

Mr. Speaker: The question is:

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

The motion was adopted.

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

Shri T. T. Krishnamachari: Sir, I move:

"That the Bill be passed."

Mr. Speaker: The question is:

"That the Bill be passed."

The motion was adopted.

Shri Dinen Bhattacharya (Serampore) rose—

12.26 hrs.

CLARIFICATION RE: ANSWER TO QUESTION RELATING TO CENTRAL COUNCIL OF HEALTH

The Deputy Minister in the Ministry of Health (Shri P. S. Naskar): Sir, during the Question Hour on one question about the Central Council of Health Shrimati Savitri Nigam asked a supplementary question and the hon. Minister replied that the answer was given in the statement when she said that the answer was not there. I would like to draw the attention of the hon. Member to page . . .

Mr. Speaker: He says that it is there.

Shri P. S. Naskar: Yes, Sir; I just want to put it on record.

Shri Dinen Bhattacharya (Serampore): Sir, I wanted to speak on the Kerala Appropriation Bill. I stood up but I do not know why I was not given an opportunity.

Mr. Speaker: I am sorry. What can I do now when it is passed?

12.27 hrs.

MOTION RE: ANNUAL REPORTS OF THE UNIVERSITY GRANTS COMMISSION FOR THE YEARS 1961-62 AND 1962-63—Contd.

Mr. Speaker: The House will now take up further consideration of the following motion moved by Shri M. C. Chagla on the 9th December, 1964, namely:—

"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."

Time allotted was 5 hours out of which 1 hour and 30 minutes have already been taken.

श्री यशपाल सिंह (कैराना) : अध्यक्ष महोदय, मेरी दरखवास्त यह है कि चूंकि यह इतना इम्पोर्टेंट मैटर है कि इस पर सारे कंट्री के प्यूटर का दारो-मदार है, इस लिए इस के लिए कम से कम चार घंटे और बढ़ाये जायें।

श्री कपूर सिंह (लुधियाना) : मैं इस का समर्थन करता हूँ।

Mr. Speaker: 3 hours and 30 minutes remain; that means that by 4 o'clock we have to finish it. But I will extend it by one hour. We will take the whole day today for it. Shri Anthony.

Shri Frank Anthony (Nominated—Anglo-Indians): Mr. Speaker, there is a brief reference at page 23 of the 1961-62 Report to the vital question of the medium of instruction at the university stage.

Mr. Speaker: If he will excuse me just for a second, there is one other

thing and that is that there ought to be a time limit for every speech because I feel that there are so many hon. Members who wish to speak.

Shri Hem Barua (Gauhati): As a matter of fact, Sir, I should have been called. My party should have been called.

Mr. Speaker: That does not mean that if he has asked me that he wants to go he will not give him some time. I want the approval of the House that the time limit should be 15 minutes for each speech.

Some Hon. Members: Yes.

Shri Frank Anthony: I refer to this reference to the question of medium of instruction at the university stage in the 1961-62 Report. In that reference the University Grants Commission has expressed the opinion that the period of transition from English to the regional languages should be as short a period as possible consistently with the maintenance of standards. I am interested in the latter part of the opinion, namely, "consistently with the maintenance of standards". Here, I would congratulate the Education Minister—it is extremely gratifying—that in spite of the political pressures on him and the increasing attacks from the linguistic chauvinists he continues, in the interest of national unity and in the interest of educational progress, to plead for sanity in the matter of the medium of instruction at the university stage. The Education Minister, Mr. Chagla, is a person with a distinguished background and he has quite rightly underlined the fact and from the Kunzru Committee to the Vice-Chancellors' Conference, to the National Integration Council of which I was a member and even to the Chief Ministers' Conference, they all underlined the need for caution and above all they underlined the need for an adequate link language. I have had not a little to do with education over the past 22 years and I feel quite frankly that without

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an adequate link language at the University stage, without the capacity to inter-change professors, without the capacity to inter-change students, without indeed the capacity for Indians to communicate, one with another—and they would not have that capacity if they had no link language—the claim for India being a nation would be just an empty pretence. Without an adequate link language at the University stage, whether we like it or not, India will degenerate into a medley of tribes, more divided educationally, linguistically and indeed emotionally than the nations of Europe.

Sir, it is an elementary fact, perhaps an unpleasant fact especially for the Hindi chauvinists, that Hindi is not a medium of instruction in any non-Hindi University for any subject except perhaps for Hindi. It is also an elementary fact, also unpleasant for the Hindi chauvinists, that the Tamilians in Tamilnad, the Bengalis in Bengal will not pursue their education even at the secondary stage, much less at the University stage, through the medium of Hindi. The stark fact is also this that the non-Hindi people and indeed the Hindi-speaking people are taking increasingly—and their number is increasing astronomically—to education through the medium of English both at the higher secondary and the University stage. And the reasons are obvious. In spite of all political pressure, why are so many people taking to education through the medium of English? There are many reasons. Some of them are these. There have been 200 years of acclimatization to English. English has become, in fact, the warp and the woof of the educational pattern in this country especially at the higher education level. It has permeated the Universities evenly. It gives no undue advantage to any particular language group or to any particular region. Mr. Chagla, when he occupied the distinguished position of the Chief Justice of the Bombay High Court will remember that I was one of the law-

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yers who argued on behalf of the English medium schools, Mr. Chagla quite rightly held that English is as much an Indian language as any of the other languages of India because it is the mother-tongue of a recognised Indian community—my community. And last but not the least, the people are taking and will take increasingly to English for the simple fact that it is the leading world language giving access to all the horizons of world knowledge which are not accessible through any regional language in this country. Quite frankly, I am a little surprised that that with his distinguished judicial background Mr. Chagla, at any rate, has not referred to the Gujarat University case. That was a historic judgment handed down by the Supreme Court on the 21st or 22nd September, 1962. I had intervened on behalf of one of the parties. It was an extremely important case. Let my Hindi chauvinists remember this. The Gujarat Legislature and the Gujarat University sought to outlaw not only English but they sought to outlaw completely Hindi. No Gujarati under that legislation was allowed to touch Hindi in any way. No Gujarati was allowed to pursue the study of any subject through the medium of Hindi and more than that no Gujarati was allowed to offer any paper through the medium of Hindi. The Gujarat University, as I said, sought to outlaw not only English but also to outlaw Hindi. I was arguing on behalf of English. One of my arguments was . . .

Shri C. M. Kedaria (Mandvi): May I interrupt him . . . (*Interruption*)

Shri Frank Anthony: I am not yielding. I have argued the case.

Mr. Speaker: He does not yield. What can I do? He is not yielding.

Shri Frank Anthony: I had argued the case and I am speaking from personal knowledge. One of my arguments was this—and perhaps it com-

mended itself to the Judges of the Supreme Court—that in this welter of regional languages, competing regional languages, disparate not only in their content but in their development, to allow any State Legislature, to allow any University, to outlaw English would be to destroy the only lifeline of higher education in this country. And I continued to argue that here you have English as a link language; it is the *de facto* link language. In fact, it is the only possible link language at the university stage, because it is the only link language that will be acceptable to the non-Hindi speaking people. I said, because of that it is the only instrument of co-ordination and maintenance of standards. And, co-ordination and maintenance of standards was within the exclusive jurisdiction of the Central Government or of Parliament, under Entry 66 of the Union List. And handing down the judgment on behalf of the Supreme Court, Mr. Justice Shah said this—I am citing only the crucial ratio in that judgment—he said that legislation which sought to outlaw English, legislation which sought to prescribe as an exclusive medium at the university stage either the regional language or Hindi,—mark what he said—because of the absence of text-books, because of the absence of competent teachers, because of the absence of journals, because of the absence of teachers who understood science and technology and specialised subjects, to outlaw English would be immediately to lower the standards; that the question of standards was within the exclusive jurisdiction of Parliament, it fell outside the purview of the State Legislature. And therefore the Supreme Court struck it down.

And I believe very respectfully, not because I was one of the lawyers who argued, that that judgment must be placed before the country, because in all its implications it is a wise judgment. It is a judgment which

took into account the stark realities of the educational position of the country. It marked an epochal turning point in India's progress towards national unity and India's progress towards education. Because, as I argued, ultimately it is your pattern of higher education which ensures communion between the best and most active minds in the country. It is that pattern of education alone which will be the supreme decisive instrument, not only of educational integration, but more, of emotional and national integration.

And I say this with a great deal of regret what do we see today? Mr. Chagla must be realising it more and more. We see today the education of the rising generation in this country being destroyed, sacrificed at the altar, first of political obscurantism, and next at the altar of language chauvinism. My friend Mr. Hiren Mukerjee is not here. I have great respect for him. He talks, we all talk, we tend to talk glibly of instruction through the mother-tongue. I am aware, it is axiomatic that the reception of knowledge through the mother-tongue is most easy. But certainly, the premise to the reception of knowledge is that there must be a minimum corpus of knowledge in the mother-tongue, that there must be a minimum corpus of competent teachers.

What do we see happening in the country? I have to deal with it. I am Chairman of two of the largest educational bodies in this country. We see the spectacle, the precipitate, disastrous decline in the standard of education, the mass failures, and worse, the mass production of the most pitiful ignoramuses not only at the higher secondary stage but mass production of the most pitiful ignoramuses at the university stage. As I have said, I have not a little to do with education, and quite frankly, my reaction is one of pity, in the first place, for these people whose education has been destroyed, and it was one of sadness for the country.

Let me give you some examples. I preside over the position of over 300 schools in one board and 300 schools in another. We seek to give employment to people who have been educated through the medium of the regional language. For ordinary humble posts such as laboratory assistants, we advertise, and we get thousands of applications from boys who have done their higher secondary and who have got first classes. I do not know whether Shri M. C. Chagla will believe me when I say that we cannot employ them; these people who have got first classes through the medium of the regional language at the higher secondary stage cannot identify the most elementary apparatus in our school laboratories; we cannot employ these people with first classes at the higher secondary stage as laboratory assistants; we have to employ them as peons and they are glad to accept the posts of peons.

Shri J. P. Jyotishi (Sagar): Is it because of the language?

Shri Frank Anthony: And the position, so far as graduates are concerned, is as bad. In a large number of my schools Hindi is the second language and Sanskrit is the third language. We advertise for teachers for Hindi and Sanskrit. We get shoals of applications from M.A.'s and M.Ed.'s and Shri M. C. Chagla may not believe me when I tell him that 99 per cent of them are rejected at the interview stage. They are not only pathetic but they are inarticulate ignoramuses: then, when they are actually teaching we have to get rid of them, because they cannot purvey knowledge in Hindi or in Sanskrit to our little boys in classes 6 and 7. That is the position today.

Shri M. C. Chagla as Education Minister is coming up against this. Where the universities have introduced the regional languages as the media, there has not only been chaos but there has been the rapid destruction of all semblance of standards of

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education. People come to me, heads of departments from universities in the UP, professors of anthropology and science come to me. And what do they say? Only the other day, a deputation of them came to me from a college. They say that 'We have to spend more than half the time in trying to teach elementary English to pupils who are doing their graduate and post-graduate courses, because they are purporting to take their courses there through English which they do not know.

Another vicious thing is this. Because of this politically inspired haste, there is this vicious racket of text-books. One of the professors of Hindi says—and he makes not a little money in doing that—that he has translated 28 books in science and in anthropology from English to Hindi. He may know a little Hindi, I do not know how much, but his books, I am told by professors of science and of anthropology, are the most ignorant perversions of science and anthropology because he has not got a glimmering of knowledge of the specialised subjects of science and anthropology. A senior anthropology professor said that he had to forbid his students from looking at those Hindi translations because he said 'We will never be able to teach you anthropology if you attempt to look at these grotesque ignorant perversions in Hindi.' That is the position.

Another thing which they told me was this that 'We are obliged, because of the mounting political pressure from the Hindi chauvinists, to pass people who should never have come to the universities.' They said 'They are pathetic ignoramus, but they are passed.' I have no doubt that with the tremendous political influence of the Hindi chauvinists they will fill the services in course of time from the IAS and the IPS, downwards. As I said, these people who

are pathetic, pitiful ignoramus, graduates and post-graduates, will fill the services gradually. But what happens to them when they go to the business-houses, and when they go to schools where they have to compete on merit? They are absolutely unemployable. And I tremble to think of what is going to happen in this space age to technological and scientific education in this country.

Shri M. C. Chagla will remember that not long ago a UNESCO mission of education experts, mostly Russians and people from America, came to this country. They underlined the disastrously low standards in instruction in mathematics and science. Now, that is going to get much worse as more and more people pass through and do their education through the medium of the regional languages, for the simple reason that there are no text-books in these technological and science subjects.

Finally, I would like to make an appeal to Shri M. C. Chagla. He knows something of education. Let the political obscurantists and would be educationists have as little to do with educational policies as possible. In the schools over which I preside, at what stage do we introduce the second language? Where Hindi is the second language, Shri M. C. Chagla may be surprised, I have introduced—I was responsible for it—Hindi from the age of three plus, not as they do in a benighted place like Gujarat where they have the benighted policy of trying to teach the second language in class 8. Teach your second language, teach your third language from the earliest possible age. Because a well-known Canadian expert has said that the language lobes, the lobes of the mind—if you want to call them that the language cells, they can be des-

cribed in that way—are the most receptive and have the greatest potential for development between the ages of 4 and 9.

What is happening in the English medium schools throughout the country? There is this astronomical rush. We cannot deal with it. Why? Because these schools represent sanity in education; they represent an oasis of stability in this widening desert of the disappearance of educational standards in this country.

I will give only two examples. The Cambridge Syndicate—I met them recently when I was in Cambridge—had conducted a survey of performance in the English language. And the heartening news they gave me was that students from these schools in India—99 per cent of them, do not have English as their mother-tongue—have an attainment in the English language—because they are being taught properly—higher than, twice as high as, the attainment in English language of students throughout the Commonwealth.

Then again there was a science search survey done under the auspices of the Central Government. What do they say? Children from these English medium schools have a far-away superiority for two reasons. Superiority in science equipment, secondly because their training and knowledge are infinitely higher.

Finally, I want to say this. I have no doubt that the regional languages must burgeon. I think it is necessary, it is imperative. But I also have grave doubts that, if the Hindi chauvinists are allowed to stampede Shri Changla—I hope they won't be—they will destroy not only all semblance of progress in education, but they will destroy first educational integration and after that all semblance of emotional integration.

Shri Hem Barua: I have always felt that the University Grants Com-

mission is something more than a post office for the disbursement of money.

Shri Swell (Assam-Autonomous Districts): That is unkind.

Shri Hem Barua: I say, 'something more than a post office counter, for the disbursement of money. The least one expects from this institution is that this Commission should give directions towards the solutions of various problems that confront our education today. Except a few elementary references to these problems, the reports are ominously silent and indifferent to these vital issues that confront our educational policy.

True it is that the Commission is handicapped by the paucity of finances. But is that the only reason why it has failed to formulate a basic, comprehensive attitude towards the various problems that beset our education today?

After going through these reports, the impression that one naturally gets is that the Commission does not have a mind of its own, and it functions, conducts its affairs more or less in a desultory manner. The report for 1962-63 pinpoints the very significant increase, to the extent of 10.15 per cent, in the number of students over the enrolment for 1961-62. I say this is quite natural. In a country where the economy is developing and where the population is also multiplying at the rate of 8 million per annum, this is a natural phenomenon. We must not forget that freedom has opened the flood-gates of aspirations for us all, and the most crucial need of the hour is that the Government should make an effort to match this phenomenon of rising aspirations.

The 55 universities that exist today are totally inadequate to cope with this phenomenon of rising aspirations. In the context of today, India needs at least 250 universities.

The report has said certain things about the deterioration of the standard of university education in our

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country. And there are two reasons according to this Commission. One is the paucity of library and laboratory facilities, and the other is lack of good teachers and good textbooks. These problems have to be studied carefully, but I think that something more has to be done also about this rising population of students.

The University Grants Commission's report for 1962-63 offers two suggestions: one is expanding the existing facilities of the universities, and it says that there should be no more universities in the country; and the other is restrictive admission. I would say that both the suggestions need careful study and analysis.

The most disturbing factor today, so far as our higher education is concerned, is the overcrowding of the universities. This problem is deepening in its magnitude. May I say in the words of Lord Tennyson, with the process of the Sun. Therefore, my humble submission is that we need more universities, smaller universities, at least 250 in number, to cope with this problem, for, that would, firstly, relieve this pressure of students on existing universities, secondly, help the universities to raise their standards which are now deteriorating, and, thirdly, ensure student discipline also.

As for restrictive admission, I would say that in principle this is a very good suggestion. Why should the riff-raffs or young men and women of indifferent talent be allowed to rush in where angels fear to tread, and thus pollute the university atmosphere? From that standpoint, it is all right, but then a problem arises. If you close the doors of the university against these people who might be of indifferent merit and talent, what do you propose to do by way of harnessing this mass of youthful energy in the country? Surely, you cannot,—Shri Chagla will never do it, because

he is a brilliant man and a man of vision—you do not propose to create an army of vagabonds, and let them loose on society like the thugs of Lord Bentinck's time. Such a step, unthinking step I would say, would spell disaster for the country. No State can ever afford such wastage of human material.

In this respect, my submission is that there should be an attempt to provide for the diversification of studies at the post-matric stage, as they do in Russia and other countries. Government should provide facilities, organise and establish vocational institutions according to our Plan needs, to absorb this mass of youthful energy, against which the Commission says the door must be closed. To implement the policy of restrictive admission without making any provision for these people would spell disaster for this country.

There is another very inspiring thing about this report. The report says that the Commission has not been able to do anything towards the organisation of syllabus or of studies in this country. This is a very significant thing. I would say that this is sad commentary on the state of things in this country. The Commission pays money to the universities and to the colleges, and it is precisely because of this that the Commission should see that the standard of university education does not deteriorate. It is one of its jobs also to see that it does not deteriorate.

How can you have any improvement in the standard of education if you conduct your affairs as you did conduct your affairs in relation to Dr. Kitchlew, Director of the National Physical Laboratory? I would say that the universities or higher centres of education or any other centre of education must not be allowed to pollute their atmosphere with nepotism, with power politics or with a high-handed attitude. If you do that, if the university atmosphere is polluted

like that, what you would succeed in producing is only a few bunches of educated illiterates. Shri Anthony made a reference to that, and I also think that in free India what we have succeeded in producing is a few bunches of educated illiterates. (*Inter-ruption*). Shri Nath Pai says that he became a graduate before India became free. Then, what I said is possibly correct.

Shri Shinkre (Marmagao): Is it because of that?

Mr. Speaker: The hon. Member has also been producing many educated people.

Shri Hem Barua: I am trying to produce really educated people.

Mr. Speaker: He was principal of a college.

Shri Hem Barua: I have not produced any educated illiterates.

Another problem that has been creating a lot of emotional and psychological tension in this country is **the problem of the medium of education in the universities**. I welcome the decision of the Government to introduce Hindi or other regional languages as medium of instruction at the university stage, for, these mother tongues or these languages, by making the student understand the subtler shades of knowledge better, by establishing a sort of spiritual communion between the foundations of knowledge and foundations of understanding, would help the students better.

At the same time, I have certain humble submissions to make. India is a vast country and it has a varied number of languages. There are so many languages in this country. Therefore, efforts should be made to see that on no account the fundamental unity of educated India is allowed to be destroyed. A medley of languages might cut at the root of the fundamental unity of India, and might

affect also the political and administrative unity of this country so carefully built up by generations of men and women. We must not allow that to happen.

The Commission says that English should continue as an associate medium of instruction at the university level. I would say that without laying any undue emphasis on English or trying to become a slave to the language, English should continue in the interest of emotional and national integration, but not at the expense of the regional languages. English should continue as a medium, **associate medium**, not the only medium, of communication or instruction at the university stage. If it comes to a coat, I would prefer a new coat to an old coat, even if it is presented by you to me, Sir. Like that, when it comes to a language as a medium of instruction for higher education, I would prefer a language that is capable of expressing the subtler shades of knowledge and not a language that cannot stand on its feet without meaning any disrespect to any language. I have respect for all the languages.

13 hrs.

There is another point that has been pinpointed by this report—that is about the students' indiscipline. I find that the main reason is social and psychological. Of late there has been a fashion in certain quarters to accuse politicians for student indiscipline and I should say that Mr. Chagla whom I admire most and who is a man of vision very recently fell a victim to this. I admire him most among the Ministers..

Shri Shinkre: Is it parliamentary to single out a Minister and say that I admire him most among the Ministers?

Mr. Speaker: Why not? But he should conclude now.

Shri Hem Barua: I shall conclude in a minute, Sir. Even he fell a victim to this cheap analysis while addressing the Delhi University Convocation recently. I would like him to go deep into this problem and find a solution because as I have said, the reason or the background of this problem is social and psychological. Young people have idealism I find and when they find that idealism is lost in the welter of mistakes that their elders have made, naturally enough their reaction becomes restive; their response becomes restive. I hope and trust that Mr. Chagla would look into these problems and try to see that India gets standard education.

An Hon. Member: Students become worse when professors take to politics.

Shrimati Lakshmikanthamma (Khammam): I congratulate the hon. Minister for the emphasis he laid on women's education.

Mr. Speaker: She does not thank me for giving her an opportunity to speak!

Shrimati Lakshmikanthamma: It will come at the end, Sir. When the Minister was expressing his sentiments, I was reminded of 1959 when Jawaharlalji visited Andhra Pradesh. He was to address a meeting of the workers of the Congress Party. He came there but he said: I will not address you; you put some questions and I will answer them. I had returned then fresh from a training course at Mussoorie where some officials and non-officials were discussing priorities in the Plan and the place of education. Because of the limited resources at our disposal, some people argued about giving priority to other things than education and I had argued against them at Mussoorie. So, in Andhra Pradesh, when Jawaharlalji asked us to put questions, I wanted that the priority to be given to education must come from his mouth so that everybody would be clear in his mind and I asked him about that question. He

was rather perturbed that people should still be in doubt whether education should not be given priority. At that meeting of Congress workers, he said that education must be given priority, especially women's education. He did not leave it there; he repeated it at the public meeting and even at a meeting at Tirupathi. He felt, it would be clear from this, that we could not progress unless our women were educated and enabled to share responsibilities in the building of the nation. I was rather moved when I found almost the same spirit and the same expression in Mr. Chagla's speech yesterday and so I must express my gratitude to him.

Government has not been indifferent to women's education. On the advice of the Planning Commission they appointed a national committee for women's education in 1959 with the ablest woman in the country as its Chairman and a number of recommendations were made. Though those recommendations involved a lot of expenditure for the Government. Still the Government did not hesitate to accept most of them. I agree that much more has to be done. It would be seen that in almost all States some committees have been formed at State level and I was associated with one such committee in Andhra Pradesh. We recommended that secondary education should be free for all girls; we did not expect that the Government would be so generous as to accept this recommendation and we thought that they would accept at least till the elementary stage. But Government was so considerate and generous that they accepted this recommendation and made education free to all girls upto the 12th standard. Education for boys was free only upto the elementary stage. I am sure the other States also would follow this lead and make education free for girls till the secondary stage.

The hon. Minister was also very kind to pay high compliments and praise to the women students for coming first

in the universities and for getting first class. He also paid compliments to the brilliance of the girl students.

The Minister of Rehabilitation (Shri Tyagi): I am sorry for the boys.

Shrimati Lakshmi Kanthamma: I know Mr. Tyagi is always against girls because a woman candidate contested against him in the elections..... (Interruptions.)

Mr. Speaker: Mr. Tyagi's voice was always championing in favour of girls.

Shrimati Lakshmi Kanthamma: In such a state of affairs, when I go to the villages in my constituency, I ask—I am sure it is the same in other States also—whether the parents are sending their girls to the school. Though primary education is made compulsory, still, in the villages the people are so economically backward and poor that they feel that the girls can make a few annas by working in the fields. In spite of the incentives that are being given, and in spite of the fact that we have introduced the mid-day meal programme and other programmes, I feel—on record it may be that the number shown is very large—that the number of girl students sent to the schools is not so large as compared to the number of boys sent to the schools. I have always felt that somebody at the lower stage, the panchayat or any other local body, should see to this. A committee should be formed, and this was what we discussed at the state-level seminar, so that they should undertake the responsibility and implement the programme so as to see that all the girl students of the school-going age are sent to school.

The importance of women's education has gone up. But then, in spite of the fact that we have passed so many pieces of legislation like the Hindu Succession Act and the Dowry Act and so many other Acts—our great leader was a great emancipator of womankind and he always believed in the equal status of women—how is it

that several women are still ignorant? I know several women do not know, for instance, that there is what is called a Hindu Succession Act that was passed by this Parliament which gives them the status equal to men to a great extent. However much we talk of equality of opportunity and whatever might have been conferred by articles 14 and 16 of the Constitution, still, unless our women are educated, and enlightened, they cannot make use of those rights or responsibilities.

I also believe that our women should get a wider and more practical education such as will enable them to bear their responsibilities and support themselves if need be. Before marriage, our women should be educated and should be in a position to maintain themselves or to get employment if that is necessary. That should be done even before they take upon themselves the responsibility of marriage. (Interruption). What a man is earning today is not enough to maintain himself and his children.

Mr. Speaker: The proceedings should not develop into a private conversation between two women. The hon. Member should continue to address the Chair.

Shrimati Lakshmi Kanthamma: I am coming to the point, but an hon. Member interrupted me and has taken my time.

Mr. Speaker: I am sorry that also is part of the game.

Shrimati Lakshmi Kanthamma: Every one of us is aware that in the present economic situation, the income of a lower division clerk or an upper division clerk or even of a junior officer drawing a little amount is not adequate to maintain himself and his family. It does not mean that a woman, if she has the capacity and the ability to work, should not supplement the income in whatever manner she can, such as taking up some cotta

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industry in the village. She can always supplement the income of the family by working according to her capacity; similarly, a girl who has studied up to the 12th standard or who is a graduate or a scientist or a doctor can as well supplement the income of the family and also serve the nation at the same time.

The main thing from which we are suffering today is mental slavery though we have overcome political slavery. Mental slavery is still persisting among the women of the country, since they feel a superiority or inferiority complex and this is the most dangerous thing and it should be overcome immediately. I need not go into the details of the report of the Women's Education Committee at various levels. I am sure with a sympathetic Minister like Shri M. C. Chagla, all these recommendations will be accepted.

I heard the hon. Minister saying yesterday as to what they are thinking about examination reform and other things such as hostel system that would be introduced and all that. I was going through a book on how our education was being conducted in ancient days. While going through a few articles about the ancient system of education in this country, I felt that we have today much to learn from those ancient systems. In those days, the ordinary lecture-type of education was not in vogue. Education was conducted much more on seminar-type where the students had to meet the teacher separately and learn from him. The Indian educational system also laid great stress on the necessity of personal relationships between the teacher and the taught. In a mechanical stereotyped system of education, the relation between the teacher and the pupil is not more intimate than that between the speaker at a large meeting and his audience. Even in those days, education was residential; it was fully compulsory. Yesterday, when the hon. Minister mentioned about the increase in the number of

hostels, I felt that we should concentrate, besides having a greater number of hostels for boys and girls, on improving the relationship between the teacher and the pupils.

When I was a student we had a text-book by Newman on the idea of a university. In that book,—I do not exactly remember his words nor do I have a copy of it now. I remember very well that Newman had emphasised the need for the students staying in hostels and having activities of the type which the hon. Minister was mentioning yesterday, namely, more facilities to counter student indiscipline within the arena of the university itself.

I would conclude by quoting what Mrs. Roma Chowdary has said about the aims of education:

"The culture and civilisation of a nation are inextricably bound up with the goal of knowledge aimed at, the methods of instructions propounded and the actual standard of education reached by it.

Education is the Heart of the Nation around which pulsate its other multifarious activities and achievements, from which spring its very life and sustenance, through which is manifested its inner vigour and vitality—what is great and good, noble and sublime in it.

The study of Nation's Soul means the study of its educational aims and ideals, methods and systems, achievements and perfections."

With these few words, I thank you.

Shri K. C. Pant (Naini Tal): Mr. Speaker, Sir, during the last two sessions the House waited somewhat impatiently for an opportunity to discuss the reports of the University Grants Commission for 1961-62 and 1962-63.

[Shri K. C. Pant]

ing and technological education for the Third Plan period, the funds placed at the disposal of the UGC for university institutions in this sector amount to Rs. 6.5 crores only."

The report goes on to make the following recommendation:

"For academic and other reasons, we emphasise the need for effective coordination between the UGC, the Central Ministries and State Departments concerned for the development of professional education in these sectors."

I would go a step further and say that all higher education, whether professional or otherwise, should come under the aegis of one body, whether it is the UGC or, if you like to keep apart the function of distributing grants, you may decide to have another similar body. A similar conclusion was arrived at by the Robin's Committee which went into the question in the U.K. recently and which emphasised the need to prevent fragmentation of responsibility for higher education, whether professional or otherwise.

As the Education Minister said yesterday, the main problem before higher education today is the problem of numbers. I will not go into the statistics which he already quoted yesterday. But I will quote a relevant passage from the report itself. This is what the report says:

"The rapid expansion of higher education that has already taken place has created a heavy strain on the staff and material resources of the universities. If increasing number of students continue to be admitted in our universities without corresponding expansion of facilities, there is grave risk of academic standards being impaired further. Also, in view of the increasing cost of university educa-

tion, it is necessary from a purely economic point of view to see that only such students are admitted to our universities as are most likely to benefit from university education."

In order to bring this about, the pyramidal structure of education must be so designed that only the few most-gifted make the best use of university education to reach the apex. The others, constituting the large majority, must be syphoned off at various levels into channels of specialised functional education, keeping in mind their aptitudes and the pattern of demand for trained manpower in the country. Unless there is perspective structural planning along these lines, particularly in view of the universalisation of primary education, the edifice of higher education will begin to totter under the sheer weight of numbers.

As it is, even today, the strain on the edifice is obvious from the appalling percentage of failures, to which also the Education Minister made a reference in his opening remarks. Let me give you figures for 1960. The proportion of failures was as high as 57 per cent in B.A., 49 per cent in B.Sc. and 46.8 per cent in M.B.B.S. This is an enormous national waste both in terms of lost man-hours and unproductive employment of resources, more so because the percentage of failures is more or less of the same order at lower levels. It is extremely important and urgent to reduce this waste by bringing about improvements in methods of teaching and examination and I am glad that the Education Minister referred to this aspect yesterday. I wish he would indicate more clearly what the Government's decision is going to be on the committee's recommendations which he referred to yesterday.

One major difficulty is that 85 per cent of the students enrolled in colleges and universities are really studying in the affiliated colleges, which cannot afford to give the same facili-

ties to either their students or teachers, which are available in universities, due to the beneficence of the UGC. I quite understand that all the affiliated colleges cannot suddenly be raised to the level of universities, because the UGC's limited resources do not permit that. I would submit that those few colleges which have been maintaining very good standards for some years now should not be allowed to be classified with the worse colleges. We must make a beginning by raising at least the best affiliated colleges to the same level as universities in the matter of facilities, grants, etc. The idea is to reward quality and help to improve the general tone of higher education. However, I am sorry I have to quote an incident where just the reverse has occurred, where quality has been punished. I refer to the Government degree colleges in U.P. at Nainital and Gyanpur. Thanks to the foresight of Government, the pay-scales fixed in these colleges were somewhat higher than those normally prevailing in the other degree colleges, with the result that within a few years, these colleges established a very high reputation of very good standards. Suddenly the UP Government decided one day to bring them at par with the other degree colleges in the State affiliated to Agra University. The result was the pay-scales of teachers working in these two institutions were revised downwards, a step unheard of in the history of education. This retrograde step naturally resulted in a flight of talent and we saw the sorry and strange spectacle of institutions which had built themselves up, which had built up a reputation for themselves being forced to lower their standards owing to governmental action. I do want to draw the pointed attention of the Education Minister to the sorry plight of these institutions and to request him to come to their rescue.

Then, I want to place before the Education Minister and the House the peculiar difficulties experienced by institutions of education, particularly higher education, in hill areas. I will

give you the instance of U.P. hills with which I am more familiar. The difficulty is that colleges in the hills cannot hold classes for more than 5½ months as against their counterparts in the plains which function for eight months. This is because they have to close down in the winter months on account of cold weather. Sir, apart from the fact that this deprives the students from two-and-a-half months' coaching, a relevant fact is that it deprives them of the important coaching just before the examination which takes place after winter. Therefore, I feel that there is a lot to be said, and there is a strong case for having universities in the hill areas which would have jurisdiction over their degree colleges located in the hills. In particular, I feel that in my area, in Naini Tal and the U.P. hill areas, there is a great need for it. There is education in those areas. There are a lot of degree colleges. But all of them have to conform to the time-table of the Agra University which does not suit them at all. I would strongly plead with the Education Minister to examine the possibility of persuading the U.P. Government to locate such a university in Naini Tal. I say Naini Tal not because it is my constituency but because the degree college that was started there was started with the express intention of developing it later into an examining university, and because the schools and colleges there suffer from the same disability in the matter of time-table, this university could be ultimately made into an examining centre even at the levels of schools and college examinations. If the State Government cannot afford to start this university, I would plead with the Education Minister to consider the possibility, in view of the long-term need of developing the border area, of having a central university there along the pattern of the one they are contemplating in Assam.

In the end, I would just say that the quality of education is directly related to the position accorded to teachers in society. It is not a matter of

[Shri K. C. Pant]

chance that in USSR where education is extremely well organised, teaching is one of the best paid professions. But it is not a matter of money alone. In the United Kingdom and Germany where teaching is not as well paid as in the USSR the teachers enjoy a very high social standing. Therefore, apart from raising their salaries which we are attempting, I think we should try to restore to the teachers a position of respect, honour and dignity in society. Only then will the edifice of education rest on sound foundations.

Shri U. M. Trivedi (Mandsaur): Mr. Speaker, Sir, the most important feature to which I wish to draw the attention of the University Grants Commission is the reversal of the policy laid down in the 1961-62 report about the medium of instruction.

13.34 hrs

[MR. DEPUTY-SPEAKER in the Chair]

On page 23 of this report it is said:

"Our views regarding the problem of medium of instruction have been stated in our previous reports. In our opinion the transition from English to an Indian language should be brought about in as short a period as possible consistently with the maintenance of proper standards. It is proposed to discuss this question at the Conference of Vice-Chancellors which the Commission and the Ministry of Education are jointly convening in October, 1962".

I would like to put a pertinent question to the hon. Minister.

Dr. M. S. Aney (Nagpur): He is not here.

Shri U. M. Trivedi: His deputy is here.

Dr. M. S. Aney: He is as good as we are.

Shri U. M. Trivedi: I would like to know whether this policy has been reversed, whether merely brakes have been applied to the policy or the policy has been put into the reverse gear. It appears from today's discussion that the Government has certainly reversed the policy and the idea of having a common medium of instruction or at least the idea of having the medium of instruction in a regional language has been put back.

The reason is very simple. Although all the persons who get themselves educated or receive this university education and all that, although we talk in a very glib language that education is for the sake of education, most of them do so for seeking employment and for securing employment for themselves. And, in the matter of securing employment, a boy who receives education through the medium of English has got hundred per cent chances of securing a job compared to a boy who receives his education through a different medium of instruction or with an Indian language as the medium of instruction. Has the University Grants Commission or the Ministry of Education impressed upon the UPSC or the State Public Service Commissions that an Indian boy whether he secures his degree with Hindi or any other language as the medium of instruction is equally good if he possesses the same knowledge as the boy who receives his education with English as the medium of instruction? I asked a member of the Public Service Commission—he is retired now—whether he could remember any occasion when a boy wearing a *dhoti* on was recruited by him. I again asked him whether he could remember any occasion when questions were put to a candidate in Hindi and answers were received in Hindi. He answered both in the negative. It is this thing which makes the reversal of the policy visible, and to the Ministry it appears to be practical.

Sir, the hon. Minister, Shri Chagla

speeches. He is also probably bearing the brunt of some abuses being showered upon him for willingly or unwillingly advocating the cause of English at the cost of Hindi.

Dr. M. S. Aney: Link language.

Shri U. M. Trivedi: Sir, after all, when we framed our Constitution we were conscious of the fact that we had so many regional languages. Notwithstanding that we came to the conclusion that Hindi shall be our national language. We also fixed a date. That date is fast approaching. We cannot switch over overnight into that language. But that date is coming. 25th January 1965 is fast approaching. If we are all true to the Constitution and the vow that we took that we will stand by the Constitution and uphold the Constitution under any circumstances, those of us who came here in 1952, if we are to stand honestly by the oath that we took then, there is no reason why we should continue to speak in English after that.

Are you preparing the coming generation for that? Has the Education Minister or his Ministry done anything whatsoever to reach the goal which we had as our aim. These are all empty platitudes in these reports. We have not reached the goal that education is for the sake of education. We are still where we were, when Lord Macaulay laid down that we are preparing clerks. We are making men no more than clerks. Everybody wants a job, to have a job one must have some education and so some education is given.

Shri Hem Barua tried to make out a point about the rights of *badmash* or riff-raff to get education. Who is going to determine whether one is a *badmash* or riff-raff or not? One boy may be more enthusiastic, more playful, more humorous than others in his class or he may appear to be mischievous. Who is to decide what sort of boy is he? As long as that boy studies, offers himself for examinations and

passes the examinations, what right have we to debar him from studies? Under the guise of discipline, dishonest principals and professors of colleges have taken vengeance upon boys who refuse to do their bidding and destroyed their careers, and it is with great difficulty that High Courts have rushed to the rescue of such boys to restore the position which they have lost. Under those circumstances, it is too much to ask for a control on the boys whom we should allow to study and whom we should not allow to study.

For the last so many years we have been spending money like anything on education. In this report some very wise words have been said about emotional integration. The report says:

"... that there should be no restriction on the migration of students within the territory and that no preference should be shown to students from any particular area for admission to a university."

Has it been possible? Has the University Grants Commission kept an eye on it? Very recently I had occasion to find that one university had refused to recognise the graduate of another university. The Gujarat University still thinks that it is a superior type of university which refuses to recognise the graduates of the Rajasthan university. Why is it so? How long will this differentiation go on? In my own case, when I passed from the Allahabad University, I was refused admission to the Bombay University.

Shri Tyagi: What is the reason?

Shri U. M. Trivedi: Unfortunately you people sitting at the top probably do not realise the difficulties of poorer men like me who sit at the bottom. Therefore, I would like you all to put your hand and apply your head to this problem. This is going on.

Shri Tyagi: Let us understand the problem. Could you explain why

[Shri Tyagi]

they refuse to recognise graduates of other universities?

Shri U. M. Trivedi: If you do not recognise my graduate, I will not recognise your graduate. The High Courts also do that by saying that the lawyers have not put in the prescribed apprenticeship or some other thing. Why should there be discrimination between the graduates of one university and another university. This never happened before. It is happening again now.

The political atmosphere also holds its sway on the colleges. Principals get themselves endeared to the Ministers concerned. If the principals are the dear ones of the Education Minister of the State, they may do whatever they like; nothing is going to happen to them. I know of a case where a very very learned man with a doctorate in chemistry, the principal of a college in my native place, stood against the wishes of a Minister,—not the Education Minister of that State but a Minister—who wanted to shift the college to the dungeon of a circuit house. What was the result? The poor man was shunted out, degraded and his promotions held up, resulting in the students losing the advantage of his teaching capacity. Another gentleman was brought in his place who simply says 'Aye', or 'yes' to everything that is said by the Minister concerned. And where was the college shifted? The chemistry and physics class of the college were shifted to the latrine of the circuit house, because the latrine of the circuit house, built by a Maharaja, contained beautiful tiles. That was its only qualification. Our present boys are not lucky enough even to see the theatres in which we were studying chemistry and physics fifty years ago. Now we are spending crores and crores of rupees on education and yet equipments are not available. When the equipments are not available how can we expect a higher standard of education?

In addition to that, the political atmosphere is there. Whenever there are annual days or social gatherings to celebrate some function only persons with a particular political affiliation are invited. However highly educated a person may be, whatever may be his political standing or status, he will not be invited even if he happens to belong to that very area or town. He is not given even an ordinary invitation to attend the function, much less to preside over the function. Why? Because political pulls are there. Are these colleges meant to be used as arenas for political upliftment by persons who want to have political gain, who want to do political propaganda during the election period through these boys? If it is a fact that they are so utilized, let the University Grants Commission investigate the matter and put an end to this sort of nefarious activity on the part of principals of colleges. Do they deserve to be called as principals of colleges or professors or teachers? Such professors and teachers cannot expect to get any regard from the public at large.

These are in themselves very small affairs and you may not look into them. But what is the cumulative effect which they are producing in this country. In one breath you say that in education there should be no communalism, parochial feeling or political consideration and, at the same time, you are indulging in it. Therefore, I am throwing the burden on the University Grants Commission to look into these things. The UGC must give grants. I do not want to stand in the way of UGC giving grants. It is necessary that grants must be given. But in the sanctioning of grants there should be no caste, parochial, political or linguistic considerations.

Then, so far as the supplying of books is concerned for the purpose of spreading wonderful education, a contribution of Rs. 15,000 is made to the Vikram University. This University

is in existence for the last six years and the building has not been put up. A non-recurring grant of Rs. 20 lakhs has been made to construct this building. But, because political pulls are there, because great contributions are made, because there are some rich millionaires, another university is being set up at Indore, and the Vikram university is to be wiped out. What a strange thing? Before one university takes its roots and keeps its legs firm, before the building is put up, it is being put down or pulled down and another is being created thirty miles away. What was the necessity for creating such a university?

Therefore, so far as the Reports of the University Grants Commission for the years 1961-62 and 1962-63 are concerned, all is not well although they look so very bright and well-documented.

One thing that cannot pass my notice is—and I must bring it to your notice—you cannot wait for the criticism of this University Grants Commission for two years in succession. We have been waiting for discussing this and, unfortunately, when it comes before this House, the time is limited to four or five hours. The whole problem of our country is before us to be discussed and after two years when we are discussing it, the limitation is put upon us that we speak only for 10 or 15 minutes and offer criticism of this Ministry which is spending crores and crores of rupees and is causing apparent waste where waste is possible. When lakhs and lakhs of rupees are being granted to other universities, how is it that this University Grants Commission cannot look far away from Delhi? How is it that it cannot look to Vikram University or to Jabalpur University?

Shri Ranga (Chittoor): They want to have a second university in Delhi.

Shri U. M. Trivedi: They may have it. I do not object to it. Let them have four universities if they like; but

let so many other sons also be treated alike. If a man wants to marry many wives, let him do so; but let him be honest and treat them all well and alike. But there is no justification, as Shri Hem Barua put it, "I love the hon. Education Minister the most". I say, we love all the ministers best; all are very good ministers. All are not bad; all are very good persons and I have my own regard for each one of them. I cannot say that one is better than the other or more good. Shri Tyagi is also a good man and Shri Bhakt Darshan is also a good man. All of them are my hon. friends and they have been my hon. friends for the last 15 years. But what I do impress upon them and upon the Education Minister is that if you want these things, national integration and emotional integration, to be done here, please do follow them and do not allow this corruption, graft and nepotism to enter into the educational system of our country. This nepotism will do great harm. This graft is growing. The children's career is being spoiled and you cannot complain if your child for a particular reason is being kept down. The moment I go and complaint that injustice is being done to my child, because he is the child of the Leader of the Jan Sangh Party, that very day my child will be marked and will be put down over and over again so that even his future career for the public services is destroyed.

Shri D. C. Sharma (Gurdaspur): No, no.

Shri U. M. Trivedi: Do not do this. This is the worst thing that you are doing. This is happening again and again in each part of the country.

Shrimati Lakshmi Kanthamma: Can the hon. Member give instances?

Shri U. M. Trivedi: Yes; I will. You can come to me and I will give you instances. My daughter is coming next week; meet her and she will tell you and give you all the instances.

[Shri U. M. Trivedi]

Sir, I am sorry that I have taken more time than was allotted to me, but I want to say a few words about the prescribing of textbooks. When the colleges and universities prescribe these textbooks, let them not do so simply because some of the professors are to get more money out of their own publications. Allow these good text books of the old to continue to be used. There is nothing in the text books of chemistry and physics which is not available in the books of 1951 and which is available today. Unless there is a marked change, unless there is a marked new theory that has developed, unless a new thing has come into force, unless there has been recent advance in chemistry, the old chemistry books must continue from father to son and from uncle to nephew. What is there to prevent the use of these books? Every time the books are changed and then they are not available to the children even though six months have passed since they had gone to college. The books are out of print and not available. What type of graft and corruption is this? Have you applied your mind to it? I say, do apply your mind to it.

The first and foremost thing is that it is high time that you decided upon the policy of the medium of instruction in a proper manner and closed the chapter once for all for this clamouring that is going on in the country.

Shri D. C. Sharma: Mr. Deputy-Speaker, Sir, as I look at the educational landscape of my country, so far as higher, degree and post-degree, education is concerned I have a feeling of bewilderment. I feel that the universities of this country can be divided into three classes. There are the affluent universities, which are called the Central universities; there are the needy universities, which are the residential universities and then there are the indigent universities which are the affiliating universities. Lord Bacon said that England could not prosper if there were two nations there,

one rich and the other poor. I say, Sir, the cause of higher education in this country cannot prosper if there are three nations amongst the universities in this country. Unless that is done away with, I think, the University Grants Commission is not fulfilling its functions. I would, therefore, say to the hon. Minister of Education who, I know, has a receptive mind, who is a progressive person, that he should scrap the old Act of the University Grants Commission.....

The Deputy Minister in the Ministry of Education (Shri Bhakt Darshan): Scrap or amend?

Shri D. C. Sharma:.....and bring in a new Bill which gives equal treatment to the Central universities, to the residential universities and to the affiliating universities.

Shri Ranga: Is it not a fact that it is only the UGC has come in that the arbitrary manner in which the Union Government is distributing funds has come to be stopped?

Shri D. C. Sharma: I am glad Shri Ranga is speaking sense once in his life. I am glad that he is supporting the Government once in his life.

Shri Nambiar (Tiruchirapalli): Sir, he says, "once in his life". Is it proper? That means that all the time he was speaking senselessly.

Shri Ranga: That is all right. Let him have the pleasure.

Shri Nambiar: A professor like Shri D. C. Sharma.....

Shri Tyagi: It is a humorous remark; it cannot be objected to.

Shri Nambiar: Both are professors.

Mr. Deputy-Speaker: He need not draw any inferences.

Shri D. C. Sharma: Sir, I was submitting very respectfully that the old

Act has got to go and egalitarian treatment, equal treatment, has to be provided to all these three types of universities in this country. We cannot have a favoured-nation treatment reserved for the Central universities. They take away most of the money. We cannot have residential universities being treated as poor relations and we cannot have the affiliating universities, like the Agra and the Punjab Universities, and others, treated as orphans of the stock. I think, the sooner this thing is done away with, the better it will be; otherwise, whatever reports the University Grants Commission may produce, however eloquently—and I know, our Education Minister is capable of high flights of eloquence—the Education Minister may put forward the case, the educational landscape of my country will grow bleaker and bleaker in days to come and there will be very little of improvement.

I say that from one point of view. The hon. Minister of Education in his Convocation Address to the Delhi University said that the establishment of universities had become a status symbol and that every State wanted to have universities. If a neighbour State had three, the other State said, "Why can I not have three at least, if not four?" If the multiplication of universities is to proceed so fast and nobody can check it from being so, because after all the establishment of a university is the States' concern, I think, the sooner you do away with this artificial, self-imposed, arbitrary distinction, the better it will be. I ask you one question.

14 hrs.

The Minister of Education (Shri M. C. Chagla): It is not self-imposed

Shri D. C. Sharma: I ask you one question and it is this. What is the salary of a teacher of the Delhi University? I do not grudge them the salary; I want them to get more. What is the salary of a teacher in a

residential University? It may be perhaps at par in some cases. But what is the salary of these teachers in the affiliated colleges all over the country? If you compare their salaries with the salaries of the teachers in Delhi and other places, you will find that there is a world of difference between the two salaries. I know the University Grants Commission doled out some money to some States, perhaps to all the States in India, so that the salaries of the teachers should be upgraded. But the University Grants Commission has got the habit of taking the horse to the water, making it drink one or two cupfuls and then taking back the water from the horse. How did it happen? They gave some salaries for five years and said, "We cannot do any more." All the teachers of the affiliated colleges are suffering. Their salaries have been cut down. I know some of the teachers of my State met the Education Minister and told him that with the result of the withdrawal of the grant of the University Grant Commission, their salaries had been downgraded. I think this is the worst kind of injustice that can be practised upon any teacher.

The other day, I read the statement made by the Director of the Council of Scientific and Industrial Research saying that he had given four grades for the scientists and I felt happy to see those grades. But I ask you this. What is good for residential Universities, what is good for Central Universities, should also be good for the affiliated Universities. Therefore, my point is this that in the matter of allotment of funds, the University Grants Commission should look not to the status of the Universities, one situated in Delhi, another situated in Aligarh and the third one situated in Banaras and so on. The distribution of funds of the University Grants Commission should be made in proportion to the numbers which the Universities serve, in proportion to the area which they cover and in proportion to the number of teachers that they have. I feel that the University Grants Commission,

[Shri D. C. Sharma]

established in a democratic country and founded with the best democratic ideals, should not perpetrate undemocratic procedures. As the Constitution says, everybody is equal in the eyes of law, so I say, every teaching institution—my friend was pleading about his province—whether it is on the plains or on the hills or anywhere else, should be given an equal treatment. That is my first point.

My second point is this. I am glad the hon. Minister paid a very deserved tribute to the Chairman of this Commission. I endorse the tribute that he paid to him. He is a very eminent scientist; he is a very reputed professor and, I think, all the fine words he said about him are deserved by him. But I ask you one question and it is this. Here is the Education Commission which I welcome and that Commission, I think, has half a dozen permanent members, if not more—if I am wrong, I may be corrected—who are going to get regular salary every month. They are given free quarters. They are being treated as Ministers and I am glad that the Education Minister has given these people the status which they deserve. This Commission consists of permanent members. I do not see where the justice lies that the Chairman should be a part-time man. The Chairman is a part-timer of the University Grants Commission because he is also the Chairman of the Education Commission. He is a part-timer here and a part-timer there. He may be a part-timer in the Defence Science Organisation; he may be a part-timer in the Delhi University. I ask you: How can a person who is a part-timer in two places or four places become a full-timer anywhere? If you want to take the University Grants Commission seriously, if you want to take the Education Commission seriously, you must entrust it to a person who can devote his entire time to it, his undivided attention to it, his whole time to it. I do not think we can run a Commission with the help of a part-

timer. I think that will be doing injustice not only to the Commission but also to that great gentleman who is in-charge of the destinies of this country. I know much more about the University Grants Commission than perhaps many members of this House. But I do not want to say anything more.

Shri Nambiar: If you know more, you must tell more.

Shri D. C. Sharma: Now, my third point is this. The Education Minister was very wise when he said that we are trying to reduce the rigour of examinations by having examinations only on instalment basis and not one examination at the end of three years or two years, something like that. I welcome his statement. I ask here one question: What is happening in Delhi University? What is happening in other Universities? Here, in Delhi University, they thought that they would divide the M.A. annual examination in two parts, the Previous and the Final. Now, they say, "No. We will have an examination at the end of two years." A wholesome practice which came into being as a result of the deliberations of the University Grants Commission is going to be put in cold storage and unfortunately—I also have been working in Universities—it is contagious and the disease is going to spread in my University. There also they say, "We should not split it up into two examinations but we should have one examination." Therefore, it is no use giving us provisions which are very good, very wholesome; it is no use telling us what should be done. What we want is, we should be told what has been done.

My fourth point is this.

An Hon. Member: Which will be the last point?

Shri D. C. Sharma: I think you will be the last, very soon.

I was submitting very respectfully, that the Education Minister said yesterday, and I felt happy, that 100 national scholarships are being created for meritorious, but needy, students. I welcome this move. I think if there had been such a thing when I was a student or when some of us were students, when Shri Mahavir Tyagi or Shri Nambiar was a student, in that case those two persons would have been able to pass the B.A. degree examination. But in a country which consists of about 47 crores of persons, do you want to have only 100 scholarships? I think this is just cheating the students; it is not doing justice to the student community. I think, and I firmly believe, that the number of scholarships should go up very considerably, because I feel that with a hundred scholarships you cannot make the frustrated young men of today think of the future with equanimity or feel that glow of freedom or feel the benefits arising from the University Grants Commission. A large percentage of the money which is given to the University Grants Commission should be set apart for students, because what is the good of spending it on buildings and all that kind of thing if the students starve and do not get anything? I hope I have placed some of these points as clearly as possible.

Shri M. Malaichami (Periyakulam):
 Sir, though there has been an increase in the enrolment of students in the colleges, the standard of education has fallen. For want of facilities for vocational education, the students rush to the colleges, resulting in overcrowding and fall in the standard of education. To accommodate the students, new colleges without proper equipment, library and laboratory facilities are also allowed to be started wherein the possibilities for maintaining the standards of education are very poor. Aided colleges, more often than not, are permeated with communalism, politics and other factors not conducive to the type of education which we want for our rising generation. Numerous instances were cited wherein even

in admission this attitude was being exhibited by those authorities who are responsible for the running of the colleges. The University Grants Commission must exercise effective supervision to curb such tendencies in the colleges.

Further, we find an atmosphere of purposelessness and indiscipline among the students of universities. Actually, this frustration and indiscipline are caused in the students by the absence of proper facilities to make use of their leisure hours and vacation in a constructive manner. Yesterday one hon. Member suggested that vacations should be generally allowed when the students may get an opportunity to spend their time in the country in a constructive manner. So, in our country where agriculture is the predominant occupation it would be better in the interests of the students from the rural areas if vacations in the educational institutions are allowed during the seasons when cultivation will be going on in the country, so that the students may help their parents and at the same time they may also get an opportunity to constructively apply their mind, what all they studied in the colleges, in a practical manner. This would help them to develop a practical attitude to all the knowledge they gained in the educational institutions.

I would also suggest that opportunities must be given to students to have study tours enabling them to go round the country and see for themselves the practical side of life, so that they may get an opportunity to make use of their education in a constructive manner.

There is already overcrowding in colleges, and to avoid it it would be better if correspondence courses or evening classes could be started. These courses will help those who are engaged in other work but are keen to continue their education.

[Shri M. Malaichami]

Students must be diverted to certificate and diploma courses of study of a variety of types in relation to the trained manpower needs of our economy.

There must be a technical school in every *taluk* throughout the country, so that training in suitable crafts and other technical education could be given to the students and they could make use of the training in the crafts and the technical study without rushing into academic courses resulting in unemployment and purposelessness in the system of education which they get from the colleges. I am sure our country is safe in the hands of our hon. Education Minister and that he will give a proper direction to improving the standards of education in the country by giving a technical bias to the education from the secondary level even.

Even though increase in the enrolment warrants the establishment of new universities, universities must be set up only in terms of the availability of competent and devoted teachers and adequate financial resources. Recruitment and retention of efficient teachers in universities would be possible only if they are adequately paid. Opportunity given by the University Grants Commission for upgrading the salaries of teachers in affiliated colleges by agreeing to share 50 per cent of the additional expenditure in the case of men's colleges and 75 per cent in the case of women's colleges for a period of five years from the date of implementation of the scheme has not been availed of by many colleges for want of their share of the finance. The colleges should take up the question of continuing the revised scales on a permanent basis with their respective State Governments. Some State Governments have accepted the proposal. It would be better if the Centre tries to make the other States also accept the proposal for raising the scales of salaries of teachers in the interests of efficiency of teaching in the universities.

The system of co-operative teaching to improve the standard of education, particularly at the post-graduate level, by making the maximum use of the library and laboratory facilities available and to improve instruction by enlisting the services of talented teachers in various institutions, should also be adopted.

Amounts allotted to the universities for Agriculture and Veterinary Sciences are meagre up to the Third Five Year Plan. This must be increased, keeping in view the development of agriculture along scientific lines. Every State must have universities where agriculture is the central and primary subject of study and research.

Regarding the system of examination which is being adopted in our educational institutions, I can say something regarding what has been done in the Madras State which has taken a lead in the matter. There, as an experimental measure, they have introduced the system of evaluation of the performance of the students in the classes in addition to ascertaining their performance in the examinations. They have taken up a particular district where they propose to evaluate the performance of the students in the elementary, higher elementary and secondary schools in this manner, taking into account their daily performance in the classes. In other words, without laying emphasis on the terminal examinations, they are going to evaluate the performance of the students every day in the light of his efficiency in the classes, his attendance, his sports activities, the practical side of work and so on. I would suggest that in the same manner, the examination system as such in all the States may be revised so that a particular student need not be at a disadvantageous position simply because he fails to secure certain marks at a particular examination.

University education should help in the emotional integration of the country, and this could be made possible by enabling interchange of students and teachers in different universities. This would be possible only if there is a common medium of instruction. The three-language-formula is the best contrivance for bringing about the interchange of students in the various universities and thereby achieving the emotional integration of the country. But we are pained to see that certain universities have not taken up this question seriously. And even though they talk of a national language they are less inclined to take up this three-language-formula, which position, I really submit, is very deplorable. The Education Ministry should do well, and we are sure that our hon. Minister of Education will lead the country and will have a firm hold in this direction, and see that the three-language-formula is effectively implemented and Hindi is made the national language of the country. As the Hindi language has been advocated by our national leaders only to bring about national unity, this aspect of national unity should not be forgotten at any level, and Hindi which was once thought of as the unifying factor should not be left alone to be a disintegrating element. As the unity of India is the first and foremost concern, all the States must make sincere efforts for the implementation of the three-language-formula.

Shri Nambiar: After hearing the speech of the hon. Minister of Education, I was much encouraged that something good was going to happen in this country with regard to education. Let us all wish well for him who is attempting very well for the improvement of the educational system.

But I may be excused if I say that even after Independence, we have not yet given up the tradition of the British days with regard to our edu-

catinal system. In those days I remember that the Lok Manya Bal Gangadhar Tilak said that these schools and colleges were more or less like factories intended to produce clerks. I would like to know in what respect we have today changed our educational pattern and the methodology of education to see that this process of manufacture of clerks is eliminated. I find that the same old system continues in one way or the other. Formerly, it was the middle class and the upper middle class people who could manage to send their children for higher education. Today also the position is almost the same because the poorer sections find it difficult to send their children for higher education because of the cost of education. Even in elementary schools we find that the boys have to purchase books worth Rs. 25 to 30 when the school season starts. The cost of the text-books has gone up so much, and the tuition fees, if not in the elementary stages, at least in the higher stages, are also exorbitantly high. Therefore, the common man finds it difficult to send his children to school. Especially in the rural areas the peasants find it difficult to send their children to school. This matter has to be looked into, and cheaper books should be supplied, and the educational system should be made still cheaper as a whole so that more children can study in the schools.

With regard to the methods of tuition, the hon. Minister has already agreed that there is something wrong with regard to the whole system of teaching, because the teachers are not well paid and so on. But apart from that I would like to point out that the method of teaching is still the same old mechanical type that we had before, and it does not help to bring out the educational talent of the student or his technological skill or other aspects. Of course, text-books are prescribed for them, but they have nothing in common

[Shri Nambiar]

with the reality of life. A graduate after taking his B.A. degree or some others degree finds that what he studied in the school and college are not necessary for him in his life afterwards, and, therefore, he takes the degree as something like a gate-pass for securing employment. Therefore, what happens is that the number of unemployed youths is going up. The latest figure that I have got from the Directorate-General of Employment and Training in the Ministry of Labour and Employment is something very appalling. The figure as in August, 1964 is 8,01,094, and this represents the number of persons who have got education up to matriculation and above, who are unemployed.

Much is said about student indiscipline. If I were a student studying in a university, in the P.U.C. course or in the B.A. course, and I read this figure in the newspapers indicating thereby that so many lakhs of persons are waiting for employment, I shall feel frustrated, because I would begin to think 'What is the future that is in store for me after getting the degree?', and I shall feel only that something bad is in store for me.

Dr. P. S. Deshmukh (Amravati): You can create some trouble.

Shri Nambiar: If a feeling of frustration develops in a person in those younger days, then he goes astray as a result of that. Therefore, there must be some purpose for which one should be equipped, and that purpose must give him an opportunity to grow up in society after the course is over. Of course, the Education Minister may say that it is none of his business to see that all these youths are employed, because the employing Ministries are different. But the position regarding unemployment has become worse now. In 1957, the number of unemployed was 3,07,558, but within seven years, it has gone up to about 8 lakhs, which is roughly thrice what it was in 1957.

This is a very serious point. I do not suggest that because of this growing unemployment, students should not be allowed to study. That is not my object at all. My point is that education must be encouraged along proper lines so that even if a boy does not get employed after graduation, he may feel that he has a useful purpose to fulfil in society. Education must put him in such a position where he will have something to achieve. But, the present system of education only serves to multiply unemployment, and as Lok Manya Bal Gangadhar Tilak has said, it enables only factory production of educated persons. This is a point which the hon. Minister with the help of the Cabinet must consider, and I hope that he will see what steps should be taken in this regard.

Coming to the question of student unrest, I have to submit that student unrest is not due to politicians. Politicians are not the real agency for inducing the students to create trouble. After all, politicians do not want the students to go out into the streets and create troubles. If politicians want to create trouble, they have got other sources, and they need not make the students indulge in these things. Therefore, let us not shift the blame to the politicians. As the hon. Minister has said, student unrest is due to some other reasons. Let us pin-point our attention on those reasons; let us not divert the blame to the politicians, miss the bus and apply the wrong remedy thereby creating more scope for unrest. That should be avoided.

With regard to the psychological and other aspects of teaching, the hon. Minister said yesterday that he wanted to bring about a lot of changes in hostel life etc. These are all welcome features and we expect that all necessary things will be done.

Now I come to the question of corruption creeping into the educational system—to a large extent. Take the leakage of question papers. What has

happened in Bihar? I have seen this morning that a memorandum was submitted, a copy of it having been sent to the Government of Bihar, with regard to leakage of questions and so many other connected matters in Bihar. The matter is now before the Bihar Government.

There are various issues. With regard to admission of students into the PUC and higher courses, my hon. friends from Madras will bear me out when I say that the boys pay upto Rs. 300-400 for admission. Will it be believed? But it is a fact, I had tabled a question on this, which was of course rejected for reasons known to.....

Shri Sham Lal Saraf (Jammu and Kashmir): Who accepted the money?

Shri Nambiar: The authorities.

The open method of collection of donation is there—that is apart from this.

Shri Raghunath Singh (Varanasi): That is more prevalent in Kerala.

Shri Nambiar: In Madras State, I am referring to my own town of Tiruchirapalli. I can even name the institution, but I do not want to now. But I can give more information about it. The number of students applying for admission is 3,000 in a particular college; but the number of seats available is 260. Therefore, it was something like bidding. In many colleges, this is the position. Members from Madras will corroborate this. It is a fact. I want to impress upon the hon. Minister that this is happening because there is something seriously wrong. Even if the number of seats is increased, the problem cannot be solved, because corruption is creeping into the entire system. We thought education was the last to be affected. Now it has crept into education also; slowly it may creep into judiciary also—somewhere it has crept into the judiciary also. I can deal with this on a later occasion.

But I submit that this is a very serious state of affairs. The UGC gives grants for construction of hostels and big buildings. 50 per cent margin is there which goes into wrong pockets. I know it. There are instances. This is happening. I do not say that they should stop these grants, but some sort of check should be exercised to see that the money is utilised for the purpose for which it is given and properly.

Lastly I come to the question of the medium of instruction. Many members have said that the medium of instruction must be the regional language or Hindi. Shri Anthony was of the view that it must continue in English. I am one who feels that by this changeover and experimentation we should not destroy the current generation of students. I am also a father. I do not want my son or daughter to be put in a disadvantageous position by the experimentation in this medium of instruction. It is true that there is a rush to the English medium schools. That is because a student who passes the matriculation out of such a school gets better facilities for promotion or appointment in the IAS, military academies, UPSC appointments and so on. Those, therefore, who can afford to spend send their children to the English medium schools—even those who plead for Hindi or the regional languages being the medium of instruction. This is happening.

This is also a kind of blackmarketing. I can plead very well for the regional languages. But I send my son to the English medium school! We do not want this kind of blackmarketing in this field also. Politicians may speak all sorts of things for political purposes. But let them not cheat children.

I submit that the question of switch-over to Hindi or the regional languages from English must be very carefully considered. It must not be under-

[Shri Nambiar]

taken unless and until adequate preparations are made for a smooth changeover. We tried this in Madras—switchover to Tamil as the medium. Shri Bhaktavatsalam, the Education Minister had to come before the State Legislative Assembly and say 'What can I do? Unfortunately, students are not coming forward to take Tamil medium'. Students refuse to go because they have no future by taking that. A student may pass his matriculation in Tamil, or pass his BA with Tamil medium. When he goes to a court, he finds that the language used is English; so he cannot practise or plead because he cannot understand or use that language. Therefore, he has no scope as a lawyer. The same is the case if he goes for teaching. All the text-books, technical phrases etc. are in English. So he cannot be a teacher. He cannot even become a clerk in Delhi, because here it is all either in English or in Hindi. So all avenues are closed to him. So by taking the regional language medium at this stage, he will be burning his boats. That is why students refuse the regional medium. Parents cannot compel their children to take to the regional language medium.

So unless and until the changeover to the new system is effected in a phased, gradual manner, after preparation of the necessary text books and other things, this experiment should not be done. If this is done in haste, it will only create more student indiscipline in the country. Parents also will support the students. If I know that by sending my boy into a school where the medium of instruction is the regional language or Hindi, his future will be adversely affected, I will not do so. In this age of technology and engineering, when the entire textbooks and training is in English, we should not go in for this experimentation without proper preparation. I do not want to adopt a partisan or Chauvinistic attitude in this matter. I do not want to profess something

which cannot be put into practice. Let us not experiment with children.

So let me tell the hon. Minister. If somebody does not like his attitude of retaining English for some more time, let him face the issue squarely and not kewtow to the demands of those who wish to switch-over to Hindi or the regional language at the cost of the future of the student generation.

I have my respect for my own language, Tamil, and Hindi. But unfortunately, we have the tradition of the history of 150 years. We had no opportunity to develop our own languages to the extent that they can be utilised at the higher stages of education. This is not my fault or the fault of the hon. Minister. It is the fault of our tradition, of our forefathers, because they should have fought for our freedom much earlier and got rid of the British much earlier. We fought the British and got rid of them only in this generation. We have to accept facts as they exist today.

So let us not experiment with these things now. The main question before the country now is food, building up a backward economy, improving our standard of living. We must concentrate ourselves on those things rather than dissipate our energies in experimentation with regional languages involving our children. Let this experimentation be done after careful preparation in a phased, gradual and slow manner so that a common language is spread which can be understood by all. It may take quarter of a century. But that is not a long period in the history of a country.

What I say should not be misunderstood to mean that I am for perpetuating the English language for ever. That need not be. But the changeover must be effected in a proper phased manner. These things should be very carefully done. Otherwise, instead of emotional integration, it will end in miserable disintegration. I give this warning.

Shri Raghunath Singh: Will those who have not spoken for the last two sessions have time or not?

Shri Basappa (Tiptur): I have not spoken for the last two sessions.

Shri Raghunath Singh: For the last two sessions we have not spoken. I want to know whether or not a chance would be given to us.

Mr. Deputy-Speaker: They will get a chance. There is still time.

श्री सिद्धेश्वर प्रसाद (नालंदा) : उपाध्यक्ष महोदय, मैं जानना चाहता हूँ कि इस विषय में क्या किसी नियम का भी पालन किया जाता है ?

Mr. Deputy-Speaker: You will get your chance.

श्री हुकम चन्द कछवाय : हाउस में तो कोरम नहीं है और यह लोग झगड़ा कर रहे हैं ।

Dr. Sarojini Mahishi (Dharwar North): I very much appreciate the recommendations of the Commission, and the work done by the hon. Minister.

Enrolment in colleges affiliated to universities has considerably increased, but hardly 2.5 per cent of the population is able to get university education facilities.

I find that a number of specific activities have been undertaken by the Commission. Tagore Chairs have been instituted, Gandhi Bhavans have been constructed, seminars and summer camps are held. I appreciate all this.

It has been mentioned in the report of 1961-62 that in the matter of professional colleges, for which there is a great demand and greater number of applications for admissions, there is disparity in the different parts of the country. On page 12 they mention the number of professional colleges as 589, excluding the law colleges. I do not think it was the intention of the Minister to exclude them. Anyway,

these professional colleges are being financed by different Ministries, but because it may not be possible to bring about co-ordination at the post-graduate and research level among all these professional colleges, the Commission now desires that it should also be consulted before the Ministries give financial assistance to these institutions.

I would like to bring to the notice of the hon. Minister the disparities and also the differences existing as far as some of these professional colleges are concerned, in standards of education, in the salary of teachers etc. The rural universities, which may not come under the purview of the Commission, which are aided by the Ford Foundation, are giving diplomas in agriculture, but they are not being recognised. Then, educational institutions are financed by one Ministry, and are supervised by another Ministry, with resulting confusion.

An integrated course has been introduced in the engineering colleges, but a highly qualified teacher working in an engineering college is not getting the same pay as a person with similar qualifications is getting elsewhere as Technical Adviser. Therefore, unless they are brought on a par, it will be very difficult to get good teachers for these professional institutions. I may be excused if I say that a highly qualified teacher will take to education as a profession as a last resort, and not as a first resort, only if no other avenue is open to him. Even if he joins, he will wait for a better opportunity to go elsewhere. This should not be the case, as the educational institutions cater to the needs of the younger generation, enable them to equip themselves for life and for service to the country.

The Commission has promised a certain amount of grants to the universities provided they contribute matching grants. Though many of the universities have adopted the scales for teachers suggested by the Commission,

[Dr. Sarojini Mahishi]

they are not able, especially the affiliated colleges, to make their matching contribution. As a result, teachers in some of these institutions are required to sign for a particular amount, and take a different, lesser, amount. I do not know how the Minister is going to remedy the situation.

The universities are run with a laudable purpose. They affiliate colleges, and their number is going up day by day, and they are no doubt rendering a service to the country. But, I would like to ask if it is a competition between Government and private colleges. The private institutions, affiliated to the universities, in certain cases I find are run on commercial lines. I am coming to the point which was discussed in the Central Advisory Committee on Education, namely the capitation fee charged by some institutions. The result of it is that only the rich students are able to reserve their seats, ten years ahead, sometimes even before the child is born, and the other students not born with a silver spoon in their mouths, though well qualified, are not able to attend college. The sooner this sort of situation is remedied the better it will be in the interests of the younger generation of the country going in for professional education.

The three year degree course has been adopted by some of the States, while other States are not willing to or have not adopted it. There is the 14 years course right from the primary education stage to the completion of the university course in certain States, and a 15 year course in certain other States. Again there is a proposal to break up the PUC, and merge the former part of it into the higher secondary stage, and the latter part in the university stage. Having adopted the three year course, some of the private colleges especially complain that they would be losing in the PUC year, and demand that they should be compensated, but the Commission is not able to help them in this matter.

Anyway, the private institutions which have adopted the three year course are finding it difficult, and they favour the proposal of merging the former part of the PUC in higher secondary and the latter part in the university course, so that the college can collect the fee amount, but the higher secondary school can give free education.

Diversification is quite essential because all students cannot go in for arts or commerce, whether they have an aptitude or not. The hon. Minister was kind enough to remark that the diversification stage must also be fixed, and that the student community as a whole and the parents should be assured of better chances to students taking up technical courses. Otherwise, the usual routine course is to go in for arts or commerce. There is also a huge rush for science courses. I am not referring at this stage to corruption mentioned by Shri Nambiar, but some of the students manouvre to get marks by short cuts. They rush to the medical or engineering college, but in the first and second years they cannot be promoted under any circumstances, and the country, I think, does not require engineers, doctors and lawyers who merely hold a degree and are not able to discharge their duties. No patient would like to die at the hands of a doctor only because he holds the degree, though he is not able to diagnose or give proper medicine.

There should be uniformity in the courses, and a student going from one State to another should not suffer on account of the 15 or 14 year course. Within the same State, neither is there uniformity in syllabus, nor proper provision for admission to the other universities in the State, and sometimes, examinations of some universities are not recognised by other universities of the same State. How are you going to bring about national integration if a student of a university is not admitted to another university in the same State, let alone universities in other

States? Therefore, I would like the Commission to see that equivalent examinations are recognised, and also that proper attention is given to syllabus being followed in certain parts.

With a little regret I wish to remark that the State Education Boards, constituted long ago by the States, have never cared to remove the western bias in our education. The logic our student studies is the old western logic, as if there is no *tarka sastra* in our country. We have inherited a great scholastic heritage in our country but we are not able to study that history, philosophy and that logic which was rich in our country. The UGC should take this into consideration.

Student indiscipline is highly talked of. In Orissa we have seen how students played their part. I am not sure whether it was due to the students voluntary action in the matter or there were other factors. A cartoon in one of the respectable papers appeared as if the citizen of another State went to Orissa and asked the students: could you spare a few students for our State? In Mysore we saw students going on strike and destroying national properties as in the pre-independent days. What is this due to? The social and economic factors in Indian society are having their action and reaction upon the student community.

Certain administrative matters also creep in such as uniformity in the higher education systems and payment of fees, and such other things. The post-graduate and degree students who are supposed to have reached majority are sometimes guided by some other people, sometimes by good elements and sometimes by bad elements in society and they resort to such action if there is no uniformity. So, the student community alone is not to be held responsible. I am not pleading for the student community. In order to raise the level of the students in general and in order to raise the general morale in the society itself, certain

other factors should be taken into consideration.

The UGC is giving travel grants inside the country and also for teachers to attend conferences abroad. A teacher was given in 1964-65 a travel grant to participate in a seminar in Switzerland. The Swiss Government granted two-thirds of the passage and one third was given by the Central Government. I was extremely surprised to know that the Central Education Ministry gave one third travel grant on condition that the two-thirds of the Swiss grant was returned to the Indian Government. I am not able to understand this mathematics or how the teacher would be tempted to take this help from the Central Government on this condition.

Shri Nambiar: That may be that the two-thirds given in the shape of foreign exchange by the Swiss Government should be given here so that it will be paid in rupees... (*Interruptions*).

Dr. Sarojini Mahishi: Such complications are created if our teachers want to participate in seminars or conferences abroad. It is a credit to them that they have been invited by foreigners, it means that they have honoured our country also. These complications must be removed as far as and as early as possible. I would very much like to commend the work done by the Commission because it is making huge experiments in order to bring up the younger generation of the country and the hon. Minister is also making efforts to give all facilities to the younger generation to have better education and I appreciate the work done by the Commission.

Shri Mahesh Dutta Misra (Khandwa): **Mr. Deputy-Speaker,** Sir, I thank you very much for giving me some time. Unfortunately I have to leave the House by 3 P.M. in order to be honest to the field of education and I shall say only a few words about

[Shri Mahesh Dutta Misra]

the general trend of educational thinking in this country.

At the beginning I must say that I am an educationist by choice and politician by compulsion and therefore I am more honest to the field of education than to the field of politics which is not very honest according to me because in the field of politics we have lost certain high ideals and policies that we began with, high ideals and principles that were set by the Father of the Nation. We deteriorated to such an extent that everybody is accusing each other and everybody is accusing all the others without searching his own heart. I do not wish to talk of the political field.

I just want to tell the House that I want the least interference of politicians in the field of education. That is the only thing that I would like to impress upon in these two or three minutes. That is the root cause of all indiscipline, all frustration and the disgust of the teachers and students and that is the root cause of the educational institutions not functioning well and efficiently. Politician means people in the ruling party as well as in the Opposition: please keep off educational institutions and do not interfere in them. They think that by taking out certain politician—teachers from the university, everything would be well: they blame teachers who take interest in politics. That is not the question. He can be a good teacher inside the premises of the university. That is not political interference. Political interference comes in when politicians if they belong to the ruling party—unfortunately I have to say this—want to appoint certain types of teachers, vice-chancellors, principals or heads of departments in particular institutions. Political interference of the Opposition parties begins when they think: here is the recruiting ground for our future politicians and we must spoil the mind of young men. I am not opposed to this because I

have been a politician since my very childhood and as a student I went to jail. What I say is that the student has got to be made aware of the fact that if he wants to take part in politics, it is not the school premises where he should do these things. If he can be kept within these limitations, there may not be any difficulty in running the schools or colleges orderly. I want the politician friends to subscribe to this gentlemen's agreement that they would not allow the students to be undisciplined inside the school. Outside the school, if he is mature enough, let him learn or understand politics and the other ideological differences that are in the world. But inside the class room, he has to be disciplined. Certain political matters and certain general matters create indiscipline in the class. For the general matters, the teachers are responsible. But if the students know that they can go thus far and no further, they would behave. I started from Jabalpur with some kind of student indiscipline there, some kind of strike. I do not know the condition there. I do not know whether tomorrow I will be able to hold the class. That is a disturbance by the interference of politicians at all levels to create such types of situation and exploit the situation and ultimately manoeuvre the situation until they can oust somebody or they can get in somebody. I would, therefore, like to request the Members of Parliament, very responsible people in this country who have the interest of the country at heart to be very introspective in matters of education. I say

15 hrs.

this because this is the field which is spoiled; it is already half-spoiled; if it is completely spoiled, then there would not be any remedy left in this country. We would lose the culture and our desire to bring out educated people, people who would contribute to research, people who would contribute to the pursuit of knowledge and

all sorts of things, all the ideals and objectives that we have before us. Then, you would not have any guru left in this country. The gurus have already been made flatterers; the gurus have already been made to serve certain interests in society, and when there is no guru in society—because you do not want to find out a guru—what happens? There is a frantic search for the guru, but when the guru comes to you, you want someone else to be there and not the guru with the right spirit. Naturally, when you cannot respect the man in a certain position, when you cannot give him promotion, if you cannot encourage him, if you cannot encourage him in a certain type of character, you cannot find a guru, and after some time, these gurus would be lost, and the Indian tradition may be lost, and then, you will have only half-educated, half-cultured people who might have dozens of Ph.D's to their credit dozens of books to their credit, but they will not be able to subscribe to what is called knowledge or the pursuit of knowledge.

With these few words, I would end my speech. Thank you very much.

Mr. Deputy-Speaker: Shri Prakash Vir Shastri. I would request the hon. Members to take not more than 10 to 12 minutes each. There is a large number yet.

श्री प्रकाशवीर शास्त्री (बिजनौर) :
उपाध्यक्ष महोदय, भाषा का प्रश्न बड़ा कोमल है, इसको राजनीति से दूर रख कर हल किया जाये, शिक्षा मंत्री, श्री चागला, के इस कथन से मैं सदाश में सहमत हूँ। मेरी अपनी यह इच्छा है कि कहीं भी, केन्द्रीय स्तर पर और राज्य स्तर पर भाषा के प्रश्न में राजनीति का समावेश नहीं होना चाहिए। लेकिन मैं यह भी चाहता हूँ कि कोई व्यक्ति, जो शिक्षा मंत्री के पद पर हो, अपनी व्यक्तिगत राय को सरकारी निर्णयों के विपरीत

शिक्षा मंत्रालय पर और देश पर लादने का प्रयास भी न करे।

शिक्षा मंत्री, श्री चागला, कुछ दिनों पहले रूस गये थे और वहाँ से लौट कर उन्होंने कई स्थानों पर जो भाषण दिये, उनमें एक भाषण को सुनने का अवसर मुझे शिक्षा मंत्रालय की एक समिति में मिला। श्री चागला ने रूस की प्रशंसा करते हुए यह बताया था कि वहाँ पर भी हमारे देश की तरह से कई भाषायें बोली जाती हैं और वहाँ उन भाषाओं के माध्यम से शिक्षा दी जाती है, परन्तु रशियन भाषा का सीखना हर एक विश्वविद्यालय में बहुत आवश्यक है।

मैं समझता था कि जब हमारे शिक्षा मंत्री रूस से इस तरह का जो अनुभव लेकर आए हैं, तो वह उस अनुकरणीय आदर्श को हमारे देश में भी लागू करेंगे। लेकिन इसके बाद वह गुजरात गए और अहमदाबाद में उनके जो भाषण सुनने को मिले, उनसे न केवल गुजरात राज्य की कांग्रेस को, बल्कि सारे देश को चिन्ता हुई।

शिक्षा मंत्री के गुजरात जाने से पहले हमारे प्रधान मंत्रय भी अहमदाबाद गए। प्रधान मंत्री जी ने गुजरात सरकार की नीति के सम्बन्ध में जो विचार प्रकट किये, उनको अहमदाबाद के गुजराती भाषा के सब से प्रमुख पत्र गुजरात समाचार ने अपने मुख-पृष्ठ पर छापा। शिक्षा मंत्री गुजराती भाषा मुझसे ज्यादा जानते हैं। मैं उस पत्र के शब्द आपके सामने रखना चाहता हूँ। उस पत्र के अनुसार प्रधान मंत्री ने कहा :

“भाषाना प्रश्न मा हिम्मत भेर उभेली
गुजरात सरकार ने कांग्रेस भारत
माटे दृष्टांत रूप छे”।

उसके कुछ दिनों के बाद शिक्षा मंत्री, श्री चागला, वहाँ गए। उनका कथन उस

[श्री प्रकाशवीर श स्त्री]

पत्र ने इस प्रकार अपने मुख-पृष्ठ पर छापा :

“बालक ने कबू शिक्षण आपूर्व जे नकी करवानू वालियो नो मूलभूत अधिकार छे । आठमाथी वहेलू अंग्रेजी सीखववा आहता वालियो तेमज शालाओ न सुविधा आपो ।”

गुजरात सरकार ने जो निर्णय किया था, उस पर प्रधान मंत्री जी ने गुजरात सरकार को बघाई दी थी और यह कहा था कि गुजरात सरकार ने देश के लिए एक आदर्श उपस्थित किया है, परन्तु श्री चागला ने उससे अपनी असहमति व्यक्त करते हुए ये शब्द कहे ।

उसके कुछ दिन बाद केन्द्रीय सरकार की एक और कैबिनेट स्तर के मिनिस्टर, श्रीमती इंदिरा गांधी, वहां गई । जो कुछ उन्होंने कहा, उसको इस समाचार पत्र ने इस प्रकार प्रकाशित किया :

“देश मा जे आपने गामे गाम शिक्षण केलाववु हशें तो ते मातृभाषा द्वारा ज थई शकशे” ।

यह श्रीमती इंदिरा गांधी की अपनी राय है ।

जब एक सरकार के तीन मंत्री एक ही स्थान पर जाकर तीन प्रकार के वक्तव्य दें और फिर वह सरकार यह आशा करे कि देश में भाषा के प्रश्न को राजनीतिक स्तर से ऊपर रख कर हल किया जा सकता है, तो यह कहां तक सम्भव हो सकेगा ?

श्री चागला ने ‘पीछे लोक सभा में कहा कि शिक्षा मंत्रालय सरकार की नीति से बिल्कुल नहीं हट रहा है । अब मैं सरकार की नीति की ओर आता हूँ ।

पिछले शिक्षा मंत्री, डा० श्रीमाली ने, 20 जून, 1962 को इसी लोक-सभा में विश्व-विद्यालय अनुदान आयोग की रिपोर्ट पर अपना वक्तव्य देते हुए जो शब्द कहे थे, मैं उनको आपके समक्ष रखना चाहता हूँ :

“यह निर्णय किया गया है कि विश्वविद्यालय में शिक्षा का माध्यम प्रादेशिक भाषा हो । 1950 में राधाकृष्णन् आयोग ने यह बात स्पष्ट कर दी थी और भारत सरकार ने यह सिफारिश स्वीकार कर ली है । यह सुझाव कि जब तक हिन्दी और दूसरी भाषायें अपेक्षित स्तर तक विकसित नहीं हो जाती हैं, तब तक अंग्रेजी जारी रहे, शिक्षा और मनो-विज्ञान के दृष्टिकोण से ठीक नहीं है । राष्ट्रीय एकीकरण सम्मेलन ने भी प्रादेशिक भाषा को शिक्षा का माध्यम बनाने का आशय प्रकट किया है ।”

यह राय पिछले शिक्षा मंत्री, डा० श्रीमाली, की है, जो कि वह इस सदन में दे चुके हैं । इस अवस्था में मैं नहीं समझ सकता कि वर्तमान शिक्षा मंत्री, श्री चागला, ने विश्वविद्यालय के स्तर पर प्रादेशिक भाषाओं को शिक्षा का माध्यम बनाने के सम्बन्ध में क्यों इस प्रकार से अपनी असहमति व्यक्त की है, जब कि वह रूस से भी एक दूसरा आदर्श सीख कर आए हैं । जब सरकार इस हाउस में अपनी नीति घोषित कर चुकी है, तो एक राज्य में जाकर उस राज्य की एक आदर्श नीति की आलोचना करके उस राज्य के शिक्षा मंत्री को, या उस राज्य सरकार को, हतोत्साह करना क्या भारत सरकार के किसी जिम्मेदार व्यक्ति के लिए उपयुक्त बात हो सकती है ?

शिक्षा मंत्री, हमारे देश के एक प्रमुख न्याय-शास्त्रियों में से एक हैं, लेकिन, वह मुझे क्षमा करें, मैं शिक्षा-शास्त्री के रूप में उनका सम्मान नहीं कर सकता । जहां तक

न्याय-शास्त्रियों का सम्बन्ध है, श्री चागला आदर्श माने जा सकते हैं, लेकिन एक शिक्षा-शास्त्री के रूप में हम सम्मान कर सकते हैं डा० सम्पूर्णानन्द का, विश्वविद्यालयों के उपकुलपतियों का, और उन शिक्षा-शास्त्रियों का जिनका सारा जीवन शिक्षा के क्षेत्र में व्यतीत हुआ है ।

19 नवम्बर को उदयपुर में राजस्थान विद्यापीठ के रजत-जयन्ती अधिवेशन के अवसर पर भाषण देते हुए देश के प्रसिद्ध शिक्षा-शास्त्री, डा० सम्पूर्णानन्द ने, जो कि राजस्थान के राज्यपाल हैं, जो शब्द कहे, मैं उनको इस सदन के सामने रखना चाहता हूँ :

“देश में समृद्ध भाषाओं के होते हुए भी अंग्रेजी को बनाए रखना राष्ट्रीय सम्मान, एकता और विश्वास के विरुद्ध है । यह ऊंची किस्म की बेहयाई और चुल्लू भर पानी में डूब मरना है ।”

जिस समय श्री चागला ने अहमदाबाद जाकर अपनी राय व्यक्त की थी, उस समय मध्य प्रदेश के शिक्षा मंत्री, डा० शम्भूदयाल शर्मा, ने 18 नवम्बर को कालीदास गोष्ठी के अवसर पर उज्जैन में इस सम्बन्ध में अपनी राय व्यक्त की । उन्होंने कहा

“स्वतन्त्रता के बाद अंग्रेजी को शिक्षा का माध्यम रखना देश की प्रगति में बाधक रहा है । विदेशी भाषा जन-साधारण और शिक्षितों के बीच में दीवार है ।”

यही बात थी, जिसको हमारे पहले प्रधान मंत्री, श्री नेहरू जी, बार-बार इस सदन में भी कहते थे और सदन से बाहर भी कहते थे—अंग्रेजी ने भारतीयों के बीच में और जो कुछ थोड़े से अंग्रेजी पढ़े-लिखे लोग हैं, उनके बीच में एक बहुत बड़ी दीवार खड़ी

कर दी है और इस दीवार को हमने हटाना है ।

जब मैं इस बात को कह रहा हूँ, तो मेरा अभिप्राय केवल एक भाषा विशेष की वकालत करना नहीं है । मेरा कहना यह है कि जब सरकार प्रादेशिक भाषाओं को शिक्षा का माध्यम बनाने के बारे में निर्णय ले चुकी है, तो फिर हर एक प्रदेश में विश्व-विद्यालय स्तर पर शिक्षा उस प्रदेश की अपनी भाषा के माध्यम से होनी चाहिए । अगर सरकार यह कहती है कि हम अभी तक इस प्रकार का साहित्य तैयार नहीं कर पाये, तो स्पष्ट है कि सरकार अपनी दुर्बलता का प्रमाणपत्र स्वयं देती है कि पिछले सत्रह सालों में यह निकम्मी सरकार इस देश में शिक्षा के क्षेत्र में कुछ भी नहीं कर पाई ।

मैंने उस दिन भी लाँछन लगाया था कि जो शिक्षा आयोग बनाया गया है, उस में भी श्री चागला ने उन व्यक्तियों को नहीं रखा है, जो कि प्रादेशिक भाषाओं के शिक्षा-विशेषज्ञ हैं । जिन लोगों ने अंग्रेजी भाषा के माध्यम से ऊंची शिक्षा प्राप्त की है, केवल उन्हीं लोगों और विदेशियों की भरमार उस आयोग में है । मैं कोई भविष्यवक्ता या ज्योतिषी नहीं हूँ, लेकिन वह आयोग जो रिपोर्ट देगा, उसकी एक सिफारिश की मैं आज ही अधिकारपूर्वक घोषणा कर सकता हूँ । शिक्षा मंत्री ने एक ऐसे शिक्षा आयोग का निर्माण किया है, जो यह सिफारिश करेगा कि भारत में ऊंची शिक्षा के माध्यम के लिये अंग्रेजी को अनिश्चित काल तक बनाए रखा जाए ।

मेरा अभिप्राय यह है कि जब यह देश आग बढ़ रहा है तो शिक्षा मंत्री कब तक इस देश की भाषाओं की उपेक्षा करते रहेंगे, कैसे यह देश अपनी स्वतन्त्रता को प्यार कर पायेगा ।

मेरे हाथ में एक पत्रक है, जिसमें भागलपुर विश्वविद्यालय के उपकुलपति की वार्षिक

[श्री प्रकाशवीर शास्त्री]

रिपोर्ट दी गई है। वह हमारे देश के एक अच्छे शिक्षा-शास्त्री और साहित्यिक माने जाते हैं। मेरा संकेत डा० दिनकर से है। मैं उस सारी रिपोर्ट को न पढ़ कर केवल उस अंश को यहां पर रखना चाहता हूँ, जिसमें उन्होंने बताया है कि अंग्रेजी का स्तर कितना गिर रहा है और अंग्रेजी किस तरह भारतीय शिक्षा में बाधक बन रही है। उनके शब्द ये हैं :

“ इस वर्ष की वार्षिक प्र क-कला परीक्षा में असफल छात्रों की कुल संख्या 2636 थी, जिनमें केवल अंग्रेजी के कारण फेल करने वाले छात्र 1381 थे।”

बी० ए० की पास और आनर्ज परीक्षा में फेल होने वालों की संख्या 1369 थी जिन में से अंग्रेजी में फेल होने वालों की तादाद 1072 रही। बी० काम० पास आनर्ज में कुल 118 छात्र फेल किये गये और इनमें से 58 छात्रों को अंग्रेजी में फेल होने के कारण फेल किया गया। दिनकर जी का कहना यह है कि मैं यह उचित नहीं समझता हूँ कि देश से अंग्रेजी को सर्वथा हटा दिया जाय। उनका कहना यह है कि जो लोग विदेशों के साथ अपना सम्बन्ध रखना चाहें और अंग्रेजी के माध्यम से उच्च शिक्षा प्राप्त करना चाहें, वे अंग्रेजी पढ़ते रहें लेकिन अंग्रेजी को एक वैकल्पिक विषय बना कर रखें। इस को अनिवार्य विषय न बना कर रखा जाये।

अपने वक्तव्य को उपसंहार की ओर ले जाते हुए मैं दो तीन बातें और कहना चाहता हूँ। शिक्षा मंत्रालय इस दौड़ में जो पड़ रहा है कि अनुवाद, अनुवाद, इसके सम्बन्ध में मेरा कहना यह है कि कहीं इस अनुवाद के चक्कर में हम मौलिकता से दूर

न चले जायें। हम अनुवाद भी करायें लेकिन मौलिक पुस्तकों का सृजन भी देश में होना चाहिये जिससे मौलिक प्रतिभा ऊपर उठ कर आये।

कुछ विश्वविद्यालय दुकानें बन गई हैं और उन के सम्बन्ध में लोगों की आलोचनायें बढ़ती चली जा रही हैं। उदाहरणार्थ बिहार में मुजफ्फरपुर में शायद उस को बिहार विश्वविद्यालय या कौन सा विश्वविद्यालय कहते हैं उस की बहुत सी किंवदंतिया हैं एम० ए० के प्रश्नपत्र तक वहां बेंच गये। भूखहड़ताल तक छात्रों ने की। सरकार को विवश हो कर रामन कमीशन बनाना पड़ा जिसको इस की देखरेख करनी थी। लेकिन आज तक वह कुछ भी जांच नहीं कर पाया है। अभी तक वहां असन्तोष है। अभी पीछे वहां के उपकुलपति ने सीनेट का चुनाव किया था। मुझे पता चला है कि चांसलर ने सिनेट के चुनाव को भी अवैध घोषित कर दिया है। एक बहुत बड़ी रिपोर्ट वहां नागरिक समिति ने प्रकाशित की है और मेरा अनुमान है कि शिक्षा मंत्री महोदय के पास वह आई होगी। उस में सारे तथ्य दिए गये हैं। उस नगर में और उस क्षेत्र में असन्तोष है। इस प्रकार की दुकानों से देश को बचाया जाना चाहिये।

एक अंतिम बात कह कर मैं समाप्त करता हूँ। हमारे संविधान में जो हिन्दी की व्याख्या की गई है वह यह है कि हिन्दी वह जो देवनागरी लिपि के माध्यम से पढ़ाई जायगी। इसकी संविधान में स्पष्ट व्यवस्था है। लेकिन अलीगढ़ मुस्लिम विश्वविद्यालय में हिन्दी को रोमन लिपि के माध्यम से पढ़ाया जा रहा है। यह उस विश्वविद्यालय का हाल है जो केन्द्रीय विश्वविद्यालय है और जिस को सरकार लाखों रुपया देती है। यह संविधान की मान्यताओं का उल्लंघन है। फिर भी शिक्षा मंत्री उस के सम्बन्ध में कुछ

निर्णय न लें, तो यह खेद की ही बात है। विश्वविद्यालयों को जो स्वायत्तता मिली हुई है, उस का अनुचित लाभ वह उठा रहा है। इस सम्बन्ध में शिक्षा मंत्री जी को ध्यान देना चाहिए।

मुझे विश्वास है कि मैंने जो सुझाव दिये हैं, उन पर श्रीर भी गम्भीरता से हमारे शिक्षा मंत्री महोदय निर्णय लेंगे।

श्री सिद्धेश्वर प्रसाद : उपाध्यक्ष महोदय, सब से पहले मैं शिक्षा मंत्री महोदय का ध्यान इस बात की ओर आकर्षित करना चाहता हूँ कि यह बहुत दुख की बात है कि यूनिवर्सिटी ग्रांट्स कमिशन की दो रिपोर्टों पर हम एक साथ विचार कर रहे हैं। आगे से ऐसी परंपरा बनाई जानी चाहिये कि दो वर्षों की रिपोर्ट पर इस सदन में एक साथ विचार न हो कर अलग अलग विचार हो। इस सम्बन्ध में मैं शिक्षा मंत्री का ध्यान इंग्लैंड की परम्परा की ओर खींचना चाहता हूँ। जब द्वितीय महा-युद्ध जारी था तब भी 1944 में इंग्लैंड की पार्लिमेंट ने न केवल शिक्षा के खर्च को बढ़ाने की मंजूरी दी बल्कि शिक्षा कानून में भी संशोधन किये। इस ओर इशारा करने का मेरा तात्पर्य यह है कि इस को अनुभव किया जाय कि किसी भी राष्ट्र को बनाने के लिए सब से महत्वपूर्ण तरीका यह होता है कि एक राष्ट्रीय शिक्षा नीति का निर्माण किया जाय। अगर हम सोचते हैं कि राष्ट्र खेत में बनता है जहां अन्न का उत्पादन होता है जिसकी देश को आवश्यकता पड़ती है, अगर हम समझते हैं कि राष्ट्र कारखानों में बनता है जहां ऐसी वस्तुओं का निर्माण होता है जिन की जीवन के भरणपोषण के लिए आवश्यकता होती है तो मैं समझता हूँ कि हमें इस बात को भी स्वीकार करना चाहिये कि मनुष्य को केवल भोजन की जरूरत नहीं होती है, केवल कपड़े की जरूरत नहीं होती है दूसरी वस्तुओं की जरूरत नहीं होती, उस को सब से अधिक जरूरत होती है बुद्धि के विकास की और वह विकास शिक्षा संस्थाओं में, शिक्षा केन्द्रों में ही

होता है। इसलिए जब तक भारत सरकार अपनी बुनियादी नीति में परिवर्तन नहीं करेगी, अपने दृष्टिकोण में परिवर्तन नहीं करेगी, जब तक शिक्षा को भारत सरकार प्राथमिकता प्रदान नहीं करेगी तब तक शिक्षा सम्बन्धी हमारी नीति में जो अभी तक अस्पष्टता रही है शिक्षा सम्बन्धी नीति में सफाई का जो अभाव रहा है शिक्षा नीति में जो दृष्टिकोण का अभाव रहा है, उसे हम दूर करने में सफल नहीं हो सकेंगे।

ऐसा अकसर होता है कि जब भी केन्द्रीय सरकार के या राज्य सरकारों के बजटों में किसी प्रकार की कटौती होती है तो उस कटौती का सब से पहला शिकार शिक्षा को बनना पड़ता है। मैं चाहता हूँ कि इस की ओर अवश्य ध्यान दिया जाना चाहिए कि उस को उस कटौती का शिकार न बनना पड़े।

दूसरी बात मैं यह कहना चाहता हूँ कि यू० जी० सी० की रिपोर्ट में कुछ और भी चीजें होनी चाहियें। एक तो यह कि इस रिपोर्ट में इस प्रकार के आंकड़ें दिये जाने चाहियें जिस से यह मालूम हो सके कि प्रत्येक प्रान्त में, इस देश के विभिन्न विश्व विद्यालयों में विभिन्न विषयों में कितने विद्यार्थी परीक्षा देते हैं, उन में से किस विषय में कितने विद्यार्थी फेल होते हैं और कितने पास होते हैं। यह आंकड़ा अवश्य दिया जाना चाहिये।

दूसरी चीज यह है कि हमारे देश में प्रति वर्ष प्रति दस लाख में से कितने विद्यार्थी विश्वविद्यालयों में शिक्षा प्राप्त करते हैं और ये आंकड़े तुलनात्मक होने चाहियें। जो बहुत विकसित देश हैं, उन के सम्बन्ध में मैं कुछ आंकड़े सदन के विचारार्थ प्रस्तुत करना चाहता हूँ। यह सही है कि जिन देशों का मैं नाम लेने जा रहा हूँ वे बहुत विकसित देश हैं लेकिन आप आंकड़ों को देखें। अमरीका

[श्री सिद्धेश्वर प्रसाद]

में प्रति दस लाख में से 16,670 व्यक्ति विश्वविद्यालय में शिक्षा पाते हैं। रूस में दस लाख के करीब दस हजार व्यक्ति शिक्षा पाते हैं। लेकिन भारत की स्थिति अभी यह है कि दस लाख से केवल 2,790 व्यक्ति विश्वविद्यालयों में शिक्षा पाते हैं। इन आंकड़ों को उपस्थित करने का मेरा उद्देश्य यह है कि जब तक हम शिक्षा का काफी प्रसार नहीं करते हैं, तब तक हमारे देश को विकास के लिए जितने शिक्षित व्यक्तियों की जरूरत है वह पूरी नहीं हो सकती है, हमारी जो मांग है, उस की पूर्ति नहीं हो सकती है। यह सही है कि अभी भी हमारे देश में शिक्षित बेकारों की समस्या काफी है। लेकिन इस का एक कारण यह है कि हम ने योजनाबद्ध ढंग से शिक्षा का विकास नहीं किया है।

दूसरे और भी आंकड़े इस रिपोर्ट में दिये जाने चाहियें। जैसे प्रत्येक विश्व-विद्यालय में प्रति विद्यार्थी कितना खर्च किया जाता है। मुझे यह कहते हुए बहुत दुख का अनुभव होता है कि केन्द्रीय विश्वविद्यालयों की स्थिति एक है, राज्य सरकारों के विश्व-विद्यालयों की स्थिति दूसरी है और सम्बद्ध कालेजों की स्थिति बिल्कुल दूसरी है। यद्यपि हमारे देश के करीब 85 प्रतिशत विद्यार्थी सम्बद्ध कालेजों में यानी एफिलियेटेड कालेजों में शिक्षा पाते हैं लेकिन न तो वहाँ के शिक्षकों के वेतन की तरफ ध्यान दिया जाता है, न विद्यार्थियों की सुविधाओं का ध्यान रखा जाता है और न ही और जो दूसरी आवश्यकताएँ हैं, उन की तरफ कोई ध्यान दिया जाता है। जब तक इन सम्बद्ध कालेजों की स्थिति को सुधारने की तरफ सरकार ध्यान नहीं देगी, आयोग ध्यान नहीं देगा, तब तक मेरा यह निश्चित मत है कि शिक्षा का स्तर हम ऊँचा नहीं उठा सकेंगे।

संविधान के मुताबिक केन्द्रीय सरकार का यह दायित्व है कि शिक्षा के स्तर में सुधार किया जाय और समन्वय स्थापित किया जाय। जहाँ तक स्तर में सुधार का प्रश्न है अभी तक जैसाकि माननीय शिक्षा मंत्री ने खुद स्वीकार किया है इस विषय में यू० जी० सी० को कोई विशेष सफलता नहीं मिल सकी है। अगर पिछले दस वर्ष के फेल होने वाले विद्यार्थियों के आंकड़े देखे जायें और अब के देखे जायें तो बिल्कुल स्पष्ट हो जायेगा कि न विज्ञान के क्षेत्र में, न कला के क्षेत्र में, न इंजीनियरिंग के क्षेत्र में, न मेडिसिन के क्षेत्र में और न ही किसी अन्य क्षेत्र में कोई उल्लेखनीय परिवर्तन हुआ है तब यह कैसे स्वीकार किया जा सकता है कि यू० जी० सी० ने जो उस का यह एक विशेष कार्य है, उस में कोई उल्लेखनीय काम किया है? इस के बहुत से कारण हो सकते हैं। इस का एक बड़ा कारण यह है कि अभी यू० जी० सी० को सरकार की ओर से बहुत कम पैसे दिये जाते हैं। तृतीय योजना में इस को केवल 37 करोड़ रुपये ही दिये गये हैं। सरकार को इसे अधिक धनराशि देनी चाहिये। उसकी पैसे की मांग पर उदारता से विचार किया जाना चाहिये।

दूसरी चीज यह है कि यू० जी० सी० का पुनर्गठन किया जाना चाहिये। अभी उस में पूरा समय देने वाला सदस्य केवल एक है। उस के सम्बन्ध में भी हमारे विद्वान मित्र श्री डी० सी० शर्मा ने कहा है कि उस के जिम्मे कोई दूसरा काम सौंप दिया गया है। यू० जी० सी० में कम से कम पांच पूरा समय देने वाले सदस्य होने चाहियें। जब तक ऐसा नहीं होता है तब तक उस का काम जिस तरह से बढ़ रहा है, उस काम को सफलतापूर्वक वह आगे नहीं बढ़ा सकेगी।

यह ठीक है कि केन्द्रीय सरकार इस बात का अनुभव करती है कि हमारे देश में उच्च शिक्षा का स्तर ऊंचा उठे। लेकिन उसके लिए यह बहुत आवश्यक है कि उच्च शिक्षा को, विश्वविद्यालयी शिक्षा को कन-कॉरेंट लिस्ट में लाया जाय। अनेक मित्तों ने यह स्पष्ट कहा है और सप्रू समिति की रिपोर्ट में भी यह बात बड़े जोरदार ढंग से कही गई है। मेरा खयाल है कि शिक्षा मंत्री महोदय इस बात पर भी विचार करेंगे।

इस के साथ ही मैं माननीय शिक्षा मंत्री का ध्यान श्री इग्रसंडिगरी कोर्स की ओर भी आकृष्ट करना चाहता हूँ। यह बड़े आश्चर्य की बात है कि अब भी कई विश्वविद्यालयों ने इस सिफारिश को स्वीकार नहीं किया है। जब तक हम सारे हिन्दुस्तान के सभी विश्वविद्यालयों में इस प्रकार की व्यवस्था को स्वीकार नहीं करते हैं तब तक न तो शिक्षा का स्तर समान हो सकता है और न शिक्षा का स्तर ऊंचा हो सकता है। इस के कारण तरह तरह के भ्रम फैलते हैं।

इस के साथ ही साथ यह भी आवश्यक है कि हम अपने देश में शिक्षकों को अधिक सम्मान दें। यदि हम यह मान लेते हैं कि जिस व्यक्ति को अधिक वेतन दिया जाता है उस का समाज में ऊंचा स्थान है, ऐसी स्थिति में शिक्षकों का वेतन दूसरे क्षेत्रों में काम करने वाले जो व्यक्ति हैं उन से किसी स्थिति में कम नहीं होना चाहिये। जब तक हम ऐसी स्थिति उत्पन्न नहीं करते हैं तब तक यह निश्चित है कि न तो शिक्षकों में आत्म विश्वास होगा न समाज में उन का सम्मान होगा और न वह शिक्षा के स्तर को ऊंचा उठा सकते हैं। माननीय शिक्षा मंत्री इस बात को स्वीकार करेंगे कि शिक्षा के स्तर को ऊंचा उठाने के लिये दूसरे साधन जितने प्रभाव-शाली हो सकते हैं उन सभी साधनों में

शिक्षकों का योगदान सब से अधिक होता है। इसलिए ऐसी स्थिति में सरकार को इस बात पर गम्भीरतापूर्वक विचार करना चाहिये और न केवल विश्वविद्यालयों के शिक्षकों के जो वेतन मान हैं उन को ऊंचा उठाना चाहिये बल्कि जो सम्बद्ध कालेज अथवा एफिलियेटड कालेज हैं उन के और विश्वविद्यालयों के शिक्षकों के वेतन मान में जो फर्क है उस को भी दूर करना चाहिये।

दूसरी महत्वपूर्ण चीज, जिस की ओर मैं सरकार का ध्यान आकृष्ट करना चाहता हूँ वह यह है कि सन् 1960-61 में शिक्षक और विद्यार्थियों का जो अनुपात था वह गिर गया सन् 1961-62 में और 1962-63 में और 1963-64 में स्थिति और बुरी होती जा रही है। यह स्थिति बड़ी दयनीय है, और मुझे तो ऐसा लगता है कि या तो इस सम्बन्ध में यू० जी० सी० को किमी मुझाव का अधिकार नहीं रह गया है, या इस सम्बन्ध में उन का कोई प्रभाव नहीं पड़ता है। जब तक हम शिक्षक और विद्यार्थियों के अनुपात में कोई सुधार नहीं करते हैं तब तक यह स्पष्ट है कि शिक्षक और विद्यार्थी में जो जीवन्त सम्बन्ध होना चाहिये, एक पर दूसरे का जो प्रभाव पड़ना चाहिये, एक दूसरे की समस्याओं को समझने में जो सहायता मिलनी चाहिये, वह स्थिति नहीं आ सकती है।

अन्त में मैं शिक्षा के माध्यम की ओर माननीय शिक्षा मंत्री का ध्यान आकृष्ट करना चाहूँगा। यह बहुत महत्व की चीज है और यहां ही नहीं बल्कि सारी दुनिया, में सभी शिक्षाशास्त्रियों ने सम्मति दी है कि मातृभाषा में ही विद्यार्थियों को शिक्षा दी जानी चाहिये। हमारे देश के जितने शिक्षाशास्त्री हुए सभी ने इस बात को स्वीकार किया और अभी भी, कुछ रोज पहले, जैसा कि कुछ मित्तों ने बतलाया, हमारे देश के

[श्री सिद्धेश्वर प्रसाद]

दूसरे शिक्षाशास्त्रियों ने इस बात का आग्रह किया है। मेरा खयाल है कि माननीय शिक्षा मंत्री भी इस बात को स्वीकार करते हैं। उन की चिन्ता दूसरी है कि इस देश की एकता कैसे रह सकेगी। उन्होंने इस बात को कहा है और उन को इस बात का भय है कि अंग्रेजी का स्तर गिरता जाता है। उन का कहना है कि हिन्दी अभी इस लायक नहीं हुई है कि यह शिक्षा का माध्यम बनाई जा सके। अगर क्षेत्रीय भाषायें उच्चतम स्तर तक शिक्षा का माध्यम बनती हैं तो एक क्षेत्र का विद्यार्थी दूसरे क्षेत्र के विद्यार्थी से कैसे सम्बन्ध रख सकेगा और ज्ञान का जो प्रसार है वह कैसे हो सकेगा। एसी शिक्षा मंत्री की आशंका है। इस सम्बन्ध में मेरा विनम्र निवेदन यह है कि यह कार्य तो वस्तुतः शिक्षा मंत्रालय का ही था कि वह एक ऐसी भारतीय भाषा का विकास करे जो हमारे अन्तर्राज्यीय सम्बन्ध की भाषा हो सके। मैं इस सम्बन्ध में माननीय शिक्षा मंत्री से जानना चाहूंगा कि पिछले 15 या 17 वर्षों में उन के मंत्रालय ने इस दिशा में कौन सा कदम उठाया है, कौन सा काम किया है। जहां तक पाठ्य ग्रन्थों का सवाल है, भारत सरकार का शिक्षा मंत्रालय भारतीय भाषाओं में और हिन्दी में ऐसे पाठ्य ग्रन्थों को तैयार करवा सकता था जो इतने वर्षों बाद हमारे देश के विभिन्न विश्वविद्यालयों में पाठ्य ग्रन्थों के रूप में काम में लाये जा सकते। लेकिन आज 17 वर्षों बाद भारत सरकार का ध्यान इस ओर गया है कि हिन्दी में और दूसरी क्षेत्रीय भाषाओं में पाठ्य ग्रन्थों का अभाव है। 17 वर्षों तक सरकार क्या करती रही? जब सन् 1965 से हिन्दी आ रही थी तब यह काम पहले किया

जाना चाहिये था और वस्तुतः यह काम भारत सरकार का था। हम इस स्थिति को स्वीकार कर के अब नहीं चल सकते कि जब तक हिन्दी आ नहीं जाती तब तक हम इस के लिए कदम नहीं उठा सकते हैं। जब तक हम इस के लिए कोई प्रभावशाली कदम नहीं उठावेंगे तब तक इस समस्या का समाधान नहीं हो सकता है। यह सही है कि भारतीय एकता का प्रश्न बड़ा महत्वपूर्ण है लेकिन इसके लिए भारत को कोई भाषा के बदले विदेशी भाषा कायम नहीं रह सकती है जिस में लोगों की इसलिए दिलचस्पी नहीं है जिस का इस देश की जनतांत्रिक परम्परा से कोई सम्बन्ध नहीं है। हमारे देश में जनतंत्र तभी कायम रह सकता है जब हम जनता की भाषा को जानें और मानें। अगर हम चाहते हैं कि यह भावना जागृत हो तो हम को अपनी एक भाषा को उच्चतम स्तर तक की शिक्षा का माध्यम बनाना पड़ेगा। ऐसी स्थिति में अगर हम अपनी किसी भाषा को अन्तर्राज्यीय सम्बन्धों और देश की विभिन्न परम्पराओं को जोड़ने के सूत्र के रूप में स्वीकार करेंगे तो निश्चय ही भारतीय एकता सबल होगी, शिक्षा का स्तर ऊंचा उठेगा और देश में ऐसा वातावरण बनेगा जैसाकि दूसरे विकसित और सभ्य देशों में है।

Shri Ravindra Varma (Thiruvella):
Mr. Deputy-Speaker, Sir, I wish to join the hon. Members who have congratulated the University Grants Commission and the hon. Minister for Education. The University Grants Commission, I suppose, deserves congratulation on two counts: one on the record of work that stands to its credit and the other, a supplementary vote of congratulations, on escaping the axe that the hon. Minister wielded over committees and commissions on his accession to the eminent office.

There is no doubt that in the years that we are reviewing there has been a phenomenal rise in the opportunities for higher education in our country. During the last decade or so the number of students enrolled in institutions for higher education has increased by about 300 per cent. The number of universities has increased, the number of colleges and institutions for providing technical and professional education has increased. No one can claim that this increase has been adequate or satisfactory, or commensurate with the requirements of the nation. But it can certainly be claimed that the University Grants Commission has succeeded in considerable measure in identifying the magnitude and the variety of the problems that we are confronting in the field of higher education in our country, and also to some extent in working for the solution of these problems.

Sir, a society that is dedicated to the ideals of democracy and socialism, as my friend, the hon. Member for Gauhati said this morning, must provide opportunities for higher education to all those who seek such opportunities, all those who are competent to undergo the discipline of higher education. This goal cannot be achieved without an enormous increase in the number and variety of institutions, in the building and equipments and laboratories and libraries that such institutions require and in the training and availability of highly competent and devoted teachers. It is these objectives that have inspired the programmes of the Commission.

But Sir, the problems of providing opportunities for higher education and maintaining and improving standards are not problems that can be solved in isolation. The rush on the universities that strains our meagre resources and erodes our standards cannot be checked without a radical re-orientation in attitudes and opportunities at the pre-university level.

University education should cease to be regarded as a kind of baptism for multi-purpose employment. On the one hand, there should be diversification and proliferation of courses and opportunities at various levels from the primary school and the middle school—opportunities to branch off to craft schools, trade schools, industrial schools and polytechnics and the professional colleges at the University level. There should be a planned system of horizontal diversification or syphoning off of students who will also have the benefits of vertical progress in the fields of study that they choose.

15.29 hrs.

[DR. SAROJINI MAHISHI *in the Chair*]

While this can relieve the pressure on the universities, the universities can also, as the hon. Minister said yesterday, provide facilities for extra-collegiate education to those who want the benefits of higher education by offering correspondence courses, part-time tuition and the like. It may thus be possible to ensure that only those who want to dedicate themselves to higher learning and take to advanced study, research and teaching go to the university. This will lead to better utilisation of our meagre financial resources, and to a wholesome change in the atmosphere of our educational institutions, particularly institutions of higher learning. The teacher-student ratio will improve, and the calibre of teachers will also have to improve when the dilettantism of the student no longer helps the teacher to cover his shallowness, when the teacher is confronted with the exhilarating challenge that dedicated and competent students can offer to the best in him.

Madam, the demand for opportunities and the inadequacy of the existing institutions have led to the efforts of many groups and local agencies to set up new colleges. While local initiative is certainly to be welcomed, there is a danger that parochial and

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communal considerations may sometimes vitiate these efforts. Madam, as you yourself observed when you spoke from the floor of the House, there are also cases of some of these institutions demanding donations of thousands of rupees as titles to admission, and sometimes playing with the pay-packets of professors who are not paid what the records show as their pay. This is a serious and shameful state of affairs. I wonder whether such profit-making institutions deserve the support of the State. I am looking forward to the day when, inspired by the prophets of Sadachar, the hon. Minister will sally forth into these educational institutions and turn out the Pharisees and the money-changers and, say, "It is written that these are institutions of higher learning, temples of learning, ye shall not defile them for profit and parochial self-seeking."

The hon. Minister yesterday referred to the distressing deterioration in the standards of higher education. The rapid increase in the number of students the inadequate preparation at the pre-university level and the difficulty that is being experienced in attracting and retaining people of distinction and calibre to the teaching profession in the face of the competition from the highly-paid jobs that the Civil Service and industry can offer, are no doubt contributory factors. But it is not enough to identify causes. What are the solutions that the University Grants Commission and the Minister have in mind? There is a reference in the Report to 17 and odd committees that have been appointed for review and assessment of teaching methods, syllabi, research etc. I wonder whether these committees have offered any solutions to the problem of raising the standards in the universities or whether they are only some of those admirable and immaculate instruments of administrative refrigeration against which the hon. Minister declared war on his elevation to this eminent post.

The House would certainly like to know what steps are being taken, or are likely to be taken, in the immediate future to improve the deteriorating standards in our institutions of higher learning.

Madam, I must now refer to the indiscipline and the cult of irreverence that are spreading like an epidemic in our institutions of higher learning. I cannot bring myself to congratulate the University Grants Commission on its record of achievement in grappling with this problem. I do not believe the problem has received the attention it deserves, as a problem that affects the character, the training, the temperament of our future generations. When the highest appointments in the universities are sometimes made to provide for indigent but not quite competent friends or when appointments are made to exile an inconvenient adversary, when there is no care taken to ensure that teachers are imbued with a spirit of dedication to the ethos and sanctity of academic institutions, when teachers lack moral influence and leadership, when the teacher-student ratio is what it is with the result that students cannot receive the personal and individual attention that they richly merit in our society, when the amenities of residence, libraries and laboratories are inadequate, when opportunities for intellectual extra-mural training in constructive social action or creative self-expression are not provided for in the campus, it is not very surprising that students become the victims of the intrigues of ambitious politicians, of self-seeking group leaders and anti-social elements and look for opportunities to drown their restiveness and frustration in anti-social activities which give them irresponsible excitement for the moment. I would plead with the hon. Minister to give top priority to the need to clear the atmosphere of universities of this menace by devising a scheme to improve amenities

and offer opportunities for creative self-expression.

I would now like to refer to the question of the medium of instruction that has been raised by hon. Members in the course of the discussion. There is no doubt that the standards in the universities and institutions of higher learning are today affected by the proposed and ongoing changes in the medium of instruction. But what is the solution? I do not want to refer to the statements, or the conflicting statements, that the Minister or his colleagues are supposed to have made in Gujarat; nor do I think that the atmosphere in Gujarat had anything to do with such conflicting opinions being expressed. The hon. Minister, while replying, will certainly deal with the criticism about the statements that he has made. But what is the solution to this problem? Is it an immediate switch over to the regional language or to Hindi at the university level? This solution smacks of the very pious, religious, Biblical attitude—"God said let there be light and lo and behold! there was light". We are told that the regional language should be the medium of instruction at the university level or the official language should be the medium of instruction at the university level and, therefore, there should be an instantaneous switch over to that language. Such an attitude might be pious, but it certainly is naive. I wonder whether apart from the clarification of piety there is much to recommend such an attitude, whether this will lead to an improvement in the standard of education.

Madam, I am one of those who strongly support Hindi and the regional languages. And I do not believe for one moment, unlike my hon. friend, Shri Anthony perhaps, that English can continue to enjoy the position that it enjoyed in the past or it enjoys today.

But no one wants the standard of education to go down. In an age

when progress in every field depends on education and the ability to absorb, adopt and employ the results of research, no one will deny that the rapidity of industrialisation the solution of the problem of employment, the needs of training and re-training and the like, will all depend on an ability to maintain a high standard of education. No one would therefore, suggest that the standard of education should suffer. Those who plead for an immediate change, I believe, do so because they believe that there will be no progress unless a start is made; and those who say that the change-over should be phased and that there should be no immediate change which throws things out of gear do so, not because of lack of patriotism, but because they believe that a certain preparatory work is necessary if there is to be a phased transition. The difference therefore is only one of evaluating the quantum of achievement that has to be the base for further advance for a phased change-over. It is, therefore, unfair to fling charges of lack of patriotism or linguistic imperialism at one another. It is unfair to say that one is trying to perpetuate the advantages of a historical accident or that others are trying to reap the benefits of an arithmetical or demographic accident.

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

Shri Ravindra Varma: I am concluding.

A little more of an attitude of compromise and understanding, a shade more of catholicism and tolerance can do no harm to the cause of education or the country.

In conclusion, I want to refer to some administrative questions relating to the University Grants Commission. I shall not take more than a minute or two. The Public Accounts Committee has in its reports frequently referred to the need to tighten up the administrative machinery of the University Grants Commission. Cases

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have been brought to light of the Commission going beyond the powers and functions laid down in the Act in making donations. The attention of the House has been drawn to the fact that utilisation certificates have not been received by Audit for nearly Rs. 31 crores out of the Rs. 40 crores and odd which was given by the Commission as grants-in-aid to the various universities and institutions of higher learning, upto the end of 1962. The reports of the Public Accounts Committee have also pointed out that there are cases of the central universities stampeding the University Grants Commission into approving projects which they had themselves earlier rejected. I hope the Minister and the Commission will look into these matters.

Mr. Chairman: Shrimati Jayaben Shah.

श्री हुकम चन्द कछवाय : सभापति महोदय, उधर से दो सदस्य बोल चुके हैं। अब एक सदस्य इधर से बुलाया जाये।

Mr. Chairman: I will request hon. Members to take only 10 minutes so that a few more Members can be accommodated.

श्री मौय्य (अलीगढ़) : सभापति महोदय, यह कैसी व्यवस्था है कि एक तो हम लोगों को बाद में बोलने का समय मिलता है और उस पर भी घटता चला जाता है तथा हम को कम समय मिलता है।

Shri Raghunath Singh: I move:
That the time be extended.

There are so many hon. Members who have not spoken for the last two sessions whereas some hon. Members have spoken four or five times. They should be given a chance to speak

and, I think, the time should be extended.

श्री हुकम चन्द कछवाय : दो घंटे और बढ़ाये जायें।

Mr. Chairman: The Speaker has already extended the time by one hour. The whole of the day is allotted for this discussion.

Shri Basappa: The hon. Minister can reply tomorrow, if he has no objection. The whole day may be taken for Members to speak.

श्री हुकम चन्द कछवाय : यह बड़ा महत्वपूर्ण विषय है। इसलिए कम से कम दो घंटे और बढ़ाए जाने चाहियें।

Mr. Chairman: If that is the intention of the House, I will convey it to the Speaker.

Dr. M. S. Aney: There are so many things involved.

Shri Raghunath Singh: My proposal is that the hon. Education Minister may reply tomorrow and today hon. Members who have not spoken should be given a chance.

Mr. Chairman: If the hon. Minister agrees to that, I will have no objection.

श्री हुकम चन्द कछवाय : अगर हाउस की इच्छा है, तो मंत्री महोदय राजी होंगे।

Shri Raghunath Singh: I hope, the hon. Minister will not oppose it.

Shri M. C. Chagla: Tomorrow is Private Members' day.

Shri Raghunath Singh: You will have the first hour after 12 o'clock when the House will be full. Why speak at 5 o'clock when the House is half?

श्री हुकूम चन्द कच्छबाय : मंत्री जी बारह बजे बोल सकते हैं। नान-आफिशल प्राइवट मेम्बरज बिजिनेस तो ढाई बजे से शुरू होगा।

श्री मु० क० चांगला : अगर माननीय सदस्य बोलना चाहते हैं, तो मैं बड़ी खुशी से कन जवाब दे दूंगा।

I am always willing to accede to the request of the House; but I take it that the debate, as far as the Members are concerned, will conclude today so that tomorrow my reply should start.

Mr. Chairman: I hope, the hon. Members will allow the hon. Minister to begin his speech today.

Shri M. C. Chagla: I am prepared to begin tomorrow.

श्रीमती जयाबेन शाह (अमरेली) : सभापति महोदय, मुझे बहुत खुशी है कि हम को यूनिवर्सिटी ग्रांट्स कमीशन की रिपोर्ट पर चर्चा के समय अपने विचार प्रकट करने का मौका दिया जा रहा है। इस रिपोर्ट में बहुत सी बातें दी गई हैं। यह बहुत खुशी की बात है कि बहुत से अच्छे काम किए गए हैं, नई-नई स्कीमें बनाई गई हैं, एडूकेशन बहुत बढ़ी है और विद्यार्थियों के नम्बर में वृद्धि हुई है।

मगर मैं एडूकेशन मिनिस्टर का ध्यान इस तरफ़ दिलाना चाहती हूँ कि स्टुडेंट्स की संख्या बढ़ने से खुशी होना तो स्वाभाविक है, लेकिन आगे चल कर उन का फ्यूचर क्या होगा, इस पर भी हम को गम्भीरता से विचार करना चाहिये। आज हम शिक्षायात करते हैं कि स्टुडेंट्स में इन-डिसिप्लिन है, वे यह करते हैं, वह करते हैं, आदि। इसलिए पहले तो हम को यह तय करना पड़ेगा कि हायर एडूकेशन किस लिए है और जो लोग

उस के पीछे लगे हुए हैं, तो किस लिए लगे हुए हैं, मैं समझती हूँ कि आज विद्यार्थी आर्ट्स कालेज में इसलिए जाते हैं कि उन के सामने कोई आल्टरनेटिव प्रोग्राम नहीं है। इसलिए आज यह सोचने का मौका आ गया है कि हम अपनी स्टुडेंट वैल्यू को देश के निर्माण में कैसे उपयोग करेंगे। मेरी राय में टैकना-लोजिकल एडूकेशन को छोड़ कर आज की हायर एडूकेशन में हम पैसा भी बरबाद करते हैं और अपने बच्चों को भी बरबाद करते हैं। आज विद्यार्थी सिर्फ़ साइन्स और टैकनालोजी के पीछे लगे हुए हैं और सोशल स्टडीज की तरफ़ ध्यान नहीं दिया जाता है। जो विद्यार्थी आर्ट्स में जाते हैं, उन में पढ़ने का एप्टिट्यूड नहीं होता है। आज इमेनिटीज और सोशियलोजी को पढ़ने में, जोकि सारे मानव-समाज की बुनियाद है, इस ओर रुचि बहुत कम विद्यार्थियों की है। इस पर गहराई से विचार करना चाहिए।

चूँकि मैं गुजरात से आती हूँ, इस लिए उस की भाषा-नीति के सम्बन्ध में कुछ बातें सफ़ाई के तौर पर कहना चाहती हूँ। इस बारे में जो बहुत सी बातें कहीं गई हैं, जो बाद-विवाद चल रहा है, उस में मैं उतरना नहीं चाहती हूँ, लेकिन गुजरात का क्या व्यु-प्वायंट है, यह मैं नम्रता के साथ यहाँ पर रखना चाहती हूँ।

गुजरात क्या चाहता है ? देश में एडूकेशन की जो नैशनल पालिसी बनाई है—और सिर्फ़ एडूकेशन ही नहीं, भाषा के बारे में श्री खेर कमीशन ने और उसके बाद स्वर्गीय पंडित गोविन्द वल्लभ पन्त की चेयरमैनशिप में जो पालिया-मेंटरी कमेटी बनी, उसने जो सिफ़ारिशें रखीं, उन पर कार्यवाही करने के सम्बन्ध में मैं अगर कहीं सब ज्यादा काम हुआ है, तो

[श्रीमती जयाबेन शाह]

मेरे खयाल में गुजरात में हुआ है। इसलिए यह कहना ठीक नहीं है कि गुजरात नेशनल पालिसी से इधर-उधर जा रहा है।

हमारे देश में आज तक इंगलिश भाषा चली है, उसका एक हिस्टारिकल बैंक ग्राउण्ड है। स्वराज्य के बाद इंगलिश और अधिक समय तक हमारे देश में नहीं रखी जानी चाहिए और उसके स्थान पर किसी नेशनल लैंग्वेज को रखना चाहिए—और रखना पड़ेगा—यह बात पहली ही पक्की हो गई है। यही काम गुजरात ने किया है, क्योंकि जितनी जल्दी यह काम किया जा सके, उतना ही अच्छा है। हमें सोचना चाहिए कि हमने अपने देश में अंग्रेजी का स्थान कहां पर रखना है। अंग्रेजी भाषा खराब है, इस को नहीं पढ़ना है, ऐसी बात हम नहीं कहते हैं। हम तो चाहते हैं कि अंग्रेजी को अच्छी तरह से पढ़ा जाये, ताकि हमारे यहां उसके बड़े विद्वान् लोग पैदा हों। अगर इस बारे में कोई गलत फ़हमी है कि हम अंग्रेजी के खिलाफ़ हैं, तो मैं कहना चाहती हूँ कि यह बात गलत है। जो लोग और बच्चे अंग्रेजी पढ़ें, हम उन को अच्छी तरह सिखाना चाहते हैं, ताकि उनकी बुनियाद पक्की हो और वे लोग आगे चल कर इंगलिश के बड़े विद्वान् हों।

जहां तक मीडियम की बात है, मेरी समझ में नहीं आता कि क्यों हमने आज यह प्रश्न खड़ा किया है। यह बात तो फ़ाइनल हो चुकी है और लैंग्वेज कमिशन, पालिया-मेंटरी कमेटी आदि सब ने यही सिफारिश की है। जैसा कि शिक्षा मन्त्री ने रशिया में देखा होगा और जैसी कि और कप्टीज में भी स्थिति है, अपनी भाषा में शिक्षा देने से ज्ञान ज्यादा और जल्दी प्राप्त होता है और वह आत्मसात् हो जाता है। यह एक बुनियादी बात है, जिस को सब एडूकेशनिस्ट्स ने मान लिया है। वही बात हम कर रहे हैं। मीडियम आफ इंस्ट्रक्शन क्या होना चाहिए,

मारे देश ने उस पर फ़ैसला कर लिया है। उस फ़ैसले पर आज अमल किया जा सकता है या कल, वह अलग बात है, लेकिन उस फ़ैसले को फिर से ओपन करना उचित नहीं है।

इस पालियामेंट ने तय कर दिया है और इस देश ने फ़ैसला कर लिया है कि हमारे यहां हायर एडूकेशन नेशनल लैंग्वेज ही में दी जायेगी मीडियम आफ इंस्ट्रक्शन कोई भी प्रादेशिक लैंग्वेज होगी। ऐसा नहीं है कि हम अंग्रेजी के खिलाफ़ हैं, मगर मैं बताना चाहती हूँ कि मां के दूध में जैसे बच्चे का पालन-पोषण होता है, वैसे और किसी चीज से नहीं होता है। इसी प्रकार नेशनल लैंग्वेज या मातृ-भाषा को बच्चे जन्म से ही आत्मसात् कर लेते हैं। इसलिए अगर वे मातृ-भाषा का सहारा ले कर आगे बढ़ेंगे, तो वे ज्यादा जानवान् होंगे। किसी अन्य भाषा के द्वारा शिक्षा प्राप्त कर के वे उतना ज्ञान प्राप्त नहीं कर सकेंगे। आज तक हम लोग इंगलिश से पढ़े हैं। कितने लोग विद्वान् पैदा हुए हैं, कितनी देश की जीनियस प्रकट हुई है? अगर हम देश की असलियत और जीनियस बाहर लाना चाहते हैं, विद्यार्थियों में ताकत पैदा करना चाहते हैं, तो हम को मीडियम के बारे में साफ़ नीति अपनानी चाहिए और यह सवाल फिर कभी नहीं उठाना चाहिए।

मैंने जर्मनी में देखा कि यद्यपि हमारे लोग जर्मन भाषा नहीं जानते हैं—लेकिन चूँकि उनका ज्ञान और नालेज पूरा होता है, उनकी ग्राउंडिंग अच्छी होती है। इसलिये वे उस भाषा को सीख कर अपना काम चला लेते हैं।

यह आवश्यक नहीं है कि हम सारी नीति को उलट कर फिर से शुरू करें। मैं मंत्री महोदय से कहूँगी कि वह इस बात को फिर से न खोलें, बल्कि जो कुछ हमने पहले ही पक्का कर लिया है, वह सोचें कि उस को कैसे आगे बढ़ाया जाये।

टैक्स बुक्स के बारे में मैं आपको बतलाना चाहती हूँ कि गुजरात यूनिवर्सिटी ने कुछ जो हजार टैक्स बुक्स तैयार की हैं। कहा जाता है कि इनकी कमी है, यह बात गलत है। उन लोगों ने इतनी किताबें आज भी तैयार कर ली हैं। अगर हमारे यहाँ के मिनिस्टर चाहें तो और भाषाओं की और भी कितनी ही टैक्स बुक्स तैयार करके वह आपको दे सकती हैं। अगर इस काम के पीछे लग जायें तो यह काम भी हो सकता है। यह कोई बड़ी बात नहीं है। यह कोई दिक्कत वाली बात नहीं है।

यह भी कहा गया कि स्टैंडर्ड गिरता जाता है। स्टैंडर्ड तो गिरेगा ही जब कि हम मास स्केल पर लोगों को एजुकेट करने चले हैं। कितनी ही तादाद में छोटे छोटे गांवों में लोग आज पढ़ने के लिए लाते हैं। उनकी कोई बैंक-आउंड नहीं होती है, कोई एनविगनमेंट्स नहीं होते हैं। हमारे जैसे बर्जुआ लोग, जो कि पीढ़ी दर पीढ़ी अंग्रेजी पढ़ते आ रहे हैं, उनके बच्चों और गांव वालों के बच्चों में फर्क तो होगा ही। उन गरीब लोगों के बच्चों को भी आप एजुकेशन देना चाहते हैं या नहीं देना चाहते हैं, इसका भी निर्णय आपको करना होगा। किसके लिए हम एजुकेशन देना चाहते हैं, क्या हमारा दृष्टिकोण है और किन लोगों को दृष्टि में रख कर हम शिक्षा का प्रसार करना चाहते हैं, इस सब का निर्णय ही जाना चाहिये। जब हमने अपने यहाँ डेमो-क्रमी रखी है तो हमारे जो मास्टर्ज हैं, हमारे जो बोटर्ज हैं, उनके तालीम देने का प्रबन्ध हमें करना होगा। उनको नागरिकता की तालीम हमें देनी है। नागरिकता की तालीम कमी हो, यह भी साफ हो जाना चाहिये। जो प्राइमरी एजुकेशन है वह सातवें स्टैंडर्ड तक ही ऐसी होनी चाहिये कि अपने मास्टर्ज का हम इतना ज्ञान करा सकें कि उनकी बुनियाद कुछ ऊपर आ जाए, उनको नागरिकता का ज्ञान हो जाए।

गुजरात में आठवीं श्रेणी से अंग्रेजी सिखाई जाती है। यह ऐसी चीज है जो कि जान बूझ कर रखी गई है। मैं इंग्लिश के खिलाफ नहीं हूँ। लेकिन यह जो सातवीं तक की सीढ़ियाँ हैं इनमें हमें अपने मास्टर्ज को ऐसी शिक्षा दे देनी चाहिये जिससे उनकी नागरिकता का ज्ञान हो जाए। उनको सिविक एजुकेशन मिल जाये, इसमें अंग्रेजी बोझ लगाने से नहीं हो सकता है।

जहाँ तक लिक लैंग्वेज का सम्बन्ध है, यह बड़ी गड़बड़ी वाली बात है। इसके बारे में गड़बड़ी पैदा की जा रही है कि लिक लैंग्वेज क्या हो। मैं समझती हूँ कि हमारे देश में यह सवाल फिर से उठना ही नहीं चाहिये, इसकी कोई आवश्यकता ही नहीं है। लिक लैंग्वेज तो हिन्दी ही हो सकती है और कोई भाषा नहीं हो सकती है। अजीब सी बात है कि यह कहा जाता है कि यह भाषा योग्य है और यह भाषा योग्य नहीं है। मैं समझती हूँ कि यह चीज भी तय हो चुकी है, फाइनल हो चुकी है कि हमारे देश में हिन्दी के सिवा और कोई भाषा चाहे वह कितनी ही प्रभुत्व वाली क्यों न हो, अंग्रेजी या फ्रेंच क्यों न हो, यह स्थान नहीं ले सकती है। इनका स्थान अपनी जगहों पर है और हिन्दी का अपनी जगह पर। इन भाषाओं का दूसरा स्थान हो सकता है लेकिन हिन्दी की जगह कोई भी दूसरी भाषा नहीं ले सकती है। इसका चाहे लिक लैंग्वेज नाम रख दिया जाए, चाहे आफिशल लैंग्वेज रख दिया जाए। जो कुछ कांस्टीट्यूशन में लिख दिया गया है, उस पर देश को आगे बढ़ना है।

लिक लैंग्वेज की बात मैंने आप के सामने रखी है, माध्यम की बात रखी है, स्टैंडर्ड की बात रखी है और प्राइमरी एजुकेशन की बात रखी है और इन सब के बारे में क्या होना चाहिये, यह मैंने आपको बता दिया है। मैं आशा करती हूँ कि इन मेरे विचारों पर

[श्रीमती जयाबेन शाह]

आप गम्भीरता से ध्यान देंगे, इन पर गम्भीरता से विचार करेंगे ।

श्री शौर्य : आदरणीय अध्यक्ष महोदया, शोषित समाज का एक कार्यकर्ता होने के नाते से राजनीति मेरा कर्तव्य है, उससे मुझे लगाव है और एक अध्यापक होने के नाते से शिक्षा मेरा धर्म और जीवन है । इसलिये जो भी मैं शिक्षा के लिये उचित समझता हूँ वही राजनीति को दूर रख कर मैं कहने की कोशिश करूँगा ।

1961-62 और 1962-63 की यूनिवर्सिटी ग्रांट्स कमिशन की दो रिपोर्टों पर एक साथ विचार हो रहा है और वह भी 1962-63 के बाद । यह इस बात का साक्षी है, इस बात का सबूत है कि कांग्रेस सरकार शिक्षा के प्रति बहुत ही उदासीन है ।

संविधान के डायरेक्टिव प्रिंसिपलज़ आफ स्टेट पालिसी को सामने रख कर चाहे वह किसी भी दल की सरकार हो उसे कानून बनाने हैं । उनको ध्यान में रख कर ही सरकार को चलना है । मुझे अचम्भा होता है जब यह सरकार उसकी अवहेलना करती है । हमारे संविधान की धारा 45 कहती है :—

“45. The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

जब इस पवित्र संविधान के ये शब्द सामने आते हैं तो एक दम से कुछ खीज सी होती है । आज की सरकार, ऐसा प्रतीत होता है, के सामने इस पवित्र संविधान के डायरेक्टिव प्रिंसिपलज़ की पवित्र धारार्यें बिल्कुल भी नहीं हैं । राजनीति उसके दिल में इतनी घर कर गई है कि उसने डायरेक्टिव प्रिंसिपलज़ को भी भुला डाला है ।

1961-62 की रिपोर्ट को सामने रखना तो बेकार है । लेकिन 1962-63

की रिपोर्ट के पन्ना 3 पर क्या है इसको आप देखें । शिक्षा मंत्री जी के प्रति मेरे दिल में बहुत इज्जत है । उन्होंने दोनों रिपोर्टों को इकट्ठा रख कर हमें विवश कर दिया है कि सिर्फ एक रिपोर्ट को ही हम अपने सामने रखें । पन्ना 3 पर लिखा हुआ है :

“The efforts of the Commission to maintain and improve the standards of higher education have been partly circumscribed by the financial resources available. The actual needs of universities and colleges for improvement and development in the Third Plan period happen to be of much larger magnitude than the provision of Rs. 82 crores in the Plan of which Rs. 37 crores have been allocated to the University Grants Commission. This is because of the increasing needs for development of science education, provision of adequate salary scales to teachers, scholarships, fellowships etc.”

धन की कितनी कमी है, यह इस रिपोर्ट से साबित हो जाता है । लेकिन क्या धन की कमी इसी काम के लिए है ? आदरणीय पंडित जवाहरलाल जी नेहरू जो पहले प्रधान मंत्री थे वह कहा करते थे कोई देश कितना उन्नत शील है, वहां के नंगल को देख कर, वहां की रेलवे लाइनों को देख कर, वहां के टेलीफोन के दफ्तरों को देख कर या यूनिवर्सिटीज़ की बड़ी बड़ी बिल्डिंगज़ नहीं बताया जा सकता है, उसका भविष्य उज्वल नहीं हुआ करता है, देश के विद्यार्थियों का चरित्र कैसा है, इसी से देश के भविष्य का निर्णय किया जा सकता है । अब आप स्वयं अनुमान लगा सकते हैं कि किस तरह का हमारा भविष्य है । भाखड़ा नंगल के ऊपर, जहां से कुछ पानी किसानों के खेतों तक पहुंचाया जा सकता है या बिजली तैयार की जा सकती है 110 करोड़ से ऊपर आपने खर्च कर दिया, लेकिन भावी जो देश के खर्चिया हैं, उनके ऊपर पूरे देश की योजना में केवल 82 करोड़

रूपया ही रखा जाता है। यह इस बात का साक्षी है कि किस तरह से हम अपने देश का निर्माण करने जा रहे हैं।

शिक्षा का स्तर गिरता चला जा रहा है, यह स्वयं शिक्षा मंत्री जी ने स्वीकार किया है। उन्होंने कहा है :

"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."

वह बहुत ईमानदार व्यक्ति हैं, इससे कोई भी इन्कार नहीं कर सकता है। उन्होंने बहुत ही साफ़ शब्दों में, बड़े ही स्पष्ट शब्दों में कहा है कि और यह बात सत्य भी है कि शिक्षा का स्तर गिरता जा रहा है और उसके प्रति भारत सरकार बहुत ही उदासीन है। इसका बहुत से कारण उन्होंने बताये हैं। उनके उन कारणों में से कुछ के साथ मैं सहमत हूँ और कुछ के साथ सहमत नहीं भी हूँ। उन्होंने स्वयं बताया है कि अध्यापकों के वेतन बहुत कम हैं। कितने कम है, इसका भी उन्होंने उल्लेख किया है। उन्होंने प्रारम्भिक शिक्षा, प्राइमरी स्कूल के टीचर्स के सम्बन्ध में अपने विचार प्रकट करते हुए जो कुछ कहा है वह ध्यान देने योग्य है। वह यहां तक कहने के लिए मजबूर हो गए—हालांकि सत्ताधारी वर्ग से इस तरह की बात की आशा नहीं की जा सकती थी—कि :

"I am horrified at the salaries that our Primary Teachers are getting."

यह एक कारण है शिक्षा के स्तर के गिरने का। हमारे जो अध्यापक हैं, जो टीचर्स हैं, जो शिक्षक हैं, जो रीडर्स हैं, जो प्रोफेसर्स हैं, उनको तनख्वाह बहुत ही कम दी जाती है। एक तरफ तो हम अपेक्षा करते हैं कि बहुत

बड़ा विद्वान फिलासोफी का पढ़ाने के लिए आगे आये, कानून पढ़ाने के लिए आगे आये लेकिन जब कोई आता है और यूनिवर्सिटी में कानून पढ़ाता है तो उसको केवल चार सौ रुपये मासिक दिये जाते हैं। आप देखें कि वकील नहीं, उसका जो मुशी होता है वह ही जब तीन सौ रुपया या चार सौ रुपया महीना कमा लेता है तो कैसे आप आशा करते हैं कि उच्च शिक्षा प्राप्त विद्वान, कानून में निपुण, पढ़ाने के लिए आगे आयें। ऐसे कानूनदां जो कानून क्षेत्र में अपना सानी नहीं रखते हैं किस तरह से आगे आ सकते हैं, पढ़ाने के लिए। अगर आपको अच्छे अच्छे जुरिस्ट्स कांस्टीट्यूशनलिस्ट्स लेने हैं तो आपको देखना होगा कि ये तो एक एक दिन में एक एक हजार कमा लेते हैं। अगर आपको डीन आफ फैंकलटी आफ ला या प्रोफेसर्स रखने हैं तो जो सुप्रीम कोर्ट में या हाई कोर्ट में काम करते हैं उनकी एक घंटे की फीस कितनी है, इसको भी देखना होगा और उसको अगर आप देखेंगे तो आपको पता चल जाएगा कि आपको किस तरह से कांस्टीट्यूशनलिस्ट और जुरिस्ट उच्च स्तर के मिल सकते हैं। वहां पर तनख्वाहें बहुत ज्यादा कम हैं, परीक्षाओं का तरीका गलत है, ऐसा आदरणीय शिक्षा मंत्री जी ने कहा, मैं इस से सहमत नहीं हूँ। वास्तव में अध्यापकों और विद्यार्थियों के बीच में सम्पर्क बहुत कम है, यहां तक कि वह न होने के बराबर है। यह अनुपात और भी बढ़ता जा रहा है। पहले सन् 1961-62 में अगर एक टीचर के साथ 15.3 विद्यार्थियों का अनुपात था तो अगले वर्ष वह अनुपात 1:16.5 का था। सन् 1963-64 में यह और बढ़ गया। अब कितना है मुझे इस का पता नहीं क्योंकि हमारे पास जो रिपोर्ट है वह सन् 1962-63 की है। यह उस वक्त की बात है कि जब चीन के पास ऐटम बम नहीं था और अब वह ऐटम बम फोड़ चुका है। जिस अनुपात से विद्यार्थियों की संख्या बढ़ती जा रही है उस अनुपात से टीचर्स की संख्या नहीं बढ़ रही है। यह

[श्री मौर्य]

भी एक कारण है स्तर के अच्छे न होने का। उन्होंने इस के लिये मुझाव भी दिये हैं, लेकिन मैं उन से सहमत नहीं हूँ। उन्होंने कहा है कि स्टैण्डर्ड गिरता जा रहा है, साथ ही साथ उन्होंने एक अजीब सी बात कह दी कि बाई करेस्पॉन्से कोर्स शिक्षा बढ़ाई जाये, ईवनिंग एंड मॉर्निंग क्लासेज शुरू किये जायें। मझे नहीं मालूम है कि वह कभी टीचर रहे हैं या नहीं, लेकिन मैं टीचर रहा हूँ। करेस्पॉन्से से विद्यार्थी का वही स्तर हो जायेगा जो स्तर कि अध्यापक के चरणों में बैठ कर आता है, उसके चरणों में बैठ कर वह जो सीख सकता है, उतना ही इस तरह से सीख लेगा, मैं इसे कभी सम्भव नहीं समझता। मॉर्निंग एंड ईवनिंग क्लासेज जो हैं वह तो एक फ़ैक्ट्री से बन जाते हैं, वे इंडस्ट्री के सेन्टर्स बन गये हैं, ग्रामदनी के साधन बन गये हैं। उन से स्तर नहीं बढ़ सकता। स्तर को बढ़ाने के लिये विद्यार्थी और टीचर का रेशियो 1:10 से अधिक नहीं होना चाहिये।

इसके साथ ही साथ वहाँ पोलिटिकल अप्वाइंटमेंट्स को बन्द कर दिया जाये। बड़े बड़े विश्वविद्यालयों में सरकारी नौकर वाइस चांसलर हो कर भेजे जाते हैं। मैं नहीं समझता कि जो वाइस चांसलर अच्छा सरकारी नौकर रहा है वह अध्यापक का पूरा कर्तव्य पालन कर सकता है। इस को आप को रोकना होगा और अध्यापकों की तन्त्रवाह आप को बढ़ानी होगी। इस समस्या को हल करने के लिए वेतन बढ़ाने की बात मैं इस लिये नहीं कह रहा हूँ कि मैं स्वयं एक टीचर हूँ और इससे मुझे फायदा पहुँचेगा

इसके बाद मैं कहना चाहता हूँ कि डिस्क-मिनेशन बन्द होना चाहिये। यहाँ पर ब्लॉक ग्रान्ट्स दी जाती हैं। लेकिन उस में से अलीगढ़ यूनिवर्सिटी को 72 लाख ६० मिला जब कि बनारस यूनिवर्सिटी को 72 लाख ६० मिला हैं।

इसके अलावा अगर आप चाहते हैं कि स्तर बढ़ें तो जातीयता के नाम पर इनाम देना बन्द कर दें। अगर शिक्षा जातीयता के आधार पर चलती है तो वहाँ पर डिसिप्लिन का अभाव रहता है और शिक्षा का स्तर बढ़ नहीं पाता। इन तमाम चीजों को आपको रोकना होगा। आज हमारे यहाँ उपज की कमी है, भ्रष्टाचार ज्यादा है, भ्रष्टाचार को रोकने के लिये ज्यादा से ज्यादा लोग गांवों में जायें, ज्यादा से ज्यादा लोग खेती बाड़ी को समझें और इस तरह के कई सेंटर्स वहाँ खुलने चाहिये। आज विश्वविद्यालयों में जा कर आप देख लीजिये, वहाँ अनाटोमी, जुआलोजी, एजकेशन, सोशियोलोजी, हिस्ट्री इन सब चीजों को स्थान दिया गया है, इस तरह से एग्रिकल्चर के लिये भी बड़े बड़े सेंटर्स खोले जायें। लेकिन गांव में खेती के बड़े बड़े सेन्टर्स खोल की कोई व्यवस्था आज नहीं है। कानून पढ़ाने के लिये भी बड़े बड़े केन्द्रों का खुलना आवश्यक है।

अल्ट में मैं आप का ज्यादा समय नहीं लेना चाहता, भाषण को जल्दी समाप्त करने की आप की आज्ञा का पालन करूंगा, केवल एक कोटेशन पढ़ कर सुनाना चाहता हूँ। रिजर्वेशन आफ सीट्स के बारे में कुछ जिक्र आया है, उस के बारे में थोड़ा सा पढ़ कर अपनी बात समाप्त करूंगा। इसमें लिखा है :

"Reservation of Seats:

The Commission has considered the question of reservation of seats for scheduled castes and tribes and backward classes. We are of the view that it would be academically undesirable to have any kind of reservation of seats for the purpose of admission to institutions of higher learning. We, however, realise that in terms of the principles enunciated in our Constitution, and with reference to the particular requirements of the country at any

given time special arrangements may have to be made to ensure admissions to institutions of higher learning of persons who suffer from social and economic handicaps. All universities and colleges have necessarily to adopt some principles of selection in admitting the number of students for whom they can provide facilities for higher education and research. Universities are the best judges in determining the number of admissions. We have no doubt that this ultimate right of selection should vest in the universities themselves, but it would, of course, be necessary for the universities to take note of any special principle laid down by the Constitution of India, and consistently with the maintenance of standards to allow special consideration to the members of scheduled castes etc. The provision of seats in universities and colleges for particular courses of study, and the determination of places in the humanities and social sciences and in professional courses, will have to be made by universities themselves with reference to the needs of our developing economy. We believe that it would be a violation of the essential character of university education to determine admission to universities and colleges only on the basis of religion, caste, community or regional considerations."

यह सब बातें जिन लोगों ने संविधान बनाया उन की बृद्धि में भी थीं। आप जातीयता के नाम पर मिनिस्टर बना सकते हैं, एम०एल० ए० और एम०पी० बना सकते हैं या दूसरी पोलिटिकल ब्राइब दे सकते हैं, लेकिन जातीयता के नाम पर पिछड़ेपन के नाम पर आप जो करते हैं उस से कोई लाभ नहीं होता है। जिस असमानता के नाम पर, जिस पिछड़ेपन के नाम पर आप अमरीका से मदद लेते हैं, उन से लोन लेते हैं, भीख मांग कर रुपया लेते हैं, जिस पिछड़ेपन के आधार पर आप
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बहुत से प्रदेषों को सहायता देते हैं, उसी को आधार मान कर मैं कहना चाहता हूँ कि जो लोग आज अछूत कहे जाते हैं, जिन का शोषण आपके पूर्वजों ने किया है, उन को ज्यादा से ज्यादा जगहें यूनिवर्सिटियों में दी जानी चाहियें। यूनिवर्सिटी में हर छठवें विद्यार्थी के बाद एक हरिजन या अछूत विद्यार्थी होना चाहिये। मैं उन के लिये कोई राजनीतिक संरक्षण नहीं चाहता, यह संरक्षण समाप्त हो जाना चाहिये, सारी नौकरियों में संरक्षण समाप्त हो जाना चाहिये लेकिन मेरी मांग है कि इन विश्वविद्यालयों में, इन मन्दिरों में, इन विहारों में, इन गिर्जों में, जो हमारे निर्माता हैं उन यूनिवर्सिटियों और कालेजों में ज्यादा से ज्यादा जगहें अछूतों को मिलनी चाहियें, इन लिये कि वे हमारे समाज में शोषित हैं। अगर आप इस बात को सामने रही रखेंगे तो यह समाज जो हजारों वर्षों से शोषित है, कभी नहीं उठ पायेगा।

Mr. Chairman: Shri C. K. Bhattacharyya. I would request hon. Members to take only ten minutes each, so that all Members who want to speak may be accommodated.

Shri C. K. Bhattacharyya (Raiganj): Madam, I shall finish very quickly.

I would only request the hon. Minister to look over the period of the development of education, particularly higher education, during the last seventeen years. If he does so and makes an analysis and a comparison of the different trends in different parts of India, he will come to the same conclusion as I have come to that today what prevails in the field of education is nothing short of anarchy, and boys and girls are victims of this anarchy in education.

I am only giving certain examples. This three-year degree course was introduced after the last University Commission's report. There were two Commissions—the Secondary Education Commission, that is the Mudaliar

[Shri C. K. Bhattacharyya]

Commission, and the University Education Commission, that is the Radhakrishnan Commission. The two Commissions submitted two different suggestions about the period of the school education. One was for eleven years, the other was for twelve years. Ultimately we accepted eleven years.

But after we accepted eleven years for school education and three years for graduation, up till today, the Indian Universities have not accommodated themselves to that standard. I believe the biggest State, U.P. itself, has not accepted it up till now. And there are others who have accepted it only in a qualified sense, and some with mental reservation.

What is the result? The boys are suffering. From one State to another they cannot go. And even in the State where this has been accepted they are suffering, because the adjustment between the school education and the college education has not yet been complete. Makeshift ordinances and regulations are made to meet the requirements of the situation, and the boys are asked overnight to adjust to the changes imposed by the rulers of the universities in the ordinances and regulations, which are immature in their conception and rather impractical in their application. This is the picture that I find before me. So, I can easily visualise what the sufferings of these students are, mental sufferings, sufferings in their careers, sufferings in the matter of examination, sufferings in the matter of text-books, and sufferings in other ways. This is a very bad state in which we have placed our students. Before we have adjusted ourselves to the situation created by the requirements of the last education commission, we are going to have another very soon. I do not know what this successive commission will do, and I do not know where the actions and reactions that will be produced in the field of education as a result of it will lead us.

A university is a plant of very slow growth. But what we are trying now is to just quicken the growth of the universities by founding a university here or by founding a university there to suit the requirements of a demand here or a demand there. The Calcutta University was founded in 1857. The first amendment of the Act came in 1904, that is, after about fifty years. The second amendment came in 1954 after another fifty years. But, now what we are doing is that even before the last Act has been fully worked out, we are going to have another amendment to the Calcutta University Act in 1964. We seem to have improved upon the wisdom of our elders. While men like Sir Gorooodas Banerjee and Sir Ashutosh Mukerjee wanted to wait and see the results of a university Act for half a century, we are making changes in the University Act within ten years or eight years or seven years. This is the state that we are coming to.

I shall give an example to show what I say is the anarchy in education. The amendment to the Banaras Hindu University Act has now been placed before Parliament. From the Statement of Objects and Reasons we find that with a view to emphasising the residential nature of the Banaras Hindu University, it is proposed that the university should not in future affiliate any college or institution and provision has accordingly been made in the Bill, and the court is proposed to be made the supreme authority of the university. The court of the Banaras Hindu University is not at present the supreme authority, and the hon. Minister wants to make the court the supreme authority.

Now, let us take another example. Under the present Calcutta University Act, the senate of the Calcutta University is the supreme authority. Now, they are changing the Act and taking away these powers of the senate as the supreme authority, and one of the objects of the present amendment is that the senate will

not be the supreme authority. So, the Centre and the State are at loggerheads; one is going to the South Pole while the other is going to the North Pole. The Central Minister wants to make the Central university senate the supreme authority, but the State Government want to amend the Calcutta University Act so that that authority can be taken away from the senate which it is already enjoying. This is the state of education which we are in.

So, the Minister will please look into the different acts of the different universities all over India. Please look into the question of how these amendments are made and how each university tries to go in its own way creating a state of anarchy, as I have stated. These things require very careful consideration.

As I have said already, the education commission has been set up, and this commission will give a report within a year or two; I hope it will give a report within a maximum of two years. After the report of this Education Commission is received, again, the Acts of the universities will have to be changed, at least, I believe it to be so. So, why should we change the university Acts now? Since the education commission has been appointed already, why should we not wait till we receive the recommendations of that commission and then change the pattern of the university and their Acts according to the recommendations of the latest education commission? I find it difficult to follow why we are seeking to change the Acts now, and why we should allow an uncertain atmosphere to prevail in these universities again.

Then, there is the report about the students' activities and the uncertain conditions created in the academic life of the university. As the hon. Minister knows, there is uncertainty not only in the academic courses of the university, but there is uncertainty in the academic administration of the university itself. There is a

two-way uncertainty, and placed in this condition, the students get ruffled, and they do not know which example to follow and which example to accept.

I shall give also another example in regard to the age-restriction. I do not know why the authorities in education periodically continue this experiment of restricting the age and then relaxing that restriction or releasing that restriction. It is a strange experiment which they are making in the Calcutta University, of which I have some experience, in the first stage, under a distinguished vice-chancellor, there was no restriction in regard to age. Brilliant students and brilliant scholars we had in Bengal. Then, the age-restriction came. The first stage was the stage of the Vice-Chancellorship of Sir Gooroodas Banerjee. The second stage was that of the Vice-Chancellorship of Sir Ashutosh Mukerjee. Then, the age-restriction came. Even with that age-restriction, we had brilliant scholars and brilliant leaders, and all-India leaders which Bengal gave. Then came the stage of the Vice-Chancellorship of Dr. Shyama Prasad Mookerjee. The age-restriction went out again. Again, we had the same brilliant scholars and leaders everywhere. So, what is the good of periodically making these age-restrictions, of sixteen plus, seventeen plus and so on, and then releasing these restrictions? Once and for all, let us come to a conclusion as to whether the age-restriction should be there or not. If we choose that our students need not be restricted in the matter and manner of their admission to the higher studies in universities, let us decide that it will not be there, and let the same principle be accepted by all universities all over India.

I would like to say a word about the medium of instruction and the courses of studies. I have heard my hon. friends speak about it. Still, I would request them not to ignore the words of caution that the present

[Shri C. K. Bhattacharyya]

Education Minister has been uttering. After all, such steps have to be avoided which can create linguistic isolations in different States. The judiciary, the university and the administration were all unified during the British rule. The British rule did us a lot of mischief, but they did give us three good things that we should remember, namely one unified judiciary; the same administrative service and the same civil and criminal laws. We should try to retain these three, though trying to throw away many of the mischiefs that they made. So, in this matter we should move with care and caution.

I should like to say a word about the teachers now. Let the teachers not be so much anxious about their emoluments and other things. I shall give only one example. The Curies of France are well-known for their having won Nobel prizes. But their researches were conducted in a garage. Professor Curie and Madam Curie conducted their researches in a garage or a stable, as one might call it where they had set up their own laboratories, and yet those researches won Nobel prizes for them. Again, what were the facilities that Dr. C. V. Raman had in Calcutta? He conducted his researches in a laboratory set up by a private individual namely the late Dr. Mahendra Nath Sarkar. It was in the laboratory of the late Dr. Mahendra Nath Sarkar that the Nobel-prize winner of India conducted his researches. So, let us not be very much agitated over what we have been able to provide for our teachers and what we have not.

Shri Basappa: Although the time that you have given me is very short, I cannot help thanking you, Shri Raghunath Singh, the hon. Minister and others who have enabled us to extend the time for this discussion.

While we are discussing this report, the hon. Minister will admit that there is ample scope for just criticisms of

the working of the Ministry and the Education Departments. Since we are discussing the report of the University Grants Commission, naturally the work that the Ministry is doing in order to see that the University Grants Commission does its work properly will also be in the picture. From that point of view, I am glad to say that the hon. Minister has been tackling the problems that have been posed in this House in an efficient and courageous manner. Therefore, I would like to compliment him for this in the beginning itself.

The previous speaker spoke about the anarchy prevailing in the educational world.

Dr. M. S. Aney: He is going way.

Shri Basappa: Does not matter—He has made the point quite clearly. From this anarchical state of affairs, our Minister has to take education to a horizon where the people will feel happy. When we are doing that, I see criticisms; because certain grants are not given to certain institutions, they come forward and try to criticise the whole field of educational activities. I do not like that attitude on the part of some members.

Anyhow, the thing now to be considered is about tackling a number of big problems.

16.22 hrs.

[MR. DEPUTY-SPEAKER *in the Chair*]

In the report, we have been told that the Chairman of the Commission is giving very great attention to the establishment of centres of advanced studies and they are prepared to give cent per cent grant in certain specific cases of science teaching, laboratory equipments etc. All this is very good. Taking all this into account, we have to take a decision about the qualitative and quantitative expansion of education. Some people contend that consolidation in the field of the edu-

cational system is more important now to which we have to pay more attention, rather than go in for quantitative expansion. India is a vast country of 460 million. Therefore, this problem must have priority over all other problems. From that point of view, it is necessary that both the qualitative and quantitative expansion should proceed simultaneously.

Last month I visited Oxford and Cambridge. I could notice there that they also have many problems, particularly accommodation of the students. The university campus is not sufficient for the purpose. Therefore, they live outside the campus also. That is a problem here. Many of the troubles in the Banaras Hindu University, for example, were due to the fact that some students lived outside. This leaves room for acts of indiscipline. But there though some students live outside the campus, a close watch is kept on them and if they do any mischief, they are easily caught and strict measures are taken and brought under control. Some such things must be done here too to see that they are kept under proper control.

In the little time at my disposal, I do not want to enter into the controversy Hindi vs. English. But coming from the south, I feel I must express a few words about it. When I was in Europe and when three or four of us were talking in English in Germany, for example, I felt ashamed when they asked me? 'How is it that you coming from India speak English and not your own language?' I had to explain that India is a vast country with different languages and so on. So from that point of view, Hindi has to take a very important place in the country. That does not mean that we can ignore the regional languages which are also 2,000 years old with their own rich literature.

So when I heard Shri Anthony, I was very much surprised. Because English happens to be his mother tongue, should he go all out to decry

the other languages? This sort of extremism should be eschewed and we must see to it that though for the time being English should continue, we should in course of time see that Hindi replaces English. There is no doubt about it. How long it should take, how it should and when it should be done—are all questions to be settled. There must be some sympathy shown in this matter. Coming from the south, I would request our Hindi friends to give us a little more time when we could adopt Hindi. More funds should be given for the development and spread of Hindi in other parts of India. That is not being done. That is our complaint.

I do not want to deal with university education in any detail. There is a lot of wastage in university education. There are so many other things too. There is lack of collaboration between universities and national laboratories and research institutes. This state of affairs should be improved.

As regards agricultural universities, I must say a word. I have met a number of agriculture graduates. The IAS and other administrative officers boss over them so much that they feel frustrated and do not want to do anything constructive in their work. This sort of treatment to technical people should stop. I was in Moscow. I saw how much respect they showed to technical men. Here even ordinary clerks in administrative offices boss over these people. This must be put an end to and they should be given due recognition and an honourable place.

Lastly, donations and capitation fees system must be controlled properly. Otherwise, poor students will not be able to go in for university education. There are very bright boys among the poor; simply because they cannot afford the high donation or capitation fee demanded,—they have to pay Rs. 10,000 and 15,000—

[Shri Basappa]

they should not be deprived of a chance of higher education. I hope the Minister will see that it is properly controlled.

Mr. Deputy-Speaker: Shri Chagla.

Shri Raghunath Singh: We are very sorry. Time has been extended for this debate. Many hon. Members who wanted to speak have not yet spoken.

Shri Kapur Singh: It was at our request that it was extended by the Chair.

Shri Yashpal Singh: It was at my request.

Mr. Deputy-Speaker: I am sorry; I did not know. We will continue this upto 5 O'clock.

Dr. M. S. Aney: I thank you for giving me a few minutes to intervene in this debate. Before I say anything about the reports, I would like to express my appreciation and also admiration for the manner in which the hon. Minister made a start in discharging the onerous duties he has taken the responsibility to shoulder. His alertness is equal to his earnestness to understand the entire educational system of India and give it a new orientation. As he has left this matter to be examined by the Education Commission, it would not be proper to make any observations on that now. The matter of overhauling the entire system of education has just been taken in hand.

Within a short time of his assumption of office, he took a bird's eye-view of the method of working of the educational machinery and his expert eye at once detected that there was a superfluity of committees through the operation of which the Ministry was expected to put its annual output and achieve the targets. We are told that the hon. Minister, like an experienced gardener, uprooted most of them like weeds whose wild growth

hinders rather than helps the growth of the valuable crops in the field. When I read the news of this remarkable surgical operation, I at once thought—and many others also felt like myself—that there had come at last a man at the helm of the Education Ministry who was not only serious about his work but who took it as an urgent business and not as a pastime.

Similarly his clear and impressive advocacy of India's case at the international forum assured the whole of India that the ex-Chief Justice of the Bombay High Court was more than a match for the diplomats who had to cross swords with him in the international arena. His exposition of our case was sober, solemn, scholarly and subtle. The great jurist in him awakened and swept off in one sweep the quibblings of his disingenuous rivals. They were simply floored by him. Such a striking start has roused hopes and expectations of great achievements in his career. I hope and trust that by the time he retires, these people will find that the cause of education in India has been set on lines of sure and safe progress towards its destination during the days of his stewardship.

I will speak on only two subjects. One is the person who has moved the motion, and the other is the subject matter of the motion itself.

I am not speaking about the details given in the report, but I want to say what the Commission should do.

The University Grants Commission that came into existence under the Act of 1956 is one of the most important departments in the Education portfolio, which is expected to play an effective part in bringing about national integration. There may be several other ways to approach this problem of national integration, I have nothing to say against them. I do not want to minimise the importance of those efforts, but I look upon

the integration of the alumni of 13 lakhs of boys learning in the universities as the most sure foundation of national integration, which all of us want in India. All efforts to be made by the experts in charge of the UGC must be concentrated on bringing about national integration of the boys and girls taking benefit of the educational facilities afforded by the universities. There are more than 60 universities scattered all over the Indian Republic—Shri Bhattacharyya was saying there was anarchy in our education—providing various courses of studies for the sake of preparing the students for various careers to enrich the public life of India by playing their part as patriotic citizens immediately after they get their degrees or diplomas.

The UGC is the only central body that is in touch with this elementary material of which the future Indian citizens are going to be made. The entire body of students enrolled today should be consolidated or integrated into an army of Indian patriots. If that can be brought about, I am sure that this body will serve humanity more usefully and faithfully. The students who come out of the universities as young men must consider themselves as Indians first and Indians last. That is what I want.

There must be an underlying aim behind the activities of the Commission. The aim should be to bring all these scattered elements into one homogenous society. If that can be brought about among the younger generation, I am sure the question of national integration will be solved. That aim must be kept in mind. I hope steps will be taken in that direction to bring about this national integration among our young boys and girls on whom the future of India rests.

I fully appreciate the various steps that are being taken by the UGC to improve the standards of education and to introduce various reforms to improve the conditions under which

education is given, both for the boys and for the teachers, but I want to invite the attention of all our experts to certain instructions left by the great educationists of India in ancient times, when India had attained a glory and eminance that was the envy of the other civilised nations of the world. I wish to place before the Commission certain suggestions which I have been able to gather from my reading of ancient Sanskrit books. Our Sanskrit scholars had also given thought to education, as they had given thought to other things.

I met one day a great educationist from Europe during travel, and he said: "Yours is the country of the Mahatma". I replied: "Ours is a country of Mahatmas". Mahatma Gandhi was an outstanding personality, but there were thousands of mahatmas who preceded him, and thousands were accompanying him more or less actuated by the spirit of the Mahatma. So, we have to create a nation of mahatmas, men with the spirit of which Mahatma Gandhi was built. We have to create Indians of that type.

The definition of a mahatma has been given by a person no less than the great Sanskrit writer, Bartrihari, who was a king at the same time a great saint and a poet. He has given a small sloka showing as to what a Mahatma is made of, which I wish to repeat. He has not said that a Mahatma is a man who has renounced the world, who lives in isolation and thinks of nothing else but of Om and Brahman. I want the Members of the Commission to bear in mind his *Brahman*. I want the Members of

विपदि त्रैयंमयाम्पुदये क्षमा सदसि बाकपटुता
युधि विक्रमः ।

यशसि चाभिरुचि व्यसनम् श्रुतौ प्रकृतिसिद्ध-
मिदम् हि महामनाम् ॥

He does not talk of ahimsa. These are the natural attributes and qualifications of a Mahatma. These quali-

[Dr. M. S. Aney]

ties we must try to instil in our young men and women.

We send our boys to Europe to return to this country as experts. But there was a time when it was different:

एतद्देशप्रसूनस्य सकाशा दयजमनः ।

स्वं स्वं चरित्रम् शिक्षैरन् पृथिव्याम् सवं-
मानवाः ॥

We shall regain that old glory. We shall not be sending our boys for education elsewhere. The people of the civilised world will be coming to India to read at the feet of the learned men of India, and learn how to behave, what are the ideals of life which they should follow etc. We should create people with these ideals, they are the Mahatmas of India. We want India again to be a nation of Mahatmas. This should be the aim of your Commission.

There are many other points, but I have no time to deal with them.

श्री रघुनाथ सिंह : उपाध्यक्ष महोदय, मैं उस विषय की तरफ सदन का ध्यान आकर्षित करना चाहता हूँ जिस के सम्बन्ध में यूनिवर्सिटी ग्रंट्स कमिशन ने कभी ध्यान ही नहीं दिया है। वह विषय है मैरिटाइम ला और मैरीन इंजीनियरिंग कालेजों का.....

श्री श्रीकार लाल बॅरवा (कोटा) : उपाध्यक्ष महोदय कोरम नहीं है हाउस में।

Mr. Deputy-Speaker: Quorum has been challenged. Let the Bell be rung. Now there is quorum.

श्री रघुनाथ सिंह : जहाँ तक मैरिटाइम ला का सम्बन्ध है, जब भी बम्बई में, कलकत्ते में, मद्रास में कोई मैरिटाइम ला का केस आता है तब अब तक हम लोग इंग्लिश ला को

फ़ालो करते हैं। हिन्दुस्तान की कंडीशन और इंगलिस्तान की कंडीशन में बहुत फर्क हो गया है। इसलिये हमें अपना मैरिटाइम ला बनाना चाहिये। आज हिन्दुस्तान के किसी कालेज में इस की सटेडी नहीं होती। इस लिये मैं एजुकेशन मिनिस्टर साहब से प्रार्थना करना चाहता हूँ कि वह इस विषय में ध्यान दें। हिन्दू यूनिवर्सिटी मैरिटाइम ला की स्टेडी प्रारम्भ करना चाहती है। मुझे आशा है कि एजुकेशन मिनिस्टर साहब इस के लिये अनुमति देंगे।

दूसरी बात मैरीन इंजीनियरिंग कालेज की है। इस वक्त हमारा शिपिंग टनेज 13 लाख टन है और चौथी प्लैन में वह टनेज 40 लाख होने जा रहा है। आप देखेंगे कि हालांकि इतना टनेज होने जा रहा है लेकिन पर्सनल का हमारे पास कोई इन्तजाम नहीं है, इंजीनियरों का हमारे पास कोई इन्तजाम नहीं है, साथ ही साथ मास्टर आफ शिपिंग का कोई इन्तजाम नहीं है। सिर्फ डफरिन और कलकत्ते में थोड़े डिप्लोमा कोर्स है जहां कुछ शिक्षा दी जाती है। मैरीन इंजीनियरिंग डिग्री कालेज वर्ल्ड में सिर्फ दो जगहों पर है। एक कालेज यू० के० में है, और दूसरा कालेज अमरीका में है। इसके अलावा एशिया में, आस्ट्रेलिया में, अफ्रीका में या साउथ अमरीका में, कहीं भी मैरीन डिग्री इंजीनियरिंग कालेज नहीं है। इसका आशय यह है कि जब कि एशिया में हमारा स्थान, जहां तक अफ्रीका और आस्ट्रेलिया की शिपिंग का ताल्लुक है, दूसरा होने जा रहा है, तीन चार वर्षों के अन्दर एपी अवस्थ में हिन्दुस्तान को इस मामले में भी पायोनिअर होना चाहिये। हम देश में मैरीन डिग्री इंजीनियरिंग कालेज खोलें। इस वक्त कलकत्ता में जो कालेज है वह सिर्फ 175 स्टूडन्ट्स को डिप्लोमा कोर्स के लिये तैयार करता है, जो कि हमारे वास्ते काफी नहीं है। अभी भी जो हमारी शिपिंग है उस में फारेन इंजिनियर्स हैं, उस में फारेनर

मास्टर है, फारेनर शिपिंग टेकनीशियन हैं। इस लिये मैं कहना चाहता हूँ कि हमारे यहां कम से कम दो यूनिवर्सिटियां डिगरी कोर्स शुरू करना चाहती हैं। मैरीन इंजीनियरिंग के सम्बन्ध में। उन्हें उसे खोलने की अनुमति दी जानी चाहिये। कम से कम दो स्थानों पर ऐसा होना चाहिये, एक तो विशाखापटनम में और दूसरे कोचीन में क्योंकि दोनों स्थानों पर शिपयार्ड है। आप आज कलकत्ता में माडल ट्रेनिंग देते हैं लेकिन कोचीन और विशाख पटनम में तो एंजिन से ले कर हलो तक की ट्रेनिंग हो सकती है। आंध्र यूनिवर्सिटी विशाख पटनम में है। वहां के वाइस चांसलर से मेरी बातचीत भी हुई। वह इस के लिये तैयार हैं। मैं समझता हूँ कि एजुकेशन मिनिस्टर साहेब इस के लिये स्वीकृति देंगे और आंध्र यूनिवर्सिटी इस काम को करेगी क्योंकि वह मैरीन इंजीनियरिंग कालेज खोलने के लिये तैयार है। अगर यह कालेज खुल जायें तो यह तीन कॉन्टिनेन्ट्स में पहला कालेज होगा, जिस का श्रेय आप को होगा। आप को याद रखना चाहिये कि हिन्दुस्तान में 52 हजार सीमेन हैं। उन में से सिर्फ 6 हजार सीमेन ऐसे हैं जो इंडियन शिपिंग में हैं बाकी फारेन शिपिंग में हैं क्योंकि वे सस्ते में काम करना चाहते हैं। आज करोड़ 47 हजार सीमेन फारेन शिपिंग में काम करते हैं, अगर आप के इंजीनियर और मास्टर आफ शिपिंग तैयार हो जायेंगे तो वे फारेन शिप पर काम करेंगे। उन के फारेन शिप्स पर काम करने से आप की फारेन एक्स्चेंज की अर्निंग भी होगी और मारे संसार में आप का नाम होगा। इस लिये मैं समझता हूँ कि आप के समय में कम से कम हिन्दुस्तान के दो स्थानों पर मैरीन इंजीनियरिंग कालेज खुलना चाहिये।

जहां तक मैरीटाइम ला का सम्बन्ध है, अब तक किसी यूनिवर्सिटी में, किसी ला कालेज में इस का कोई कोर्स नहीं है। कम से कम बम्बई में, कलकत्ते में और मद्रास में जहां पर

शिपिंग ट्रेड है, वहां मैरीटाइम ला कम से कम आप्रेशनल कोर्स के रूप में रक्खा जाये।

श्री ज्वा० प्र० ज्योतिषी : उपाध्यक्ष महोदय, मैं अन्त में आप की कृपापूर्ण दृष्टि आर्कषित कर सका इसके लिए मैं आप का आभारी हूँ। दो दिन की तपश्चर्या के बाद आप का ध्यान मेरी तरफ गया, इस के लिये बहुत बहुत धन्यवाद।

यूनिवर्सिटी ग्राण्ट्स कमिशन रिपोर्ट के पत्र मैं ने देखे। देर आयद दुरुस्त आयद। इतने समय के बाद दो रिपोर्टों पर हमें बहस करने का मौका मिला, ठीक है यह बात, जैसाकि दूसरे मित्रों ने कहा। लेकिन ज्यादा अच्छा हो इस कमिशन की रिपोर्टों के प्रकाशित होने के बाद जल्दी से जल्दी हम उन पर विचार कर सकें और अपना मन्तव्य जाहिर कर सकें।

मुझे इस बात की खुशी है कि इस देश में उच्च शिक्षा के विकास के लिये सरस्वती भवन इधर उधर निमित्त हो रहे हैं और काफी संख्या में निमित्त हो रहे हैं तथा सरस्वती के उपासक अध्ययन करने के लिये, सरस्वती की अभ्यर्थना करने के लिये उस ओर जा रहे हैं। लेकिन मैं पूछता हूँ कि कहां है वह सरस्वती जिस की उपासना की जा रही है, कहां है वह शिक्षा का वातावरण उन विश्वविद्यालयों में। यह ठीक है कि हम ने यूनिवर्सिटी ग्राण्ट्स कमिशन की सिफारिश को माना कि अध्यापकों को अधिक वेतन देने की कोशिश की जाये। गरीब देश की तिजौरी जैसी कुछ है उस से निर्माण के जो काम करने पड़ रहे हैं, उन पर हम को अपने देश का जो धन व्यय करना पड़ रहा है उस को

[श्री ज्वा० प्र० ज्योतिषी]

देखते हुए मैं समझता हूँ कि जो कुछ भी कदम शासन इस दिशा में उठा रहा है, निश्चित रूप से वह स्तुत्य कदम हैं। लेकिन क्या विश्वविद्यालयों में आज भी वह वातावरण बन सका जिस वातावरण की वहाँ अपेक्षा है। मैं आप से कहूँ कि मैं तो एक साधारण आदमी हूँ, किसी भी चीज को उस के परिणामों से जज करता हूँ। लड़कों ने जो उड़ीसा में रेडियो की दुकान पर तोड़-फोड़ की, वह आखिर किस बात का परिणाम है। बस में आग लगाई गई या कंडक्टर के साथ झगड़ा किया गया, इस को करने वाले आखिर यूनिवर्सिटी की ही प्रोडक्ट तो हैं। जो बीज हम बो रहे हैं, जो ज्ञान हम दे रहे हैं, जो भाव हम उन विश्वविद्यालयों के द्वारा दे रहे हैं, उन का परिणाम क्या हो रहा है। अगर हम इसी तरह की इरिस्पॉसिबल कौम देश में तैयार करते हैं तो मैं यह महसूस करता हूँ कि विश्वविद्यालयों में शिक्षा देना अर्थहीन है। मुझे भी विश्वविद्यालय में रहने का मौका मिला है एक छोट से ग्रह्यापक के नाते। मैं सोचता हूँ कि अगर इसी तरह से इनडिसिप्लिन्ड सेना विश्वविद्यालयों में तैयार होती है तो हमारे करोड़ों रुपये शिक्षा पर खर्च करने का अर्थ ही क्या है।

यहाँ पर लोगों ने यूनिवर्सिटी ग्रान्ट्स कमिशन की रिपोर्ट की प्रशंसा की। मुझे किसी की निन्दा नहीं करनी है, लेकिन मैं यह प्रश्न करना चाहता हूँ कि इस दिशा में यूनिवर्सिटी ग्रान्ट्स कमिशन ने कौन सा कदम उठाया। अगर लड़कों में चरित्र नहीं फूका जाता है, अगर उन में देश के लिये मर मिटने की और देवी सरस्वती की अभ्यर्थना करने की, देश की तरक्की के लिये

जीवन अर्पित करने की भावना, विश्वविद्यालय जागृत नहीं कर रहे हैं, अगर हमारे प्रोफेसर इस दिशा में देश के लोगों को गति न दे सके, तो मैं पूछना चाहता हूँ कि इस सारे रुपये के खर्च का कहां तक औचित्य है। इस विषय पर विचार किया जाना चाहिये। मैं कोई निराशावादी आदमी नहीं हूँ, लेकिन फिर भी यह जहूरी समझता हूँ कि यूनिवर्सिटी ग्रान्ट्स कमिशन इस पर निश्चित रूप से गम्भीरतापूर्वक विचार करे और मनन करे।

मैं ने रिपोर्ट में देखा कि यह बात महसूस की जा रही है कि विद्यार्थियों के पास बैठ कर पढ़ने के लिये अच्छे स्थान नहीं हैं, लाइब्रेरियां नहीं हैं। मैं कहता हूँ कि इस देश में कितने आदमी झोपड़ियों में रहते हैं, टूटे-फूटे मकानों में रह रहे हैं, गरीबी और भूखमरी की जिन्दगी बिता रहे हैं। इस गरीब देश के अन्दर जो कुछ भी यह शासन विद्यार्थियों के लिये कर रहा है, मैं कहता हूँ कि वह हम सब के लिये गौरव की चीज है। मैं पूछना चाहता हूँ कि जो लाइब्रेरीज हमारे यहाँ हैं क्या विद्यार्थी उन का उपयोग करते हैं। मैं शिक्षा मंत्री जी से कहना चाहता हूँ कि यूनिवर्सिटी ग्रान्ट्स कमिशन को इस बात की रिपोर्ट देनी चाहिये कि कितने विद्यार्थी लाइब्रेरी में जाते हैं और वहाँ की पुस्तकों का ग्रह्ययन करते हैं। मुझे भी विद्यार्थियों का ग्रह्यापक होने का सौभाग्य रहा है। मैं विद्यार्थियों को जानता हूँ। उनमें अच्छी बातें भी हैं, लेकिन उनकी तरफ उनको प्रेरित नहीं किया जाता, उनको यह नहीं बताया जाता कि उनका जीवन

देश के लिए एक धरोहर है और जो कुछ भी सहुलियतें उनको देश की तरफ से मिलती हैं उनका पूरा उपयोग करके वे अपने को देश के अनुकूल बनावें ।

डेढ़ महीने पहले मुझे दिल्ली से एक इंस्टीट्यूट के काम से देहरादून जाने का अवसर मिला । मैंने देखा कि दिल्ली से गाजियाबाद के बीच में विद्यार्थियों ने बीच रास्ते में तीन बार जंजीर खींची, वगैर किसी कारण के । वे लोग फर्स्टक्लास में आकर बैठे, उनको किसी ने रोका नहीं और इस कारण गाड़ी डेढ़ घंटे लेट हो गयी और मुसफिरों को बड़ी असुविधा हुई । मैंने विद्यार्थियों से बात की और उनसे पूछा कि तुमको किसने यह सिखाया है, क्या तुमको अनुमान है कि इस प्रकार तुमने देश का कितना नुकसान किया है, कितने आदमी कितने महत्वपूर्ण कार्यों से बाहर जा रहे थे, उनको तुमने कितना कष्ट पहुंचाया है । विद्यार्थियों ने मेरी बातों को सुना ।

हमको अपने देश में विद्यार्थियों में जिम्मेदारी की भावना को बैठाना पड़ेगा । इस दिशा में विश्वविद्यालय अनुदान आयोग को कदम उठाना चाहिए ।

आज हम देश में केवल धन ग्रहित करने की प्रवृत्ति को बहुत बढ़ता हुआ देख रहे हैं चाहे वह स्कूलों या कालेजों में हो या विद्यापीठ में हो या पार्लियामेंट में हो । जब तक हम अपने विद्यार्थियों में नेशन के लिए डेडो-केशन की भावना नहीं पैदा कर सकेंगे तब तक हमारी शिक्षा अशुद्धी ही रहेगी । आज शिक्षा का ध्येय यह होना चाहिए कि विद्यार्थियों को पूर्ण रूप से विकसित करके उनके मस्तिष्क में जिम्मेवारी की भावना पैदा करें ।

हमारे शिक्षा मंत्री जी उच्च शिक्षा को उन्नत बनाना चाहते हैं, लेकिन मुझे यह कहते दुःख होता है कि इसके लिए उनका ध्यान प्राइमरी और सैकेंडरी शिक्षा की ओर

नहीं जा रहा है । मैं कहता हूँ कि यदि उच्च शिक्षा को अच्छा बनाना है तो पहले प्राइमरी शिक्षा और माध्यमिक शिक्षा को अच्छा बनाया जाए । इसका कारण यह है कि बच्चों में छोटी उम्र में संस्कार जमते हैं जो कि सारे जीवन भर जमे रहते हैं । बड़े होने पर तो टहनी सख्त हो जाती है । अगर हमें विद्यार्थियों में से अनुशासनहीनता को खत्म करना है तो यह काम केवल स्टूडेंट्स कारनर बना देने से या लाइब्रेरियों में कुछ अधिक पुस्तकें दे देने से नहीं हो सकेगा । इस के लिए हमें बुनियादी शिक्षा की ओर ध्यान देना होगा ।

मैं इस बात को बड़े जोरों से महसूस करता हूँ और इसको मैं कई बार दुहरा भी चुका हूँ कि यह जरूरी है कि हम अपने तरुणों को कुछ उत्पादक कामों में लगावें जिससे उनकी शक्ति का अच्छा उपयोग हो । अभी अणु साहब ने महात्मा गांधी की बात कही । यह दुर्भाग्य है कि हम अपने देश में महात्माओं का नाम लेकर उनकी दुहाई तो बहुत देते हैं, लेकिन जो वे अपनी जिन्दगी में हमको दे जाते हैं उसे हम अपनी जिन्दगी में बिठा नहीं पाते । मुझे दुःख है कि हम गांधी जी की दुहाई तो देते हैं, लेकिन गांधी जी ने जो शिक्षा इस देश के लिये बताई थी उसे हम किसी सीमा तक भी देश की शिक्षा में नहीं ला सके । मुझे दुःख होता है कि जिस शिक्षा का प्रचार गांधी जी ने अथवा कविकुल गुह रवीन्द्र नाथ ने किया था उसका समावेश हम अपनी प्राइमरी शिक्षा में या माध्यमिक शिक्षा में नहीं कर सके । बड़े बड़ शिक्षा शास्त्री इस प्रश्न पर विचार करने बैठते हैं, यूनीवरसिटी कमीशन के विचारकों ने इस पर विचार किया, राधाकृष्णन कमीशन ने इस पर विचार किया, लेकिन हमने उनकी सिफारिशों को लेकिन हमने उनकी सिफारिशों को कितना कार्यान्वित किया ? हम केवल वर्ष गिनने में लग रहे, हम शिक्षा के सुधार की दिशा में कोई क्रान्तिकारी कदम नहीं उठा सके हैं ।

[श्री ज्वा० प्र० ज्योतिषी]

अब एक नया कमीशन बनने जा रहा है जिसमें विदेशियों को बुलाया जा रहा है। मुझे उनसे कोई झगड़ा नहीं है। अगर कहीं से भी अच्छी हवा आवे तो हमें उसको लेने का प्रयत्न करना चाहिये। लेकिन मैं समझता हूँ कि इस देश की शिक्षा के सुधार के बारे में इस देश के शिक्षा शास्त्री ज्यादा अच्छी राय दे सकेंगे। यह ठीक है कि आज दुनिया बहुत छोटी हो गयी है और हमको मिल कर चलना होगा, लेकिन जो लोग इस देश की मिट्टी से पैदा हुए हैं, जो इस देश की संस्कृति में पले हैं वे इस देश के लिये ज्यादा अच्छी चीज बतला सकते हैं। इस देश में जो शिक्षा विशारद हुए हैं पुराने जमाने में और जो आज हैं और जिनके जीवन में इस देश की संस्कृति का समावेश रहा है उनकी कल्पना के माफिक आपको देश की शिक्षा का विस्तार करना होगा।

Shri Muthiah (Tirunelveli): Mr. Deputy-Speaker, Sir, the services of the University Grants Commission are commendable; it is doing a lot for the development of universities and colleges and for the welfare of lecturers and professors and students. The sum allotted for the UGC in the third Plan is only Rs. 37 crores; it is a meagre amount; a much larger amount should be provided for the UGC in the fourth Plan. The number of universities, today is 61. The Madras State has only two universities and the proposed Madurai university is still a dream. I request the members of the University Grants Commission and the Education Minister to grant sufficient financial aid to enable the Madras Government to start the Madurai university without delay.

I come to the pay-scales of college teachers. The scales of pay recommended by the UGC for college teachers have not been implemented in all the colleges in my State. The UGC insists on a 50 per cent match-

ing grant; but the aided colleges are not able to provide this matching grant, and so, I request the Education Minister not to insist on this matching grant of 50 per cent and to give cent per cent aid for the teachers in the aided colleges for the UGC scales of pay.

The triple benefit scheme should be introduced for the college teachers also. It is now available for the secondary teachers alone. The scheme comprises the provident fund, insurance and pension; it has been introduced and implemented in the Madras State, and other States are also implementing it in respect of secondary teachers. I request that this triple benefit scheme should be made available for college teachers as well.

Then, I like to say a few words about the medium of instruction. The Minister has clearly stated that it is the policy of the Government to switch over to the regional language ultimately as medium of instruction at the college level. At present, the regional languages are not fully developed for the teaching of modern science and technology. It will required sometime; proper standard text-books have to be prepared in the regional languages. I request the Education Minister to set up a committee, a Text-books Committee, of eminent experts, to prepare text-books on science and technology in the regional languages so that at the college level the medium of instruction may be in future shifted to the regional language.

In this connection, I want to mention the opinion of the working group appointed by the University Grants Commission. This working group appointed by the Commission recommended that English should continue and should be retained as the medium of instruction at the university level for science and technology. Again, the Emotional Integration Committee appointed by the Education Ministry also recommended in these words:

"To ensure that the universities are not cut off from one another, there should be provision for English as an associate medium of instruction in the universities."

I like to refer to student failures in colleges. There is a terrible waste of human talent at the college level because of the large percentage of failures of students. It is a great problem which is due to many reasons. First, there is a heavy rush into colleges by students who have no real aptitude for university education, for want of immediate employment and for want of alternative courses like technical and vocational courses. Secondly, there is the sudden change of medium of instruction from the regional language into English at the college level. Thirdly, there is deficiency in standards of teaching in some colleges; fourthly, there is lack of effective tutorial guidance in the colleges. Firstly, there is lack of discipline and interest and industriousness among students.

Then, I should like to say a few words about the examination reforms. The report of the Examination Reform Committee set up by the UGC has been accepted by the UGC. The main recommendation of this committee is that a student's class record during the whole year should be considered along with his performance in the final public examination. His marks in the weekly, monthly and terminal tests should be considered along with his marks in the final university examination. This will certainly promote discipline and diligence among students.

I come to national integration. National integration is of the greatest importance today, because of so many anti-national forces working in India and because of the external danger. This should receive very serious attention at the hands of the Education Minister. A seminar on national integration was organised by the UGC in 1958 and it made a number of recommendations and gave valuable suggestions.

Lastly, I want to plead that the three-language formula should be honestly and sincerely implemented in all the States. I also plead that South Indian languages should be taught in the Hindi-speaking States, and North Indian languages should be taught in the non-Hindi-speaking Southern States.

17.00 hrs.

BUSINESS ADVISORY COMMITTEE

Thirty-third Report

Shri Rane (Buldana): I beg to present the Thirty-third Report of the Business Advisory Committee.

MOTION RE. ANNUAL REPORTS OF UNIVERSITY GRANTS COMMISSION—Contd.

Mr. Deputy-Speaker: The hon. Minister may just start his reply.

Some Hon. Members rose—

श्रीमती कमला चंषरी (हापुड़) :
उपाध्यक्ष महोदय, मेरी प्रार्थना है कि जो माननीय सदस्य रोज बोलते हैं, उन्हें को समय दिया जाता है और जो कभी कभी बोलते हैं, उाको समय नहीं दिया जाता है ।

उपाध्यक्ष महोदय : माफ कीजिये ।
श्री चागला ।

Shri M. C. Chagla: Sir, I am very grateful to all the Members who have participated in this very interesting debate. Various points have been urged and I hope when I get more time tomorrow, I will try to deal with them.

Mr. Deputy-Speaker: He may continue tomorrow.

17.02 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Friday, December 11, 1964/Agrahayana 20, 1886 (Saka).