preliminary remarks which I make.

I would only request hon. Members to remember on thing when they are discussing the report of the University Grants Commission. The University Grants Commission has a very limited scope. It can be unlimited but, at the present moment, as you are all aware, the State universities are independent and autonomous. The University Grants Commission gives them assistance only for some specific particular projects. The University Grants Commission cannot take the responsibilities for all the universities now; probably, it may after some time but just at present it does not have the necessary funds. We have increased the allotment from Rs. 25

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crores in the Second Plan to Rs. 35 crores and we are continuously increasing the amount. But this factor should be remembered that the State universities are the responsibilities of the State Governments, governed by the Acts of the State Legislatures. We have responsibility only for the Central universities.

The University Grants Commission is now taking more and more interest in research and advance studies. As I said, if this one single development takes place satisfactorily and the scheme materialises, it will provide a great impetus to the State Universities also to raise their standards.

I would not like to take any more time of the House. Rather I would like to benefit from the advice which hon. Members may have to give on this very important subject. But in order that we may be able to focus our attention on some specific problems, it may be desirable if they consider this limiting factor about which I have mentioned, that the scope of the University Grants Commission is limited.

Mr. Speaker: Motion moved:

"That this House takes note of the Report of the University Grants Commission for the period April 1960—March 1961, laid on the Table of the House on the 23rd April, 1962."

Shri H. N. Mukerjee: Mr. Speaker, Sir, I am glad my friend, the Minister has given us the cue for the discussion of a subject which is of the greatest importance to the country. The Report which we have had from the University Grants Commission is, I must say, quite a business-like document and contains a good deal of very useful information and, I am sure, I ought to say that, in so far as the improvement of teachers' salaries is concerned the University Grants Commission, by and large, has done so far a good job of work—not that the problem has

been solved altogether; only recently, I found a memorandum which was sent to my friend, the Minister, and also to the Prime Minister by the West Bengal College and University Teachers' Association, who even wanted an interview with the Prime Minister, possibly because there are certain lacunae in the arrangements made which they want to rectify; but, by and large, I must agree with the Minister that the University Grants Commission has done something to help the lot of our teachers, who have been disregarded for so long. At least, the college and university teachers are not quite as unlooked after as they were till only very recently. But, in spite of the Minister telling us that there are certain limitations, I do feel that the University Grants Commission is a body from which a great deal was expected by the country.

I remember before the Act was put on the statute-book, the Joint Select Committee which discussed this matter was perhaps the most distinguished body which the Parliament for the last ten years of its existence has appointed. There is a feeling in the country—at least, as far as I am concerned I have a feeling—that there is lack of imaginative tackling of the national problems in regard to higher education, which has so far been displayed by the University Grants Commission. It has almost become another Government department, another nest of bureaucracy. That is why the hon. Minister says, for instance—he is very correct technically—that the State Governments have to look after the State universities, that the University Grants Commission cannot come into the picture unless a very specific project is put forward and that it is only in regard to the Central universities that the University Grants Commission can take a more direct initiative. I do not quarrel with him at all. He has put the position correctly. But I feel that the University Grants Commission being the kind of body that it is and respect for learning being a

kind of a universal feeling in our country, this body could, if it wanted to, have exercised a great deal more influence over the State universities than it does exercise today.

I know that we have been told—even today the hon. Minister referred to it—that it is no use starting universities just like that just because there is a demand for a university in a particular quarter but we can start universities only when all the circumstances have been considered. To that effect, I think, the University Grants Commission once required all the State Governments to consult the Commission before the decision to start new universities was adopted. But what has happened is that the State Governments have disregarded this advice in many cases; and many universities have been set up without any kind of prior consultation with the University Grants Commission. Now it may be that it is a good thing to have those universities. We are a country which is hungering for more education. Let us have more universities. I do not mind that in the least, but it is better that the expert opinion which we can get from the University Grants Commission should be more consistently consulted. But it does not happen because the University Grants Commission has not appeared before the country as a whole as a body which tackles the problems of higher education in an imaginative and constructive manner and can assume the leadership of the nation so far as the advancement of learning and research is concerned. That is why I feel that we did have high expectations of the University Grants Commission but it has largely become another department of Government doing out money from time to time doing a lot of good work into the bargain, no doubt about it, but the kind of expectation this country had a right to have about it has not been fulfilled.

I feel for instance that there are so many questions which crop up on a study of this report; take for instance, 1141(Ai)LSD—6.

the question of the three-year degree course. I know that the country is already committed to the idea that the three-year degree course is the best in the circumstances and we should pursue it. I find in the Third Plan Report a positive statement that during the period of the Third Plan re-organisation of university education along the lines of the three-year degree course will be completed and facilities for post-graduate studies and research work would be further extended and improved. I have no quarrel with this proposition. I myself supported the idea of the three-year degree course, but the fact remains that even today such important universities as the University of Bombay and so many universities of Uttar Pradesh have not accepted the three-year degree course. It is also a fact that in a place like Calcutta I hear grumbings to the effect that the three-year degree course is not perhaps producing the kind of results which were anticipated. It may be an apprehension which is completely unfounded, but there is already a kind of feeling in the air that the three-year degree course perhaps was an experimentation on which we launched without carefully considering the pros and cons and this happened because the entire structure of education right from the bottom to the highest rung of ladder in our country has not yet been organised properly and the result is that whatever system you introduce at a particular phase of the ladder is not producing the right kind of effect.

I should like to know—because we are already in the flow, so to speak, of the Third Plan period—whether any continuous evaluation of the working of the three-year degree course is being made or not. I sometimes hesitate to say anything on this, because the Minister might come forward with the proposal that there should be another committee to examine this matter. That committee will examine it, and another committee would evaluate it, and a third committee will review it, and then the Ministry will

[Shri H. N. Mukerjee]

consider and examine it. And by that time so much water would have flowed down the Jumna, and God knows what would happen to education in our country. But all the same I have a feeling that there must be continuous check on this matter. And in the reports from the University Grants Commission I only find a few factual references. They are very important, they must be there. But I want also to know certain other things, for instance, that the University Grants Commission is actually considering this matter seriously, and the position of the three-year degree course and that further steps in order to make it universal all over the country have been definitely taken.

In regard to the examination reform question, which is very important, I am glad to hear from the Minister, and at page 20 of the Report also more or less suggestions have been made. But they have to be examined. We should like to know a good deal more about it, and I do hope that the Minister places before Parliament the text of the report which this Committee has presented. Because this perhaps is the crux of the matter, and the Examination Reform Committee's proposals require to be examined on a national plane. And I do suggest to the Minister that he take certain steps to that end.

Now, Sir, the Minister has told us, he has been reminding the House, of the purpose of the University Grants Commission Act, that is, the improvement of standards. Maintenance of standards, co-ordination of standards, and certainly improvement of standards are all implicit in the objective of the University Grants Commission. But it remains a fact that while certainly good work is being done here and there—ours is a large country, our people are a highly talented people, and naturally good work will be there wherever facilities are available but there is at the same time a general complaint, which is voiced in this

House as well as outside in the country that there is deterioration of standards. My friend the Minister often comes out in this House with that kind of statement that there are reports regarding deterioration at different stages of the educational structure. Certainly in the sphere of higher education we hear about this deterioration. That is why the correctives which would ensure that deterioration does not take place have got to be applied very carefully. That is why for instance, the problem of student indiscipline, which the University Grants Commission has tried to tackle to a certain extent, should be dealt with a great deal more seriously than has been done so far.

I feel, for instance, that in pages 24 to 27 of this report there are statements made regarding the facilities which are being sought to be offered to the students, so that, psychologically speaking, the material basis for the reasons for indiscipline can be removed. It refers to the construction of health centres, students homes hobby workshops and psychological counselling units and so on and so forth. But, as a matter of fact, so much remains to be done. I do not want merely to attack my friend the Minister, because he is trying to do his best; and I know that our country being so large and the problems so stupendous, we cannot ask for the moon, we cannot get a solution of all our problems tomorrow or the day after tomorrow. But even so I do feel that in regard to this problem much more perhaps requires to be done.

Now, I was very interested to read about the scheme for health centres under the auspices of the University Grants Commission. But it seems that the provision is very meagre. I am reading from page 25 of the Report where it is said:

"The assistance of the Commission for the universities with 5000 students was fixed at Rs. 0.50

lakh"—I suppose that is Rs. 50,000 —"and Rs. 1.00 lakh for universities having a larger number of students."

This is extremely inadequate. I say this because, only recently at the Calcutta University there was an examination of the health of the students and the report which was published in the papers indicated that compared to 10 years or even 20 years ago, the health of the students there has deteriorated. I, therefore, feel that these things should be looked after more carefully and the provision of students' homes, hobby workshops and psychological counselling unit: should be taken up earnestly. Psychological counselling units are something which I had not heard about before. I see it first in this report. It may be my fault. As far as I know, these psychological counselling units, if they really mean business, have got to be there on the spot. Recently, there have been some undesirable manifestation of student indiscipline. We cannot merely boo-hoo the students and tell the world that they are a lot of undesirables. Because, after all, they are our own children and if they do something wrong, it only reflects a malaise, a malady in the body politic. It is no good merely condemning the students for these things

This report refers to the tasks undertaken by the Commission for developing scientific education and all that. I was looking at the Report of the Third Plan and I was a little disturbed to see that the percentage of science students to the total enrolment has actually decreased from 1950-51. I am quoting from page 576 of the Report of the Third Plan where it is noted that the percentage of science students to the total enrolment of Indian universities in 1950-51 was 38.1 per cent, in 1955-56, it was 33 per cent, in 1960-61 it was expected to be 35.8 per cent and in 1965-66 it is expected to go up to 42.5 per cent. I know that perhaps it is difficult to provide sufficient facilities or scientific training and all that,

and therefore the number of science students cannot catch up with the number of students for humanities. Even so, perhaps a more serious effort is needed so that we become more science-minded. After all, unless we have that kind of attitude in the country, we cannot go ahead in this very troubled world of today.

That reminds me how my hon. friend the Minister, through the University Grants Commission, is trying to encourage scientific research. But, I am sorry—a little while ago I saw his colleague and my good friend the Minister for Scientific Research and Cultural Affairs but he is not here now—possibly there is lack of liaison between the two Ministers. Now they are both Members of the Cabinet and I hope they will work closer to each other and co-ordinate their activities. In regard to scientific matters, the Haldane affair will not be easily forgotten. This House and the country will not easily forget it and perhaps it will come up in one way or another in this House over and over again. But, it only showed how something is very rotten in this country as far as scientific research is concerned. Prof. Haldane has had occasion to say about the British Ministry of Science, that that Ministry was behaving in the spirit of the desk's dead wood, and inhibiting the activities of scientists who wanted a certain amount of freedom in order to develop their talent and get other people to work in a proper atmosphere. He has also complained seriously of conditions here. I do not want to go into the rights and wrongs of the matter. What we discover is, even though my friend the Minister does not control the Council of Scientific and Industrial Research, in the report, there are all kinds of references to great things having been done. Really the position is such—I cannot go into details—that on the 29th of May, the *Statesman* of Delhi wrote in a leading editorial about the activities of the Council of Scientific and Industrial Research and after

[Shri H. N. Mukerjee]

making some very critical observations, it had even to say this about the Director General, who is also the Secretary of that Ministry:

"The Director General"—I would not mention the name; it is here in print—"bids fair to establish another of the immutable laws of science, that of perpetual travel, going from one country to another."

I know in the University Grants Commission also there are some rather fortunate people who are peripatetic philosophers who are not here at all most of the time. They go abroad from China to Peru, they go everywhere; they go to the Soviet Union they go to Bulgaria, Czechoslovakia and God knows what other country. They go to America, of course; that is the Mecca of our educational programmes.

An Hon. Member: Also China.

Shri H. N. Mukerjee: I study some of the material sent to me from time to time and which we can collect from the counter here—things like the Education Quarterly. I wanted to find out what these people discovered after their journeys abroad. One individual, a very high officer in the U.G.C., went abroad and retired almost immediately after he came back. They go about, peripatetic philosophers collecting information and insight. This country has a right to share in whatever learning and insight they collected from abroad. Of course, the Director General of the Council of Industrial and Scientific Research, to illustrate that law of motion, has to be perpetually abroad all the time.

The Minister has told us about the Central universities. He has also said something important about national integration. I have a feeling in this matter. We have Central universities—Delhi, Banaras, Visva Bharati, Aligarh. But in the south, there is no Central University. Osmania, at one time, perhaps promised to become a

Central university. But, at the present moment Osmania university is the headache of the Andhra Government, I suppose. At least, the Osmania university looks up to and is under the direction of, whatever control there is the Andhra Government. I think from the point of view of national integration, it is very important that a Central University is set up in the south. Perhaps, Osmania could be chosen here and now straightaway, and some other university in the deeper south where we can have a Central university.

In regard to Central universities also, I have said it repeatedly every time the University Grants Commission comes up before the House somehow, we do not seem to know as much about them as we should. The University Grants Commission does not tell us about the Visva Bharati is hardly ever mentioned. One or two mentions about it there are in the report. About Delhi, some questions are asked here from time to time. Otherwise we do not get to know very much. For instance, only a few months ago, my hon. friend the Minister brought here a bill in regard to evening courses in the Delhi University. Some of us expressed our apprehensions about how evening courses were going to work in actual practice. We do not quite know what happens. It may be that this report was prepared long ago and under the laws of bureaucracy, it comes to us much later. It may be nobody's fault. But, as I discuss this matter, I want to know more about what happens in Delhi, especially in regard to such things as evening courses. But, we cannot know anything about it.

Then, again Visva Bharati seems to be nobody's headache. It seems to be a problem child that Rabindra Nath Tagore has left for us to appoint a wet nurse from time to time and wail over it. Then again, the University Grants Commission has done a good job in helping the idea, with money, of

setting up Tagore Chairs in different universities. But, from what I can find, the universities do not know what to do about it even when money is forthcoming. My hon. friend is generous with money about Tagore Chairs. But, they do not know what exactly to do. Perhaps for form's sake, a few Tagore Professors are being appointed. There should be something more solid about it. Somebody once said, if we want to respect the memory of Tagore, better not talk too much about Tagore, but provide drinking water to the common people. As Tagore said in his writings in his last days and throughout his life, if we provide drinking water to common people, it may be a greater tribute to Tagore than to put up sinecure Chairs where some people are appointed and they do not know what to do, what subjects to teach that have relevance to Tagore. Altogether this idea is producing queer results. In West Bengal, there is a new Tagore University. I do not know if my hon. friend knows about it. Perhaps he was not consulted. Perhaps, the University Grants Commission knows nothing about it. A Tagore University has been set up. We have got Viswabharati. We had already a sort of institution which was looking after the ancestral residence of Tagore in Calcutta. Now, it is called a university. What the idea is, I do not quite know. It has to be straightened out. Merely mumbling the name of Tagore and getting support from the people on account of the respect which people have for Tagore and then doing certain things which do not produce the right kind of result is not the way to produce good results.

That is why I feel that sometimes many things are done which are not quite in order. I notice that in the Central Universities, especially in Delhi, for instance, the University Grants Commission is giving special facilities for the prosecution of Buddhist studies. It is very good, and I welcome it. But I was wondering about one thing. My friend the

Minister of Scientific Research and Cultural Affairs is not here, again: it is his province perhaps. Some years ago, Dr. Raghu Vira who has the reputation of a scholar went to China and Mongolia and God knows what other countries, and collected a lot of material which were exhibited in the Eastern Court or somewhere else, and then he ran away. I have asked questions about this matter, and it seems that all the material that Dr. Raghu Vira got relate to Buddhist studies; all that material belongs to the Government of India; Dr. Raghu Vira would not have been given all those materials by the Mongolians and the Chinese unless he represented the Government of India. But he comes here and takes them away.....

Shri Bade (Khargone): My hon. friend says that Dr. Raghu Vira ran away. What does he mean by saying 'ran away'? Dr. Raghu Vira is not here in the House to defend himself.

Shri H. N. Mukerjee: It was only a picturesque way, which perhaps is parliamentarily sometimes acceptable, of saying that Dr. Raghu Vira, in so far as his possession of these manuscripts and banners is concerned, has vanished from the scene.

Shri Bade: Dr. Raghu Vira is against China, and he is anti-China, and, therefore, my hon. friend is saying that he ran away. (*Interruptions*).

Mr. Speaker: Order, order. No special meaning should be attached.

Shri Nath Pai (Rajapur): How does my hon. friend fathom the mind of Shri H. N. Mukerjee?

Mr. Speaker: When he says that he ran away, that does not mean much. He only means that he ran away with the documents.

Shri Tyagi (Dehra Dun): What he meant was that he ran away with the ideas.

Shri H. N. Mukerjee: I did not mean any reflection on Dr. Raghu Vira or anything of that kind. It is only that

[Shri H. N. Mukerjee]

I am very deeply concerned about the recovery of whatever materials on Buddhist studies which he got, and the Government of India has a duty in that regard.

I would only refer to another matter, because possibly I am taking a little more time than is my due, and that is with regard to the medium of instruction. I know that only the other day, the hon. Minister gave us an answer on the 23rd May, where he said that, of course, Hindi and other national languages of the country would ultimately become the medium of instruction in the universities, but English will continue, and we have to go slow. That is more or less the attitude of the University Grants Commission. And from time to time, they make an observation which somehow I cannot quite stomach, that this question of the medium of instruction is only an academic question. The report says at page 37:

"The linguistic medium in our universities should be considered primarily as an academic question and not as a political question."

I cannot quite stomach this kind of statement. Academicism is not something sheltered away from the blasts of real life. It is a national question. It has to be solved with reference to the demands and requirements of the people. And academicism, if it is to be remote from the desires of the people and their requirements, will certainly have to be modified to that extent. I have nothing against academicians. I have all respect for them. And our country has the greatest respect for learning. We have always had it. But I do not understand this. Here is the question of the medium of instruction. How are our people going to learn really and truly except through the medium of their own languages?

I am speaking a language which is not my own, nor my hon. friend the Minister's, nor the Speaker's, and it is a terrible thing that so much of our intellectual and spiritual energies had

to be expended in the acquisition of a language which we never learn truly and properly enough. I know English well enough to know, as I said once in this House before, that we cannot learn it well enough; it is not possible. But we are driven to this.

I do not want to say that immediately you change over from English to the Indian languages, but we have to have this perspective, not as a distant something to be achieved when we are dead and gone, when our children have settled down in life and more or less they are also safe, but we have to have a different perspective that as soon as ever we can, we have to shift to our Indian languages, in order to give instruction in the different subjects. That is why our national professor, Professor, Satyendranath Bose has been going round the country saying that in our own Indian national languages, we can teach science right up to the highest stage of the university. But I do not find the University Grants Commission coming forward with any serious thought in regard to this matter.

They are not a few bureaucrats who have to stick to their seats wherever they are, as Vice-Chancellors or as principals of colleges; but they are people who are to give a lead to the country, as far as the educational future of our country is concerned. But they are not interested. They seem to feel, 'As long as we are here, let English continue, and let Hindi continue; the Hindi-speaking world is happy; let the other languages take care of themselves; let the devil take the hindmost and the future will have to take care of itself'. That is the kind of attitude which we find.

This medium of instruction question has to be tackled as quickly as ever it is possible, and for that, I want a publications programme to be sponsored by the University Grants Commission. You have got the National Book Trust now. I do not know if that is the responsibility of my hon.

friend the Minister of Education or my hon. friend of longer standing, Shri Humayun Kabir; I do not quite know; it is such a peculiar jumble of departmental jurisdictionary division that I do not quite know how to ferret it out and what the position is. But there is the National Book Trust. Years have passed, and they have produced a few things, and possibly tom-tommed it and got some plaudits from people in authority and think that the job is done. This is most amazing. Why does not the University Grants Commission make specific allotment to the universities which belong to certain regions and tell them that the money has to be spent for the production of really first-class text-books on the subjects which are taught?

English, of course, should be taught. We shall read English books. Nobody acquires higher education by learning only one language. We have to learn a multiplicity of languages. We shall consult books in English, in French, in Russian, in Chinese and in whatever language there is which may be necessary for higher education. We shall certainly read those things. We shall certainly know that much English so that we can follow a lecture in English when it is made by an Englishman or somebody who comes from Tamil Nad to Calcutta. Let us learn in that way, but let me learn as a Bengali, since I learnt Bengali at my mother's knee, since I imbibed Bengali with my mother's milk, let me learn whatever I can through my own language; and let me supplement my information and let me add to my insight by acquiring other languages and by learning other subjects. But this is so important; but nobody seems to care. And what will happen?

We talk about national integration and all the rest of it. But if our individuals are not looked after, if we cannot grow to the highest stature of our being, where shall we be? Where shall we go from here? Every year, I have noticed, and I have seen this statement repeated in the reports of

the University Grants Commission, that this is an academic question and not a political question. I do not wish to emphasise the word 'political'; I say that it is a national question. It is not a purely academic question. I am not going to leave to academicians, who, I find, in real life, fawn upon people in authority and function bureaucratically, the job of settling this kind of problem. That is why I say that we should take it up as a serious national job. I tell the Minister of Education, now that he is a member of the Cabinet, now that he is one of the leaders of the country in the administrative sphere, let him come forward and assert himself and say that here is something, a subject which has got to be tackled properly. That is the appeal which I make to him, and that is the appeal which I make to my colleagues in this House.

I do feel that if we take this matter seriously, perhaps, results can be produced, but if we let things drift as we have done so far, then we shall not have a real break with the bad old past, and we shall never be able to build a new kind of society; we shall only carry on more or less in the same fashion as we are doing now because we have inherited a certain legacy which has so many entanglements that we cannot find a spiritual way out of it. That is why I make my submissions to the House, and though I might have put them sometimes a little more strongly than I should have done, I do it with all humility, and I do hope that the Minister and the House will consider my suggestions in all seriousness.

Shri Tyagi: My hon. friend has spoken in patriotic terms.

Shri A. P. Jain (Tumkur): I agree with the two previous speakers that this is a very important report. The University Grants Commission has, on the whole, done a good job, and I must take the opportunity of paying my tribute to Shri C. D. Deshmukh who was responsible for giving flesh and blood to the University Grants Commission.

[Shri A. P. Jain]

The hon. Minister referred to the limited scope of the University Grants Commission, and that is one of my main complaints. I believe that the University Grants Commission should have a much wider scope than what it happens to possess at the moment. It is a tragic trend, not only in this country, in this Parliament and outside but perhaps all over the world that we are a little too miserly towards the development of the human values. While it is much easier to get an allocation for building a road, for building a bridge or for building a tangible asset, the same liberality is not shown for the development of human character, not even in the more advanced countries like the UK and the USA.

I read a recent publication by Mr. Galbraith—I believe it is entitled *The Liberal Hour*—in which he has complained against the difficulties which are encountered even in the USA in securing grants for education. I think we should give serious thought to the problem. More attention and more money should be devoted to the development of the human character in particular, in the Universities which provide us with leaders of thought and intellect, who will one day lead the country. Therefore, the functions of the University Grants Commission are very important, and I would earnestly urge upon the Education Minister to widen its scope.

We find that during the Second Plan period, the average expenditure of the UGC per year has been to the tune of Rs. 2½ crores for a population of 43 crores. I do not by any means imply that this is the only expenditure, we are incurring on research, postgraduate and undergraduate education, but even with the limited scope of the University Grants Commission, I think this allocation is a little too miserly. In the Third Plan, the allocation is higher. It is of the order of Rs. 37 crores for the whole Third Plan period. Even

so, I consider the allocation for the important functions assigned to the Commission is too low and miserly.

Coming to the Report, I like some of its features. Firstly, the UGC has done well in raising the pay of the professors, readers and lecturers compared to other services, the administrative services, even so the professors and teachers will be more moderately paid, but what has been done is something good. I also am glad to see that the Commission has based its pay scales on the three-tier system. In some universities, the two-tier system is being adopted, namely, professors and lecturers, which leaves a great gap in between the two grades and creates tremendous difficulties. I hope the university Grants Commission and also the Education Ministry will take care to see that the three-tier system is not hastily substituted by the two-tier system, as has been done in some universities.

I am also impressed by the recommendation of the Commission to provide residential accommodation to the teachers. If you want to have the full benefit of the services of a teacher, you must provide him with fairly reasonable amenities and comforts. In many universities teachers are accommodated in wretched houses; if they do not have privacy for study, how can they teach students. Unfortunately, the University Grants Commission has not been able to find funds for building residential accommodation for professors. I attach great importance to this. I hope that the UGC will find funds for it, even if it has to scrap some other scheme.

Regarding the medium of instruction Shri H. N. Mukerjee said—I think very correctly—that we cannot afford to lose time in half-hearted measures to substitute national languages for English. That is a thing that has to be done immediately and without delay. But the whole point is that unless we have good transla-

tions and new text-books for teaching our students in our national languages, any hasty substitution of English by the national language will reduce standards. Unfortunately, there is a prevailing complaint all over the country that the standards of education are going down. One of the main functions of the University Grants Commission is to maintain standards. So while I am one with Shri H. N. Mukerjee that no undue delay should be allowed to occur in substituting the national languages for English, I fully agree with the remark made by the Commission in page 36 of the Report regarding the language policy:

"It was necessary to take steps to secure an adequate proficiency in the English language at the university stage, and it was also necessary, if a university proposed to change the medium, to ensure that the transition did not affect general academic standards and that the transition was carefully prepared for by translating an adequate number of books into Indian language concerned and by encouraging original writing in that language."

I also like the health scheme which has been initiated by the University Grants Commission.

Having commended some of the activities of the Commission, I would now like to draw attention to some lacunae which I find in the Report. First I take up Appendix VIII which deals with enrolment trends in universities of certain selected countries in the world. It relates to the year 1958. We find that in the case of India no less than 51.8 per cent of the students admitted to universities are admitted to humanities. In all the other 17 countries including Canada, USA, France, Germany, UK and some quite backward countries like Iraq, Argentina and Egypt, the percentage of students admitted to humanities is much lower. I do not think that in

any other country it exceeds two-thirds of what we have in India. Again, if we look at similar figures for engineering, we find that in India only 3.4 per cent of students are admitted to the faculty of engineering, which is the lowest. Then again in the case of medicine only 4.1 per cent are admitted to that faculty—again the lowest in the world, among the 18 countries listed. As regards agriculture only 1.2 per cent of the students are admitted to that faculty—again the lowest among the 18 countries.

I have given these figures to show that there is a good deal of imbalance in our educational pattern. I think both the UGC and the Education Ministry should take early steps to reduce this imbalance. We are living in an age of science and technology. Therefore, there should be greater emphasis on science and technology and a much larger number of students should be admitted to faculties of science and technology.

There is another thing which impressed me while going through the Report. India, if I may be allowed to repeat a hackneyed truism, is a predominantly agricultural country. Agriculture occupies the pride of place in our economy. Nearly 70 per cent of our people depend upon agriculture. Nearly half of our national wealth is derived from the agricultural occupation. But I find that the activities of the University Grants Commission do not extend to the sphere of agriculture. In the whole report, there is only one reference to agricultural research where it has been said that certain programmes of agricultural research taken under the funds granted by the USA under PL 480 are being utilised in collaboration and consultation with the University Grants Commission. In our times it is very difficult to make a water-tight distinction between different types of education. Agricultural education has a close bearing on other types of

[Shri A. P. Jain]

education like humanities and basic sciences. We have started a University known as the Uttar Pradesh Agricultural University at Rudrapur and there we have set up a school of humanities and basic science, for I fully agree with the observation of the University Grants Commission that technical training must be based upon a sound knowledge of fundamental science and humanities. Again, in the Agricultural University we have another faculty of agricultural engineering, which is very close to mechanical engineering in the industrial world. I do not know what was exactly at the back of the mind of the framers of the law or of those who are operating it that agricultural education should have been kept out of the ambit of the activities of the University Grants Commission.

We all know that there is the ICAR which deals with agricultural research. I do not find anything in this report or elsewhere to indicate that there is any sort of co-ordination between the University Grants Commission, which is responsible for encouraging research in other fields, and the ICAR. So, I would suggest to the Minister of Education to give some thought to this problem so that a close liaison is established between the ICAR and the research activities of the University Grants Commission. In fact, it occurred to me at one time that all the research now conducted by the ICAR should be handed to the University Grants Commission, but the ICAR has its own history. It was set up as a result of the recommendations of the Willingdon Commission. It has acquired a body and shape, it has become an institution which has done very useful work, and the merger of an institution of that kind may well lead to worse results. Therefore, my proposal is a limited one, namely that there must be very close collaboration and co-operation between the research activities of the ICAR and the University Grants Commission.

Again, at a lower level, that is at the post-graduate and under-graduate level in agricultural and veterinary education, there is no body corresponding to the University Grants Commission to take care of and encourage the various activities in the same manner as the University Grants Commission is doing in the other cases. I would therefore request that so far as post-graduate and under-graduate education in agriculture is concerned, the University Grants Commission should take equal interest, because any body or any institution which is set up in this country and ignores agriculture is ignoring one of the major activities of the country. It is not fulfilling its duties in a proper manner.

I welcome the institution of the Tagore chairs and the department of Buddhist studies. I am not aware whether there are any major defects in the Tagore chairs as were referred to by Shri Mukerjee. If there are, they should be corrected.

The University Grants Commission at one place refers to emotional integration and it says that grants have been made to universities to study certain social tensions in their regions connected with national integration. I submit that this is not enough. I would request the Education Minister to take up the subject of national integration in a more serious manner. If I am permitted to do so, I would suggest that in the near future the University Grants Commission may be requested to set up at least four Chairs dealing with the subject of emotional integration, carefully and intimately studying the various trends linguistic, parochial, economic and others, which lead to or encourage fissiparous tendencies. I would suggest that Assam being one of the problem States in that respect, should have a chair for national integration. Another chair may be set up either in UP or Bihar for the northern region, in Maharashtra or Gujarat for the western region, and there must be

another chair of national integration in the South.

Shri D. C. Sharma (Gurdaspur): In the Punjab also.

Shri A. P. Jain: Punjabis will not benefit from the chair.

The last point to which I would like to refer is that our Constitution ensures equality of opportunity. Theoretically it is all very good, but where is the equality of opportunity when there is a large section of the people who have not even enough to maintain themselves on the level of bare necessities? I happen to be the Chairman of the Board of Management of the U.P. Agricultural University, which has recently been started. In the first year we admitted students to the faculty of agriculture, and in making the admissions we laid it down as a rule that boys coming from agricultural families, families actually engaged in agriculture doing it with their own hands, that is men who know the virtues of the soil, whose hands have been soiled, should be given preference over people coming from the towns. As a result of this directive, out of about 250 students admitted we found that 40 to 50 per cent of the students, while they were intellectually up to the standard, while they were the sons of the soil, real type of boys who would do good in agriculture, who after obtaining their degree would not go to service but take to agriculture, were not possessed of the means to pay the expenses of the University. We felt very sorry that we should have to lose 40 to 50 per cent because they or their parents did not have the financial means. I ask: where is the question of equality of opportunity when a boy who is possessed of brain and intellect is deprived of developing it merely for the reason that he has not got the means to pay for the education? Nations are built by human brains, and any nation which neglects the human brain and human qualities does so at its peril. We therefore prepared a scheme of loan-cum-scholarship, advancing about Rs. 50 a month to the students whose parents

could not bear the expenses of the university education. We are running this university in association with the University of Illinois, and some experts from that university have been deputed to help us in developing the university. They approached the P.L. 480 authorities who were good enough to be prepared to spare the funds for running this loan-cum-scholarship scheme. The idea of the scheme is that for a period of four to five years that the student is in the university, he would get an advance of Rs. 50 a month. After he had completed his course, we assure him a placement. For two years we will not recover any of the loan advanced to him. Later on we will recover the loan with a small interest spread over a period of ten years so that it develops into a revolving fund and year after year a number of students are helped and are enabled to receive their education. I approached the Prime Minister and I had his blessings. Unfortunately, the Ministry of Finance and the lukewarm support of the Ministry of Education finished our scheme. India is not making the best use of its talents and a large number of boys and girls who can make good citizens and contribute to the welfare of the country are going without education. From the report I find that some merit scholarships and fellowships have been sanctioned numbering a few hundreds.

Dr. K. L. Shrimali: I am afraid that he is a little out of date in this respect. The Ministry of Education has instituted a scholarship scheme and hundreds of students are getting this merit scholarship and the Ministry is also setting up a loan-scholarship scheme about which I mentioned while replying to the debate on the Demands for Grants.

Shri A. P. Jain: I may be a little out of date; but that information is perhaps confined to the chambers of the Education Ministry.

Dr. K. L. Shrimali: This scheme is not confined to the chambers of the Education Ministry; hundreds of thousands of students are receiving scholarships and a number of poor and deserving students are now able to study with the aid of these scholarships.

Shri A. P. Jain: I was the first man connected with the university to initiate this scheme. My scheme was thrown into the cold storage. I expected from the Education Minister and the Finance Minister that they should, in courtesy, have revived the scheme before taking up any new scheme. I do not want to run down the work of the Ministry or the University Grants Commission. In this country there are not hundreds or thousands but lakhs of boys who are deprived of higher education because they have not the financial means. I know that the thing cannot be done in a day. But the Education Ministry functioning through the UGC should institute a large number, 50,000 or even a lakh scholarships immediately on a loan-cum-scholarship basis so that the talents of the country are not wasted. I know the difficulties of the Education Minister. As I have already said, miserly approach to education is not confined to India alone; it is found all over the world. You can have big allocations and big grants for so many other things but education remains a neglected subject. In fact I am supporting him by making these observations and I do hope that he will give greater and more intensive attention than he has done so far to the scheme. Whatever be its nature, the scheme should enable a boy or girl possessing the brain and intellect and capacity to learn to receive higher education and thereby profit India.

These are the few observations that I wanted to make on the report. On the whole I think the UGC has done a good job and I wish it well. I think it will progress and develop

and render greater service to the country.

Mr. Speaker: I propose calling upon the hon. Minister to reply at 4:30. So, we have three hours now. About two dozen names have already been sent to me and there may be others rising in their seats to catch my eye also. We have got limited time and so I request the hon. Members who participate to condense their remarks in as few minutes as possible and at any rate I hope they would do within fifteen minutes.

Shri Khadilkar (Khed): Mr. Speaker, Sir, let me at the outset express my disagreement with the introductory remarks made by the hon. Education Minister regarding the scope of work of the University Grants Commission. We know that the State Governments are primarily responsible for the university education but the UGC as it is constituted under the Act and is functioning, is a sort of a high command in the academic world which guides and directs higher education in this country.

13.36 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

So, to limit the scope of the discussion on the plea that most of the functions are under the Constitution within the jurisdiction of the States would take away the life out of the debate and would belittle the UGC as it is functioning in this country.

There is an effort all round to meet the increasing demands of higher education but there is a lack of philosophy. You will excuse me if I put it in this way because after freedom when we are planning our social life and trying to meet the educational hunger of the people by raising the academic standards and laying down new standards it was expected that the UGC, the Vice

Chancellors and public men would enthuse the students with some type of new social patriotism or idealism while teaching them. It is not that they are to be taught and simply fitted in a job. They must feel enthused that they have a mission to perform. On a recent occasion the Education Minister was prompted by his conscience and perhaps he also made some observations of this nature. I have not the time to quote them here. Therefore, if at all we are planning to reconstruct society on the basis of socialism as we have set it down as our ideal, what new values are we having in keeping with that ideal? Is our education imbued with this new idealism of socialism so that the younger generation come forward with a certain spirit of self-sacrificed? Unfortunately, after freedom our whole social life and academic life, because of power, is corrupted to the core. Let me say very plainly. Men may not like it. This atmosphere needs to be changed and I feel that the Minister of Education should undertake this task of changing the academic life in this country and enthusing in the new student world a certain amount of patriotism, what is called social patriotism.

The question is how far the Planning Commission is giving attention to the higher education and providing more grants for it? I refer to this problem because there is a reference here and also because when we are talking of socialism we should give up the old classical concept where education, health and other activities were called external economy because these things do not show immediate material gains or profits. Those who possess the conventional wisdom are in seats of authority in our universities and therefore, even in the Planning Commission some of them look at this problem from the point of view of conservatives. I am borrowing the phrase from Prof. Galbraith. I am definite that in a society in transition, where we are

attempting to catch up with the progress of the world, it is our duty to provide more funds particularly for higher technical education. But I am afraid the funds are not enough. I find in the second Five Year Plan Rs. 27 crores had been provided, and they had spent about Rs. 19 crores. In the third Five Year Plan Rs. 37 crores have been provided. But is our investment in human capital enough? That aspect must be taken into consideration.

For elucidating this point further, I will just quote a small observation by Prof. Galbraith in this regard. He said:

These resources are men and women; their quality and quantity depend on the extent of the investment in their education, training and opportunity. They are the source of technological change. Without them investment in material capital will still bring growth but it will be insufficient growth that is combined with technological stagnation."

I think we should take note of this fear which he has expressed. While making allocations, we should remember this. Though primary education is important, at the present stage of development it is absolutely necessary to pay more attention to higher education, that is, education in the universities and particularly technological education in this country. In this report I find that post-graduate studies and research have not attracted sufficient response. That also shows that the position is not satisfactory.

One observation was just now made by my hon. friend Shri H. N. Mukerjee. I feel that this bifurcation between the Education Ministry and the Ministry of Scientific Research and Cultural Affairs is something artificial. These two Ministries ought to function in the closest co-operation possible. But from the activities that I have observed, unfortunately there seems to be very little coordination

[Shri Khadiolkar]

between them. The two Ministries are after all the wings of one and the same subject, namely, general education. Culture and scientific education are parts of general education. So, the Ministry should consider this aspect and this bifurcation must be removed. If, for convenience's sake or for some other purpose these two Ministries are to function separately, at least they should co-ordinate their work and present a comprehensive, general picture of advancement of education in the country.

The important question of national integration was also referred to in the House. People are talking, I am afraid, in a superficial manner. All sorts of suggestions are coming forward. Some people say, "on a mass scale, take pledges." Some say, "create some more Chairs, and all these problems will be solved." I think sufficient thought is not given to this problem at all. After freedom, new social forces have been generated in this country. Life was more or less suppressed before. Since the past 14 years, and particularly after the creation of linguistic States, the personality of each State is developing. We cannot deny this fact. Therefore, there is a greater urge for higher education, and though there is not enough academic background new universities are coming up. Whether the University Grants Commission likes it or not, new universities have already come up, and the Commission's checks or restraining influences are thrown overboard. This is the experience.

I know that in some places, where there was no need for setting up of universities, still, because of the regional patriotism and regional demands, some universities have cropped up and you have to provide finance for them. It will not certainly enhance the standard of university education. Therefore, while talking about national integration, we must look at this problem: new forces are being released. You have got to take this into consideration and try to un-

derstand the phenomena and direct them in a proper manner.

May I suggest, in this connection, what the national universities are meant for? A good suggestion was made, namely, that there should be the fifth national university in the South. What special function they are discharging? While there may be four national universities, if the fifth university is established in the South, I think it will be good; and the sooner it is established the better. These should be the seats of integration or the centres of integration, where students from various quarters should come, from each region should come, sit together and learn and try to understand each other. A national outlook should develop out of that, and the younger generation would certainly benefit by such an effort.

I cannot understand these names—Hindu university and Muslim university. Why not have special studies or seats where Muslim culture may be studied and where Hindu culture may be studied? What harm is there if Hindu culture is studied in Aligarh and the Muslim culture is studied or a Muslim Chair is established in the Hindu university? You talk of national integration in the field of academic life. But if you keep these names, I think it will not serve the purpose. Only the talk about national integration will just remain! Therefore, I would appeal to the Minister of Education to apply his mind very seriously to this aspect and see how they can approach the younger and coming generation and then try to understand their urges. If they try to understand their aspirations, I am certain progress could be made and the younger generation will be better fitted to be the citizens of this free India.

In this connection, suggestions have been made regarding the medium of instruction. This is allied with the question of national integration. Let us, first of all, admit one thing.

For some years to come, whether one likes it or not, English is going to dominate the academic world and is likely to remain, with all our effort towards a national language, as the only acceptable medium in the universities. In the South, recently, Shri Bhaktavatsalam, Minister for Education in Madras made a very bold statement. He said that if you are going to hasten the pace of Hindi as the medium of instruction, instead of taking to Hindi "we would go back to Tamil." Are we going to divide this country where each region will not be able to communicate, or carry on other pursuits in the intellectual or academic atmosphere, with the neighbouring States? If Tamil is introduced in Madras and Kannada is introduced in Mysore, I think the link in the academic world creating a common atmosphere will be completely snapped. Therefore, without any inhibition, let us recognise that after 150 years of contact with English language, English has become one of the national languages of this country.

Dr. M. S. Aney: Nonsense.

Shri Khadiikar: You may not like it, but it has become one of the national languages in this country. Let us admit...

Shri Gauri Shanker (Fatehpur): What about your contact with the Britishers themselves?

श्री रामश्वरानन्द (करनाल) : इंग्लिश को कितने लोग जानते हैं ?

Mr. Deputy-Speaker: Order, order.

Shri Khadiikar: Why have an argument? Your fanaticism will not change the realities. Just listen. What I say is, if at all we are thinking in terms of imparting higher education to the younger generation, one thing should be remembered. For instance, in the name of changing the media, what happened in Gujarat and what happened in Maharashtra? The two Chief Ministers of Maharashtra and Gujarat have treated the younger

generation as if they were guinea pigs to make experiments regarding the medium of instruction. Today, they find it extremely difficult to compete with other regions where they ought to compete on an equal footing for higher courses of study. This is their position.

Recently, a judgment was delivered in the Ahmedabad high court. It was a very important judgment. Of course, it gives protection to minorities but also refers to the medium of instruction. In this report also they have taken a very realistic attitude regarding the medium of instruction, because this is the central point in university education at this stage or juncture. They have had a working group. Of course, I would not like to say that it is merely an academic question and it has nothing to do with other problems. But it is not a political question. As it has been observed, it is primarily an academic question and not a political question. I entirely agree. At this juncture, because politics is dominating in all walks of life, it is bound to enter into the academic field as well. But it is a national question and I entirely agree with the suggestion made by Prof. Hiren Mukerjee. What they have observed in this report is going to be a sort of guide in the academic world in the higher field of education, that the medium of instruction is bound to remain English. My hon. friend, Dr. Aney, has said that this is non-sense. Even for that abuse, he has to use an English word; he could not do it in any other way.

Dr. M. S. Aney: I said 'non-sense', because you said, for 150 years more English should remain.

Shri Khadiikar: I was referring to the past.

The change-over will have to be planned. You will have to chalk out a programme, create an atmosphere and build up a language for it. Today Hindi is in its infancy. Some of the regional languages are better developed. In such an atmosphere, if the

[Shri Khadilkar]

southern people feel that you are imposing something which is inferior, I am afraid it will not lead to solving the question of national integration. It will further create divisions. You have got to create the books. Where are the books, I would ask, from the Hindi enthusiasts; if Hindi and the different regional languages are to be media of instruction, are there sufficient number of books in those languages? I know from my own experience that in Poona University, students who get instruction in Marathi at a lower level, find it extremely difficult to follow an ordinary lecture in the university and the university teacher has got to say first something in English and then summarise in Marathi. Is this going to improve our university standards? Therefore, I fully endorse whatever has been observed here. They have made a bold statement and I support that view that for some years to come, some sort of rush tactics will prove harmful.

Mr. Deputy-Speaker: The hon. Member's time is up.

Shri Khadilkar: I want to refer to the question of examinations. I will finish in five minutes.

श्री रामेश्वरानन्द : उपाध्यक्ष महोदय, अगर आप इस तरह दो दो मिनट देते रहेंगे, तो और सदस्यों का नम्बर तौ नहीं आ सकता ।

Shri Khadilkar: Even now we find more than 50 per cent failures every year and the old system of cramming is being encouraged, because of the system of examination. I would appeal to the Minister that in order to avoid this national waste, he should introduce a new system where the everyday work of the students is observed and taken into consideration and only a certain percentage of marks are given at the time of the final examination. The total marks should be taken into consideration when results are announced. This will avoid waste and frustration in the

minds of younger generation. I think the results would be better then.

I have greater faith in the coming generation than in the generation that is almost fading out. They may think big about themselves, but the generation that is coming has greater enthusiasm and if properly handled, this material will be most helpful in building up this nation. Do not distrust them; do not treat them as if they are rowdies. Sometimes there is a tendency to treat them as rowdies. Students indiscipline is a social problem and it must be looked at from this angle. Therefore, every encouragement must be given to the younger generation by opening the portals of the university to them, making it possible for the poorest of the poor to receive higher education. No facilities should be denied to the students from the backward areas in the matter of higher education. Such a system should be evolved and that is the only solution that will integrate our nation. Mere talk on the platform of pledges and Chairs will not help us.

Mr. Deputy-Speaker: Shrimati Renuka Ray.

श्री रामेश्वरानन्द : उपाध्यक्ष महोदय, किन्हीं हिन्दी वालों को भी बोलने दीजिए । क्या सिर्फ इंगलिश वाले ही बोलते रहेंगे ?

उपाध्यक्ष महोदय : बाद में आपका— हिन्दी वालों को—मौका मिलेगा ।

Shrimati Renuka Ray (Malda): Mr. Deputy-Speaker, Sir, we have been discussing the report of the University Grants Commission and in doing so, perhaps some of us do not quite remember what are the powers and functions of this particular commission as given to them by this Parliament itself. We may perhaps speak about the scope as it is or as we would

like it to be extended, rather than find faults in regard to things over which perhaps the UGC has no powers.

When the University Grants Commission first came into existence, I was myself a member of that commission. It was modelled on the University Grants Committee in Britain, with the idea that they would give to the universities financial help for keeping up their standards and for improving them. The functions of this Commission are mentioned in this Act; I do not want to read them out, because it would take too long. The functions are more or less as I have mentioned. In this matter, I would say that the UGC deserves our congratulations for having gone to the very lengths of the powers that have been given to them and having tried to bring it into conformity with the needs of India, because we have to remember that we have to approach autonomous universities. Not only that; education is a subject of the States.

We have agreed to the autonomy of the universities. We have not changed that. The UGC has to approach the universities remembering their autonomy and try to help them. They cannot get much out of the universities, unless they can do so by their willing concurrence. That is one other factor we must remember. In remembering that, we must remember also that this three-year degree course that has come now was very much disliked by some universities, whose autonomy could not be infringed. The UGC is to be congratulated on having been able to influence them into accepting the three year degree course.

Just as the Central Government does have an effect on subjects which are State subjects due to the finances they give, so also the UGC have a certain power because of the financial help they give to the universities, but that power, as I said, is a limited power at present. If you want to change it, it is for this House to

consider. But till then, it is not for us to complain against them, because we ourselves have given a limited power.

How is it that the University Grants Commission has functioned? It has gone beyond its original conception. It has done so, because it is very necessary to do so. All the Members who have spoken before me have said that this country is to have so many changes before we can bring in equality of opportunity. There are so many things yet to be done. When we discuss this Commission's work, we must do so in this context. It has not only helped to strengthen the universities with finances, but has tried to raise their standards. In that way, there is still much to be done. That was the original function. It has helped the universities in other ways also, which were not first envisaged. We find that they have gone quite far in this matter. Not only they have given money for laboratories, training and research, but they have tried through this means to bring about that change in the university itself through which it might become a better-sized university and be able to cope with the needs of the students.

14 hrs.

I do not say that in all respects they have been successful. But that attempt is going on both by the University Grants Commission and the Education Ministry. There are some States also who take interest in this, and there are others who do not take a similar interest. There are universities who even now depend on the fees from students, and they are not prepared to bring down their number as they should. The University Grants Commission is giving them money for doing so, but even then we find the sad picture in the country where some of the older universities have not yet made the changes as they should have done. That is a matter of autonomy to a large extent. But so far as the centrally administered universities are concerned we can discuss this question and tell the Education Ministry what we feel about it.

[Shrimati Renuka Ray]

I quite agree with the hon. Member who said that we should do away with the words 'Hindu' and 'Muslim' attached to the names of universities. There should not be a Hindu University. I do not know whether they have got rid of it.

An Hon. Member: Not yet.

Shrimati Renuka Ray: This was brought up in this House long ago, and I do hope the hon. Minister will take necessary action in that respect. The word by itself does not matter much, it is the psychological effect which matters. I would, therefore, request the hon. Minister to look into this question of changing the names of centrally administered universities.

The last speaker spoke about the need of having universities or at least one university where national integration is thought of and international unity also. There is such a university in this country. It was set up by Gurudev Rabindranath Tagore. I am referring to the Vishwabarathi University where students from all over India go. Perhaps the House will be surprised, but it is true, to know that the number of students there from Bengal is less than the number of students from other States though it is situated in the heart of rural Bengal. Even today it is so. Therefore, this is a university where national integration does take place. Students who have been in Shantiniketan, whatever may be their faults, have an all-India outlook on every problem. This is something which we must emulate. I agree that if national integration is to become a reality, it is particularly at the university stage, when the thoughts of young students are moulded, where it is decided as to what they are going to become for life, that it is necessary to think of national integration. National integration is not something only talked about in lectures and speeches. It is in fact established through the way of living, and that way of living can be estab-

lished in centrally administered universities more than any other, because here students from all States come. Perhaps it has not been done at present in the other centrally administered universities, not only because of the nomenclature of these universities but also, apart from the nomenclature, because these universities have been catering to the needs of sections of our people and not to the whole population. Once they cater to the whole population, we can change the Banaras Hindu University into the Banaras University for all. The Muslim University at Aligarh will have to change its name. If the names are changed, then we can expect gradually national integration to be introduced at least in the centrally administered universities. It will be an example to the rest of India.

As for the other universities, those autonomous bodies with which we have ourselves designed not to interfere, I would respectfully point out to them that in spite of some of them being older universities, apart from the fact that they have set up some Chairs for social tensions etc. their attitude and approach has not been, to any great length, one of bringing about national integration. Some of these older universities are situated in the big cities of India. In these cities live not only the people of that State but people from many other States also. They come and go. They all can get a place—I do not deny that—if they want in those universities. But what I do feel is that even if they get it they do not always feel that they have equality of position as there is in the Vishwabarathi University. That is one thing which Rabindranath Tagore gave to us, and that should be emulated.

Sir, I think the University Grants Commission, even within its present scope of powers, can give money for this purpose to the other universities and encourage them in the same way as they are trying to improve their

teaching staff, to get them better equipment and laboratories etc. They can also try in this indirect fashion to bring about some features of national integration in the universities. What is the use of simply talking about it and having a National Integration Council when you do not have it in the very heart where you need it most? It is not through talking that you can bring it about; it is only by having it as an actual approach in our day to day life that we can get national integration. It is not always possible for people to go to places or universities where people from other States also come. But it is true that in all the big cities, whether it be Bombay, Calcutta, Madras or Lucknow, people from other States do come to the universities there. That kind of feeling, that kind of national emotional integration has not been brought about in these universities. We can see from the records that it has not been done.

Sir, this is one thing about which I particularly wanted to say something. It is within the scope of the University Grants Commission, as at present formulated, to encourage this. I know that the Education Ministry has been asked by the National Integration Council to take up this question of national integration through all the stages of education, but as our scope is limited to the university stage while speaking on this report, I am speaking about this matter in that stage alone for the moment.

Sir, there are one or two other points I would like to make. One of them is in regard to a subject which was brought up by other hon. Members, and that is regarding the fact that we have not at the university stage as yet kept perhaps sufficient number of scholarships. I know that the Education Ministry has made a great advance in the matter of getting scholarships at the university stages for enabling people to go to universities. In a country where equality of opportunity has not yet come, the only thing we can do is to increase the number of scholarships. But in doing so I would request the Ministry to take

the aptitude of the students into consideration and not only the position of the families. Even if the parents can pay, if a boy or a girl is not meant for university education, why do we not bifurcate at that stage. There are not yet enough polytechnics to deal with such people who may like to be trained in some technical profession and for whom university education may not give the desired result.

This, I would say, is connected with the whole problem of unemployment and, what is more, unemployability. In many places we find that trained graduates are not able to take on the functions entrusted to them because their standards are low. Everybody now goes to a university whereas his aptitude may be in other ways. I know we are trying to balance this by having agricultural universities and technical universities. I do think that it is time for this country to make arrangements—not only saying that it would be desirable—so that a boy or girl who prefers to go to a polytechnic is able to do so. I know that is the way we are thinking, and that is also the way we are working.

Before I conclude, Sir, I only want to say again that so far as the University Grants Commission is concerned it should also think in these terms, think not only of the expansion of colleges which will cater to those students who can take advantage of university education but also of arranging for a bifurcation at this stage by persuading the universities. There is plenty of scope in this country, which is developing in many ways, for people in other spheres. Everyone should be allowed to be trained for the sphere that is his according to aptitude and inclination. I would request the Education Minister to see what more can be done about this.

श्री रामेश्वरानन्द (करनाल)

यस्य इमे हिमवन्तो महित्वा

यस्य समुद्रे रमया सह आहु

यस्य इमाप्रदिशो यस्यवाहुः

कस्मै देवाय हविषा विधेम ।

[श्री रामेश्वरानन्द]

माननीय उपाध्यक्ष महोदय, . . .

श्री च० का० भट्टाचार्य (रायगंज) : संस्कृत में ही भाषण अब कीजिये न जब कि आप ने संस्कृत में शुरू किया है ।

श्री रामेश्वरानन्द : कौन समझेगा अगर मैं संस्कृत में भाषण करूंगा ? ये क्या लिख सकेंगे ?

उपाध्यक्ष महोदय : अगर आप संस्कृत में बोलेंगे तो आप को उस का अंग्रेजी में ट्रांसलेशन देना होगा ।

श्री रामेश्वरानन्द : कल या परसों जब भी आप संस्कृत में भाषण मुनना चाहेंगे मैं मुना दूंगा । अब मुझे आप हिन्दी में ही बोलने दीजिये, तंग न करें ।

इस समय विश्वविद्यालय अनुदान आयोग की रिपोर्ट पर चर्चा हो रही है । हमारे इन सज्जनों ने अंग्रेजी को बहुत देर तक रखने की सिफारिश की है और कहा है कि अंग्रेजी रहनी चाहिये । क्यों वह ऐसी सिफारिश न करें ? वे इंग्लिश ही तो जानते हैं । यदि संस्कृत के वे विद्वान् होते यदि वे भाषाविद् होते तब उन को दूसरी भाषाओं का पता चल सकता था । मैं किसी भाषा अथवा उस की लिपि का विरोधी नहीं । परन्तु मैं चाहता हूँ कि मेरे देश के बच्चों पर दया की जाये । यहाँ मुसलमान आये उन्होंने ने हमें फारसी और अरबी पढ़ाई । अंग्रेज यहाँ आया, उस ने हमें अंग्रेजी पढ़ाई । अंग्रेज चला भी गया परन्तु अभी तक भी मेरे देश के बच्चों पर यही भाषा और लिपि को चिपकाये रखा जा रहा है । इस लिपि में कोई वैज्ञानिकता नहीं है । जिस भाषा में केवल २६ अक्षर हैं और वे भी अनेक प्रकार के बना दिये गये हैं और अक्षर उन में से एक भी नहीं है, सब के सब शब्द संयुक्त हैं, उस भाषा को हम कैसे यहाँ रख सकते हैं । अक्षर उसे कहते हैं जो केवल एक ही । इस तरह से किसी भाषा में वैज्ञानिकता निहित नहीं रहती । मैं चाहता हूँ

कि वैज्ञानिक भाषा के सम्बन्ध में थोड़ी सी बातें मैं आप के सामने रखूँ । वेदों में छोटे से छोटे विज्ञान से ले कर बड़े से बड़े विज्ञान तक सब का विवरण है । आप मुझे छोटे से छोटे विज्ञान के सम्बन्ध में कहें, उस के बारे में भी मैं आप के सामने वेदों के मंत्र प्रस्तुत कर सकता हूँ । अगर आप बड़े से बड़े विज्ञान के बारे में कहें तो भी मैं मंत्र आप को मुना सकता हूँ ।

सूर्य की गति के सम्बन्ध में वेदों में बड़ा स्पष्ट विवरण है । वेद मानते हैं कि सूर्य लोक चलता है क्योंकि छोटी से छोटी वस्तु से ले कर बड़ी से बड़ी वस्तु तक स्थिर नहीं रह सकती, न पृथ्वी पर और न ही अन्तरिक्ष में । सूर्य कितना महान है, इस के सम्बन्ध में कहा गया है :—

वत् सूर्य महानमिः ।

सूर्य इतना बड़ा लोक है कि पृथ्वी, चन्द्र आदि नक्षत्र तथा सारे लोक लोकांतर उस के सामने तुच्छ हैं, छोटे हैं । सूर्य न चले, अगर कोई ऐसा कहता है तो वह युक्तिशून्य बात है । छोटे से छोटा परमाणु जो है, वह गति करता है । बड़े से बड़ा पार्थिववादी लोक गति करता है । अगर यह कहा जाता है कि सूर्य गति नहीं करता तो यह बुद्धिशून्य बात है, इस को कोई भी वैज्ञानिक स्वीकार नहीं कर सकता है । वेदों में मंत्र आया है :—

कः स्वद एकाकी चरितः ।

इस एक मंत्र में चार प्रश्न हैं । अकेला कौन विचरता है और नया नया प्रतिदिन कौन होता है ?

हिमस्य भेषजम्, जो मरने वाली वस्तु है, उस की दवाई क्या है और कस्य मात्रा न विद्यते, कौन वस्तु आज तक मापी नहीं गई

है ? इस का ठीक उत्तर आगे एक मंत्र में दिया गया है :—

सूर्य एकाकि चरति चन्द्रमा च जायते
पुनः अग्नि हिमस्य भेषजम् भूमि राववबपनम
महत् ।

सूर्य मंडल अकेला विचरता है और किसी के चारों तरफ नहीं घूमता और किसी की परिक्रमा नहीं करता और इस सूर्य मंडल के चारों ओर भूमि विचरती है अन्य प्रदेशों क्यों खाली रह सकते हैं । जब हमारी पृथ्वी जहाँ विचरती है, इस के अतिरिक्त जो स्थान है, वह खाली कैसे रह सकता है । दो भूमियों के मध्य एक चन्द्रमा है । सूर्य के सम्बन्ध में वेदों में बड़ा स्पष्ट आया है :

वट सूर्य महानामि बड़ोदित्य महानामि : ।

सूर्य महान है, उस के सामने कोई भी पार्थिववादी लोक नहीं है । इस में अनेक लोक हैं । सूर्य सब से बड़ा है । इस में कई प्रजायें बस्ती हैं ।

दूसरे स्थान पर प्रश्नों के रूप में भी आया है :

किम् सूर्य समम् ज्योति : ।

इस में भी चार प्रश्न हैं । सूर्य के समान ज्योति क्या है ? उस के समान प्रकाश करने वाले और कौन सी वस्तुयें हैं ? समुद्र के समान और भी कोई तालाब है क्या ? और इसी पृथ्वी से बड़ी चीज क्या है कस्य : मात्रा न विघते : । कौन वस्तु ऐसी है जिस का आधा तक माप नहीं हो सका है । इस का उत्तर दूसरे में दिया गया है :

ब्रह्म सूर्य समम् ज्योति : त्रौ समुद्र समम् सरः
इंद्र पृथ्व्ययै वरपीयान् गोस्तु मात्रा न विच्छते ।

सूर्य जिस तरह से स्वयं प्रकाशित है, उसी तरह से भगवान भी स्वयं प्रकाशित है, जैसे सूर्य औरों को प्रकाश देता है और अपने

आप भी प्रकाशित होता है, वैसे ही भगवान भी औरों को प्रकाश देता है ज्ञान देता है और अपने जानने का ज्ञान भी देता है । गोस्तु मात्रा न विघते । वाणी की विशेषता, महता आज तक किसी ने भी मापी नहीं है । केवल वेदों के आधार पर ही मैं कह रहा हूँ कि सूर्य महान है । हम देखते हैं कि जब हम बम्बई या कलकत्ता जाते हैं या पाकिस्तान जाते हैं तो दिन के बारह बजे सूर्य हमारे सिर पर होता है ।

एक माननीय सदस्य : क्या आप यह विज्ञान के सम्बन्ध में सब कुछ कह रहे हैं ?

श्री रामेश्वरानन्द विज्ञान से यह सम्बन्धित है । यह एक महान विषय है । मैं ने अंग्रेजी की ६० बी० सी० पढ़ने का लाभ नहीं उठाया है । साधारण से साधारण और बड़े से बड़े विषय का ज्ञान मुझ वेदों में मिलता है ।

मैं यह कह रहा था कि सूर्य महान है और कैसे महान है, इस को आप सुनें । मैं कह रहा था कि दिन के बारह बजे जब बम्बई या कलकत्ता जाते हैं, तो सूर्य हमारे सिर पर जान पड़ता है । जब हम हिमालय पर जाते हैं तब भी सूर्य हमारे सिर पर जान पड़ता है कहीं पर भी आप चले जायें बागह बजे सिर के ऊपर सूर्य जान पड़ता है । यह हाल कमरा है । यह सारी दिल्ली के सिर पर नहीं दिखाई पड़ेगा । सारे देश के सिर पर सूर्य दीख पड़ेगा । इस वास्ते सूर्य महान है । लेकिन यह छोटा क्यों दिखाई देता है । इमलिये यह छोटा दिखाई देता है कि यह हजारों और लाखों कोस दूर है, इसलिये इस तक जाते जाते हमारी दृष्टि छोटी होती जाती है, इस वास्ते यह छोटा दिखाई देता है ।

विज्ञान संस्कृत भाषा में निहित है । मैं कहूँगा कि आप के विश्वविद्यालयों में पढ़ाये जाने चाहियें, वेदों की ११२७ शाखायें पढ़ाई जानी चाहियें । मुसलमानों के समय में इन पुस्तकों को जलाया गया, अंग्रेजों के समय में इस और कोई ध्यान नहीं

[श्री रामेश्वरानन्द]

दिया गया। लेकिन मुझे दुःख है कि मेरे यहां आज राम राज्य होते हुए भी प्राचीनतम भाषा संस्कृत की ओर कोई ध्यान नहीं दिया जा रहा है। आज हम पर दोष लगाया जाता है कि हम लोग दक्षिणी भाषाओं के विरोधी हैं। मैं कहता हूँ कि यह बात शन प्रतिशत झूठ है। हम इन भाषाओं के बिल्कुल भी विरोधी नहीं हैं। मैं चाहता हूँ कि मेरे देश की जितनी भी प्रान्तीय भाषायें हैं वे फलें फूलें। मेरे देश की भाषाओं में हमारी प्राचीन सभ्यता भरी पड़ी है, ज्ञान भरा पड़ा है। लेकिन कम से कम इन एबों की सीढ़ी को तो आप जाने दो यहां से। ए० बी० सी० डो० या जो कुछ भी आप इस को कहें, इस को तो इस देश से जाने दोजिये। अंग्रेज चला गया, फिर इस कलंक को हमारे सिर पर क्यों आप रखे हुए हैं। कब तक आप इस के साथ चिपके रह सकते हैं? आप विश्वविद्यालयों में इंग्लिश के स्थान पर हिन्दी को लाइये और प्रान्तीय भाषाओं को द्वितीय भाषा के रूप में लाइये।

आज यह कहा जाता है कि अंग्रेजी के बिना एक दूसरे के भावों को नहीं समझा जा सकेगा। मैं कहता हूँ कि यह मिथ्या दलील है। जब अंग्रेजी नहीं थी तो उस समय इस देश के लोग रामेश्वरम् से ले कर काश्मीर तक जब जाते थे तो किस भाषा में बात करते थे। उस समय गीर वार्णा चलती थी। संस्कृत को आप आगे लायें। लेकिन आज इस तरफ कोई ध्यान नहीं दिया जाता है। इस को विश्वविद्यालयों में क्यों नहीं आने दिया जाता है? मुझे दुःख है कि विद्यार्थियों से जब कभी मैं पूछता हूँ कि तुमने क्या संस्कृत ली है तो वे कहते हैं नहीं। जी नहीं ली है। जब पूछा जाता है कि क्यों नहीं ली है तो जवाब मिलता है कि साइंस में जाना है, इसलिए अगर संस्कृत लेंगे तो साइंस में जाने नहीं दिया जायेगा। मेरे देश के बच्चे इस तरह से आज मेरी भाषा से, मेरी

संस्कृति से विश्वविद्यालयों में शून्य रखे जा रहे हैं। मैं पूछना चाहता हूँ कि संस्कृत भाषा में विज्ञान क्यों नहीं पढ़ाया जा सकता? विज्ञान अनन्त है क्योंकि ज्ञातव्य वस्तुएं अनन्त हैं। विज्ञान सीमित नहीं है। आपके विश्वविद्यालयों में विज्ञान पढ़ाया जाता है, ठीक है पढ़ाया जाना चाहिए। लेकिन इस विज्ञान को कौन जानता है, उसके बारे में भी पढ़ाया जाना चाहिए। आज अन्य भाषाओं में शिक्षा दी जाती है इसलिए जीवात्मा के सम्बन्ध में नहीं पढ़ाया जाता। जो सब कुछ जानता है वह अपने आपको नहीं जानता। मैं पूछता हूँ कि जो इतना भी नहीं जानता उसको लखनऊ भेजना होगा या नहीं?

कुछ माननीय सदस्य : आगरे, आगरे।

श्री रामेश्वरानन्द : तो चलो आगरे ही सही। मेरा तो इतना ही ज्ञान था सो मैं ने कह दिया।

तो मैं पूछता हूँ कि क्या जीवात्मा विज्ञान नहीं है। यदि आप जीवात्मा को नहीं मानते तो मैं उसके सम्बन्ध में युक्ति देना चाहता हूँ। यदि जीवात्मा नहीं है तो मेरे हस्त पादादि का संचालन कौन कर रहा है?

एक माननीय सदस्य : भगवान।

श्री रामेश्वरानन्द : भगवान की आप बात करते हैं तो जब मैं इस शरीर से निकल जाता हूँ उस समय भी तो भगवान रहता है, वह क्यों इसका संचालन नहीं करता। भगवान का एक छोटा साथी जीवात्मा भी है। भगवान विश्व का संचालन करता है, और जीवात्मा इस शरीर का संचालन करता है। यदि जीवात्मा न हो तो भगवान सृष्टि कैसे बनाये। कोई भी वस्तु बनाने वाला तभी बनाता है जब उसकी जरूरत होती है। जैसे घर में भोजन

तभी बनता है जब कोई खाने वाला हो । चाहे बनाने वाला भले ही बैठा रहे और घर में दाल आटा भी हो, लेकिन अगर कोई खाने वाला नहीं है तो बनायेगा किसके लिए ।

एक मामनीय सदस्य : हलवाई तो बनाता है चाहे खाने वाला न हो ।

श्री रामेश्वरानन्द : लेकिन अगर उसका सामान कोई लेने वाला न हो तो वह क्यों बनायेगा । उसकी तो दुकान ही उठ जायेगी ।

तो वेद में इसका स्पष्ट वर्णन है कि ईश्वर है, जीव है और प्रकृति है । परमेश्वर बनाता है जीवात्मा के लिए, अपने लिए नहीं । अपने लिए तो उसे कुछ नहीं चाहिए क्योंकि वह तो पूर्ण है । तो ईश्वर जीवात्मा के लिए बनाता है । अगर जीवात्मा न हो तो ईश्वर बनाये किसके लिए और अगर प्रकृति न हो तो बनाये किससे । कोई भी भोजन बनाने वाला दाल आटे के बिना नहीं बना सकता । वह कितना भी बुद्धिमान क्यों न हो लेकिन अगर घर में दाल आटा न होगा तो वह भोजन नहीं बना सकेगा । कुम्हार को बर्तन बनाने के लिए मिट्टी की जरूरत होती है ।

इसलिए मैं कहना चाहता हूँ कि आप सारे कला कौशल पढ़ाएँ लेकिन हमारे विज्ञान को भी पढ़ाएँ । मैं इस बात को नहीं मान सकता कि हमारी भाषा में विज्ञान की शिक्षा नहीं दी जा सकती ।

तो मैं आपके सामने कहना चाहता हूँ कि जीवात्मा एक ऐसी ही नित्य वस्तु है जैसा कि परमात्मा है और जो नित्य है उसका अभाव नहीं हो सकता और जिसका अभाव है उसका भाव नहीं हो सकता । हम थे तभी यहां आये हैं, न होने तो कैसे आने । और यहां मे जायेंगे तो भी वहीं न कहीं जायेंगे, यह नहीं हो सकता कि हमारा अन्तर्भाव हो जाये । जो लोग कहते हैं कि जीवात्मा नहीं है व इन प्रश्नों का उत्तर दें । जीवात्मा नित्य है । यदि मैं आज यहां मौजूद हूँ तो पहले भी था, अब भी हूँ और

आगे भी रहूंगा । मेरा अभाव नहीं हो सकता । मैं एक छोटा सा कण दे देता हूँ । उसे कोई वैज्ञानिक खो कर दिखाये । जब एक छोटा सा कण नहीं खोया जा सकता तो जो जीवात्मा इस शरीर में है उसको कैसे खोया जा सकता है । उसको नहीं खोया जा सकता । यह ठीक है कि हम और आप कहीं थे, अब आ गये हैं और आगे भी रहेंगे । इसलिए परमात्मा नित्य है, जीवात्मा नित्य है और प्रकृति भी नित्य है । यदि प्रकृति न हो तो परमात्मा किससे बनाये । इसलिए जो लोग यह कहते हैं कि इंग्लिश के द्वारा ही शिक्षा दी जा सकती है उनको मैं कहूंगा और मैं आपको द्वारा शिक्षा मंत्री महोदय को कहूंगा कि संस्कृत भी पढ़ावें क्योंकि संस्कृत प्राचीनतम भाषा है, इससे प्राचीन कोई भाषा नहीं है । इसमें स्वाभाविकता है । उसके ६१ अक्षर हैं और आप संसार भर की किसी भाषा का शब्द लाएँ उसमें लिखा जा सकता है । आप इंग्लिश में पानी को वाटर कहते हैं, लेकिन अगर इसका कारण पूछा जाये कि आप पानी को वाटर क्यों कहते हैं तो आप नहीं बता सकेंगे । लेकिन हम से अगर कोई ऐसा प्रश्न करेगा तो उसको उसका उत्तर मिल सकता है क्योंकि हमारी भाषा स्वाभाविक है और वैज्ञानिक है इसलिए मैं आपसे कहता हूँ कि आप देश को उस तरफ लौटाएँ । और मैं किससे आशा करूँ । कौन लाएगा इसको लौटा के ? आप ला सकते हैं, आप देश के कर्णधार हैं । आप ऐसा नहीं करेंगे तो आने वाली सन्तान कहेगी . . .

एक माननीय सदस्य : हम तो नहीं समझेंगे ।

श्री रामेश्वरानन्द : आप न समझें तो न समझें । लेकिन देश आज आपके लिए नहीं बनाया जा रहा है । मैं उन के बारे में कह रहा हूँ जिनके लिए आज आप नहरें और बांध बना रहे हैं, जो आने वाली सन्तान है उसके लिए भाषा की आवश्यकता है । उनके लिये भाषा बनायी जानी चाहिए । मैं पूछता हूँ कि

[श्री रामेश्वरानन्द]

क्या हिन्दी को राष्ट्रभाषा का पद किसी ने दया या कृपा करके दिया है। और मैं फिर भी कहता हूँ कि आप हिन्दी को नहीं चाहते तो सारे देश की राय ले लें और जिस भाषा को अधिकतर लोग चाहते हैं उसको राष्ट्रभाषा बनाएँ मुझे कोई आपत्ति नहीं है। आज हमारा देश स्वतन्त्र है इसलिये मैं ऐसा कहता हूँ। यदि देश स्वतन्त्र न होता तो आप अंग्रेजी को चलने देने। लेकिन स्वतन्त्र देश के लिये तो अपनी भाषा आवश्यक है। आप देश की राय लेकर किसी भी भाषा को राष्ट्रभाषा स्वीकार कर लें मुझे आपत्ति नहीं है लेकिन आपको उसके लिए सारे देश की राय लेनी चाहिए केवल इस कमरे के बैठने वालों की नहीं।

आज भी देश में कितने लोग इंग्लिश जानते हैं। आज अवस्था यह है कि जिन लोगों की राय से हम यहां आए हैं उनमें से ७५ प्रतिशत के लिए तो काला अक्षर भैंस बराबर है। अंग्रेजी तो जानने का सवाल ही क्या है। इसलिए मैं नम्रता से कहना चाहता हूँ कि आप देश को इधर लीटाएं और मैं मन्त्री महादय से कहूंगा कि जब भी कोई इस प्रकार की रिपोर्टें तैयार करायी जाए तो उसको तैयार करने वालों के साथ कुछ संस्कृत जानने वालों को भी रखा जाए। हमारी इतनी उपेक्षा न की जाए। महाभारत से लेकर आज तक हमको किसी ने नहीं पूछा। मुसलमान ने इसलिये नहीं पूछा क्योंकि वह समझता था कि ये विरोधी हैं। ईसाइयों ने भी नहीं पूछा। तो अब हम कहाँ जाएँ? एक बात मैं और भी कह देना चाहता हूँ

एक माननीय सदस्य : पंडित जी भी नहीं पूछते :

श्री रामेश्वरानन्द : मैंने कहा है कि आज भी हमको नहीं पूछा जाता। लेकिन मैं कहना चाहता हूँ कि संस्कृत के विद्वान् सात्विक होते हैं। आप अखबारों में रोज पढ़ते हैं कि अशुभ व्यक्ति ने रेल या ट्राम के नीचे आकर

जान दे दी, लेकिन किसी संस्कृत के विद्वान् के बारे में आप ऐसा नहीं पायेंगे क्योंकि यह इस भाषा की विशेषता है।

Mr. Deputy-Speaker: There are about 22 hon. Members who are anxious to speak. I will, therefore, request hon. Members to confine their remarks to ten minutes each. Shri Muthiah.

Shri Muthiah (Tirunelveli): Mr. Deputy-Speaker, Sir, the Report of the University Grants Commission for the year 1960-61 is quite commendable for it gives an idea of the very valuable service it is rendering to the cause of higher education and of the very large amount it has been spending for that purpose. The development programme undertaken in 1957 by the Commission has been continued throughout the Second Plan period. The Commission gives liberal grants for libraries, laboratories, science halls, hostels, non-resident students' centres etc. The grants are given on a sharing principle to the State universities, that is, two-thirds for libraries and laboratories, half for hostels for men, three-fourths for hostels for women and on cent per cent. basis to the Central universities. The total grants paid to the universities, State and Central, for humanities and science and technology for the year 1960-61 amount to Rs. 330.9 lakhs.

The University Grants Commission gives liberal grants to the universities for training and research in basic science subjects and for new post-graduate departments. The number of post-graduate departments in science subjects has increased from 363 to 466 in the Second Plan period. Two new departments have been opened in astronomy and astrophysics and in geophysics. 103 new post-graduate departments in the universities and colleges have been established in the Second Plan period. There is a very large increase in the number of students in post-graduate Science Departments.

श्री लहरी सिंह (रोहतक) : उपाध्यक्ष महोदय, माननीय सदस्य अपनी लिखी हुई स्पीच को यहां हाउस में पढ़ रहे हैं जो कि मुनामिब नहीं लगता है। अनबता अपनी तकरीर के दौरान वह अपने नोट्स को कभी कभी रैफर कर सकते हैं लेकिन बिल्कुल उमकां पढ़ने जाना मुनामिब नहीं है।

Shri U. M. Trivedi (Mandsaur): On a point of order. Ordinarily speeches are not allowed to be read in the House.

Mr. Deputy-Speaker: The hon. Member can refer to it.

Shri U. M. Trivedi: It is only limited to Ministers who are not able to deliver their speeches.

Shri Muthiah: The University Grants Commission has in the Second Plan period helped in opening new engineering colleges and polytechnic institutions and new under-graduate and post-graduate courses in the existing colleges, in introducing the five year integrated course in engineering and in instituting post-graduate scholarships and fellowships in engineering subjects. New engineering courses have been developed by the Commission in mining engineering, chemical engineering and technology, telecommunication engineering, architecture, and high-voltage engineering. The integration of the pre-professional course of one year with the professional course, bringing about a five-year integrated course is to be welcomed. Educational tours of engineering students are encouraged by the Commission, and 50 per cent of the cost is met by it.

Shri Hari Vishnu Kamath: It may be taken as read.

Shri Muthiah: With regard to post-graduate education in engineering, the Commission has helped the universities to open a number of post-graduate courses in engineering. To promote research in institutions giving post-

graduate education, in special subjects, the Commission has sanctioned about Rs. 3 lakhs. As incentives for students to take to post-graduate studies and research, the UGC is awarding a number of junior fellowships of the value of Rs. 250 per month and a number of senior fellowships of the value of Rs. 400 per month. To promote post-graduate studies in medical sciences, the Commission is giving liberal grants for post-graduate studies in basic medical sciences. Rs. 17 lakhs has been paid to the Calcutta University to open a post-graduate unit in medical sciences.

With regard to enrolment in colleges and universities, I should say that there is a steady increase in the number of university students. In the year 1960-61, the total enrolment was 10 lakhs—there was an increase of 2 lakhs in 1960-61 over the enrolment in 1956-57. There is a steady increase in the enrolment of women in colleges and universities. From 106 lakhs in 1956-57, it increased to 172 lakhs in 1960-61. The increase of students at the post-graduate and research level is from 36,000 in 1956-57 to 63,000 in 1960-61. The enrolment for science courses has risen from 2.1 lakhs in 1956-57 to 3 lakhs in 1960-61, that means, there is an increase of 43 per cent.

With regard to admission in colleges, I must strike a note of caution. While increase in numbers in colleges is inevitable, because of the growing population and the increasing number of school-leavers, it is still necessary to maintain good standards and to ensure that the students who seek admission in colleges have the necessary aptitude and capacity for intellectual pursuits at a higher level.

Special grants are given by the UGC for various purposes: centenary grants of Rs. 1 crore to each of the three universities of Madras, Bombay and Calcutta; special grants of Rs. 1 lakh to each of the colleges completing hundred years of existence, benefiting 31 colleges in the country; grants for establishing Gandhi-Bhavans to promote the study of Gandhiji's ideals and way

[Shri Muthiah]

of life; grants for establishing Tagore Chairs and lectureships in memory of Gurudev Rabindranath Tagore and grants for Buddhist studies; grants to the University Film Council to exhibit good films of educative value to boys and girls; grants for printing presses for universities to publish best books and journals; grants for special publication schemes, etc. The University Grants Commission is to be commended for giving grants for special publications in regional languages and for encouraging regional literature. It pays two-thirds of the entire cost.

A grant has been made for Kamba Ramayana to be published by the Annamalai University. There is also going to be a critical edition of Valmiki Ramayana to be brought out by the Baroda University. Then there is the Malayalam lexicon to be published by the Kerala University. In this context, Sir, I would make a humble appeal to the University Grants Commission to give a decent grant to bring out a veriorum edition of Tirukkural in Tamil, written by the sage Thiruvalluvar, which is the greatest moral classic in the entire world. I would also appeal to the University Grants Commission to bring out an edition of unifying and edifying literature in all important languages of India, containing the noblest passages from the scriptures of all religions and the noblest hymns of all sains and sages from all regions and all languages which help in uniting and integrating us.

Then there are grants for publication of research work, e.g., doctorate theses of high standard and learned works of university professors. There are grants for Archaeology and for preservation and utilisation of valuable manuscripts, and for the development of linguistics. There are grants for the teaching of non-regional languages in universities, e.g., grants for teaching South Indian languages in North Indian universities. The Commission also awards prizes for the study of non-regional

languages. Then there are grants for post-graduate and research scholarships and fellowships for sciences; grants for holding seminars and summer institutes; grants for extension lectures by university professors. Then there are grants for the establishment of centres of advanced study in the universities. Twenty such centres of advanced study are to be established in basic and applied sciences like Physics, Chemistry, Botany and social sciences like economics.

The advanced centres of studies are to be opened in the Third Plan period and Rs. 4 lakhs have been allotted for each centre, and Rs. 3 crores have been set apart to be spent for this purpose in the Third Plan.

Then I come to the question of medium of instruction. The Working Group appointed by the University Grants Commission studied this problem carefully and the report of the group is in favour of the retention of English at the university level for science and technology and for all-India competitive examinations.

Then, a word about students, their discipline and their education. Now a lot of talk is going on about students indiscipline. Students misbehave in some colleges now and then. But we have to go to the root causes of the indiscipline of students. Even though the students are to blame to some extent for their occasional misbehaviour, the trouble is also traceable to the teaching staff, to the atmosphere that prevails in the College or the University campus. And so, in order to promote discipline among the students, we have to promote the quality of the teaching staff, we have to create a good cultural atmosphere, we have to develop social service leagues and develop the various cultural organisations and, above all, we have to create an interest in the

students for the subjects that they study. For this purpose the teacher should be a capable man to teach the subject in such a way as to create an interest in the minds of the students for that subject. The University Grants Commission is also giving grants for educational tours of students, and this is to be welcomed, as such tours contribute to the mental and moral development of the students.

With regard to the examination system, the University Grants Commission recommended in 1955 the reduction of the burden of the final examination, distributing the work of the students uniformly throughout the course, and instituting tutorial work. In regard to the examination system, much has been said. And, as a Professor of a college for a long number of years, I have found that students who are very diligent, earnest and industrious, who attend classes and listen to the lectures very regularly sometimes fail, while students who have been most indifferent and idle but who just cram up a few selected topics at the time of the examination succeed, even though their class record is very very poor. In view of this I would suggest, as the Committee appointed by the University Grants Commission also has suggested, that the progress of the students throughout the year must be considered, because at the time of the public examination, for various reasons, a student gets flurried, or he falls ill or omits certain questions and he fails. So, in order to help those good and earnest students who have been very diligent throughout the year, their progress throughout the year has to be taken into account and not merely their marks at the final public examination. Then only justice will be done to all the students.

With regard to the three-year course, from my experience I can say that the present pre-University course does not do good to most of

the students, because in the High School classes they have the medium of the regional language, and as soon as they get into the college they find it extremely difficult to understand the subjects in English and they are able to understand them only in the latter part of the year, just before the time of the examination. In order to prevent this, I would suggest—and I may say that the U.P. Universities and the Bombay University are thinking on these lines—that the pre-University course be extended by one more year. That is, the High School course now runs up to the Tenth Standard. After the High School course is over, in the college the pre-University course should be extended by one year and it should run for two years; or we may have the Secondary School course running for twelve years, instead of the present ten years, and then we may have the three-year degree course. That is my humble suggestion in view of the difficulties faced by the students in adjusting themselves to the present set-up.

Dr. K. L. Rao (Vijayawada): Mr. Deputy-Speaker, the Government of India has taken a wise step in setting up the University Grants Commission, by Parliamentary Act of 1956, and entrusting to it the work of co-ordination and maintenance of standards and giving grants in consultation with the universities. This has been set up as a parallel to what obtains in the United Kingdom.

It is very interesting to note that while in India for 1959-60 the University Grants Commission have granted for 44 Universities with a student population of 10 lakhs only Rs. 5.4 crores, in the United Kingdom the University Grants Committee has granted for half the number of universities, that is twenty-two, with a student population of only one lakh of people, an amount of Rs. 80 crores.

[Dr. K. L. Rao]

This immediately shows that we should be extremely economical in our endeavour, and we should not imitate merely the big and costly structures, institutions like the Massachusetts Institute of Technology.

We have entered the scientific age rather late and therefore it is very necessary that our student population taking science should be more than the present proportion. Now they are at the moment about 26 per cent. It should be at least 40 per cent. As one hon. Member has remarked already, the engineering students form about 3·4 per cent in this country, as against 10 to 15 per cent in European countries. It is 20 per cent in Germany and 33 per cent in the U.S.S.R. Therefore, in respect of science and engineering we have got to considerably increase the percentage of our student population.

Sciences are the languages of nature, and it is most essential for the engineer whose main aim is to control nature. The main advantage of the university is that in the university the fabric, the diaphragm between science and engineering is punctured, and there is an upsurge, an interaction and a complete inter-mixing between science and engineering.

The University Grant Commission in India spent—taking the figures of the Second Plan—an amount of about Rs. 4 crores on Humanities, Rs. 4 crores on Science and Rs. 4 crores approximately on Engineering. What is required, therefore, is a far larger allotment to science and engineering, so that we can rectify the proportions which I have pointed out already.

There is one other thing, that for the security of the country and for the economic prosperity of the country it is most essential that the quality of the students that we

produce must be higher. Otherwise we will be producing mere walking handbooks, nothing more. And therefore in the foreign countries these standards are set by public opinion, by professional societies. But here in India we have got to do something, because we are still in the formative stage and we have to do something ourselves. I suggest that the University Grants Commission may set up science museums in the various universities and fill them with exhibits of science and engineering, geological samples and so on, so that when the students walk about these science museums they will get a better impression, a better enthusiasm and a better knowledge of sciences.

There is another thing. There are so many new things coming on in the market, so many new appliances: for instance, the transistor, or the digital computer which is a magnificent thing and can do within hundred seconds what a man was doing in hundred days. They are all new to our boys. That is because we do not have any of them. What I say is that the University Grants Commission should purchase one or two of these things and set them up in some universities. They will amplify it, multiply it and give it to others. Therefore, I submit that the University Grants Commission must buy these various new equipments from time to time and give them at least in a few places.

Then with respect to libraries, we must make a large headway. Our libraries in the universities are poor. We have to equip them as early as possible. For example, if you take Oxford and Cambridge, there are as many as three million books in each of these libraries. That is about fifty times what we have in our Parliament Library here. That is very essential because a library is one of the most important assets for

the advancement of knowledge. It is essential that libraries must be built up as early as possible. Not only that. University libraries are the best places where we should have an adequate translation service. For example, vast literatures are pouring forth in French, German, Russian and Japanese and that is entirely lost to us. We do not know anything about them. They have to come through some translation from England or the U.S. which comes long afterwards. Therefore, I submit that the University Grants Commission should one or two universities to organise translation services so that we may be up to date in the vast new literature that is coming up.

Ancient India was very famous in mathematics and for many of our sciences and for engineering. For example, I saw one of the inscriptions published by *Epigraphica India* dated the 12th century where principles were written for the construction of reservoirs, most beautiful principles comparable with modern concepts. I will just give one example. A number of principles have been laid down. The first principle is this. They say that the construction of a reservoir is one of the acts by which the man who constructs it goes to heaven. That is a principle by which they attracted finance. That is a criterion for our Finance Ministers also. Another principle is that a reservoir should not be constructed at the boundary between two kingdoms. If only this principle had been observed at Karnafuli or Mangla, we would not have trouble between Pakistan and India. Like that, beautiful principles have been laid down. In the south, built about 1300 years ago is the Grand Anicut, which is still functioning. This is one of the most marvellous things. Sir Arthur Cotton, one of the greatest British Engineers, who has done yeoman's service to this country, has drawn pointed attention to this. What I mean by yeoman service is, he is

practically responsible for all the river valley construction in India during the last century. He has been responsible for the Sone system in Bihar, he has been responsible for the Mahanadi canals in Orissa, for the Godavari-Krishna system in Andhra and for Cauvery-coleroon system in Madras, and so on. He was so enthusiastic about these works that he even admits that the State was always opposed to him. Even in those days, there was this disease, he complains, that these people were throwing cold water on his plans instead of throwing cold water on the fields which would have been more beneficial. Such a great man has pointedly written to say that he has learnt everything from Indian engineering. This, he has written about 150 years ago. For example, again, the ancient Indians knew that the earth was orbiting round the Sun much earlier than Galileo. These are not put in the text books because there is no authentic record about it. I submit that the University Grants Commission, because of the facilities it has got, should gather and put together various pieces of information that are available in the country and make up a history of ancient Indian sciences. That is what I am driving at.

The University Grants Commission has made two remarks in their report with regard to technical education. They say that in respect of technical education, they have jurisdiction only over University institutions and the other engineering colleges pertain to the Ministry of Scientific Research and Cultural Affairs. Secondly, they say, in their management, in their giving grants and in their development projects of the engineering colleges, they are guided by the All India Council of Technical Education. This is a very erroneous position, highly erroneous and this position should be rectified as early as possible. I will show why.

The idea of the University Grants Commission has come to us from

[Dr. K. L. Rao]

England. We must see how it has come to us and what the reason is. In the universities in England, as elsewhere it should be, they had always prided themselves in the academic freedom, with no interference from anybody. That is how they felt. When the expenditure went up, when it was impossible for the local authorities and others to sustain them and when money had to come from the Treasury, of course, a parliamentary type of control was found necessary. Then, it was suspected that once Parliament controlled it, freedom would be lost. They, therefore, found cut this *via media* of establishing a University Grants Committee by which direct departmental control is avoided. Exactly the same measure we should have in this country. Once you accept the principle, I do not understand how the State engineering colleges, for example, which number as many as 80 could be outside U.G.C. control. First they are under the Director of Technical Education, then again under the Ministry of Scientific Research and Cultural Affairs. They lose freedom. There is not that university freedom which is necessary for the prosperity of higher knowledge in this country. Let us take England. There, the University Grants Committee gives grants for all the higher engineering institutions, it does not matter whether they are university institutions or not. For example, the Imperial College of Technology and Science, London, the Royal College of Science and Technology, Glasgow or Manchester—they are not University institutions but still they come under University Grants Committee and not under local authorities. Irrespective of what the Institution is, whether it is financed by the State, or not,—that is a purely book adjustment—all the engineering institutions of the higher degree standard must come under the University Grants Commission. That is a very important principle. I would only submit to the hon. Minister for Education that he should take it up

as a very important point. This is very important because we are now at the formative stage and in the formative stage, we should do things correctly. Once we do things badly or incorrectly, conservatism never dies, it is stated, and it will be very difficult to reform afterwards. Since we are in the formative stage, I would submit this. Out of the 100 engineering institutions, 20 are under the University Grants Commission and the other 80 are under the other two-control system. All these 80 colleges also should come over and be managed by the University Grants Commission.

With regard to the other point that I said about the All India Council of Technical Education, this is one of the things that I have not been able to understand. This Council was started by a Resolution of the Ministry of Education, in 1945, just after the war, to arrange for training of a large number of technical people. It is very important to remember here that the order specifically stated that it shall not have anything to do with university education or university technical colleges. Specially it says that. Nevertheless, that is one of the most un-manageable bodies that I have seen. The membership is 76, nearly 80 which is the membership of the Punjab Legislative of the Punjab Legislative Assembly. It contains all types of representation. It has got labour, it has got commerce and industry; engineers form a very little portions.

Mr. Deputy-Speaker: The hon. Member must now conclude.

Dr. K. L. Rao: I will take another five minutes. This is an important point.

Mr. Deputy-Speaker: He has already taken 15 minutes.

Dr. K. L. Rao: The point I was saying was, this All India Council of

Technical Education has a membership which is not engineering. Engineering education must be guided and processed only and essentially by the engineering profession. Engineering education must be the business of the engineers, just like medical education. Suppose a doctor's course is to be prescribed by a layman or by an engineer, it will be meaningless. Unfortunately, in the All India Council of Technical Education, more than two-thirds of the members are outside people, non-engineers. These are the people on whom the University Grants Commission also is depending. That is one of the most incorrect things, I should say.

There is another point which is very important. Engineering education is of two types. Call it a Technical college or a technical school, call it an engineering college or a college of applied science, they are all the same thing. There is only a slight difference. Because there is no time, I will not be able to explain it. There is a small subtle difference. They are all one and one name can be used for the other; there is nothing wrong. The main difference is this. In engineering education, there are two distinct types. One is the diploma and the other is the degree course. The degree course is a full time course and it is meant for higher engineering. The diploma course is meant for part time students. It is of a much lower standard. A man may attend the evening classes; he may attend some days in the week, and so on. For example, in England, there are 25 engineering colleges and there are nearly 600 technical schools. In these technical schools, the type of teachers is also different. While there are extraordinarily good type of professors in the colleges, in the technical schools, the teachers are drawn from industry. The technical schools are meant to train engineers for industry. Another thing is, in the university, principles are taught whereas in the technical schools, it is practice, professional practice that

is taught. Therefore, they are entirely two different things. There is no meaning in having a common board for both these things. But that is what the All India Council of Technical Education is. It is a common board for both these things, which is absurd. I would, therefore, submit that you have to separate these two. The University Grants Commission should have its own committee of experts to deal with the higher engineering knowledge and higher engineering education.

About research also, I would say one word. Research again is a thing which is very loosely talked of. I have heard just a little while ago some Members talking of it. At least in engineering and science, research is synonymous with development. For example, the position in regard to research in Universities in U.K. is that nearly 49 per cent. of the time of the teachers is taken up in research. Research keeps up the continual growth of education. If a professor or a teacher does not concern himself with research, he becomes a stale man; just like a shop-keeper who is selling the very same stock year after year, he will simply say the same thing; there will be nothing new or fresh in him, whereas a man who takes to research is the man who will have new things to tell; there are so many new things that are developing every year, and so many new things are coming up, and so many new principles are being invented. So, it is no use going on without research. Research is a sort of guide; research is a sort of aid in the modern age in modern knowledge and in modern practice in technical subjects.

That being the case, research, in fact, is conducted everywhere in England; it is conducted in the technical schools and the technical colleges; it is conducted in the universities also; everywhere, research is conducted, but only they are of different types and of different standards.

[Dr. K. L. Rao]

There is only one thing more that I would urge, and the reason for my urging it is this. Recently, I heard that the Ministry of S.R. and C.A. want to confine the research which is now being conducted in the technical schools and colleges to some higher technological institutions only, which is entirely wrong. Research must be allowed to permeate completely everywhere. If you do not have money, then do not buy costly equipment, but deal with these institutions in the same way; do not deal with these institutions quite differently.

So, what I am submitting is that in respect of these two points, namely in respect of having the same board, namely the All India Council of Technical Education, for both these categories of institutions, and in respect of the fact that the control of technical colleges are split up between these two Ministries, there is an irrational procedure, and I submit that it should be rationalised.

There is only one thing more that I would submit, and that is with reference to scholarships. I find from this report that they have got programmes for aid to the students. That is quite good. But, as we know, engineering education and technical education is very costly; even in England itself, where there are many more amenities, we find that nearly 70 per cent. of the students are getting some sort of freehips, some sort of scholarships and some sort of aid. Therefore, it is necessary that we should give many more scholarships than we are doing at the moment, in our country. I do not say that Government should give them, because if we take the money away for that, then that will be at the expense of some other thing. What I would submit is that you should open some sort of national fund, say, an education fund for engineering; and ask all the professional engineers

and so on to subscribe to it. As a sort of incentive you should give 50 per cent. of that. If you do like that, I am sure that there will be greater response, for, at least, the professional men feel that they are all debtors to their profession and they must pay back the debts. After all, it is small amount which they will have to give. It is only in that way that you can multiply the technical capacity of this country.

In conclusion, I should thank you for giving me some extra time. I must express my word of praise for the very excellent work done by the University Grants Commission in such a short time, and also a word of praise to the distinguished chairmen. Shri C. D. Deshmukh and Dr. Kothari. I am sure that the University Grants Commission is bidding fair to be the handmaid of our country's prosperity.

Shri P. K. Deo (Kalahandi): While discussing a very non-controversial subject like the promotion of Buddhist studies in this country, my learned friend Shri H. N. Mukerjee unnecessarily dragged in Dr. Raghu Vira in the picture. I am very sorry for that. And he accused him of having run away with some of the collections which he had brought as a result of his tour in Mongolia and Tibet. I have got my highest regard for the learning of my hon. friend Shri H. N. Mukerjee, but I feel that his approach to even such a non-controversial subject is vitiated by his political association with the Communist Party.

After the monasteries and the great centres of Buddhist learning have been razed to the ground in Tibet and elsewhere during the Communist regime, and after the culture and individuality of Tibet has been crushed, it is now imperative on the part of our Government to preserve the study of Buddhist literature, and rightly, an attempt has been made in the University of Delhi towards this end.

I beg to submit that in this regard, Dr. Raghu Vira, as the cultural ambassador of this country, has done yeoman service to this country. He has been responsible for creating an atmosphere of Sino-Indian friendship, and we all know that very well. The Communist Party of India should not think that Sino-Indian friendship is the monopoly of the Communist Party alone. There are other persons also in this country who want that the relationship between India and China should improve and should contribute towards world peace.

Coming to the University Grants Commission, I beg to submit that it deals with 50 universities and a million students. The University Grants Commission has to fulfil a creative task in a country like this which is poor and which is fast developing, and where there has been a great craze for higher education. In planning the growth of higher education, we must look forward, generations ahead of us. There can be no two opinions either in this House or outside, nor will any persuasion be necessary to impress this on Government that investment in human intellect should be very generous. The universities should get the best of everything. That is what we all want, but to our misfortune, education in this country has been beset with two maladies, firstly, the falling standards of studies in schools and colleges, and secondly, the widespread indiscipline, which has been hammered at by a previous speaker, which is prevalent amongst the students; and at times, the teachers also are not out of it. Nowhere in the world is the educational standard so low as in this country. I am submitting this because of the large number of failures in the examinations. 33 per cent. pass is ridiculously low. I beg to submit that there should be a probe into this matter. It may be due to inefficiency in our Indian social life or it may be that there are other factors which contribute to this large number of failures. We shall have to examine these things properly.

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So far as examinations are concerned, I think that the emphasis should shift from memorising a few text-books to actual achievement in academic as well as physical progress.

So far as the students are concerned, I beg to submit that they become miserable victims of circumstances. The text-books are badly written, and are not up to the standard, and the syllabi are not carefully devised. The schools and colleges are ill-equipped, and last but not the least, the teachers are not properly or adequately paid. That is one of the main grievances. We are all anxious for a rapid expansion of education. And there has been a craze for higher education. But quality cannot be sacrificed in the altar for the craze for quantity. We shall have to see that both quality and quantity improve. Education is a human aspect also. It is not like industry which can expand quickly as a result of mechanisation and where there can be mass production.

We all know the Directive in our Constitution that free and compulsory education should be provided at the primary stage. That is the first stepping stone. I submit that there should be free and compulsory education upto the high school standard. It should be available to all students, irrespective of their social status or the paying capacity of their parents. Admission to the next stage, the university stage, should be based on merit. In this connection, the University Grants Commission has recommended that no third division student should be admitted for higher education. I submit that marks should not be the only guiding factor in selection for admission for higher studies. If due to some misfortune in the family or some casualties there or if due to sickness, the student could not do well in the matriculation examination or the entrance examination, that does not mean that he will not do better if given a chance. So the question has to be considered in that perspective.

I entirely agree with the view expressed by my predecessor, Dr. K. L.

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Rao, that there should be full autonomy given to universities. If you examine the budget of the universities in Britain for 1956, you will find that 70 per cent. of the total income of the universities came from the exchequer and 3 per cent. was contributed by the local authorities. Even though such a large proportion was contributed by the British exchequer, there was the least amount of interference with the autonomous working of those institutions. This could be possible only by statutory payment of funds by the respective government to the universities. In our case, we find that in respect of every item of expenditure, the sanction has to come from Government and they go too much into details of the working of the universities. So the universities feel they are not free from governmental interference. So this bureaucratic entanglement should not be an impediment in the way of the proper functioning of universities.

So far as the appointment of Vice-Chancellors is concerned, I submit in all humility that still they are the nominees of the Governors who are the executive heads of the respective States. The Governor is to appoint one person from the panel recommended to him by the Syndicate. So in the appointment, the Syndicate is not the final authority. I feel full powers should be granted to these bodies in this matter.

Regarding text-books, I beg to differ from the view of the Prime Minister. His view is that the production of text-books should not be left to private enterprise. This is not a communist country. Our thoughts, our learning and their progress should not be regimented. These should be left to grow in an independent way. So the Government should refrain from compiling text-books. This should be left to private enterprise. We find that even in the selection of text books, the best books are not selected. So when they find it difficult to select the best text-book, what

is the guarantee that the best text-books would be compiled if the Government took over this function?

Shri J. P. Jyotishi (Sagar): Does the hon. Member think that books on science can bring about regimentation if they are produced by Government?

Shri P. K. Deo: I am not dealing with science.

So far as the procedure for grants is concerned, it is rather lopsided. Institutions of higher learning like the Indian School of International Studies and Indian Statistical Institute, which have got adequate financial resources at their disposal, are given grants to the tune of 95 per cent. whereas private colleges whose resources are very much limited, who find it difficult to raise funds and to make both ends meet, are starving. The quantum of contribution from the University Grants Commission for the upkeep of these colleges is far below what is necessary.

The Report says that against the total amount of Rs. 844 lakhs, Rs. 401.31 lakhs went to institutions of higher learning. More money should be given to private colleges. So far as hostels are concerned, they are overcrowded and are not hygienic. Medical attendance to the boarders is far from satisfactory. I submit that the CHS scheme should be extended to the various hostels so that the boarders could get the benefit of it.

So far as the pay scale is concerned, even though Rs. 400 has been provided as the minimum for a lecturer, we find that the directive of the UGC is not implemented in most cases. So naturally the right type of persons are not forthcoming, and those who come find it very difficult to manage themselves with the little amount they get from these various institutions. They have to engage themselves in other lucrative business in their spare time.

The previous speaker pointed out that there should be a proper academic atmosphere and in spare time the teachers should engage themselves in research work. A very poorly paid teacher having a starving family cannot be expected to engage himself in research work or contribute anything towards the development of the science or art subject with which he is connected. So it is all the more imperative that we should see that our teachers are properly paid.

As regards creation of additional posts, out of 642 such posts sanctioned during the period, according to the Report, there were 226 lecturers and 280 readers and professors. It is confusing as to why there are more readers and professors as compared to lecturers. There should be more posts created for lecturers if the intention is to solve the problem of the educated unemployment.

Coming to the University Films Council, the production of films for education in universities has been entrusted to the Children's Film Society. From our experience we find that the Children's Film Society's activity, besides producing a few films for the entertainment of children and showing them in Sapru House, is very much limited, and we have got grave doubts if they can copy with production of this nature which will be helpful to the students in the universities. So, if the University Grants Commission cannot arrange to have their own studios for the production of these films, they can entrust this to private parties.

So far as preservation and utilisation of manuscripts is concerned, there has been a haphazard approach to the subject. The Department of Archaeology in the Ministry of Scientific Research and Cultural Affairs takes up the work. Then there is the Home Ministry which deals with the national archives, and there are State Governments also who have their own museums and their own libraries for the preservation of various manu-

cripts. I think there should be a centralised approach to this subject, and it should be the concern of either the Education Ministry or the Ministry of Scientific Research and Cultural Affairs to preserve the various manuscripts in the country.

With these remarks I conclude my speech. Thank you.

Shri Mahesh Dutia Misra (Khandwa): I am very thankful to you for having permitted me to say a few words by way of observation on the Report of the University Grants Commission. My predecessors who have spoken on this report have ably put forward certain suggestions, and I wholeheartedly support the suggestion made by Shri A. P. Jain that more grants should be given to the University Grants Commission, that more funds should be kept at the disposal of the Commission, so that it has a better hold on the universities throughout the country.

In the speech that I made on the Demands of the Education Ministry, I had said that the University Grants Commission should be empowered with wider powers, that it should be given full charge of higher education in the country. At that time I had also suggested that the State should not be allowed to interfere in matters of universities. That means universities should be taken out of the sphere of State List, but, of course, that involves a constitutional amendment. I would suggest, joining with Shri Jain, that if more funds are given to the University Grants Commission, the financial powers that would be exercised by them would then give them more power, more authority to interfere in the affairs of the universities. I think the University Grants Commission's interference in the sphere of higher education would be welcomed by all concerned, because this would for all practical purposes be a body of experts.

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At present we have only a few members in it. I would suggest that the structure of the University Grants Commission should be broadened. More people should be invited to join it, and this would also give them an opportunity to be in touch with the university education in the country. Retired educationists professors and all others who are interested in the field of higher learning should be invited to join the Commission. If we take them in the Commission, they will also have a good supply of men for the posts of Vice-Chancellors in different universities, because these people would have been in touch with university education. As I said in the last speech, sometimes Vice-Chancellors are appointed from among those who have had no touch or contact with higher learning. They might have dealt with some files concerning university education or higher learning, but they themselves have had no experience of university education or intimate contact with university matters. That is why I suggest that we have a broad-based, large body of experts in the University Grants Commission. They should be allowed to exercise full powers, as much authority as possible in the field of higher education. This would also solve the problem of bureaucratic interference in the sacred spheres of higher learning.

I do not want to say anything about bureaucratic interference, but we have had enough experience in other matters to know that bureaucracy moves very slowly and in a very conservative manner. It moves sometimes in a peculiar manner, and if bureaucracy is vitiated in certain directions, the whole thing goes phut. So, in the sphere of higher learning I would demand that bureaucracy should have nothing to do with the universities or their grants-in-aid or anything like that. That is why I suggest that the University Grants Commission should be broadened, its

powers should be enlarged, and as far as possible, the State should not be allowed to interfere in the sphere of higher learning, especially universities.

A good deal has been said in the past and also in today's discussion that there is an urge for higher learning in this country. I do not want to equate this urge for higher learning with the rush of students at the doors of every college or university at the time of admission. I do not think everybody who goes to the college or university for admission has an urge for higher learning. He wants employment and he thinks that if he becomes a graduate, if he passes M.A., or takes a degree, he might get a better employment. That is all that can be said about the average student. Of course, there are a few who would like to go up who would like to study and devote themselves to various fields, and some of them are so ambitious that they would not like to go to competitions, to join the higher services, services with better prospects, but would stay on in the university if they are given a suitable job.

And that is why this problem of teachers getting qualified teachers, arises, because we do not make the conditions of service quite attractive for the middle class society. The problem is that of the middle class society. The ambitions of the middle classes are that they should go up and up, that they should get all the emoluments enjoyed by others and that is why we do not get the former ancient *guru* who would live in the jungle like a *rishi* and impart knowledge to the pupil at the lowest cost possible. We always talk of the ancient past, the ancient *guru*, and we try to discover him among the teaching class which comes from the middle classes. We have placed certain

attractions before the middle classes in this country, and then we want the teacher class to abstain from those ambitions, to abnegate in favour of society, to abnegate in the interests of society.

The teachers are ambitious because they compare themselves with officers in other spheres. When they find that their own sons and daughters are not able to get the education they themselves got, they become frustrated. And with the cost of living mounting high, we find that the average teacher is not able to educate his own son and daughter. Therefore, I do not suggest that the pay scales should be increased, that they should gradually go on increasing, but I want that the amenities given to the teachers, especially for academic purposes, for the purpose of their own sons' and daughters' education, should be increased and made more liberal.

So far as the rush of students is concerned, it has got to be checked, because we are not going to cope with the demand for higher education in this country so long as this higher education continues to offer employment to our university graduates. So far as the science faculties are concerned, I think the University Grants Commission has done a good job by providing various amenities, but so far as the humanities are concerned, I find that the rush is greater in this field, in spite of the fact that we want science subjects should be encouraged. It is bound to be there, because every man wants that he should become a graduate, at least an M.A. M.A. has become more or less like the matriculation standard of the 'thirties. So, naturally there are many applicants, and I suggest, as has been suggested by certain Members in the past, that there should be a merit test, but this merit test should have one consideration, that the poorer classes, people from the lower strata, are given some kind of

an advantage or lift so that they are also included in the merit list. These classes should be given fair representation in selecting students for the universities. Our Education Minister said last time that he was going to give more scholarships to the needy students. If the scholarships are going to be given in abundance I think this problem would be solved because poorer people would be able to send their students for higher learning.

There is another suggestion. That is: the specialised education and specialised training from the matriculation stage. People should be selected at the matriculation level for various services, for lower grade services, etc. If students are given training for particular fields and particular spheres of activity, they will be better officers or better subordinate officers than graduates who are recruited raw. I would suggest that at the matriculation stage, at the B.A. stage and M.A. stage there should be direct selection for the services. Training should be given to these students who are selected for various cadres of services. I think I have made my point clear.

With regard to the three year degree course, I do not wish to go into the details of this experiment. But as an educationist and as one who has devoted himself to the cause of education and who has worked in various capacities in politics as well as in education, I know the various problems and difficulties that crop up while mixing up politics with education. I wish to say that no more experiment should be there. Let the present system of education continue. Let the quality be improved. We do not want more quantity. We do not want more subjects; we do not want more books. Let there be the same things but concentrate on the quality in the universities and colleges. I would request all the persons concerned with educational reform of all

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kinds that they should stop experimenting. Whatever system is there it is good enough; it can produce patriotic officers and students and citizens provided we emphasise on quality, provided we give full facilities to the teachers and autonomy to the institution and allow them to build up their students in the manner they want. The only thing that would be required of these institutions and teachers and people concerned would be to conform to certain ethical standards.

Much has been said about the problem of indiscipline. I fail to understand how we can isolate indiscipline among the students from indiscipline in society in general. I do not want to dilate on this point. These two problems cannot be separated. But still there is one field of student indiscipline that can be curbed, suppressed and eradicated. That is the behaviour of youngmen towards girls. Most modern people think in terms of allowing the youth a little latitude. I am also a bit modern having visited various countries in all directions of the world and I have also seen things in other countries. I have also a good deal of appreciation for the new values that are coming before the young men. But I wish to tell you that our indiscipline and the latitude granted to the students is of the most vulgar type. Many persons are aware that our youth is becoming vulgar; it is not becoming modern. I distinguish between vulgarity and modernity. No country in the world is prepared to tolerate vulgarity of students towards their sisters.

Indiscipline could be categorised as institutional indiscipline, social indiscipline and political indiscipline. There is political indiscipline in various institutions because there are political parties in the field, in the union elections and all kinds of student activities. Political indiscipline would be there and it would always be a complex thing to deal with. Having had

some experience as proctor in the university and having dealt with various cases of political indiscipline and having been fair to the other parties, let me tell you that if the authorities are impartial and fair, you can curb political indiscipline also and you can keep political parties out of the premises of the universities. But if the authorities are not impartial, political indiscipline among the students in educational institutions becomes a very complex thing to solve or suppress. But I am more interested in social indiscipline. Institutional indiscipline is more a matter for the authorities to give orders to the students. Students sometimes do not observe those rules of conduct; then they could be punished. There again it depends upon what kind of authority is there, whether that particular authority creates confidence among the students and is sympathetic to the students, whether they will be impartial and so on. But social indiscipline is something which percolates from the society in general and one phase of it is the behaviour of students towards their sisters. I wish that something is done by the UGC to eradicate this evil from society.

People have suggested various kinds of reforms for the examinations system and I support their idea that speedy action should be taken to introduce reform in the examination system, not only because it has become out-dated and does not achieve the object but also because it is serving as a source of corruption among the teachers. Educational sphere had been free from corruption but when the society is overwhelmed by various kinds of malpractices in the post Independence era, the educational field has also been affected. Let there be speedy reforms in the examination system because we want to put an end to corruption. I do not want to enumerate all the tactics by which the teachers also indulge in corruption in the examination system.

As a concluding remark, I wish to say that the teacher should definitely be given a higher status socially, politically, culturally, educationally and in other respects because he deserves it and he has some knowledge about the society. He should be given some incentive and there should be some source of inspiration. He understands the ideals of society. If I were to conclude with Plato's remark, I would say that the State is there to educate an individual to become more perfect so that he achieves his objective in life, whether the objective is to become perfect in life or whether it is God realisation, self realisation or whatever it may be. The educational institutions should try to educate the individual so that he is helped to become more and more perfect. If we want to make citizens, scholars, officers, administrators and politicians of a perfect type or near perfect type, we must leave the field of education as free as possible, in the hands of experts so that they are able to do their job without interference by politicians and the bureaucracy.

Shri Hem Barua (Gauhati): Mr. Deputy Speaker, Sir, I want to congratulate the University Grants Commission for doing a very fine job of work within the limited time and within limited resources. When I went through the report, I did not find any mention of the basic problems that face our higher education at present. When I talk of the basic problems, I generally remember the overcrowding in our universities; that has become a chronic feature. At the same time, it is disastrous also because it affects not only the standards but also discipline in the universities.

I believe in the expansion of education, but I believe also in the maintenance of standards. Both should go together. In order to see that educational standards and expansions go together, hand in hand, there should be limited admission so

far as the universities are concerned. Then there is the clamour for higher education in our country today, and that is quite natural, because freedom has opened the floodgates of opportunities for us and everybody is seized with an impulse and urge to grow and develop. Naturally enough, there is a higher claim for university education. India needs at present not 44 universities but at least another 200 universities. But then, as far as I know, according to the third Plan target, we are dedicated or pledged to establish only 12 more universities. That would not solve the problem. The gate-crashing that we find today so far as admission in the universities is concerned would continue, and when it continues, it means that the deterioration of standards would also continue.

Today, there are ways and means suggested in order to achieve results so far as higher education is concerned. There are certain people who say that there should be selective admission in the universities; there should be a bifurcation at the post-secondary stage and only those students who are intelligent, who are talented and who are gifted must be given the opportunity to go into universities and those students who are not gifted and who are not talented must not be given the opportunity; they must be denied the opportunity. As a man connected with education, I can only support this view, this idea, but, at the same time, when I think of the thousands of students in this country, young men and women, who are seized with an urge and an impulse to grow and develop intellectually, when I find that they are denied the opportunity and are relegated into the background of our society as social dregs, naturally I suffer from qualms of conscience. Therefore, I say that howsoever good the bifurcation at the post-secondary stage might be, the Government should make arrangements to absorb those students who do not find the

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opportunity of getting into universities, in the technical institutions or the polytechnics. Without making any arrangements for them, if we haphazardly introduce a system of selective admission, education would suffer and at the same time we would do a disservice to this country. Where will those thousands of students, young men and women, go? That is the problem which this report has not dealt with sufficiently.

When I talk of standards, I do not want to tie down the expansion of educational possibilities in this country. In order to maintain standards, I would say that India needs more and more universities that are smaller in size. Only when the universities are smaller in size, they are capable of maintaining standards and are capable of maintaining discipline. It is no use trying to have a world in miniature in the name of a university, where young men and women, good, bad and indifferent, rush in and crowd the backyards of universities. That has happened in our country, and that is the principal reason for the deterioration of standards in education in our country. That is why I say that every university must not only promote standards and promote discipline, but it must be able to hold ideals before our young men and women. Or else, we shall be going down and down so far as moral and ethical standards are concerned, and also so far as the ideals are concerned.

If the West today is dying of civil strife, I would say that India is dying of inertia. There is intellectual poverty all round in India; and if India suffers from anything at this moment, India suffers from intellectual poverty. There is an intellectual degeneration everywhere, and intellectual degeneration has set upon the nation as a cancer. That is why I say that universities have deeper responsibilities. They must promote standards and at the same time play their

reasonable role against this background.

There are some people who say that even the British universities have degenerated like that. I happened to read a comment of Lord Simons some-time back. He has said that the British universities have now become service stations and employment bureaux. We do not want our universities to become service stations and employment bureaux merely. We want our universities to be institutions that can epitomise the aspirations of a resurgent nation. For that, I would say that the University Grants Commission has deeper responsibilities. I do not want the University Grants Commission to behave like a post-office through which Government's finances are being distributed to the educational institutions. I do not say that it is behaving like that. I would say that all attempts on the part of the Government to convert it into a post-office through which finances are being distributed to the universities must stop.

It is generally said that knowledge is power. If knowledge is power, I would say that the universities are the power-houses of knowledge. But then, in our country, as I said before, often the universities are described as mere collections of books. We want power-houses of knowledge no doubt, but then we do not want our universities to be merely collections of books. We want our universities to emerge out of these narrow limits and become national institutions. However much I admire the work of this institution called the University Grants Commission, the work this Commission has been doing so far is scissors-and-paste work—cut out something here and paste it there. That means piecemeal work. That would not serve the national cause or the national purpose.

In the report of the University Grants Commission, there is a reference to the medium of instruction so far as the universities are concerned. This medium of instruction is a vexed problem which is there for a long time. I am a believer in the development of regional languages, because I believe in the health of my mother, of my country, and unless and until we restore health to every limb of India, India would not be healthy. That is why I believe that regional languages must have a place in the scheme of things. But, at the same time, I do not believe in the fact, and I do not think that these regional languages should be overburdened with responsibilities which they are not, at the present moment, legitimately able to carry. During the British regime, the regional languages suffered like anything, and I do not think that during these 15 years of freedom they have attained that stature of becoming the media of instruction or the media of knowledge in the university stage. But I would say that if India is to be one, there should be a universal language for India, and that universal language would not only effect emotional integration but, at the same time, would raise the standards of our universities. Or else, the standards would further deteriorate.

But then I do not know what should be the common language for university education in our country. Yet, the very fact that we need a common language for the universities is a significant one. It cannot be denied. What about Europe? Europe was more or less one under the Holy Roman Empire and under the Latin language. As soon as the Holy Roman Empire and the Latin language particularly disappeared, Europe started disintegrating.

Language is the unifying force; language is the cementing force and nothing can bind a nation together more than language. Ethical slogans, political changes, might have some

ephemeral effect, but they cannot bind a nation for all time. All attempts made by Napoleon to bind Europe together failed and collapsed. All attempts made by Martin Luther to unify Europe failed and collapsed. That is why I said, there should be a common language. What is the common language? By common consent, it may be said that Hindi can serve as the common language or medium of instruction in the universities. On the other hand, if we accept the fact that English is an acquired language and English is to be banished, then alone Hindi can occupy that place. But at the same time, with deference to Hindi, that language which should be the common language of India, as accepted in the Constitution, I would say that here is a language that is not sufficiently developed to the status of being accepted at the present moment as the medium of instruction of the universities.

I am not a fond lover of the English language, but at the same time, I think the standards ought to be maintained. If we switch on to a language, whether it is a regional language or any other language in India, in a haphazard way, the personality of our higher education will be destroyed. Not only the personality, but also the all-India character of our higher education would be destroyed. What is higher education? Higher education speaks in a universal language, not only in the field of science and technology, but also in the field of cultural contacts and ideas. Today higher education has become a uniform pattern all the world over. Higher education today has become almost universal. I do not want to say that ideas of universal nature cannot be conveyed through our languages. If it can be conveyed through Russian or Japanese, it can be conveyed through Indian languages also. But that does not mean that we should switch on to an Indian language out of misplaced patriotism and destroy the standards. There are practical

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difficulties. Where will you find the text-books? We can find text-books so far as arts subjects are concerned, or they can be made available. But what about text-books so far as science and technology are concerned? Can we produce them all of a sudden? Even if you produce them all of a sudden, out of some misplaced prejudice or passion, those books will not be text-books; they will be fit for the dust-bins only.

About student indiscipline, I do not agree with the speaker who preceded me. I find in the context of today student indiscipline is ebbing out. There is no doubt about it. During the initial years of our freedom, of course till the other day, student indiscipline was a force in the country and we had to counteract it. There were reasons for it. The initial years of our freedom were years of cross-purposes and high aspirations. Our young men and women, our students, as soon as India became free, discovered that the dynamism which they expected in our national life was the one thing that was missing from the horizon of free India. Naturally enough, their frustrations became deeper in dimensions. They became restless and restive. That restiveness gave birth to frustration and frustration gave birth to indiscipline.

Today, on the other hand, there is a certain mental stability so far as the student world is concerned and this stability possibly reflects the stability that our society is steadily acquiring. Our students, young people, have suffered from a surfeit of energy and that energy, instead of being allowed to be irrigated into conflicting tendencies and undesirable activities, must be channelled or rather dammed into constructive activities. The University Grants Commission, within its limited resources, by providing them hostel accommodation, playgrounds and all that, is serving a very good purpose.

The speaker who preceded me said about the tendency of boy students teasing girls. This is a world phenomenon. Throughout ages, boys have been teasing girls. Why should we make them more sensitive by saying that? Very recently, I read a report that in Chandigarh two girls were moving about. They were going to the college classes possibly. Because you have made them very sensitive by utterances like that, that is why they become so agitated. The two girls were going and a young boy of 22, naturally enough, sang a film song:

“रुक जा ऐ जाने वाली, रुक जा ”

That is a very simple film song and these girls got upset. They become sensitive and get upset because of the utterances made against our young people by speakers or Members of Parliament as the one who preceded me. I say that today student indiscipline is a dying force and I welcome it. More and more our society accumulates stability, this would die out altogether.

I will just say a few words about teachers and then conclude. The teacher is described as the fly wheel of the educational machinery. Therefore, he must be given decent salaries not only to starve off hunger, but to enable him to live as a decent man, without the worries and anxieties of the world impinging upon his life. I welcome particularly the statement made by the Minister that the university teachers are getting a good scale. But what about teachers of affiliated colleges?

The University Grants Commission drew out a very laudable plan years back and year after year lapsed, that plan was not being implemented by the State Governments, because the State Governments have to make a matching allotment. Now they are being implemented no doubt, but at the same time, there are some State

Governments that try to control teachers only because of the fact that they are giving them finances. They are having codes of conduct for the teachers and abominable strings, for the teachers.

There is another thing. As far as I know, this increased salary for the teachers of affiliated colleges is only meant for five years. What will happen to these teachers when the UGC at the end of five years withdraws this financial facility granted to the teachers of affiliated colleges? Do you think that our State Governments, constituted as they are, with men who do not have any imagination, who do not feel for teachers, who think as George Bernard Shaw thought, that "those who can do those who cannot teach", who have a negative approach to these teachers, will be helpful so far as the teachers of affiliated colleges are concerned? Therefore, I would call upon the Minister to think about the problem and in the interest of the nation, in the interest of higher education and in the interest of university education, to make efforts so that the hungry teachers may be enabled to starve off hunger. If he can achieve that, I can assure a place for Dr. Shrimali in history.

16 hrs.

[SHRI MULCHAND DUBE *in the Chair*].

Shri Hanumanthaiya (Bangalore City): Sir, I am one of those very deeply interested in educational problems. Nearly ten years ago when I happened to be in office, the first step I took was to appoint a committee for educational reforms in Mysore State. That committee had the distinction of having nearly six vice chancellors as members thereof. Very many recommendations that were made by that committee are now being taken up by the Government of India.

University Grants Commission is one of those national agencies which make for national integration in a very

effective way. I am happy that this institution has been brought into existence long before the idea of national integration was discussed on public platforms. If there are more all-India institutions of the kind, the greater will be the clamp that will hold our various States and languages together as one entity one nation. I am, therefore, all for supporting the existence, continuance and expansion of the work of this University Grants Commission.

Sir, I have been a student as all of you were. Apart from any other study or conference the opportunity that gives the deepest insight to education is study itself. Subsequent knowledge and experience that come upon us will be tainted with political, linguistic or local tendencies. Therefore, when we go mentally back to the days of our education we will be able to know through our own personal experiences what are the deficiencies of our educational system.

I humbly submit that all the arguments that were advanced by two speakers regarding students' indiscipline and other matters are beside the point. They are political arguments politically answered. The real problem is, as an administrator I know, that nobody can be an efficient administrator unless he has grip over men and matters under his control. If he does not know the men whom he is using for administrative purposes, to that extent his administrative efficiency suffers. Secondly, he must know what he is doing. Many a time our administrators and ministers have hazy notions about people who are working under them and problems they are handling. Thereby emanates inefficiency and allied problems. Therefore, in order to have, what is called, discipline and efficiency and in order to eliminate tendencies like disunity, disintegration, indiscipline and all that, the people who are in charge of any institution or department or university must have intimate knowledge of men and matters they are

[Shri Hanumanthaiya]

dealing with. That is lacking today. It is nobody's fault.

The expansion of education for the last 13 or 14 years has been so phenomenal that where there were hundred students in a school or a college there are now thousands. Naturally, the knowledge of persons in the educational institutions has become so hazy that it is not possible for any teacher, professor or vice chancellor to come into personal contact and thereby infuse discipline into the minds of students. That is the real secret. When I was a student and when most of you were students, our professors and our principals knew each one of us personally. Sometimes they used to take personal interest in our welfare. We became personally attached to them. The sense of discipline was there. Whenever something went wrong, the professor or the principal used to immediately know what was the matter and who was involved in it. Now it is impossible. It is a crowd. As you know, individuals sometimes hesitate to behave in a particular manner. But a crowd sometimes behaves in the most inhuman and in the most undisciplined manner that is imaginable. That pertains to the field of human psychology. Therefore, in educational institutions where the classes are small, the number is limited and the professors and the principals are able to know the students individually, they will themselves automatically become a disciplined lot round the principal or the professor as the case may be.

Therefore, I am suggesting, as I have suggested before on many a platform, that the number of universities in this country must be increased. In a country like the United Kingdom with a population of 5 crores there are more than 50 universities. Therefore, if there are more universities you need not become panicky that the number has increased. Every region must have a university and, ultimately, the pattern of universities

must be like *gurukulas* competing with one another for efficiency, for knowledge and for reputation all over the world for something invented, something discovered, something contributed to the field of knowledge.

Now the universities are like factories, large-scale factories turning out graduates without aim, without purpose.

An Hon. Member: Mass production.

Shri Hanumanthaiya: Yes, mass production as they say. Therefore, in every State if there are 5, 6 or even 10 universities, it is not a matter for worry.

But the existing university's structure is so cumbersome and costly that any Member of this House who insists on economy will feel aghast at the number of universities increasing indefinitely. It is there that we have to apply our practical knowledge. We have to simplify the structure of the university. There need not be a senate consisting of 150 or 200 people. After all, we know by experience that the discussions in the senate contribute very little to knowledge, very little to the university tempo. On the other hand, many a time it has become a battle field for political or personal factions sometimes discussions in the senates have contributed more to indiscipline than to discipline.

The syndicate or the university council, as the case may be, is full of people nominated by the Government. Ministers, since they are popular ministers, cannot act always independently on the merits of each case. Even for a man like me who wanted to be independent, if some member of the Assembly approaches me for a nomination, it would be very difficult to reject that demand straightway. If I reject, it may result in my being rejected out of office some time later.

An Hon. Member: Saying from experience.

Shri Hanumanthaiya: I have incurred such displeasure, and I know all these things.

An Hon. Member: That is why he is here.

Shri Hanumanthaiya: Therefore, this nomination, to the syndicate and to the university by government must be stopped altogether. The university senate must be small or even eliminated. Let the syndicate consisting of people who have educational qualifications and experience be the sole arbiter of the destiny of that particular university. These large assemblies like the Senate do nothing. In fact, when I shaped the University Bill for the Mysore University when I was the Chief Minister, I reduced the number of members in the Senate and I made appointments independent of even the Senate. A Board of Appointment was created. I succeeded in taking away the power of appointment from the Senate and the Syndicate, because so much of canvassing was going on on communal and personal lines for appointments and promotions. In order to re-organise universities on the basis of economy and efficiency, the functions of bodies like the Senate, Syndicate and Academic Councils must be reviewed in the light of making them more efficient, more streamlined. Also, we must allow as many universities as possible to come into existence so that the number of students therein is limited, in each class the number of students is manageable. There must be personal contact on the part of students and professors, principals and Vice-Chancellors.

With your indulgence, I will make only one more point before I finish my speech. I am very happy to read the observations in this Report on pages 36-37 relating to the medium of instruction. Historically, human misery has always followed the path of the saying "what is good for me is good for the rest of the world". In

the field of religion, this has resulted in religious fanaticism and has led to persecution of all kinds. In the political field, it has led to massacres, conflicts and riots. Therefore, fundamentally the approach or the psychology that what is good for me is good for the rest of the world is dangerous. I appeal to the House that no problem should be approached in that personal spirit. The report says on the medium of instruction:

"The linguistic medium in our universities should be considered practically as an academic question and not as a political question."

Many a time we confuse the medium of instruction as a political problem, as a problem of integration, as a problem of patriotism. In one of his poems, Pandit Rabindranath Tagore said that patriotism is worship of the geographical map. His conception of human good was such that it made no distinction between man and man among human beings.

The nation States are doing more harm than good. When hydrogen and atom bombs are being exploded and the atmosphere is being contaminated to the detriment of not only the living beings but also beings unborn, let us grow out of our present conception of, as nation States. Nation State ideal is not an absolute morality. So is that of language. To say that any one particular language contains all the elements of patriotism and knowledge is, to say the least, to betray want of breadth of vision. In Mysore the people want the university medium to be Kannada; in Madras they want it to be Tamil; in Bengal they want it to be Bengali and in north India they want it to be Hindi. So that, in about ten years' time you would require half a dozen interpreters in this House mechanically equipped to translate one another's speech. In a person from one State goes to another State, even among the intellectual circles he will be wanting interpreters to converse with others. Though I

[Shri Hanumanthaiya]

I laid this view before the Hindi Commission, they did not take it seriously. They were more anxious to show what is called patriotism than good sense.

Shri Hari Vishnu Kamath: You told them when you were Chief Minister?

Shri Hanumanthaiya: Yes.

Shri Hari Vishnu Kamath: Even then they did not listen to you?

Shri Hanumanthaiya: The medium of instruction should be viewed in the background, not only of the good of this country but of the whole world as such. Acharya Vinobha Bhave has coined a new word *Jai Jagat* in place of the word *Jai Hind*. We must consider what is the language that will be good enough for us as human beings in this new age, in this atomic age, in this space age. I am not against any particular language. Let them all be developed. Admittedly, Hindi is the language spoken by the majority. So, I give due weight to it, due importance to it. There is a saying that "money can make many things but not all things". In the same way, Hindi can do many things but not all things. We cannot minimise the importance of money merely because it cannot do all things; because, it can do many things. Likewise, Hindi can do many things. But if you over-emphasize the importance of Hindi, it will be misunderstood in the south as what is being convenient for the Hindi-speaking people is being foisted upon the rest of the people on the analogy that what is good for me is good for the rest of the world. It is that approach that has given the strength and the stamina to the separatist movement in the south. Many of us want to prosecute that organisation. If this mentality continues in the north, in the coming elections they will double their number of members here. I am giving you a view which is consistent with commonsense and patriotism.

According to the suggestion made in the Report, let a Seminar or Vice-chancellors be held to consider this problem purely from the academic point of view as to how the student can become wiser, more disciplined, more eminently fitted to become a citizen of the world.

Here I would suggest to the Minister not to minimise the importance of this House. The House contains as good educationists as any outside the House. Many a time, I have found that experts scoff at Members of Parliament and politicians. It has become a fashion to say that politicians spoil everything. That should not be applied indiscriminately. May be, some are like that but the majority of the elected members of this House had the privilege of serving the people dispassionately. I would suggest that you invite some Members of Parliament who are experienced and equipped enough for the purpose to suggest some formula.

Develop Hindi by all means. I want Hindi to grow ultimately. Throughout human history, every language has grown in two dimensions. It changes in space and time. Whether it is Hindi or English, for every ten or twenty miles, the meanings into nations of some words change. That is the law of language. It changes in two dimensions. May be, ultimately, we may evolve a language of our own which is called Hindi.

Mr. Chairman: The hon. Member should conclude now.

Shri Hanumanthaiya: I will finish in two minutes. For example, there is a controversy or demand that Hindi must be simplified. If the Hindi contains more Sanskrit words, it is more acceptable to the South Indian languages, because Telugu, Kannada and Malayalam contain more than 60 to 70 per cent of the Sanskrit words. Then it is easy for us in the South. But if simplification of Hindi takes place in

the sense in which the north understands it, then it becomes difficult for South India. So, it is a very difficult problem. We want a national language to be evolved, which has something in common so far as all the States and languages are concerned. It should not be a particular brand of Hindi of this area of India or that area of India. For example, when I listen to Shri Prakash Vir Shastri, I perfectly follow his speech, but when I listen to the hon. Prime Minister, I do not follow his speech. But any language to come upto governmental position must have precision just as the English language has. A word spoken in Delhi must have the same meaning and shade of meaning in Bangalore or Madras. Hindi has not yet developed that precision of meaning.

Shri Hari Vishnu Kamath (Hoshangabad): Even Kannada has not.

Shri Hanumanthaiya: Unless you develop that precision it cannot afford to be the national language. Therefore let us evolve a national language which ultimately will be acceptable with willingness by all. It is then that the language will be truly national. Until that day let English and Hindi be used side by side as the Government of India has formulated its policy in terms of the declaration made by the hon. Prime Minister.

श्री प्रकाशवीर शास्त्री (विजनीर) : सभापति जी, तृतीय पंचवर्षीय योजना में विश्वविद्यालयों के सम्बन्ध में कहा गया है कि देश में उसकी समाप्ति तक बारह विश्व विद्यालय और स्थापित किये जायेंगे। इन सब विश्वविद्यालयों को मिला कर हमारे देश में विश्वविद्यालयों की संख्या ५६ के लगभग हो जायेगी। किन्तु भारतवर्ष में इस समय जितने विद्यार्थी उच्च शिक्षा प्राप्त करना चाहते हैं, उन को दृष्टि में रखते हुए और उनके अतिरिक्त तृतीय पंचवर्षीय योजना में जो शिक्षा के विस्तार का और कार्यक्रम है, उसे देखते हुए हमारे देश के लिये कम से कम २००

विश्वविद्यालयों की आवश्यकता है। ५६ विश्वविद्यालय स्थापित करने का अभिप्राय यह है कि हम उस कमी को चतुर्थीय में पूरा कर पायेंगे। पर इसमें साथ ही साथ शिक्षा मन्त्रालय और शिक्षा विशेषज्ञों ने अपनी इस दुबलता को छिपाने के लिए एक दूसरा सहारा ढूँढा है। उन्होंने यह कहना आरम्भ किया है कि जो विद्यार्थी तृतीय श्रेणी में पास होंगे, उनके लिये उच्च शिक्षा के द्वार बन्द कर दिये जायेंगे। मगर मैं बड़े नम्रतापूर्वक निवेदन करना चाहता हूँ कि जिस विद्यार्थी ने किसी माध्यम-होना के कारण अथवा किन्हीं अन्य कारणों से तृतीय श्रेणी प्राप्त की है, उमके लिये विश्व विद्यालय का द्वार बन्द करना प्रजातन्त्राय प्रणाली के लिये एक बड़े व्याघात की बात होगी। इस सम्बन्ध में मेरा अपना विचार यह है कि अगर कोई विद्यार्थी तृतीय श्रेणी में उत्तीर्ण होता है, तो पहले इस बात का पता लगाना चाहिए कि किस कारण से उसको तृतीय श्रेणी में पास होने का दुर्भाग्य प्राप्त हुआ। फिर उसके पश्चात् यह आवश्यक नहीं कि ऐसे विद्यार्थी को विज्ञान की ओर या इंजीनियरिंग की ओर ले जाया जाये। हमारे यहां और बहुत से माध्यम हैं। ऐसे विद्यार्थियों को टेक्निकल शिक्षा दी जा सकती है, कोई और दूसरा शिक्षा दी जा सकती है। किन्तु यदि सरकारी बौद्धि में इस प्रकार की आवाज आती है कि थर्ड डिवीजन में पास होने वाले विद्यार्थियों के लिये उच्च-शिक्षा का द्वार बन्द कर दिया जायेगा, तो इसका स्पष्ट अर्थ यह है कि सरकार अपनी दुबलता को छिपाने के लिए ही इस कारण को उपस्थित करती है।

दिल्ली भारत को राजधानी है। इस बात को देखते हुए यहां पर एक दूसरे विश्वविद्यालय की आवश्यकता बहुत समय से अनुभव हो रही है। सरकार की ओर से बताया गया है कि हम इस सम्बन्ध में भी विचार कर रहे हैं कि दिल्ली में एक दूसरा विश्वविद्यालय शीघ्र ही स्थापित किया जाये। मेरा निवेदन

[श्री प्रकाशवीर शास्त्री]

यह है कि शीघ्रता को परिभाषा भी यदि कर दी जाये कि कब तक वह शीघ्रता समाप्त हो सकेगी, तो बहुत अच्छा होगा।

जहां दिनों की आवश्यकताओं को देखते हुए सरकार यहां पर एक दूसरा विश्व-विद्यालय खोलने का निश्चय कर रहा है, वहां मैं यह भी निवेदन करना चाहता हूँ कि पूना में जो महिलाओं का एक विश्वविद्यालय है, उसका अनुभव हमारे देश के लिये बहुत ही अनुकूल रहा है। उसका परिणाम यह है कि दक्षिण में जो महिलायें उच्च शिक्षा प्राप्त करना चाहती हैं, पर जो महशिक्षा वाले विश्वविद्यालयों में नहीं जाना चाहती हैं, उनके लिये पूना विश्वविद्यालय बहुत उपयोगी सिद्ध हो रहा है। मैं चाहता हूँ कि चूँकि उत्तर भारत में भी इस प्रकार के लाखों परिवार हैं, जो कि अपनी कन्याओं को उच्च-शिक्षा प्राप्त कराना तो चाहते हैं, मगर मह-शिक्षा वाले विश्वविद्यालयों या महाविद्यालयों में उनको भेज कर उच्च-शिक्षा नहीं प्राप्त कराना चाहते हैं, और चूँकि पूना विश्वविद्यालय का बहुत अच्छा अनुभव रहा है, इसलिए उत्तर भारत में भी महिलाओं के लिये एक पृथक विश्वविद्यालय स्थापित किया जाये। इसका लाभ यह होगा कि जो बहुत सी कन्यायें उच्च-शिक्षा प्राप्त करने से वंचित रह जाती हैं, वे भी शिक्षा प्राप्त कर सकेंगी।

इस सम्बन्ध में मैं यह भी कहना चाहता हूँ कि अच्छा हो कि दिल्ली में उस विश्व-विद्यालय की स्थापना हो। संभव है कि माननीय मंत्री यह कहें कि एक नगर में तीन विश्वविद्यालय किस तरह से स्थापित किये जा सकते हैं। मैं निवेदन करना चाहता हूँ कि बनारस नगर में भी दो विश्वविद्यालय हैं और तीसरा काशी विद्यापीठ को सरकार राष्ट्रीय महत्त्व की संस्था घोषित करने जा रही है। इस प्रकार वहां पर तीन विश्वविद्यालय हो जायेंगे। इस अवस्था में यदि भारत को

राजधानी में अपने ढंग के तीन विश्वविद्यालय हों, तो कोई आपत्ति नहीं होनी चाहिये।

हमारा यह मौखिक है कि हमारे देश के वर्तमान शिक्षा मंत्री स्वयं राष्ट्रीय शिक्षा संस्थाओं के जन्मदाताओं में श्रीर मंचालकों में रहे हैं। उनको अनुभव है कि राष्ट्रीय संस्थाओं की वरुण समस्याएँ होती हैं और उनका कितना महत्व होता है। उन्होंने हिन्दी साहित्य सम्मेलन को राष्ट्रीय महत्व की संस्था घोषित कर दिया है और उन्होंने घोषणा की थी कि हम गुरुकुल कांगड़ी जमिनी भिन्निश और दक्षिण की शिक्षा एक संस्था को राष्ट्रीय महत्व की संस्था घोषित करने जा रहे हैं। जहां तक गुरुकुल कांगड़ी का सम्बन्ध है, मेरा अपना विचार यह है कि बहुत पहले ही वह राष्ट्रीय महत्व की संस्था घोषित हो जानी चाहिये थी। गुरुकुल कांगड़ी को राष्ट्रीय महत्व की संस्था घोषित करके सरकार और माननीय मंत्री ने केवल गुरुकुल कांगड़ी के साथ ही नहीं, बल्कि देश को राष्ट्रीय शिक्षा-प्रणाली के साथ एक बहुत बड़ा मराठनीय कार्य करने का निश्चय किया है। मगर मैं चाहता हूँ कि माननीय मंत्री इसने भी दो पग आगे और बढ़ें। जिस तरह में सेंट्रल गवर्नमेंट की चार यूनि-वर्सिटीज हैं, उसी तरह से गुरुकुल कांगड़ी अथवा गुरुकुल यूनिवर्सिटी भी हो, जिसमें और भी गुरुकुलों का समावेश हो सके। वह एक ऐसा विश्वविद्यालय होगा, जिसमें पढ़ने वाले विद्यार्थियों का चौबीस घंटे का जीवन आश्रम-व्यवस्था के अनुसार व्यतीत होगा। वह हमारे देश में एक नया परीक्षण भी हो सकेगा और यदि वह परीक्षण सफल हो गया, तो इस प्रकार के दूसरे विश्व-विद्यालय स्थापित किये जा सकते हैं।

इस सम्बन्ध में मैं एक बात विशेष रूप से और भी कहना चाहता हूँ कि जब अलीगढ़ यूनिवर्सिटी की कोई चर्चा आती है तो उसके

साथ ही हिन्दू यूनिवर्सिटी को जरूर जोड़ दिया जाता है। इस तरह जब गुरुकुल कांगड़ी को चर्चा आती है, तो जामिया मिलिया को जरूर जोड़ दिया जाता है। मैं चाहता हूँ कि कृपा कर इस मनोवृत्ति से अब हमारे देश को विराम देने दीजिये। जामिया मिलिया और गुरुकुल कांगड़ी का स्तर एक नहीं होना चाहिये। जामिया मिलिया को राष्ट्रीय महत्व की संस्था घोषित करना अथवा विश्व-विद्यालय का स्तर देना शिक्षा के साथ विल-वाड़ हो जायेगा। कोई बड़ा आदमी, अथवा राजनीति में कोई महत्वपूर्ण स्थान रखने वाला व्यक्ति, किसी शिक्षा संस्था का जन्मदाता है, इसलिये उस संस्था को राष्ट्रीय महत्व की संस्था घोषित कर दिया जाये, यह कोई उचित बात प्रतीत नहीं होती है। सरकार इस देश में शिक्षा के स्तर को ऊंचा उठाना चाहती है। अगर कोई शिक्षा-संस्था सचमुच विश्व-विद्यालय के स्तर की अधिकारिणी है, तो उसको मान्यता दी जाये, लेकिन किसी व्यक्ति विशेष के कारण किसी संस्था को राष्ट्रीय महत्व की संस्था घोषित करना उपयुक्त प्रतीत नहीं होता है।

अब मैं विश्वभारती, (शान्ति निकेतन) के विषय में कुछ शब्द कहना चाहता हूँ। जहाँ तक मेरी जानकारी है—अगर मैं भूल पर हूँ, तो मैं चाहूँगा कि शिक्षा मंत्री जी मेरी भूल का सुधार करें—वहाँ पर जो विद्यार्थी पढ़ रहे हैं, एक विद्यार्थी पर तीन चार सौ रुपये के मध्य में मासिक खर्च होता है। अगर हमारे विश्व-विद्यालय इतनी महंगी शिक्षा देने लगेंगे कि तीन सौ से चार सौ रुपये तक एक विद्यार्थी पर प्रति मास व्यय होगा, तो मैं समझता हूँ कि इस निर्धन देश के साथ, जिस ने समाजवादी समाज-रचना का नारा लगाया है, एक बड़ा विलवाड़ हो जायेगा। मैं चाहता हूँ कि माननीय मंत्री जी इस बात पर प्रकाश डालें कि विश्वभारती में शिक्षा क्यों उतनी महंगी है और कैसे उस शिक्षा को दूसरे विश्वविद्यालयों

के समान-स्तर पर लाया जा सकता है, और वह प्रयत्नशील हों।

जहाँ तक अलीगढ़ मुस्लिम विश्वविद्यालय का सम्बन्ध है, वहाँ के अधिकारियों ने अलीगढ़ मुस्लिम विश्वविद्यालय जांच-समिति की रिपोर्ट के सम्बन्ध में कहा है कि हम उस रिपोर्ट को ज्यों का त्यों स्वीकार करने हैं। पहले तो वे उसमें भी आना-कानी करने रहे, मगर केन्द्र के मुख को देख कर उन्होंने ज्यों त्यों उस को स्वीकार तो कर लिया, किन्तु मैं अपनी जानकारी के आधार पर यह कहना चाहता हूँ कि स्वीकार करने के बाद भी अभी तक उस का कोई फल नहीं हुआ।

मैं ने पहले भी इस बारे में शिकायत की थी और आज फिर मैं माननीय मंत्री की जानकारी के लिए कहना चाहता हूँ कि जुलाई में अलीगढ़ विश्वविद्यालय के साथ जो मेडिकल कालेज खुलने जा रहा है, कल-परसों समाचारपत्रों में उस के सम्बन्ध में वह समाचार पढ़ें। उस में कहा गया है कि उस मेडिकल कालेज में केवल उन्हीं विद्यार्थियों को प्रवेश मिल सकेगा, जिन्होंने अलीगढ़ विश्वविद्यालय में इन्टर साइंस लेकर पास किया होगा। मैं पूछना चाहता हूँ कि जब दूसरे मेडिकल कालेजों में सब के लिए द्वार खुले हुए हैं, तो अलीगढ़ विश्वविद्यालय के द्वार छूटे और सीमित कर देना कहां की न्यायप्रियता और बुद्धिमत्ता है, जिस के साथ अलीगढ़ के भी सब कालेज एफिलिएटिड नहीं हैं? मैं समझता हूँ कि शिक्षा मंत्री जी को अलीगढ़ विश्वविद्यालय के सम्बन्ध में विशेष रूप से ही ध्यान देना चाहिए।

दक्षिण भारत के सम्बन्ध में मैं ने पहले भी कहा है और आज फिर विश्वविद्यालय अनुदान आयोग के प्रतिवेदन पर चर्चा के समय मैं अपने उस कथन को दोहराना चाहता हूँ कि मेरा विचार है कि दक्षिण में हिन्दी पर्याप्त प्रगति कर रही है। हो सकता है कि चन्द चतुर राजनीतिज्ञ इस प्रकार के हों, जो हिन्दी या भाषा

[श्री प्रकाशवीर शास्त्री]

का नाम ले कर अपने राजनीतिक स्वार्थों को भाषा की आड़ में ऊपर लाना चाहते हों, या और कोई किसी प्रकार का नारा लगाना चाहते हों, मगर जहां तक दक्षिण भारत हिन्दी प्रचार सभा के आंकड़ों का सम्बन्ध है, जहां तक राष्ट्र-भाषा प्रचार समिति, वर्धा, के आंकड़ों का सम्बन्ध है, और उन अन्य संस्थाओं के आंकड़ों का सम्बन्ध है, जो कि दक्षिण में हिन्दी का प्रचार कर रही हैं, उन के आधार पर मैं विश्वासपूर्वक कह सकता हूँ कि दक्षिण में आज हिन्दी जितनी प्रगति कर रही है और जितनी व्यवस्थित रूप में प्रगति कर रही है, उतनी उत्तर भारत में नहीं कर रही है। बल्कि सचचाई यह है कि उत्तर भारत में अगर प्रगति है, तो हिन्दुस्तानी की प्रगति है, जिस को संविधान में हम ने कोई भाषा ही नहीं माना है। यहां पर हिन्दी की प्रगति कम है। हिन्दी वही है, जिस का उल्लेख अभी माननीय सदस्य, श्री हनुमन्तैया, ने किया है। उन्होंने यह कहा है कि दक्षिण भारत का जितना भाषाये है, वे संस्कृत के निकट हैं। संविधान की भाषा सम्बन्धी पवित्र धाराओं में हम ने यह निर्धारित किया था कि हिन्दी में अगर शब्दों की अभाव होगा, तो संस्कृत से हम उस को पूर्ण करेंगे। पता नहीं, आज सरकार के मस्तिष्क में वह पवित्रता धीरे धीरे क्यों हिलती जा रही है कि देश के बड़े से बड़े नेता यह कहते हैं कि हिन्दी भाषा के स्वरूप को बदलने के लिए यदि संविधान में परिवर्तन करने की आवश्यकता पड़ेगी, तो संविधान में भी परिवर्तन किया जायेगा। मैं चाहता हूँ कि इस प्रवृत्ति पर रोक लगनी चाहिये। एक व्यक्ति के मस्तिष्क में अगर कोई मान्यता है, तो उसके आधार पर संविधान की व्यवस्था को चुनौती दे देना उचित नहीं है। इसलिए मैं चाहता हूँ कि इस झूलता को पूरा करने के लिए दक्षिण भारत में अगर हिन्दी माध्यम से शिक्षा देने के लिए एक विश्व-विद्यालय की स्थापना कर दी जाए तो उसके बहुत अच्छे परिणाम निकलेंगे और दक्षिण में जो हिन्दी का प्रचार आप करना चाहते हैं, वह

भी बहुत आसानी से हो जाएगा और उसके बहुत बड़ा लाभ आपको प्राप्त हो सकेगा।

Mr Chairman: As the time is very short, the hon. Member will please take only five minutes.

Shri U. M. Trivedi: Mr. Chairman, the problem is very big, but the time you have given me is very little. But I will certainly bow to your decision and finish within five minutes.

I would like to draw the pertinent attention of this House to this that in this report we find that certain colleges and certain universities have received certain lumpsum grants. From page 47 of this report you will be surprised to find that out of a sum of Rs. 28,20,000 that has been contributed for the 31 colleges in the whole of India, a sum of Rs. 13,50,000 has been contributed only to the Christian colleges. How this has come about, I cannot understand.

Then I will draw the pertinent attention of the hon. Minister to page 41 of this report where we find that certain universities have been chosen for the smallest amount of grant that we could ever think of giving. The statement detailing the grants paid to universities in 1960-61 shows that Bhagalpur University has been contributed only Rs. 5,000 Jabalpur University in Madhya Pradesh has been contributed only Rs. 60,000, and Vikram University has been contributed only Rs. 51,000, while other universities, for instance, Gauhati University has been contributed Rs. 24 lakhs, Karnatak University has been contributed Rs. 19 lakhs, the Punjab University has been contributed Rs. 31 lakhs, and the Delhi University has been contributed about Rs. 35 lakhs. Why there is such a big difference between the contributions to the various universities passes one's comprehension. And there is nobody to laise his voice from those areas where this Jabalpur University and Vikram University are situated. Unfortunately up to date we have not had one Minister here from that

State, and after my last speech com-
planning about this one Minister has
been appointed who is a member in
the Rajya Sabha. The net result is
that the universities of Madhya Pra-
desh have been neglected, and the
monetary help given to them has been
the most negligible that we have
ever seen.

Why this kind of thing happens is
very patent. This means that even
though we have taken an oath to do
everything very fairly and justly in
this House and even though we have
sworn by the Constitution that we
will be very fair and carry on our
administration very fairly, yet this
discrimination between one State and
another is very patent as we go on
reading this report.

The other thing to which I would
like to draw attention is to page 36
of the report where a particular
recommendation has been made, and
a paragraph appears about the medium
of instruction. The whole of this
paragraph is very vague and put us
in a very anomalous position. It does
not say one way or the other as to
what will be the medium of instruc-
tion which will be there. If we are
to have the medium of instruction
in Hindi, well, let us have it in Hindi.
We would welcome it. The whole
difficulty about the poor boys who
have taken the Hindi medium of ins-
truction is that they find that they
have no place whatsoever in the com-
petitive examinations held for the
I.A.S. and the I.P.S. The net result is
that the boys from the Hindi-Speak-
ing area are left out and those who
receive their education from convents
and who can talk good English are
given chances and are being appoint-
ed, and all the posts are going to them,
and the poor boys from the Hindi-
speaking area are left out of the pic-
ture. This must be stopped. The
competitive examination should be
held, if necessary, entirely in Hindi.
Then only we can make progress and
make Hindi achieve its place. (*Inter-
ruption*). Please do not interrupt me.
So we must be able to achieve this.

At present the universities are
manufacturing babus, clerks and skill-
ed labourers. If we want real educa-
tion to be imparted the age bar for
those who want to study after a cer-
tain age must be put a stop to.
There is no university anywhere in
the world which imposes an age bar.
The age bar is only patent in our
country. Anybody, whether he is
forty, forty-five or fifty, if he wants
to gain knowledge, ought to be allow-
ed to enter the university and receive
university education. Why should it
be denied? You may not give him
a job. Nobody cares about that. But
imparting of education must not be
checked by an age limit.

Sir, I have done.

Dr. K. L. Shrimali: First of all,
I must thank the hon. Members, who
have participated in this debate and
who have made very valuable sug-
gestion.

The University Grants Commission
has been playing a very important
role in the educational reconstruction
of our country. I am glad that sever-
al Members have paid compliments
to the work that has been done by the
University Grants Commission. I am
sure the compliments which the Com-
mission receive in this House will
encourage them to work with greater
devotion and zeal in this very diffi-
cult task which they have under-
taken.

Sir, several Members referred to
the functions of the University Grants
Commission. One Member, Shri
Mahesh Dutta Misra, suggested that
the University Grants Commission
must take over full charge of higher
education. We have to understand the
full implications of this statement. If
we are to do this, we have to change
the Constitution. Our Constitution
has given very limited power to the
Central Government as far as educa-
tion is concerned. It is only in res-
pect of the maintenance and determi-
nation of standards that the Univer-
sity Grants Commission can function.
According to the Constitution the uni-

[Dr. K. L. Shrimali]

versities are set up by the State Governments. They have their own legislatures which decide in what way the universities should function, and it is in this frame-work that the University Grants Commission had to act. So, as I pointed out in my preliminary remarks, Members should kindly remember that aspect; otherwise we just go on traversing the whole field of education without focussing our attention on that particular problem. If we remember that limitation under which the University Grants Commission has been functioning—and it cannot function otherwise unless we change the Constitution itself. You would agree with me that the Commission has done a very laudable work.

Shri H. N. Mukerjee was very much dissatisfied with the speed with which they are implementing the scheme of reorganisation of the three-year degree course. In this matter also let us decide how the universities are to be treated. As hon. Members are aware, in the United Kingdom the University Grants Commission gives no directives to the universities. It examines the needs and requirements of the universities. They have great faith in the work of the universities. They have great trust in the persons manning the universities, and therefore they just place the funds at their disposal. No questions are asked in the Parliament. Universities are treated with great reverence. No debates are held in Parliament. Here we function in a different way. But we must remember that we are dealing with universities which are autonomous, and we want to preserve their autonomy so that they might serve the society and assist the Government.

If we understand the true role of the universities and their relationship with the University Grants Commission, we would realise the delicate nature of the relationship which exist between the University Grants Commission and the universities on the one

hand and the relationship between the University Grants Commission and the Government of India on the other. It is a very delicate relationship. During all these years there has not been a single instance when the Government of India had to give any directive to the University Grants Commission. There have only been one or two instances in the whole history of the university Grants Commission when they had to tell the State Government that they may have to stop grants to the Universities if they did not carry out their directive in certain matters which, they thought in their opinion, were of very great importance. Naturally, the procedure that they adopt is one of consultation, of conference. It is in that way that we are trying to preserve the autonomy of the Universities and at the same time gear them to meet the national needs and national requirements. If, in our impatience, we adopt or accept some of the suggestions which hon. Members have made, we may destroy the universities themselves.

A suggestion was made, I think by Shri Hanumanthaiya, if I have understood him rightly, that when he was in charge of the Mysore Government as Chief Minister (he was also in charge of the portfolio of Education) he took away all the powers of the Syndicate and the Senate for appointment. If the Government takes away the powers of the Universities for making appointments, what are the universities to do?

Shri Hanumanthaiya: On a point of personal explanation, I did not take it over to the Government. In the University Act itself, I made a provision for the appointment of a Board consisting of the Vice-Chancellor, a technical person concerned with the selection from outside and etc. That Board was given all the power. The Government did not come into the picture. (*Interruption*).

Dr. K. L. Shrimali: In any case, the Universities were not free to make

appointment of the professors. It was some kind of a Board of appointment which would make appointments. If the Universities do not have the power to make appointments of Professors, I think we better close down the universities. I am very clear in my mind that if we do not even trust the universities to appoint professors, they cannot function effectively.

Shri Hanumanthaiya: My hon. friend has not understood. It is not a question of taking away autonomy from the Universities. Instead of that authority being vested with some people who are influenced by other considerations, selection was sought to be made by the university itself under a separate provision.

Shri D. C. Sharma: The point is not clear to me even now.

Dr. K. L. Shrimali: Every university has a Selection committee. It has an Executive council. It has a senate. It has its own Government. It is a government by itself. If there is any external agency which tries to control the university, you better close down the universities. Universities cannot function. I am very clear so far as that matter is concerned.

Then, the question of standards has been raised, which has been naturally agitating the minds of hon. Members. The Government are naturally exercised about this question. I am not quite clear whether all the criticisms that have been levelled are perfectly justified. There has been probably some lowering of standards. Again, that is a question which has to be examined. The University Grants Commission is making a very thorough investigation about this whole question. This question raises a number of questions. Since when did we start lowering our standards? I believe the reference is to the post-Independence period. If we are continuously going down, I think we must have gone

down at the bottom by this time. Has not the Government, have not the universities done anything to arrest the lowering of standards? What are the factors which can improve the standard of the universities? For example, the quality of teachers. The improvement of the quality of the educational system depends entirely on the quality of teachers. I would like to ask the House: Has not Government done anything during the last few years to improve the quality of teachers? I concede that there has been such a rapid expansion that the requisite personnel is not available in the country. This is a situation which arises in every country which is developing very fast, and where economic development is taking place rapidly. So, it is something which is inevitable, and you cannot help it. But every possible effort has been made by Government to revise the salary scales of teachers at all level, in the primary stage, at the secondary stage and at the university stage. I would like to ask the House: Is it not going to help in improving our standards?

A casual reading of the report of the University Grants Commission will reveal that the University Grants Commission have given grants for libraries and for improvement of libraries. I would request the hon. Members to go round and visit some of the campuses which have come up after Independence. I would like them to go and visit Chandigarh, for instance, where a beautiful university has come up, with a beautiful campus, libraries etc. Even visitors who come from outside have admired the good work that has been done. If you go to poona university, you will find that a new university is being set up; fine libraries have been set up. All these efforts are going to make an impact on the educational system. They are going to improve our universities. Look at the new library which has come into existence at the Aligarh University. It is one of the best libraries. And we feel proud of this fact that this

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library has come into existence, and our research scholars will go there and read the books there and be more serviceable to the country. These are the measures which should receive the attention of the House.

If we look at the whole thing in the proper perspective, we would find that in spite of this great limiting factor, namely lack of financial resources, the University Grants Commission has done an admirable job.

As I said earlier, another effort that is being made is with regard to the improvement of research and teaching, and with that end in view, now, the University Grants Commission is engaged in this task of setting up centres of advanced studies at the university which I mentioned in my preliminary remarks.

The question of medium of instruction naturally comes up for discussion every time when we discuss university education. As far as the policy of Government is concerned, I have stated it more than once, and I wish to reiterate that in the universities the medium of instruction should be the regional languages. As early as 1950, the Radhakrishnan Commission made that very clear, and the Government of India have accepted that recommendation, and the Government of India consider purely on academic grounds that regional languages must be the media of instruction.

I do not agree with my hon. friend Shri Khadilkar when he says that English should continue to be the medium of instruction at all times to come.

Shri Khadilkar: My hon. friend may excuse me if I interrupt him. I said that till the other languages and Hindi came up to that standard, English should continue.

Dr. K. L. Shrimali: We must speed up in this matter. I think on educational grounds and on psychological grounds, that suggestion is unsound.

I would like to read out the latest statement of the policy of the Government of India in this matter, which is the statement issued by the National Integration Council, which reads thus:

"The Council observes that the policy in this respect is being implemented in varying measures by different Universities, but it is of the view that its implementation should be more purposeful. In the Council's view, the change is justified not so much by cultural or political sentiments as on the very important academic consideration of facilitating grasp and understanding of the subject-matter. Further, India's university men will be unable to make their maximum possible contribution to the advancement of learning generally, and science and technology in particular, unless there was a continuous means of communication in the shape of the regional languages between its masses, its artisans and technicians, and its university men. The development of the talent in the country will also, in the view of the Council, be retarded unless regional languages are employed as media of instruction as the university stage."

This is the latest statement, which has been approved by the National Intergration Council on 2nd and 3rd June, 1962. The Chairman of the University Grants Commission is also a member of this Council. Already there are some eminent persons on the Council like Dr. Sampurnand, Shri C. D. Deshmukh, Dr. Kothari, Shri Munshi, Shri Frank Anthony, Bhai Jodh Singh and Dr. Jivraj Mehta. As far as this matter is concerned, we

are quite clear about the policy. I think by the end of the Third Five Year Plan, we should be able to switch over to regional language at least in the under-graduate stage, and we are making necessary preparations for it. Just when Parliament is discussing this Report, a seminar is being held in Simla where professors have been meeting now for nearly a month. They are going through the two dictionaries published by the Ministry of Education on scientific and technological terms. They have already finalised terms in two or three subjects. I think by the end of September/October the whole dictionary work is going to be complete. The translation work has already started. Several universities in India have been given grants for translation work. Co-ordination committees have been set up and I hope within a year we would have made adequate preparations for switching over to regional languages at least at the under-graduate stage.

There is one point which Dr. K. L. Rao and other Members emphasised—Shri H. N. Mukerjee also made a mention of it. That is as regards bringing about greater co-ordination between the work of the different Ministries. It has been felt that we should devise some measures which would effect greater co-ordination between the different Ministries in the field of higher education. Due to various historical and other reasons, professional colleges are left out of the purview of the University Grants Commission. Professional colleges like agricultural colleges, medical colleges, technical colleges and engineering colleges are being dealt with by separate Ministries. This has been so even before independence. It is true that in U.K. the practice is different. Even a school of dentistry is dealt with there by the University Grants Commission. We are examining this matter, and I hope we may be able to evolve some kind of machinery which would enable us to bring about greater co-ordination.

Shri A. P. Jain suggested that we should set up four Chairs on emotional integration. When we are talking of emotional integration, we must also have Chairs on emotional integration—I am afraid I cannot appreciate the arguments which he advanced for setting up these Chairs. The whole atmosphere of a university should lead to emotional integration. The relationship between professors, teachers and students, the community life and the whole academic atmosphere, should lead to emotional integration; it is not by setting up a Chair here or a Chair there that we can bring this about.

Shri Hem Barua: See that they do not bring about emotional disintegration.

Shri U. M. Trivedi: First disintegrate, then integrate!

Dr. K. L. Shrimali: Some Members suggested that we must curtail the growth of universities. Shri Hem Barua, on the other hand, was of the opinion that we must expand rapidly and we must have 200 universities.

Shri Hem Barua: I believe in that.

Dr. K. L. Shrimali: Yes. The other day when we were discussing the Demands of the Ministry, I think he said that we must stop this overcrowding in Universities, we must stop this congestion....

Shri Hem Barua: I said expansion; educational expansion must go hand in hand with improvement in standards. I did not say that; I would be the last man to say that.

Dr. K. L. Shrimali: It is true that a country like ours needs 200 universities. But we have to take an overall picture of the conditions which prevail here. Education cannot be considered in isolation from the rest of economic life; education has to depend to a large extent on economic development just as economic development has to depend on education. Both are inter-related. If we ignore one aspect

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and look at the other, we only get a distorted picture. Therefore, at every stage of our development we have to find out whether we have adequate resources to meet these needs. Moreover, it is not merely a question of opening more universities. The real point is: do we have the requisite staff? Even as it is, our universities do not have men of the requisite calibre. The real malady is that today our universities are depleted of talented people. We do not have professors who can either do efficient teaching or guide research, and it is no use opening third rate universities. A good university can exercise greater influence on the academic and intellectual life, about which Shri Hem Barua spoke, than 200 universities. If we run the 40 or 50 universities which we have in the country on a good standard, they are going to make an impact on the intellectual and cultural life of the country.

There are one or two more points. Shri Trivedi made a point with regard to the small amount of grants which Madhya Pradesh universities get. It is the first time that I have heard any Member on the floor of the House accusing the University Grants Commission of partiality. I hope Shri Trivedi will go a little deeply into the working of the University Grants Commission, and also try to find out from his own universities why they do not get grants from the University Grants Commission. There is a certain procedure which the Commission follows:

Shri Hanumanthaiya: There can be another para or chapter in the Report as to why some universities have been paid more and some universities have been paid less, so that it would be self-explanatory.

Dr. K. L. Shrimali: I was trying to explain it. It will not be possible to explain it in the report. There are 50 universities, and there must be 50

paragraphs, and the whole report will become very bulky.

The point is there is a certain procedure the University Grants Commission follows, and in having Members we try to give as much regional representation as possible. If you look at the composition of the Commission, you will certainly agree that it is not dominated by any particular region or even any political party.

Shri U. M. Trivedi: There you will have to swallow your words.

Dr. K. L. Shrimali: Just look at the names. Dewan Anand Kumar, Justice S. R. Das, Dr. A. C. Joshi, P. N. Kirpal, Prof. A. R. Wadia.

Shri Hanumanthaiya: That is not the argument of the House. You are arguing on something which is not our case. We asked you to explain the varying figures for the various universities.

Dr. K. L. Shrimali: I was not at this time dealing with him. I had dealt with him at an earlier stage.

The point I was trying to answer was this. Shri Trivedi accused the University Grants Commission of partiality. We must have some bodies like the University Grants Commission or the Public Service Commission, and we must have full faith in their impartiality and integrity. Otherwise they cannot function effectively.

The difficulty about Madhya Pradesh is this. I will give one concrete example. We were trying to set up rural institutes in each State. Since he referred to a particular State, I will try to answer it. In the Second and Third Plans we were trying to find out whether they could fix up anything. We are prepared to give them grants, but up till now they cannot make up their mind. With regard to the University Grants Commission, the same thing is hap-

pening. They cannot decide where they should locate universities, which university should be developed. There are continuous frictions and conflicts, with the result that they cannot make any decision and come to the University Grants Commission. It would be a good thing for Shri Trivedi to make a proper study of this question, whether the fault lies with the universities on that side or the University Grants Commission here before making a statement like this. The University Grants Commission sends a visiting committee and generally grants are given on their recommendation. The visiting committee makes a thorough investigation into the needs and requirements. There are certain specific projects for which grants are given, for example for improvement of the salaries. If a certain university says they are not going to increase the salaries, they are not prepared to find even 20 per cent, the University Grants Commission will not obviously give them 80 per cent because they cannot find 20 per cent of matching funds. Similarly, the University Grants Commission gives a grant of 75 per cent for the putting up of women's hostels.

If the State Governments or universities cannot find 25 per cent how will they get a grant? All the grants are given on a certain basis after full enquiry by the visiting committees which are led by leading educationists. If larger grants go to Calcutta University, it sends up some definite projects; larger grants go to Bombay and Madras because they send up proper projects and co-operate with the UGC. Just now when the pay scales were revised we told the Calcutta University that after the Third Plan it will be their responsibility. The West Bengal Government immediately came to us and said: we will take the entire responsibility after the Third Plan. Why cannot M.P. say the same thing to us; if they say they can receive grants. Therefore, I hope that Shri Trivedi will examine this matter

in more detail; he will find that the fault is nearer home than elsewhere.

17 hrs.

Dr. M. S. Aney: May I ask the hon. Member to take out the particular case cited and say why it was given so small an amount. You must have the records before you; cannot you give that explanation?

Dr. K. L. Shrimali: I would certainly give the explanation to Shri Trivedi for the small grants which they have received and I hope he will then see that the fault lies not with the UGC but with somebody else.

It is true that the *per capita* expenditure in Visva Bharati is much more than in other universities. But we have to look at this institution in the historical background. It never had a large number of students. Obviously the type of work which it does is such that it cannot have at any time a very large number of students. They are specialising in fine arts and cultural subjects, Tibetan studies, etc. Under these circumstances when we took over this university we were fully aware of the position. It is true that there have been some shortcomings in Visva Bharati but lately after the new Vice Chancellor had taken over things are looking up and I hope very soon Visva Bharati will regain its previous glory.

Sir, the time is up and I do not like to detain the House any longer. I am thankful to the hon. Members who have participated in this discussion.

Mr. Chairman: The question is:

"That this House takes note of the Report of the University Grants Commission for the period April 1960—March 1961, laid on the Table of the House on the 23rd April, 1962."

The motion was adopted.