

been raised again, it does not mean that I should go on repeating what I have already said during the food debate. That was why I did not mention about it.

Shri Hari Vishnu Kamath: The other points?

Shri C. Subramaniam: As to steps taken with regard to the use of the ordinance, various measures had to be taken by the State Governments, by appointment of special magistrates for the purpose and issue of instructions. As a matter of fact, by this period, not only these 13, but all the other States also have taken measures for implementation and the machinery is just ready. Even after passing the Bill, it will involve a delay of a month or so because procedural matters will have to be gone through. As far as that is concerned, I am told all the State Governments are in position now and they will be in a position, as soon as this becomes law, to take action under the provisions thereof for the purpose of summary trial, wherever it is needed.

Shri Hari Vishnu Kamath: The last point—a second conference to discuss long term measures?

Shri C. Subramaniam: I do remember that we did have a conference here and then we discussed this point that we should continue to consult the Opposition leaders, particularly with regard to long-term measures. As a matter of fact, this point was raised in the other House, as to why such a conference has not been convened. For the benefit of hon. Members, I might mention that long-term measures are with reference to the production aspect of it. In regard to that I made a promise that I would prepare a white paper which will be placed before Parliament. During that period, we shall see that a separate meeting of the Opposition leaders is convened for the purpose of discussing this white paper. Whatever suggestions are put forward by Opposition leaders will be taken into consideration. I am sure the hon. Mem-

ber would agree with me that every point raised by every leader was separately examined and a note was sent.

Some Hon. Members: Yes.

Shri Hari Vishnu Kamath: I do not deny that.

Shri C. Subramaniam: Therefore, it is not as if we brush aside, or do not attach importance to, suggestions made by Members simply because they come from the Opposition. Any reasonable suggestion, any valid relevant point is certainly always welcome, and I give this assurance that whatever suggestions are made, if they are useful and reasonable, we will examine them and to the extent possible, adopt them also. Therefore, I can only give this assurance to this House that this measure will be used for the benefit of the community, for putting down anti-social elements, so that this difficult food problem may be tackled to the best advantage of the community, apart from hardships for a few individuals here and there, and it will be our endeavour to see that these hardships also are minimised as far as possible.

Mr. Deputy-Speaker: The question is:

“That the Bill be passed.”

The motion was adopted.

15:30 hrs.

MOTION RE ANNUAL REPORTS OF
 THE UNIVERSITY GRANTS COM-
 MISSION FOR THE YEARS
 1961-62 AND 1962-63

The Minister of Education (Shri M. C. Chagla): I beg to move:

“That the Annual Reports of the University Grants Commission for the years 1961-62 and 1962-63, laid on the Table of the House on the 21st August, 1963 and the 19th February, 1964 res-

[Shri M. C. Chaglia]

pectively, be taken into consideration."

I am sure the House has gone through these reports, and that the House will agree with me that the reports register a steady progress in higher education during the two years under review. The two reports also constitute a tribute to the very fine work done by the University Grants Commission.

Also, running through the reports is one idea, and that is to improve the quality and standards of higher education. May I say this? As far as primary education is concerned, it is more a question of expansion than of quality. We want all our boys and girls to be in schools. That is the constitutional directive. We want our younger generation to be literate. It will be some time before the constitutional directive is carried out. But, when we come to higher education, these questions of quality and standards become important. They are really paramount. If we are honest with ourselves, we must admit that the standards of higher education have been going down, that education in a college or university today is not what it was 20 or 30 years ago. It is our duty to try and find out what the causes are.

I think the main cause is the tremendous pressure on colleges and universities in the last few years. I will presently give the figures. Not only has there been an expansion in primary education and secondary education, but there has been an even greater expansion in higher education, and our institutions as they exist, our universities, our colleges, our technical institutions, have not been able to bear this on-rush, if I might so put it, of students wanting higher education, and knocking at the gates of colleges and institutions. Therefore, broadly speaking, I think the duty of Government is to relieve this pressure on our colleges and universi-

ties, and the question is: how do we do it?

In my opinion, it is not possible for any State to provide full-time colleges, full-time institutions, for all the citizens who want higher education. Even in a country like the USSR, and my friends there know it, —I have been there recently—the numbers of colleges and universities are restricted, but they see to it that every citizen who requires higher education gets it, and they have provided various methods for bringing this about. They have devised various facilities, they have got correspondence courses, they have part-time colleges. They have morning colleges, they have evening colleges; but, as far as full-time colleges are concerned, they have believed in maintaining the standards of these institutions. I think that is the way we must go.

The Delhi University has blazed the trail, if I might so put it, by starting correspondence courses in this city, and I hope that, as time goes on, to introduce this all over the country. I think this is the only solution to the great demand that is being made by our boys and girls for higher education.

I think it is the duty of the State to satisfy their demand. Every citizen has the right to have higher education if he or she wants it, but I do not think it is correct to say that every boy or girl, whether qualified for proper collegiate education or not, is entitled to go to a college or a university. Therefore, what we are going to do in the near future, as far as higher education is concerned, is to have, apart from our colleges and universities, correspondence courses, to have part-time colleges, and also—and this is equally important—to provide diversification at the higher secondary stage. Today, the unfortunate student finds himself in this position, that as soon as he has

finished his higher secondary education, he wants to go to a college to get a degree.

The B.A. degree in this country has acquired a status symbol, which is a relic of the bad old days. In the British days, when the people of India had no other avenue except becoming clerks or administrators, or possibly entering law or medicine, everybody wanted a degree. But that is not so today. It should not be so today, and we must give to our boys and girls alternative avenues. We must have more technical institutions, we must have institutions with terminal courses, so that, after getting secondary education, the boy need not want to go to a college or a university. This is broadly the policy we are trying to pursue, as far as higher education is concerned.

Coming to a few details,—I do not want to take the time of the House for long—I will first refer to the tremendous increase in numbers. They tell their own tale. In 1961-62 we had 51 universities; in 1962-63, 55. I will not give for the further years, because we are only concerned with these two years. During the two years under review, four more universities were established. As a matter of fact, today we have 61 universities.

Then, coming to the colleges, in 1961-62 there were 1,783 colleges; in 1962-63, there were 1,938 colleges. These colleges constitute really, in a sense, the crux of our problem. Education is given through these colleges. In many colleges they teach even the post-graduate students and many universities, for all practical purposes, are just affiliating universities. Of course now universities are setting up their own departments in various subjects. But the quality of our higher education must largely depend upon our colleges, and I must frankly confess that, excepting in a few distinguished cases, the standards in our colleges are very poor.

Again, the reason is the same. The colleges are overcrowded. The teachers are badly paid. There is hard-

ly any contact between the teacher and the pupil.

Look at the enrolment of students. In 1951-52 we had 5 lakh students; in 1956-57 we had 8 lakhs; in 1960-61, 10.58 lakhs; in 1961-62, 11.55 lakhs; in 1962-63, 12.73 lakhs. In other words, the average yearly increase has been a little over 10 per cent. That means every year the increase in students who go to higher institutions is almost 10 per cent., which, judging by the population, is something astronomical.

Turning to women students, of the total enrolment of 13.85 lakhs in 1963-64, about 2.58 lakhs, i.e., 18.7 per cent were women. The percentage for 1961-62 was 16.1 and for 1962-63 17.6. Frankly, I am not satisfied with this. I believe that no society can really be called advanced if there is an imbalance between the education of men and women. They must both progress simultaneously, if you want to have a balanced society. This is true not only of higher education. It is true of primary and secondary education also. It is, if I may say so, partly due to our social habits and our prejudices which we are trying to fight. My Ministry has done its best to give every possible impetus to women's education and I know that whenever women have been given an opportunity they have done as well, if not better, than men....

Shri D. C. Sharma (Gurdaspur):
Better.

Shri M. C. Chagla: My friend Prof Sharma who is a great expert on education agrees with me. Look at the list of first class passes; you will find more women getting first class than men.

The total number of teachers was 63053 in 1961-62 and 66370 in 1962-63. The teacher pupil ratio was 1:15.3 in 1960-61; 1:15.5 in 1961-62; 1:16.3 in 1962-63. The ratio is going up which is not a very good thing.

What has the U.G.C. done in these two years as recorded in these two

[Shri M. C. Chagla]

reports to improve the standard and quality of higher education? To my mind the most important thing is the revision of salaries of teachers. You cannot impart good education to your people if you have dissatisfied and frustrated teachers. I am horrified at the salaries that our primary school teachers are getting. I am doing my best. But there again the cost is so high and the States are not in a position to meet the expenditure. The Universities are fortunate in that respect but even there it is difficult because the grants are matching grants. The University Grants Commission has laid down salaries for university teachers and they have agreed that they would pay 80 per cent of any increase that the university professors might be given provided the universities or the State Governments concerned pay the balance and also give an assurance that the scales would be maintained after the Commission's assistance ceases. This is where the snag lies. I must frankly confess this: the States tell me: we have not got money even to pay 20 per cent. The private colleges say: all right, we will pay 20 per cent.; what happens afterwards; we cannot take over the responsibility of 80 per cent after the assistance from the Commission ceases. I am glad to tell the House that 33 universities have so far introduced the above mentioned pay scales and about 4,000 university teachers have received the benefits. The U.G.C. has also tackled the question of salaries of college teachers and their scheme is that they bear fifty per cent of the increased expenditure in men's colleges and 75 per cent. increased expenditure in the case of women's colleges. The period of the scheme is five years. So far 14,000 teachers of 461 colleges affiliated to 23 universities have received the benefits under the scheme. Our scheme for the revision of salary for teachers in Government colleges has benefited 1266 teachers working in 42 Government colleges.

The Commission is doing its best to persuade every university to accept the three year degree course and after careful consideration and thought the Commission has come to the conclusion that it is the proper course that a student should undergo in order to be sufficiently qualified to get a B.A. degree.

Shri Nambiar (Tirucherappalli): There was a lot of experimentation in that. Many students had to suffer on account of that.

Shri M. C. Chagla: Except for one or two States, practically everybody has now accepted. U.P. has not accepted it. I am sorry to say my own university, the Bombay University has not accepted it. But I think by and large the three year degree course has been accepted. I agree there was a lot of experimentation.

One of the most important things that the Commission has done is to establish centres of advanced study. The idea underlying this is this. You establish or help to establish certain faculties in certain universities and help that faculty to the utmost and give that faculty all the equipment they want and give them the best teachers so that these particular faculties in different States will not only be the best in India but will bear favourable comparison by any international standards. We are hoping for a day when an Indian student need not have to go abroad in order to get the best education, he can get it here. For instance, you take any particular faculty, chemistry. I am just giving an example, it may not be correct. Suppose you find in Delhi there is today a very good chemistry school. The U.G.C. will make it a centre of advanced study and centre for post graduate work; they will give it the best apparatus, best teachers. They spend the money on it so that not only the students in Delhi but the best students from all over India who want to study chemistry and who are good in chemis-

try would go to that particular university. It serves two purposes. It creates a particular faculty in one university; it has the highest standard and attracts people from all over India so that you are carrying out the national policy. In other words a university does not become purely parochial or regional; the university becomes the centre of all India studies, attracting people from all over the country, both teachers and students.

The Commission has been attaching the greatest importance to examination reforms. I think one of the most terrible things in our country is the wastage of talent. Failures are so many and so large that there must be something either wrong with the examination system or the teaching system or the curriculum or text books because my belief is that if students are properly taught, all should pass or at least a majority should pass. In our country the majority fail.

Shri D. C. Sharma: I will again join a university if all are going to pass.

Shri M. C. Chagla: I am sure my friend Prof Sharma did not find any difficulty in passing any examination.

For this purpose they appointed a Committee and I shall just mention the main details of the Committee's report: introduction of two papers at the school-leaving examination to test competence—instead of one, they suggest two papers; change in the present system of awarding marks; avoiding of delay in announcing the examination results; reduction of lectures by 50 per cent to give place to tutorials; examinations to be phased and not concentrated at the end of the final year. May I say a word about this?

Today, the whole fate of the students depends upon one examination. The student may be ill; he may be out of sorts; he may be temperamentally unsuited to examinations

and he may be a brilliant boy but yet his whole future may be ruined by that one examination. In America and other countries, the feeling is growing today that you must not decide a student's fate by one examination. You must look at his record for the whole year, what he has done in his class and assess his progress both by that examination and the work done by him during the year. Then they suggest the use of methods of evaluation other than the essay type such as multiple-choice test and short answer test; research into educational and technical aspects of education. We are constantly thinking about the improvement of examinations both at the university level and also at school level.

Another important departure that the University Grants Commission has made and which has worked extremely well is the establishment of summer institutes and seminars. The University Grants Commission drew up a plan for bringing together educators at various levels and research workers at seminars, summer institutes and summer schools. During 1962-63, an amount of Rs. 2,52,000 was paid to 16 universities for organising summer schools, seminars and refresher courses. You will realise the importance of this, particularly in science which is advancing so fast, that it is absolutely necessary that our teachers should keep abreast of this advance. These poor teachers have no opportunity to do so and therefore, if they can go to the summer schools, it would be good.

Shri D. C. Sharma: May I request the Minister not to use the adjective 'poor' along with teachers?

Shrimati Renu Chakravartty (Barrackpore): You should call them poor; they are poor teachers.

Shri M. C. Chagla: I did not mean any disrespect. I was trying to be sympathetic. No one has a greater respect for teachers than I have.

Shri Kapur Singh (Ludhiana): Shri Sharma has always been affluent as a teacher.

Shri Nambiar: The word "poor" must be used; they must be sympathised with.

Shri M. C. Chagla: I will try not to use any adjective. The teachers have got to be brought up-to-date. We have summer schools in which we get professors from outside and they meet together; compare notes and they find out what advance the various subjects have made. We have also introduced summer institutes for secondary school teachers in physics, chemistry, biology and mathematics. This also has worked very well, because the University Grants Commission realises that ultimately the improvement of standards in higher education must depend upon improvement in standards in secondary education because it is from the secondary schools that boys and girls will come to the universities.

Shrimati Renu Chakravartty: These summer schools and seminars are for the secondary-school teachers also?

Shri M. C. Chagla: Yes; in four subjects—physics, chemistry, biology and mathematics. These were organised in the summer of 1963 in collaboration with the United States Agency for International Development and the National Council for Educational Research and Training. Then, the University Grants Commission has attached great importance to the construction of hostels. The figures show that in 1961-62, the number of students residing in hostels was 1,78,423 and in 1962-63, it was 1,96,458. This is far short of the target, but still it means a definite advance. In 1961-62, the Commission sanctioned the construction of 17 hostels at an estimated cost of Rs. 36 lakhs. In 1962-63, the Commission approved the construction of hostels in 17 universities at a cost of Rs. 93 lakhs.

Then the Commission has been attaching a great deal of importance to students' welfare. When we talk so much about student indiscipline, we must bear in mind that the fault

is not entirely of the students. In my opinion, as I have said often, the student indiscipline is a symptom and not a disease. You have to cure the disease. There is something fundamentally wrong in the student life which results in this indiscipline and you have to get to the bottom of this and take some radical measures. The University Grants Commission has been attaching importance to this subject and what they have done is, they have initiated schemes for providing necessary amenities to the students: first, the halls of residence, some as hostels more or less; secondly—this is very important—non-resident student centres. If they cannot provide hostels to students, they want at least to provide as far as possible student centres for non-residents. Today, many a student has not got a corner even in his house where he can study; he has hardly any home-life. Therefore, he goes wandering, spending the time in coffee-shops or cinemas or wasting the time in some other way. Therefore, if we can provide amenities in the university itself where there is a reading room, library or a corner where he can sit down and study, I think it will go a long way towards doing away, I hope the temporary phase, with student indiscipline.

Then they have also initiated schemes for health centres, students' aid fund, hobby workshop, research scholarship and fellowships and psychological counselling and guidance. Then the Commission has also instituted research scholarships and fellowships: 250 scholarships each of the value of Rs. 200 per month for promoting advanced study and research in various fields of sciences and humanities; 120 junior fellowships in sciences and humanities of the value of Rs. 300 per month; 60 senior fellowships of the value of Rs. 500 per month each in sciences and humanities; 30 research fellowships for engineering and technological subjects of the value of Rs. 400 per month, and junior fellowships of the value of Rs. 250 for engineering and technology. A

few scholarships of the value of Rs. 200 at the universities of Baroda and Calcutta for post-graduate studies in museology have also been instituted.

Then there is the scheme to which I attach the greatest importance from the point of view of national integration. These are national scholarships.

15.59 hrs.

[SHRIMATI RENU CHAKRAVARTY in the Chair]

They have instituted 100 national scholarships and they are intended to permit a student to migrate from one part of India to another and study in a university which does not belong to his part of the region. In other words, if a student from Madras wants to come to Delhi, and if he is qualified, he would get one of these national scholarships. The idea is, it will permit students from different parts of India—

Shri Sinhasan Singh (Gorakhpur): If the parents of the boy are living in Delhi, will these boys be entitled to these national scholarships, because though the boy comes from Madras, his parents may be living in Delhi?

Shri M. C. Chagla: I am not sure about that. The idea is that he has got to leave his family or parents; though he may be having a home in Madras, he has got to set up a new home here.
16 hrs.

Shri Sinhasan Singh: His father is employed here; his mother is here and they are living here for years. But he applies under the plea that he belongs to Madras, and so he should be given national scholarship. Will he be entitled to it.

Shri M. C. Chagla: I hope not. I will enquire. That is not the intention. The intention is it will cost him to have two homes.

A great deal of money has been spent on libraries and laboratories. I need hardly say that no university

can function without a proper library or a proper laboratory and too much money cannot be spent on these two items in higher education.

The University Grants Commission has rightly realised that if the standard of post-graduate education has to go up in this country, they have to help the affiliated colleges, because today there are a large number of affiliated colleges, which are doing post-graduate work and their equipment and standards are very low. Therefore, they have decided to help as many colleges as they can, in order to make it possible for them to improve their post-graduate teaching. During the first two years of the current Five Year Plan, the Commission allotted grants amounting to Rs. 49 lakhs to 42 colleges for improving facilities in 99 post-graduate science departments of affiliated colleges. During 1962-63 a sum of Rs. 8.14 lakhs was paid on this account whereas during 1963-64 Rs. 24 lakhs were paid.

That is a survey of what the UGC has been doing in the two years under review and I am sure the House will join with me in paying a compliment to the Commission and also to its very distinguished Chairman, Dr. Kothari for the very fine work they have done.

Mr. Chairman: Motion moved:

"That the Annual Reports of the University Grants Commission for the years 1961-62 and 1962-63, laid on the Table of the House on the 21st August, 1963 and the 19th February, 1964, respectively, be taken into consideration."

There are quite a large number of speakers who would like to participate in the debate. I think it would be better if hon. Members try to make their points concisely and try to conclude in 12 to 15 minutes. Shri Krishnapal, Singh.

Dr. M. S. Aney (Nagpur): Are you calling the Members by the numbers before you?

Mr. Chairman: I have a right to call whomever I like.

Shri Krishnapal Singh (Jalesar): Mr. Chairman, while I admire the work of the University Grants Commission in trying to raise the intellectual standard in the universities and affiliated colleges, I do realise that they are labouring under several difficulties. The greatest difficulty appears to be that they have not got sufficient funds at their disposal. One is really surprised when he finds that in a big and backward country like ours, we only spend Rs. 0.84 per cent on higher education, all the States and the Centre put together. I fail to understand how in a country like ours, the UGC or any Commission can improve the standards of education, which are obviously low in our country.

I wish to emphasise a few points, which I do consider, have escaped the view of the UGC. The most important one is that whereas they have paid a good deal of attention to the intellectual development, they have failed to devote sufficient attention to the physical development and the development of character of our young men. We see every day our young men going about with very poor physique. The arrangements for the development of physique of young men in universities and colleges are so very inadequate that they cannot really be compared with the young men in other countries. Recently at Tokyo, we witnessed the poor performance of our team in the Olympic Games, compared to the other teams which other countries had sent.

The other point which is equally important is the moral education. Here I would like to quote no less a man than one of the Shankarcharyas, who in an interview with one of the Press representatives said.

"The present tendency in the part of our Rulers, to promote morals through legislation will

result in chaotic, futile Acts which will only add to the bulk of the statute-book. Prizes used to be awarded for pupils who did not steal, who did not tell lies and who followed the precepts of their elders. Nowadays the schools offer prizes for proficiency in subjects which have no influence on the development of the pupil's moral development. Career has become more important than character and conduct. It is necessary that the noble ideals expounded in our religious books and not Acts of Parliament should regulate the behaviour of our boys."

I suppose if somebody had put the question to His Holiness the Pope, he would have given the same kind of reply. As it is, we have hardly any arrangement for the development of character by our young men in our colleges and universities and that is why we have to witness the poor performance among the higher services and in practically every profession. In every sphere of national life, we find that our young men do not behave in a manner in which they ought to behave. If you see what people think in general of our temples of justice, to which a reference was made a short time ago, if you see what is happening in the business circles, the need for formation of Sadachar Samiti, etc, you would agree that a suitable arrangement for the development of character of your young men is absolutely necessary, and it can only be done in educational institutions, not outside. In the olden times, education was regarded as the development of body, mind and character. I think that definition holds good even now. What I would like to suggest is that we should not neglect body and character.

Now, the other complaint which I have against the University Grants Commission is about the way they have neglected education in rural areas. We have about 55 universities in the country at present.

Shri Chandrabhan Singh (Bilaspur): 61 at present.

Shri M. C. Chaglia: We have 61 at present.

Shri Krishnapal Singh: It may be 61, but not more than 3 or 4 universities are located in the rural areas although 80 per cent of the population lives in rural areas. Out of the 2000 affiliated colleges not even 100 good colleges are located in the rural areas. We know how backward our students from the rural areas are. The result is that they cannot enter any of the higher public services nor any of the lucrative professions in the country. They have to be satisfied by remaining hewers of wood and drawers of water.

I come now to the question of affiliated colleges. Most of the students from rural areas go to the affiliated colleges and receive their education there. Most of the affiliated colleges are situated in the cities. They have difficulty in finding accommodation. Suitable arrangements for boarding houses do not exist. This is one point which the hon. Minister referred to just now. Therefore, they have to go about finding accommodation. Some of them cycle eight to ten miles daily and waste their time in going to the college and coming back. Therefore, it is necessary that we should decentralise our control of institutions for higher education. There are quite a number of these affiliated colleges which are good enough to become small universities. Section 3 of the University Grants Commission Act empowers the University Grants Commission to raise the standard of these affiliated colleges and convert them into autonomous institutions for the purpose of granting degrees. Last year or the year before last, four institutions have been given that privilege. But four institutions are too few. I venture to say that there are quite a number of institutions situated in rural areas or in suitable centres which can be converted into autonomous institutions,

which can be developed into minor affiliated universities and thereby relieve the pressure on the universities.

I would like to give the instance of the Agra University. It has 121 affiliated colleges attached to it. It is not proper for one university to look after 121 affiliated colleges. The result is that most of them do not receive the attention from the university authorities which they deserve. If we decentralise the administration and create more institutions which can confer degrees by holding their own examinations, we would really be strengthening the system of higher education in rural areas. This is one point which I would like to bring to the notice of the hon. Minister.

While I am on this, I would like to bring to the notice of the hon. Minister some of the grievances which had been heard from the State of Punjab, as regards the treatment to representatives from rural areas, particularly Sikhs, in the university body. There has been a complaint by no less a person than Justice Gurnam Singh, a retired Judge and the Leader of the Opposition, and other prominent leaders that gradually this element is being eliminated from the university bodies.

Shri D. C. Sharma: They have got their own university—Punjab University.

Shri Krishnapal Singh: This matter should receive the attention of the hon. Minister and the UGC. I hope all their legitimate grievances will be redressed.

Mr. Chairman: The hon. Member should try to wind up.

Shri Krishnapal Singh: Then I would like to emphasise the point which was raised by the hon. Minister with regard to the system of examination. As the present system of examination has proved a failure, the wastage is tremendous, we should try to institute a system of frequent

[Shri Krishnapal Singh]

examinations. I understand it has already been done in some of the institutions. We must extend it to other institutions.

One more point which I would like to mention here is about the transfer of reasearch and technical institutions from the various other Ministries to the Education Ministry, and thus within the purview of the UGC. This is very important. I think this has been referred to by the Committee of Members of Parliament on Higher Education in its reports. It is the most amazing thing that research and technical institutions should remain excluded from other educational institutions, thereby creating compartments in our educational system. I hope that these educational institutions which are under other Ministries will be brought under the Education Ministry.

I would not say very much more. I would like to refer to one point now, and that is the system of grants-in-aid, which is a very important point. Again, it is the rural population which is very hard hit by our present system of grants-in-aid. It is very queer that while in cities 7.8 per cent of the students are going to the universities compared to 1.4 per cent in rural areas, Government gives 90 per cent of the deficit as aid to the universities whereas in the poorer areas only 50 per cent is given. Thus, the poorer areas suffer a good deal. In a place like Delhi, where people belonging to the richer class receive education, students can study for Rs. 40 to 50 a month whereas a student coming from the rural areas has to go to a place far away from his home, live outside and spend three or four times more. Therefore, institutions which are located in poorer areas should receive higher grants-in-aid than the other institutions.

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

Shri Krishnapal Singh: My last point is about the construction of hos-

tels and residential quarters for the staff. So far as affiliated colleges are concerned, there is hardly sufficient provision for quarters for the staff or for hostels for the students. So far as the system of matching grants is concerned, it is so defective that the poorer students have to pay for the construction of hostels. If there were no matching grants, they would not be required to pay. I think, the Committee of Members of Parliament on Higher Education also recommended that the present system of matching grants should be changed. I hope, it will be done.

श्री राम शंकर प्रसाद सिंह (छपरा) :
सभानेत्री महोदया, यूनिवर्सिटी ग्रांट्स कमिशन की जिन दो रिपोर्ट्स पर बहस चल रही है, ये दोनों ही बहुत मूल्यवान रिपोर्टें हैं। अभी माननीय मंत्री महोदय ने उन बहुत सी बातों का जिक्र किया है जिनमें यूनिवर्सिटी ग्रांट्स कमिशन को सफलतायें मिली हैं। आपने यह भी बताया है कि सरकार का यह प्रयास होगा कि उच्च शिक्षा के लिये जो लोग विदेशों का जाते हैं उनको विदेशों को जाना न पड़े और यहीं पर उस प्रकार की शिक्षा का प्रबन्ध हो जाये। शिक्षा मंत्री महोदय ने उस प्रकार की उच्च शिक्षा का प्रबन्ध यहीं करने का प्रयास करने का आश्वासन दिया है और कहा है कि उसका पूरा पूरा प्रबन्ध यहीं किया जाएगा। दिल्ली यूनिवर्सिटी में रसायन शास्त्र के अध्ययन के प्रबन्ध के बारे में उन्होंने संकेत भी किया है। निश्चय ही यूनिवर्सिटी ग्रांट्स कमिशन और हमारी सरकार इसके लिये बधाई की पात्र हैं।

16.22 hrs.

[SHRI SURENDRANATH DWIVEDY in the Chair]

जैसा मैंने पहले निवेदन किया है ये दोनों रिपोर्टें बहुत मूल्यवान हैं। इनमें इस बात को बतलाने का प्रयास किया गया है कि कहाँ कहाँ कठिनाइयाँ हैं जिनका देश को सामना करना पड़ता है। राष्ट्र के निर्माण

में शिक्षा का स्थान महत्वपूर्ण है, यह निर्विवाद है। उस निगाह से शिक्षा को जितना प्रॉसेस मिलना चाहिए उतना इस देश में नहीं मिल पाया है, इसका प्रमाण यह है कि यूनिवर्सिटी ग्रांट्स कमिशन को जो रुपये अनुदान के रूप में दिये गये हैं, वे कम हैं, जो धनराशि दी गई है वह कम है और साथ ही साथ रिपोर्ट में यह भी बताया गया है कि विद्यार्थियों की संख्या पिछले पांच छः बरस में दुगुनी हो गई है। इन पांच छः वर्षों में कालेज भी बहुत बढ़े हैं और विश्वविद्यालयों की स्थापना भी काफी की गई है।

यूनिवर्सिटी ग्रांट्स कमिशन के सामने जो मुख्य काम हैं, उन में एक काम यह है कि शिक्षा के स्तर में सुधार किया जाए, शिक्षा के स्तर को ऊंचा उठाया जाए और दूसरा यह कि यूनिफार्मिटी लाई जाये, विश्वविद्यालयों में समता कायम की जाए, एकता स्थापित की जाए। साथ ही साथ रिसर्च का काम भी करना है। इन सब कामों में काफी पैसा खर्च होता है। कुछ विश्वविद्यालयों का प्रबन्ध तो सेंट्रल गवर्नमेंट का स्वयं करना पड़ता है। उसी में यूनिवर्सिटी ग्रांट्स कमिशन के काफी पैसे खर्च हो जाते हैं। रिसर्च के काम को तो रुपये पैसे से आंका नहीं जा सकता है। उसके लिये तो ज्यादा से ज्यादा देश को खर्च करना चाहिये।

आज देखा जाता है कि दायर सैकेंडरी से ले कर एम० ए० की परीक्षा तक लाखों विद्यार्थी हर साल परीक्षा में सम्मिलित होते हैं जिन में से आधे पास होते हैं और आधे के करीब विद्यार्थी पास नहीं हो पाते हैं। पास न होने के कारणों पर विचार करने के बाद पता चलेगा कि योग्य शिक्षकों की कमी है और योग्य शिक्षकों की कमी का कारण यह है कि जो योग्य होते हैं, जो उच्च शिक्षा प्राप्त व्यक्ति होते हैं वे शिक्षा विभाग में आना नहीं चाहते हैं। उनके इस क्षेत्र में न आने का कारण यह है कि समाज में शिक्षकों का उतना आदर नहीं होता है जितना कि और

काम करने वाले लोगों का होता है। इसलिए अधिकतर उच्च शिक्षा प्राप्त व्यक्ति पुलिस में या एडमिनिस्ट्रेटिव सर्विस में जाना पसन्द करते हैं। जो लोग शिक्षा के काम में जाते हैं उनको वह स्थान नहीं दिया जाता है जो स्थान दूसरे सरकारी नौकरी करने वाले लोगों को मिलता है, उनको वे साधन मुहैया नहीं किये जाते हैं, जो साधन दूसरे लोगों को मुहैया किये जाते हैं जैसे मकान का प्राबलैम उनके सामने रहता है, मेडिकल एड का कोई प्रबन्ध नहीं होता है, उनके दवा दारू का कोई प्रबन्ध नहीं होता है, उनको पेंशन इत्यादि की सुविधा नहीं होती है। इसी तरह से और भी कई सुविधायें साधन हैं जो कि दूसरे सरकारी काम करने वालों को मिलते हैं परन्तु जो शिक्षा के क्षेत्र में काम करने वालों को नहीं मिलते हैं। यही कारण है कि कोई योग्य व्यक्ति, उच्च शिक्षा प्राप्त व्यक्ति शिक्षा विभाग में काम करना पसन्द नहीं करता है।

विद्यार्थी जो कि विद्याध्ययन करने के लिये जाते हैं, उनको भी पूरी पूरी सुविधायें और साधन नहीं मिल पाते हैं और न ही स्वास्थ्य-कर वातावरण ही उनको सुलभ हो पाता है। अभी पूर्व वक्ता महोदय ने कहा है कि जो एफिलियेटेड कालेजिज होते हैं जो कि छोटे छोटे शहरों में होते हैं उनमें अध्ययन करने के लिये आठआठ और दस दस मील से विद्यार्थियों को आना पड़ता है और आने के बाद अगर लैशर का पीरियड किसी वक्त हुई, उस वक्त न उनके पास कोई खेल के साधन रहते हैं, न पुस्तकालय होता है जहां जाकर वे अपना समय बिता सकें। उन एफिलियेटेड कालेजिज के पास बिल्डिंग भी अच्छी नहीं होती है। इसका नतीजा यह होता है कि विद्यार्थियों में अनुशासन-हीनता पैदा हो जाती है और जैसा अभी शिक्षा मंत्री महोदय ने बताया कि विद्यार्थी लोग जिस एटमासफीयर में रहते हैं, जिस वातावरण में रहते हैं उस वातावरण के

[श्री राम शंखर प्रसाद सिंह]

हिसाब से उन में अनशासनहीनता आती है। इसमें उन विद्यार्थियों का विशय दोष नहीं है। उन लोगों के लिये अगर प्रापर एटमास-फीयर का निर्माण किया जाये, ऐसे वातावरण का निर्माण किया जाये जिसमें वे अनुशासन में रह सकें तो मैं समझता हूँ कि इसमें कोई दिक्कत नहीं होगी।

आप जानते हैं कि जो भी विश्वविद्यालयों में विद्यार्थी आते हैं व ज्यादातर एफिलियेटिड कालिजों की मार्फत आते हैं। एफिलियेटिड कालिजिज की परिस्थिति बहुत खराब है। वहाँ की जो मैनेजिंग कमेटी होती है उसका जो रवैया होता है उस रवैये के कारण टीचर्ज या प्रिंसिपल को भी स्वतन्त्रता नहीं रहती है। उनके ऊपर कम पढ़ लिखे लोग जो मैनेजिंग कमेटी में होते हैं नाजायज तरीके से छाप चढ़ाते हैं और वे लोग नौकरी के मारे उन लोगों के कंट्रोल में रह कर जो वाजिब बात भी होती है, उसको भी नहीं कर पाते हैं। जो उनको करना चाहिये वह भी वे नहीं कर पाते हैं। मैं चाहता हूँ कि सरकार देखे कि टीचर्ज को उनकी नौकरी का पूरा पूरा प्रोटेक्शन मैनेजिंग कमेटी के हाथों से मिले। कोई भी मैनेजिंग कमेटी मनचाहे किसी भी टीचर को न हटा सके, इसका खयाल सरकार को रखना चाहिये।

जो एफिलियेटिंग युनिवर्सिटीज हैं जब वे कालिजेज को एफिलियेट करती हैं तो कोई भी मापदण्ड अपने सामने नहीं रखती हैं। मैं अपनी कांस्टिट्यूएन्सी की बात कहना चाहता हूँ। छपरा में तीन चार कालेज हैं लेकिन सब के बारे में मैं कहना नहीं चाहता हूँ कि क्या क्या कमियाँ हैं, किस तरह से काम चलता है लेकिन दो कालेजिज के बारे में मैं कहना चाहता हूँ। दो कालिज ने ला कालेजेज बनने की परमिशन मांगी। उन दोनों में से कोई भी कालेज ला कालेज बनने के लायक नहीं हैं क्योंकि छपरा में न तो कोई हाई कोर्ट है,

लोअर कोर्ट्स के वकील वहा काम करते हैं, न कोई अच्छे पढ़ाने वाले हैं, न उनके पास साधन हैं और न कुछ और। वहाँ कोई पढ़ाने नहीं जाता है और तीन चार बरस की प्रैक्टिस वाले वकीलों को ही रख कर दो कालेज खोल दिये गये हैं। एक कालेज में पांच लड़के और दूसरे में बीस लड़के हैं। दोनों कालेजों को यूनिवर्सिटी ने परमिशन दे दी है ला क्लासिस चलाने की। उनके पास न पूरा इक्विपमेंट है, न साधन हैं, न प्रोफेसर्स हैं, न टीचर्ज हैं।

हमारी कांस्टिट्यूएन्सी में एक दूसरा ग्रांट्स कालेज है जिसकी कहानी ही अलग है। वह कालेज रातों रात दूसरी जगह चला गया और दोनों जगहों के लोगों ने परमिशन के लिये आवेदन पत्र दे दिये और यूनिवर्सिटी ने दोनों कालेजों को परमिशन दे दी। दोनों के पास न उचित संख्या में विद्यार्थी हैं, न बिल्डिंग अच्छी है न स्टाफ है। दोनों कालेजों को एक ही नाम से चलाने की अनुमति दे दी गई यूनिवर्सिटी की तरफ से जबकि दोनों में से किसी के पास भी साधन इत्यादि नहीं थे। मेपा निवेदन यह है कि एफिलियेटिंग युनिवर्सिटीज जो होती हैं उन को किसी कालेज को एफिलियेट करने से पहले यह देख लेना चाहिये कि जो जो आवश्यक चीजें किसी कालेज को चलाने के लिये होती हैं वे क्या इस कालेज के पास हैं या नहीं हैं, क्या उसके पास साधन हैं या नहीं हैं, बिल्डिंग अच्छी है या नहीं हैं, पूरी लाइब्रेरी है या नहीं, पर्याप्त संख्या में विद्यार्थी हैं या नहीं हैं, योग्य टीचर्स हैं या नहीं हैं। यह सब कुछ न देख कर पोलिटिकल प्रेशर, राजनीतिक दबाव म आकर इस किस्म की परमिशन दे दी जाती है। अगर इस किस्म से कालेजों का बढ़ावा करना है और उन का बढ़ावा होता चला गया तो मैं नहीं समझता कि स्टैंडर्ड आफ टीचिंग ठीक चल सकता है। आप की मार्फत शिक्षा मंत्री से

मेरा निवेदन है कि कोई ऐसा नियम बनाया जाये कि जो भी ऐफिलिएशन हो उस के ऊपर सेनेट या सिन्डिकेट का कंट्रोल न रहे, उस के लिये अप्रूवल यूनिवर्सिटी ग्रान्ट्स कमिशन का या किसी दूसरी संस्था का रहे जिस में चुन कर आने वाले लोगों का, जो कि वोटों के भिन्नकारी होते हैं, कोई दबाव वहां पर न हो। इस का कारण यह है कि इस तरह से कभी भी स्टैंडर्ड आप नहीं बढ़ा सकते हैं। हमारे शिक्षा मंत्री ने स्टैंडर्ड को बढ़ाने के बारे में बहुत सी बातें बताईं। उन्होंने यह भी कहा कि हायर सेकेन्डरी पास करने के बाद जो विद्यार्थी आगे पढ़ने लायक हो वही हायर एजुकेशन में जाये। लेकिन जब तक आप ऐफिलिएशन के मामले को ठीक नहीं करेंगे तब तक राष्ट्र के लोगों का जीवन बरबाद होता रहेगा। मुझे जानकारी है कि लोग ला कालेज में नाम लिखाये हुए हैं लेकिन वह दूसरे काम करते हैं। चूंकि दो आदमी सेनेट के मेम्बर हैं वे वाइस चांसलर से दो विरोधी बातें करते हैं। इसलिये वाइस चांसलर को भी दिक्कत होती है, वे बिहार से जा कर यू० पी० में वाइस चांसलर बने हैं, उन्हें सब को खुश करना है इस लिये लड़कों की जिन्दगी बरबाद हो, हिन्दुस्तान का रुपया बरबाद हो, हिन्दुस्तान के लोगों की हिम्मत बरबाद हो, इसकी उन को चिन्ता नहीं है। वे परमिशन दे देते हैं। सिन्डिकेट में और सेनेट में जो चांसलर नामिनेशन करते हैं वह तो कम से कम स्वतंत्र व्यक्ति हैं, उन के ऊपर कोई दबाव नहीं है, वह ऐसे आदमियों को नामिनेट करें जिनका शिक्षण संस्थाओं से सम्बन्ध हो, जो शिक्षण की जानकारी रखते हों लेकिन जिन के सिन्डिकेट में जाने से शिक्षा के काम में उन्नति हो ऐसे लोगों को न रख कर, ऐसे निरर्थक लोगों को वहां भेजते हैं जिन्होंने यूनिवर्सिटी या विश्वविद्यालय का मुंह नहीं देखा। ऐसे लोगों को गवर्नर या चांसलर नामिनेट कर के भेजते हैं, जिस का प्रमाण हमारे बिहार की हर एक यूनिवर्सिटी है। मैं चाहूंगा कि इसके ऊपर एजुकेशन मिनिस्ट्री और यूनिवर्सिटी

ग्रान्ट्स कमिशन ध्यान दें कि जो लोग गवर्नर के माध्यम से नामिनेट हों वे लोग काबिल हों और यूनिवर्सिटी के कामों में दिलचस्ती रखने वाले हों।

मुझे पता नहीं है कि टैक्निकल स्कूल्स और ट्रेनिंग का विषय यूनिवर्सिटी ग्रान्ट्स कमिशन के अन्दर आता है या नहीं क्योंकि मैं कोई विद्वान नहीं हूँ, लेकिन व्यावहारिक दृष्टि से जो मेरी इत्तला है उस से देखता हूँ। अभी रांची के मेडिकल कालेज में विद्यार्थियों की हड़ताल में और घनबाद के टैक्निकल इन्स्टिट्यूट में की हड़ताल में, जिस की काफी माननीय सदस्यों के पास पहुंच गई होगी, उन का ख्याल था कि ट्रेनिंग हो जाये, एडमिशन हो जाय, यही सब कुछ है, लेकिन वह लोग पास कर के क्या करेंगे यह उन को मालूम नहीं था। इस प्रकार से अनप्लैन्ड तरीके से जो संस्थाएँ बना दी जाती हैं उस पर भी सरकार की निगाह होनी चाहिये।

आप ने बतलाया कि शिक्षकों के वेतन में वृद्धि की गई है लेकिन शिक्षकों के वेतन में वृद्धि होने के कारण चूंकि राज्य सरकारों के पास फंड्स नहीं है या और दिक्कतों के कारण बहुत सी यूनिवर्सिटियां उन को नहीं दे पाती हैं। मैं आप से निवेदन करूंगा कि एजुकेशन मिनिस्टर और यूनिवर्सिटी ग्रान्ट्स कमिशन मैचिंग ग्रान्ट्स की बात को छोड़ दे। आप टीचर्स को जितना देना चाहते हों जो भी आप की स्केल उन के लिए हो उस के हिसाब से दे दें, बाकी आप यूनिवर्सिटियों के ऊपर छोड़ दें कि वह जितना देना चाहें उस तरीके से उन लोगों को तन्खवाहें बढ़ा दें। इस से अध्यापकों को जोश होगा, उन को उत्साह होगा और उन्हें विश्वास होगा कि वे आप का कुछ काम कर सकेंगे। आज बिहार में दिक्कत उठ रही है क्योंकि बिहार गवर्नमेंट यूनिवर्सिटी ग्रान्ट्स कमिशन के स्केल को नहीं मानती है। कारण यह है कि दो किस्मों के लोग यूनिवर्सिटियों में वहां काम करते हैं। एक तो बिहार एजू-

[श्री राम शेखर प्रसाद सिंह]

केशन सर्विस के लोग हैं जो कि सरकारी महकमों में बड़े बड़े पदों पर पर, जैसे कि डी० पी० आई० है, काम करते हैं, और दूसरे लोग वे हैं जो यूनिवर्सिटी सर्विस कमिशन के हैं और यूनिवर्सिटी सर्विस से आये हुए हैं। जो लोग बिहार गवर्नमेंट के हैं उन को जो तन्खाह गवर्नमेंट देती है उस में वृद्धि नहीं होती है। वह ऊंचे ओहदों पर है, वे सोचते हैं कि उन के विद्यार्थी क्यों उन से ऊंचे वेतन पर जायें। वे लोग यह प्रयास करते हैं कि किसी तरीके से यूनिवर्सिटी ग्रान्ट्स कमिशन के स्केल लागू न हों। इस लिये मेरा निवेदन है कि यूनि वर्सिटी ग्रान्ट्स कमिशन की स्केल को लागू करने के लिए मैचिंग ग्रान्ट्स की बात शिक्षा शिक्षा मंत्रालय न करे। जो भी लोग हैं, चाहे वे एजुकेशन सर्विस के हों चाहे यूनिवर्सिटी के हों, जो भी शिक्षा विभाग में काम करते हैं, वे सब आप की ग्रान्ट ने लाभ उठा सकें।

16.35 hrs.

[MR. DEPUTY-SPEAKER in the Chair.]

अब मैं आप से निवेदन करना चाहता हूँ कि रिपोर्ट में आप ने लिखा है कि जहाँ कहीं भी एग्रिकल्चर के और खेतों बाड़ी के साधन हैं, जहाँ पर तान इन्फ्रीडिण्डेन्स पूरे हों, वहाँ पर आस एग्रिकल्चर यनिवर्सिटी कायम करेंगे। मेरा निवेदन है कि बिहार में कोई एग्रिकल्चरल यनिवर्सिटी नहीं है। सरकार से राजेन्द्र बाबू के नाम पर एक एग्रिकल्चर यनिवर्सिटी बनाने के लिए बिहार गवर्नमेंट ने और वज़ा के बहुत से पब्लिक मैनों ने रिक्वस्ट किया है। मैं चाहूँगा कि सरकार इस बात को ध्यान में रखे। उत्तर बिहार में दो जगहों पर तो यूनिवर्सिटी हो चुकी है, मुजफ्फरपुर में और दरभंगा में। सारन या चम्पारन में जो कि राजेन्द्र बाबू का कार्य-क्षेत्र था और जहाँ वे पैदा हुए थे, जो भी स्थान उपयुक्त हो, एक एग्रिकल्चर यनि-

वर्सिटी पूज्य राजेन्द्र बाबू अथवा भारत के प्रथम राष्ट्रपति के नाम पर बनाई जाये। अभी तक सरकार ने इस सम्बन्ध में कुछ नहीं किया है। सरकार से मेरी अपील है और एजुकेशन मिनिस्टर से भी कि पूज्य राजेन्द्र बाबू के नाम पर बिहार में कहीं पर भी, सम्भवतः

श्री नाथ पाई (राजापुर) : भारतीयों के दिलों में राजेन्द्र बाबू के लिये बढ़ा आदर है।

श्री राम शेखर प्रसाद सिंह : जरूर है, लेकिन देशवासियों ने गांधी जी को भुला दिया, दस दिन बाद राजेन्द्र बाबू को भी भुला सकते हैं। अगर इस चोज से कोई विशय फायदा न होगा तो कोई नुकसान भी नहीं होगा।

मैं शिक्षा मंत्री जी को उन के भाषण के लिये जो उन्होंने सदन के समक्ष दिया और अपने जो विचार और अपनी दिक्कतें जो सदन के सामने उन्होंने उपस्थित कीं, उन के लिये धन्यवाद देता हूँ और यूनिवर्सिटी ग्रान्ट्स कमिशन को भी, उस के अध्यक्ष के समेत, धन्यवाद देता हूँ जिन्होंने इसके लिये प्रयास किया है और उस प्रयास के कारण इस शिक्षा के स्तर को ऊंचा उठाने में कुछ सफलता मिली है।

Shrimati Renu Chakravarty: Mr. Deputy-Speaker, in discussing the annual reports of the University Grants Commission, the figure which has been given to us by the Minister, of students going up for higher education is that today there are 12.37 lakhs of them.

Shri Swell (Assam—Autonomous Districts): Not today; at the end of 1963.

Shrimati Renu Chakravarty: This is the latest figure supplied to us.

Now, whatever may be the proportion of increase, I would say that in a country of 45 crores of people, this is a very very low figure, and we obviously have to try and attain a much higher figure of highly educated young men and women. The tragedy of the whole situation is that we have here a philosophy that we should try to cut down, as far as possible, the number of people going up for higher education. Obviously, it is a logical thing to say that young students who have not done very well, who have just scrapped through examinations at the high-school standard need not necessarily go up for higher education. But the very big question is: what will they do? They have to have some other paths of education, whether it is technical education, cultural education or some other type of education, which will qualify them for life. Unfortunately, today we just have not got those institutions. If you see the polytechnics, if you see the junior technical schools, you will find in big cities like mine that there are thousands of applicants, and at the end of it all only a few hundred are taken in. So, after that the frustration that sets in for these young men and women today is something that is fantastic. One does not know how one has to answer the question of student discipline, because what is it that we are expected to tell them? We are parents also. I have been a university teacher for ten years. So from both points of view, I would ask, what are we expected to tell these young men and women, who may, for very many reasons have turned out with third division. Are we expected to tell them: go and drown yourselves in the Ganges? We obviously cannot do so. Therefore, in this period of transition, to go on consistently saying that we have to restrict the number of students going up for higher education is, I think, rather unrealistic at the present moment. We have to try and fit them in various fields of education. Without doing that, we cannot just say that a third division student cannot be taken in any university.

Even today, in the fields of employment what is it that we really put forward as the main criterion? Are you a B.A., I.A., I.Sc.? That is the criterion today. If today young women wish to go in for higher nursing, a field which is so badly in need of trained people, we have to have them as B.Sc. or B.A. So, the question of having a degree is essential because of the whole economic system. Therefore, this question is not so very simple as just enunciating the principle that we should not have people who do not pass very well going up to the universities.

The second point is that when we passed the Universities Grants Commission Act, the principle that was enunciated was standardisation of universities. I feel that to a very great extent this standardisation has not come about. Maybe, we have had a large number of libraries, grants for more laboratories and all that, but when it comes to the question of examination reports, I as a teacher, of course, am not yet satisfied that any particular method has yet been found by which we can really evaluate the merit of the students. Any number of committees might have sat, but I am not satisfied that we have been able to find out a machinery for evaluation of talent. At least, the University Grants Commission should have tried to standardise the results of the various universities throughout India.

Without mentioning any particular university, I may say that there are universities which turn out quite a large and substantial number of first classes, and there are universities which are so fastidious that there is hardly a first class in so many subjects. When it comes to the question of employment, the man who has a first class is certainly given a plus in contrast to a man who gets a two-one, —we do not have a two-one as they have in Cambridge or Oxford—or a high second class. Yet, I know of very many young men and women who, getting a second class, are far superior

[Shrimati Renu Chakravartty]

to the first class of certain other universities. Therefore, I feel that this standardisation is very necessary. I think this is a point of view which is gaining ground, and should gain ground.

Thirdly, I feel that the statutes of the universities should be again looked into. The universities are autonomous, but the statutes of the universities by which the syndicates are formed etc., should be looked into in greater detail. I was shocked when I read in the papers that my university, which is one of the universities, the University of Calcutta, was calling experts from some foreign place or order to tell us what should be our statutes. Our conditions are so very different from those in America or England or Europe or any other place, and we have got sufficient talent, judicial, legal and educational, to be able to find out what will suit us. Therefore, this question of the statutes of the universities should also be looked into by the University Grants Commission.

One of the complaints made by one of our friends was that there was no Sikh on the University Grants Commission. I think this is one of the banes of our education. I would certainly like that in the University Grants Commission there may be somebody from Punjab if there is very eminent person available, but this demand that he should be a person representing a particular community is something which should not be there. I also feel that we should not have in secular India either an Aligarh Muslim University or a Banaras Hindu University. Both these should be removed, and we should have universities where we teach our boys and girls in such a way that they get a wider, humane catholic outlook which is the aim of education.

On the question of the three year degree course, most of the universities have accepted it for good or ill. But

there is this important question. We teach our boys and girls till they reach that stage in our regional languages. I support it. Now, one suddenly changes over to English. Our teachers go on teaching them in English. In the three year degree course the whole of the first year and even the half of the second year is spent in the student trying to understand just what the teacher says. That is a tragedy which we have not taken into account. Having decided to teach our children in the regional language till the tenth or eleventh standard, if we suddenly change over to English, there is this difficulty felt by the children. We have to be logical. We have to give our children knowledge and not go on philosophising or expressing differences of opinion as to what the link language will be. We have to teach them in the regional language. It is a real tragedy and I as a teacher of English would say that we go on teaching English as a link language and not as a foreign language, we go on teaching English as the medium of instruction. My point is it should not be the medium of instruction. It should be a foreign language, well-taught. Today we do not teach our children English in the way that we should do. In Germany, we saw their children learning English in a much better way than our own children do here, having started learning English in the 5th or 3rd standard; it is all chaos. We have got to make up our minds. Our children should learn in the universities in the regional languages. We should not put them in the tragic situation of having difficulty even in understanding what the teacher says in a foreign language. We should teach the foreign language, correctly and well. That is one thing. But we should not go on insisting that it should be the medium of instruction in the higher stages of education.

I support the idea of having centres of advanced studies. I have not seen any of them functioning. The idea appeals to me. We should help certain universities develop a certain faculty so that they become the best

centres of best in all India higher education. Sometimes we suffer from such inferiority complex that we go on bringing in international experts even in fields where we feel that we are expert enough and we have got enough educational talent to be able to apply our knowledge and our conditions. I quite understand if we were to bring from M.I.T. in America the best person to teach us something about steel technology. But there are some universities in America who take third class matriculates in their universities. I was shocked in my university, they would not have taken third class matriculates but they are taken there. So, there are universities and universities. Therefore, we should try to get only those experts who really have the knowledge which we do not have. I find that it was sponsored by somebody that we should bring in some experts. I have no objection if they are brought with the idea of helping us only in fields which we do not know. Then, there is this question of our children abroad. I would like our children or students to go abroad and learn how to teach English; I should like them to go abroad and learn things that we do not know. Why should we go abroad for everything? I know that still, in spite of our foreign exchange difficulties, people high up send their children abroad for studying subjects for which facilities are available here and they should not be permitted to go abroad. We have got enough facilities to teach them those subjects in India.

One last word, Sir, and I have done. It is about the question of ragging. It has really shocked me I quite appreciate; there could be boyish pranks; I have got a body who is in the age group of boys going to universities. Boyish prank is quite a different thing. But to permit them indulgence in doing dirty things in the name of ragging it is going on in the last few years—is yet another thing. I want to bring it up here because many principals and even rectors of universities have just brush-

ed it aside when I pointed out this aspect to them. Here is a young boy who is just going out from a protected life after having been in school—they are protected by their parents largely in school life—and suddenly entering the university; he finds these ugly things that are done today. Some of the young students entering the university are most sensitive in life. I think it is high time that the University Grants Commission put a stop to it; it is a sign of degeneration that is setting in. It is not our cultural tradition; it is not something that is part and parcel of education; it is something which we are trying to imitate from abroad which will really bring us no credit. It is something that does great discredit to us. Therefore, I would like this thing to be stopped. This particular thing is growing in all our I.T.s and technological colleges, in the Indian Institute of Technology, in the universities and in the very university of Delhi, in the big colleges, very smart and very fashionable. I would like to emphasise that this is something which should be stopped, and we should not permit it. Ragging is one thing, and its being permitted by the rectors of the hostels and universities is another. These should be stopped.

श्री कमल नयन बजाज (वर्धा) : उपाध्यक्ष महोदय, हमारी जो शिक्षा प्रणाली चल रही है उस से भारत के जो शिक्षा शास्त्री हैं और जो हमारे महान नेता हैं किसी को भी उस से सन्तोष नहीं है। उस शिक्षा प्रणाली में मूलभूत फर्क करने की आवश्यकता वैसे ही थी और आज भी वैसे वह और बढ़ती जा रही है।

सब से पहले तो विश्वविद्यालय अनुदान आयोग को, मैं समझता हूँ कि हमारे पाठ्यक्रम की जो पुस्तकें हैं उन को स्टैंडर्डाइज कर देना चाहिए और वह इतनी अच्छी बना दें कि जो दूसरे विश्वविद्यालयों के द्वारा सारे भारत वर्ष के अन्दर उस के अनुसार पाठ्यक्रम पुस्तकें विद्यार्थियों को दी

[श्री कमल नयन बजाज]

जायें। आज जो पाठ्य पुस्तकें कई हमारी स्टेटों के अन्दर मान्य की गई हैं उन में कुछ ऐसी भी हैं जिन को कि देख कर हमें शर्म आती है और यह अच्छा नहीं लगता कि हमारे बच्चों को इतनी रट्टी किताबें पढ़ाई जायें और जो हमारी शिक्षा प्रणाली की पाठ्य पुस्तकें मान्य की गई हों। पाठ्य पुस्तकें इस तरह से बननी चाहिए कि उस में भारत के जो महान पुरुष हो गये हैं उन का जीवन चरित्र ही, साथ ही विश्व के महान पुरुषों की भी कुछ जानकारी उस में दी गई हो। वैज्ञानिक ढंग से, जो कलाकार हैं, जो साहित्यकार हैं, और जो संगीतकार हैं, आदि, दूसरी बातों की भी जानकारी हो। स्वास्थ्य के बारे में भी जानकारी हो और भूगोल, इतिहास, विज्ञान आदि पूरी तरह से उस में थोड़ा थोड़ा हम बराबर दे कर के शुरू से लेकर के आखिर के क्लास तक उस में रखवायें। इस तरीक़ से वैज्ञानिक ढंग से कर दिया जाय कि जितने शब्द हम एक क्लास में एक वर्ष में सीखना चाहते हैं उस के अनुसार उन को ढंग से बना दिया जाए। मैं मानता हूँ कि यदि पाठ्य पुस्तकें यनिवर्सिटी ग्रांट्स कमिशन द्वारा इस तरीक़ से बना दी जायेंगी जिन में कि अच्छे कवियों की कवितायें हों और चुनाव भी हमारे शिक्षा शास्त्री, जो कि अच्छे हैं, उनकी मार्फत किया जाए और जो सब स्टेट्स के अन्दर लागू कर दी जायेंगी तो मैं मानता हूँ कि उस का एक अच्छा असर पड़ेगा।

हमारी जो आज एक सैकुलर स्टेट है उस के लिए मुझे बड़ा अभिमान है लेकिन आज हमारे शिक्षालयों में हमारे बच्चों को धर्म के बारे में न तो जानकारी दी जाती है और न कोई शिक्षा दी जाती है। मैं मानता हूँ कि सब धर्मों के बारे में आप जानकारी दें और कोई विशेष एक धर्म के बारे में देना चाहें तो उस के बारे में भी देने में कोई एतराज न हो जब तक कि दूसरे धर्मों

के बारे में कुछ गैर-इंसाफी की या बुरी बातें न बताई जायें, साम्प्रदायिक या संकुचित ढंग से दूसरे धर्मों को बुरा न बतलाया जाए तब तक सब धर्मों के बारे में और खास तौर से एक धर्म का पूरा ज्ञान मिल सके यह हमारे बच्चों के लिए अत्यावश्यक है। इस के बिना हमारे बच्चों का जीवन अच्छे तरीक़े से निर्माण नहीं हो सकता है। उनका चरित्र नहीं बन सकता है और जो अनुशासनहीनता आज हमारे विद्यार्थियों में आ गई है उस का भी एक कारण यह है कि हमारे जो राजनैतिक पक्ष के लोग हैं वे भी उन को एक्सप्लोट करते हैं। पर उस के अलावा बच्चों पर कोई अच्छा संस्कार पड़े, पड़ सके, इस तरीक़े की शिक्षा प्रणाली में कोई खास असर रहे ऐसी चीज नहीं रही है।

एक अन्य बात मैं यह कहना चाहता हूँ कि हमारी जो छुट्टियाँ हैं वे उस समय से चली आ रही हैं जो कि अंग्रेज लोग अपने शासन काल के दौरान में किया करते थे। चूँकि अंग्रेज शासकों को भारतवर्ष की गरमी सहन नहीं होती थी, वे विलायत जाना चाहते थे या पहाड़ों पर जाना चाहते थे इसलिये गरमियों की छुट्टी यहाँ पर की गई थी। लेकिन इस के बरखिलाफ पाश्चात्य देशों में ही देखिये, इंग्लैंड को ही ले लीजिये, वहाँ पर खासकर बच्चों को तब छुट्टी दी जाती है जब कि वहाँ इंग्लैंड में अच्छा मौसम होता है, जब अच्छे से अच्छा मौसम होता है तब उन्हें छुट्टी दी जाती है, ख़राब मौसम के समय में उन्हें छुट्टी नहीं दी जाती है। यही कारण है कि हम देखते हैं कि वहाँ पर गरमियों में छुट्टी देते हैं ताकि बच्चे अपने घरों पर जायें, और खेलें कूदें जब कि बुरे मौसम में वे बलासलूमस में बैठ कर पढ़ें। यह वहाँ का तरीका है। मैं चाहता हूँ कि भारतवर्ष में यह

गरमियों की छुट्टी बंद करें। उन्हें ऐसे मौसम में छुट्टी दी जाय करे ताकि वे अपने घरों में उस समय पहुँचें जब कि खेतों के अन्दर काम चल रहा हो, वे कृषि उत्पादन का काम सीखें, ऐसे समय वे जायँ जब कि वहाँ पर सृष्टि सौन्दर्य देखने को मिले। ऐसे समय उन्हें छुट्टी दी जाय जब कि निर्माण कार्य होता हो और खेतों में कुछ पैदा होता हो। उस में वे अपने मां, बाप को सहयोग दे सकें और वे भी एक किसान की तरह काम करना सीख सकें। लेकिन ऐसे मौके पर हम उनको छुट्टी नहीं देते हैं, गरमियों में छुट्टी देते हैं जब कि वहाँ पर सब शुष्क होता है और देहातों के अन्दर कोई काम करने को नहीं होता है। कहीं वह बाहर नहीं जा सकते हैं ऐसे वक्त में उन को घर पर जाने में भी कोई खास खुशी नहीं होती और वे कहते हैं कि हम तो बोर हो जाते हैं। अब यह क्या बोर दिंते हैं वही तो वही जानें। वैसे अंग्रेजी में बोर शब्द के दो अर्थ होते हैं और मैं नहीं कह सकता कि वे किस अर्थ में बोर होते हैं लेकिन इतना अवश्य कहूँगा कि ऐसे वक्त में आप छुट्टी दीजिये जिससे वे वहाँ पर जा कर कुछ उपयोगी कार्य कर सकें और खेतों में अपने मां, बाप का हाथ बँटा सकें और एक कृषक का काम करना सीख सकें।

यह जो शिक्षा आज हमारे बच्चों को मिल रही है वह साक्षरता की है लेकिन जीवन की सार्थकता जिससे निमित्त हो सके, वे कुछ सीख सकें और जिससे उनका जीवन सम्पन्न बन सके, इस तरीके की शिक्षा प्रणाली देने के लिए मैं मानता हूँ कि शिक्षा को हम चार दृष्टि से ध्यान में रख कर यदि हम उसे दें तो वह अच्छी बात होगी। साक्षरता की शिक्षा हम दें। उस को अक्षर ज्ञान हम कहते हैं। वह अच्छी है और वह दी जा रही है। लेकिन हमारे शरीर के जो अवयव हैं, हमारी इंद्रियां हैं, इनका वास्तविक रूप से उपयोगी करना

माना चाहिये। इस के बारे में भी हमारी शिक्षा प्रणाली में स्थान होना चाहिए। आज हमारे बच्चे हमारी दस उंगलियाँ हैं। दो उंगलियों से तो वे लिखना पढ़ना जानते हैं लेकिन बाकी हाथ से या पांव से और किसी तरीके का कार्य करने की उन्हें कोई शिक्षा पूरे तरीके से नहीं दी जाती है। बेसिक एजुकेशन में कुछ शुरुआत की गई है लेकिन वह भी एक लंगड़े तरीके से उस को काम में लाया जा रहा है और उस के ऊपर जितना जोर दिया जाना चाहिये उतना जोर नहीं दिया जा रहा है।

इस के अलावा मैं यह कहता हूँ कि चरित्र निर्माण हमारे बच्चों का हो। अब स्थिति तो यह है कि न तो अध्यापक जानता है कि चरित्र निर्माण कैसे किया जाय। न विद्यार्थी ही मझता है कि चरित्र निर्माण कैसे किया जाय। उस का अर्थ भी वह भली प्रकार नहीं समझता। मैं कहता हूँ कि उस को आप अलग रखें परन्तु जो हमारे बच्चे हैं, उनके जो मानवीय और दैवी गुण हैं, उन गुणों का विकास कीजिये और उन गुणों के विकास में ही उनका चरित्र निर्माण भी अपने आप हो जायेगा। इस के साथ-साथ यदि हम यह बातें करेंगे तो हमारे बच्चे विचार करने के लिए, चिन्तन करने के लिए और सोचने के लिए प्रवृत्त होंगे They must be provoked to think. ऐसा उनका ज्ञान होना चाहिये जिससे कि वे चिन्तन करने के लिए प्रवृत्त हों। आज की शिक्षा प्रणाली में हमारे बच्चे लाइक्र नहीं रहते, केवल एक स्लोगन मात्र वे देते हैं।

रेलवे मंत्रालय में राज्य मंत्री (डा० राम सुभग सिंह) : टाई लगाना सीख गये हैं।

श्री कमल नयन बजाज : जी हाँ, टाई लगाते हैं। अब टाई से जो नुकसान होता है वह मैं बाद में बतलाऊँगा।

एक माननीय सदस्य : सेंट लगा लिया ।

श्री कमल नयन बजाज : सेंट लगाने की जो बात कही तो हमारी जो प्राणोद्दीय है यदि उस को तृष्ट करना होता है तो अक्सर लोग सेंट लगा कर फिरते रहते हैं लेकिन उस से जो अत्याचार प्राणोद्दीय पर होता है उस से शायद वे बेखबर हैं । उस से वह कमजोर पड़ती है । जो सेंट लगाते हैं उस से उन की प्राणोद्दीय पर अत्याचार होता है और उस की ताकत भी कमजोर होती है । माफ़ करें हमारे पार्लियामेंट के वे सदस्य जो कि यहां पर बैठे हैं अगर मैं यह कहूं कि उनको अपनी प्राणोद्दीय की शक्ति को कुछ कमजोर करने की आवश्यकता महसूस हो गई इसलिये शायद उन्होंने ऐसा किया होगा और इसका इस्तेमाल शुरू किया होगा । लेकिन सवाल वह नहीं है बल्कि सवाल तो यह है कि हम अपनी इन्द्रियों को वाजिब तौर से तेज कर सकें । इस सिलसिले में मैं आपको बतलाऊं कि मैं अफ्रीका में गया था । वहां जंगल में मेरे साथ में एक असकारी अर्थात् वाच ऐंड वार्ड वाला गाइड था जो कि वहां का रहने वाला था । वह वाच ऐंड वार्ड का गाइड, जब हम एक पहाड़ के टीले पर गये, करीब 3, 4 मील की दूरी पर उस ने कहा कि एक शेर बैठा हुआ है । मैं यह सुन कर हैरान हो गया । हम ने उस शेर को देखने की बहुत कोशिश की लेकिन हमें वह कहीं दिखाई नहीं दिया । अलबत्ता जब हमने दूरबीन उठाई तो मुझे वह दिखाई दिया । इस से मैं ने अंदाजा लगाया कि काम से कम मेरी आंख की रोशनी से उस गाइड की उस असकारी की रोशनी दस गुना अधिक तेज थी । यानी मैं 90 प्रतिशत: अंधा हो गया हूं । इसी तरीके से हमारी सुनने की ताकत, हमारे समझने की ताकत और हमारे सूंघने की ताकत यह सारी हमारी कमजोरी होती जाती है ।

ज्ञान-प्राप्ति के जो हमारे साधन अर्थात् हमारी इन्द्रियां हैं, यदि वे ही कमजोर हो गई, तो फिर हमारी ज्ञान प्राप्ति कैसे होगी? इस तरफ यूनिवर्सिटी ग्रांट्स कमिशन का कोई लक्ष्य नहीं है । मैं आशा करता हूँ कि हमारे शिक्षा-शास्त्री शिक्षा-प्रणाली को बिल्कुल परिवर्तित कर के एक ऐसी शिक्षा-प्रणाली का निर्माण करेंगे जो कि जीवित हो और जो हमारे बच्चों को एक सार्थक जीवन व्यतीत करने के लिए सक्षम बनाने में सफल हो । बच्चों को केवल साक्षर बना देने से हमारा काम नहीं होने वाला है ।

उपाध्यक्ष महोदय, मैं आपका अधिक समय नहीं लूंगा । आप ने मुझे जो मौका दिया है, उस के लिए धन्यवाद ।

17 hrs.

Mr. Deputy-Speaker: There are still 3½ hours left for this discussion. Discussion on the motion regarding Report of the Commissioner for Scheduled Castes and Scheduled Tribes has been put down for tomorrow. That will come up after this discussion on the UGC Report is over.

Shri Surendranath Dwivedy (Kendrapara): After that there is the Hindu University Bill.

Mr. Deputy-Speaker: After this discussion we will take up the motion regarding Report of the Commissioner for Scheduled Castes and Scheduled Tribes.

CALLING ATTENTION TO
MATTERS OF URGENT PUBLIC
IMPORTANCE—(Contd.)

(ii) Strike by the workers of the
Madras Port Trust

Shri Nath Pai (Rajapur): Sir, under Rule 197 I call the attention of the Minister of Transport to the follow-