

4 of the Rubber Act, 1947, the members of Lok Sabha do proceed to elect, in such manner as the Speaker may direct, two members from among themselves to serve as members of the Rubber Board for a term of three years subject to the other provisions of the said Act and the Rubber Rules, 1955."

Mr. Speaker: The question is:

"That in pursuance of clause (e) of sub-section (3) of Section 4 of the Rubber Act, 1947, the members of Lok Sabha do proceed to elect, in such manner as the Speaker may direct, two members from among themselves to serve as members of the Rubber Board for a term of three years subject to the other provisions of the said Act and the Rubber Rules, 1955."

The motion was adopted.

12.25 hrs.

MOTION Re: REPORT OF UNIVERSITY GRANTS COMMISSION—*contd.*

Mr. Speaker: The House will take up further consideration of the following motion moved by Dr. K. L. Shrimali, namely:

"That this House takes note of the Report of the University Grants Commission for the period April, 1958—March, 1959, laid on the Table of the House on the 24th February, 1960."

Shri Harish Chandra Mathur may kindly continue his speech.

The time already taken by him is 9 minutes.

Shri N. R. Muniswamy (Vellore): We were told that the time will be extended by 1 hour.

Mr. Speaker: 3 hours have been given for this and time taken is 55 minutes. Is one more hour necessary?

Shri Radha Raman (Chandni Chowk): Yes, Sir;

Mr. Speaker: What does the hon. Minister say?

An Hon. Member: He has agreed.

Mr. Speaker: We have still two hours. We will have half an hour more. Let us see. But no hon. Member need take more than 15 minutes. They will try to conclude in 10 minutes. (*Interruptions*). I will allow one hour more for this discussion and in all we will have four hours. But let the House be agreeable to sit one more hour. Let us finish this business. Now it is 12.30. We have extended the time by 1 hour; so we have 3 hours more today. At 3.30 this discussion will conclude. Private Members' business will start at 3.30 and go on till 6.

Shri Harish Chandra Mathur.

Shri Harish Chandra Mathur (Pali): Sir, I was submitting that the University Grants Commission should be reconstituted and a sense of efficiency and urgency should be introduced in its work. I said yesterday and would like to repeat that I am not against age; I do respect age, but I do maintain that it should not be the privilege and reserve of only those above 60. There are brilliant people, with ideas of imagination and vigour in the age group 45—50. I do hope the Minister will take into consideration this aspect. My feeling is it is this attitude against the younger generation which is responsible for many of our difficulties and ills.

I will immediately pass on to the administrative lapses and difficulties which have crept into the universities. It is the general feeling and general complaint that without any proper planning and without any preparation, we have switched on to these new reforms and the results have

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been absolutely disastrous. You know that we have got pre-university classes. In the pre-university classes in Rajasthan, the House would be amazed to know, the result was about 11 per cent passes. By certain manipulation the university authorities have raised it to about 17 per cent. Still the unfortunate fact remains that 83 per cent of the boys have failed, their entire career has been ruined, they do not know where to go and all doors have been shut and slammed against them. It would be of interest for the House to know that in one college out of 70 students only one student passed in the examination. For these state of affairs, may I know if you are to blame the students? Or are you to blame their parents are you to blame the politicians? Or are the lapses or failures in the administrative machinery, their ill-thought out plans and much worn out reforms that are responsible for the complete ruination of the life of these teenagers and young people? This is a state of affairs which, I am afraid, cannot at all be excused.

I venture to submit that I am terribly afraid of the various reforms which are being introduced in such a half backed manner. Now we hear of the national service scheme which is coming up, another fad. I can say that it will spell nothing but ruination if it is introduced in the form in which it is proposed. It will create such chaos and clash in the minds of the students that the discipline which you want to inculcate will be completely wiped out. You do not realise that you are playing with the youth of the country. I wish the hon. Minister to take note of the fact that there is a simmering discontent in the youth of the country and we are sitting on the top of a volcano. You do not know what is happening to the boys who are passing out of the schools. One day you do one thing, another day you do another thing and at the time of

switch over there is no complete preparation. The University Grants Commission was set up to bring about a certain coordination and to raise the standard of education. But the obvious fact is that the standards are deteriorating and the discipline is getting worse. Who can deny this fact that the standards have gone down? Who can deny the fact that there is deterioration in standards of discipline? It is also obvious from the report itself that there is no proper adjustment and understanding between the University Grants Commission and the State administration on the one hand, and there is no proper adjustment and understanding between the University Grants Commission and the various universities on the other. I wish that the University Grants Commission should inspire that respect and confidence in the minds of the university organisations that they will seek their advice and they will accept their advice. But the present position is that they have the power simply because of the money that we are placing in their hands for disbursement; nothing beyond that.

I will now pass on to a very delicate and difficult point in which, most unfortunately, I find myself possibly in a hopeless minority even in this House. But with the conviction of my conscience I feel that we are going ahead to have a big crash in this matter of the medium of instruction in the universities. There are very capable persons, leading educationists for whom I have nothing but respect, but it is really unfortunate that I have not been able to reconcile myself with their view that university education should be through these regional languages. I do not think it is correct and I do not think it is in our national interest to have regional languages as the medium of instruction in the universities. I would be willing to have English continued for such time as we come to some agreement and till we are fully prepared to have some national language as the medium of instruction in the universities. I think

that is the only way or our national unity. I think that is the only way to take this sting out of the formation of linguistic States. I hope that we will give calm and dispassionate consideration to this matter, because I think we are just going head long for a big crash, as happened in the case of the strike leaders recently, without realising that we must have certain patience in introducing our regional languages. What I suggest is that whatever be the national language, that should be the medium of instruction for every student and one compulsory subject should be the regional language. Every student must have a free choice in selecting the regional language; it should be an individual's choice. If you make it an individual's choice all this trouble about regional languages will go. It should be the individual's choice but it should be made compulsory that he will have to learn one language which he likes. I hope proper attention will be given to this very important matter as this is the only way of forging our national unity and taking away the sting out of the formation of linguistic States. I do not expect that the hon. Minister would accept my proposition straightaway but I only appeal to him to think over this matter calmly and dispassionately.

Another point to which I would refer is student indiscipline. Here again, I am not at all in agreement with what the university Grants Commission says. I am not in agreement with the view that most of the blame should be placed on the shoulders of the students and politicians, who are possibly the least to blame in this matter. I have stated only just now the state of affairs prevailing in our administration in the sphere of education. As I said, in one college out of 70 boys only one passed. Who is to blame? Is the politician to be blamed or is the student to be blamed? Or is it mainly the failure of the administration at all levels? The Centre, from where the reforms are institut-

ed, the University Grants Commission which is implementing those reforms, the State Governments and the management of those institutions are the main persons who are primarily responsible for all these troubles in the student world and for bringing about complete frustration in their lives and ruining their careers.

I have asked the Research and Reference Section of Parliament for information as to what the various educationists have been saying, right from the President of India to any number of eminent educationists who have expressed themselves dispassionately, who are not, mind you, directly concerned with the administration of universities, who are prepared to take a dispassionate view—I have called them together and this is what I find—and I find that they are definitely of the opinion that the primary causes are maladministration, appointment of unqualified teachers on grounds other than merit, wrong decisions by Government at all levels, (Central, State and management level), partial treatment of claims, favouritism in granting concessions and so on. These are the common factors to which an accusing finger has been raised by most of the people who have given dispassionate thought to this matter.

How have the politicians decided, I wish to ask you, the over-loaded, unbalanced curriculum and syllabus which you have drawn up. Where does he come into the picture? The students are taught 5 subjects to 8 subjects and some of these subjects are absolutely such which are beyond the conception of the student who has come right from the high school. There is absolutely no coordination between the school education and the university education and the poor boy is thrown into trouble. He has not got the ability to express himself because up to the tenth class he is learning something in Hindi and then straightaway he has got to do everything in English. It is primarily the adminis-

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tration that is responsible, people who are making the rules that are responsible, people who have not made any preparations and taken into consideration all these aspects. How is the politician responsible for lack of plans and programmes? How is the politician responsible for the colossal failure of the students? Teachers with out character and standing, teachers who command no respect and a weak administration which interferes and yields are mainly responsible for this peculiar state of affairs.

Universities, unfortunately, are leading centres of group rivalries. Where does the politician come in? They want to wrest power. There are group rivalries among the teachers themselves. There are certain appointments made with certain ulterior motives. I understand the universities are autonomous. We must give the fullest freedom to the universities so far as their academical pursuit is concerned. But this freedom is not for corruption, malpractices and intrigues. If anything, I had fully supported on the floor of this House and I reiterate the very strong action that has been taken by the hon. Minister of Education in respect of the Banaras Hindu University. In spite of the fact that there was a cry to the contrary from many a quarter I supported him. It is really very distressing when I find that there is a sense of trade unionism among the teachers who are also wanting to speak against the action taken against the defaulting teachers of the Banaras Hindu University. I strongly appreciate the action which is being taken to put down this sort of rowdysim all over as also the intrigue and to see that for these defalcations of money and misappropriations which have been taking place in most of the universities strong action is taken. I wish to assure the hon. Minister that there would be many hon. Members in this House who will give him the fullest support

in any strong action that he might take in the matter.

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

Shri Harish Chandra Mathur: I shall finish in about two minutes time.

I have just reiterated the entire position. I think that this cheap accusation against the politicians is utter nonsense. It is just intended to cover the failures and the lapses of the administration and of the university authorities and nothing else. There is nothing more dangerous than to malign the politicians. As a matter of fact, you are digging the grave of democracy if you go on just maligning the political unnecessarily and try to throw your own faults in his face.

I think the students must take a healthy part in the nation's activities. They do so all over the world, in UK in particular where they have very healthy traditions. I can understand that the students must themselves evolve a code of conduct for themselves. There are certain limitations under which they have to function.

I shall make the last point and finish. I sharply disagree with the University Grants Commission and the administration in their slamming the doors of universities against the students for whom no other purposeful and gainful avenues are open. I hope the hon. Minister will take full note of the fact as to what reaction was created in this House when he made a statement about admission of students in the colleges here. I hope it will not need many speeches in this House to convince him that this whole House feels strongly against this attitude taken by the University Grants Commission as was also pointed out yesterday by the first speaker. I do repeat that. As a matter of fact, you must give the choice to a youngman in this country. Give him an opportunity to prove himself. It is only by opening various avenues fitting with the economy and the developmental plants of the country that you will

attract the students to diversified trades. It is not the correct thing to say, "Nothing doing here. We slam the door against you. No entry in the university because you have not secured this percentage of marks." I know of hundreds of cases to show how defective your systems are and how boys, who fared badly in these examinations and had a very low position in the lists, have proved themselves absolutely different when they have joined the universities and have outshone many a people. I therefore think that now when a student finds no other avenue you should try to diversify. I am quite prepared to accept that you have polytechnics, technical colleges, trade, industry and many other things. We can try to do that. But unfortunately what is being done is just the other way round. You are just slamming the door against them and are breeding more indiscipline.

I shall give just one small instance which will clarify that. In Jodhpur we have got a Jaswant College. There discipline was as good or as bad as it is all over the country. But last year we got as Principal one gentleman who entirely changed the atmosphere of the college. He is a very deserving person. He entirely changed the atmosphere. The students became absolutely disciplined and all the teachers began giving him the best of co-operation. I do not know why politicians could go and do any damn thing there. Because there was a right type of man at the head of the institution everything went right. Now what have you done with this Principal?

Mr. Speaker: Does the hon. Member want politicians to interfere with the students? The whole burden of his song seems to be that politicians should enter into the university affairs.

Shri Harish Chandra Mathur: I do not say that. They are unnecessarily being questioned. It is not the politicians who are responsible for it. Unfortunately, we are not knowing the actual state of affairs. I may just

give one example. In this particular college all sorts of indiscipline was there. But when we had the right type of man as Principal everything was perfectly okay.

My second point in this connection is this. What has happened to this Principal? He was transferred just after one year. Now the State Government has recommended him to be taken in the IAS.

Mr. Speaker: IAS?

Shri Harish Chandra Mathur: Yes, in the IAS. There are certain people from various branches of the administration who are recommended by the State Government, not by any selection, to be taken in the IAS because it is a prized job. Now this man has been recommended. He will be in the IAS and will be a Collector or someone. Now how can you expect your education to be in proper health if this is the state of affairs? If there is such an attraction in the IAS, why can you not, at least for such people whom you think must be sent to the IAS, provide something in the Education Department itself?

What are the grades which have been provided about which so many people talk and about which the hon. Minister was taking pride saying, "We have done something wonderful about the teachers."? Rs. 1,200 is the maximum which is less than what an Under Secretary gets in this Government and which is something which most of the Section Superintendents get. Anybody who is in the IAS in the fifth year of his career gets into the grade of Rs. 800 to Rs. 1,800, while here in education a man after putting in a brilliant career of 20 years in a university may not find himself in that grade. There is no grade going up to Rs. 1,800. He will be in the grade with a maximum of Rs. 1,200 after 20 years. I hope the hon. Minister will do a little bit of rethinking and instead of only accusing here and there will try to have a little introspection and take note of the valuable point which I have made.

Mr. Speaker: Dr. Krishnaswamy. I shall be calling Shri Ranga next.

Dr. Krishnaswami (Chingleput): Mr. Speaker, Sir, the University Grants Commission in its report has not only summarised its achievements during the past year, but has also stimulated us to think by bringing before us many problems of interest pertaining to higher learning. At the outset I should like to point out that all of us irrespective of the political opinions that we profess should agree with what the University Grants Commission has said on this subject of grants. I think they have taken a valuable quotation from the report of the Universities Commission over which our Vice-President presided and I think it is worth while that this House should bear in mind these words:

"In a democratic country, the decision of how much public money can be spent on universities can be made, and ought to be made, only by the Government; it is a political decision and a part of their yearly budgetary proposals. But once that decision is made, the detailed allocation of the money must be left to an expert body, not merely non-political, but as rigidly protected from political or personal lobbying and pressure as the constitution of the country can make them."

I hope that the Ministry of Education will give up the dispensing of grants on its own and that all grants would be channelised through the University Grants Commission. That would be a very great safety.

But then I should like to join issue with the University Grants Commission.

The Minister of Education (Dr. K. L. Shrimali): But the Ministry of Education have already placed all those funds at the disposal of the University Grants Commission.

Shri Ranga (Tenali): But they complained of certain grants being made.

Dr. K. L. Shrimali: There is no complaint against the Ministry of Education.

Dr. Krishnaswami: I am not talking of the . . .

Shri A. C. Guha (Barasat): A sister Ministry is distributing money themselves.

Dr. K. L. Shrimali: No.

Shri A. C. Guha: But that sister Ministry is also equally interested with the University Grants Commission.

Dr. Krishnaswami: I should like to say that I join issue with the University Grants Commission on the subject of collegiate education.

It is true that the University Grants Commission has rightly emphasised the role of the teacher in our life, and not only the salary of the teacher should be raised but his status also should be improved—a point which has been left out of account by many of us who have given thought to education and a point which we ought to bear in mind.

Education, let us realise, is not only for building a higher standard of living and providing opportunities to people but also for having higher standards in life; moral and material progress has to be taken into account by any educational reformer. But what does the University Grants Commission say about collegiate education? Collegiate education in India has been largely sustained by private enterprise, and private managements have in the past borne a large part of the burden of raising funds for higher education in this country. But it has also to be borne in mind that collegiate education by private initiative and management was throughout on a system of low paid teachers. What is the implication? It seems to suggest that the teachers in the past were not up to

the mark. But let us realise that in the absence of adequate educational facilities with high paid teachers, it was a good thing to have had these poor men to teach our people. Not that our academic standards were worse off than what they are today; in fact they were better in the past, according to some.

I agree that teachers' salaries must be raised. I am one with the University Grants Commission when it suggests that local initiative must be encouraged, that there is a great deal of scope for freedom in the realm of education and that regimentation should be avoided at all costs. But let us proceed to consider the other constructive proposals which the University Grants Commission has made.

My hon. friend raised a storm the other day by suggesting that universities will have to restrict admission to students. What is the truth of the matter? Universities will certainly have to respond to the growing demands for higher education. But it is rather depressing to be told that a university is not a waiting room for people to find jobs or entry into avenues of life. The principle that university education cannot be made available to every one, that it would involve a wastage of resources and that rigorous methods should be adopted to admit students, while it is laudable in certain respects, is not an absolute principle. And I should like to suggest to the Minister for Education and to the learned Members of the University Grants Commission that there are other factors that they have to take into account.

We have to realise that the principle of admission on merit has to be tempered by considerations for the under privileged sections of our people. We cannot have a political democracy which is stable, in which the fortunate few alone continue to have a decided advantage because of historic circumstances. The problem,

in my opinion, is much more deep-seated than what the University Grants Commission has made it out to be.

Let us realise that it is only one per cent of our adult population that obtain universities. Even if there be an expansion of university facilities, we would not have more than 2 or 3 per cent of our people obtaining educational facilities. Those who do not obtain the benefits of university education—and my hon. friend who preceded me pointed it out very feelingly—must not get the impression that they have no more opportunities for higher education. We have to realise that some persons mature late. Some persons do not fare as well as they would have done, in examinations, due to certain accidents. There is an element of chance or luck about examinations. And while I am not one of those who would ever support the shirkers of academic discipline, I cannot shut my eyes to the fact that there have been many of my contemporaries in life who would have done better than many of us if they had had opportunities of university education.

What is really so heart-rending about the present situation is that even if we do not allow them to enter universities, we can at least provide facilities for their having higher education by opening up correspondence courses, by giving them chances to appear at examinations and to qualify for degrees, so that in the battle for life they might not have a feeling that they are left behind and that they cannot contribute their quota to society. Society itself will become more democratic, more vigorous if there is an infiltration of such personnel even at a later stage.

I am only putting this before the Minister of Education and I know that he is fully aware of what I am speaking, especially as he must have contributed his quota of wisdom to the decision that was taken at the Colombo Conference on the Australian

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Correspondence Course which is so popular among students in Malaya and Singapore. But I do want the University Grants Commission to go into these matters more thoroughly. This is a matter on which we cannot come to a definite decision as to how we are going to order its course without the University Grants Commission and other expert bodies considering curricula and standards of proficiency.

Well, Sir, we have been talking of improving the lot of the teachers. The University Grants Commission has pointed out that the ratio of teachers to pupils must increase. Undoubtedly, if you wish to increase respect for the teacher, he must be one who is able to inspire confidence in the minds of his pupils, understand their longings and aspirations, find out what is wrong with them and be an influence for moral good even in their extra-academic hours. How is it possible in the schools, whether of fifty, fifty-five, sometimes forty or forty-five, for a teacher to understand what the minds of his pupils are?

Quite apart from the educational reforms, many of which were mistaken, which were carried out by our Ministries in different States, I venture to think that this is a major problem for us. The teacher unfortunately is not able to understand how his pupils' minds function and is therefore not able to guide them. The result is that we are having a sort of modified tutorial school which, instead of having an ethos, a character and an individuality of its own and which makes students proud of belonging to the school, at best specialises in cramming knowledge. It is the same story in colleges. The University Grants Commission is perfectly right in emphasising the need for altering the teacher-pupil ratio.

But I do suggest that there is another aspect of the question which even the University Grants Commis-

sion has not taken into account. In a sense, I must point out that we have been extremely unfair to the universities in our country. We have been denuding them of the best scientists, economists and professors. Governments as well as industry have made very many demands on the best personnel in our universities. To some extent this is unavoidable. In a developing economy there are bound to be competing claims and, naturally, there is a moving away of personnel from universities to Governments and industries. What is to be done?

The University Grants Commission, in my humble opinion—and I am throwing forward this suggestion—, should act as a grand liaison between Government, private industry and the universities for having a sort of temporary transference of people from Government and industry to universities. What is it that I have in view? I am aware of the administrative difficulties of universities. I am aware that it would be very difficult to mix up people who come from other branches for a temporary period. But I should like to point out to my hon. friend the Minister of Education that in the London School of Economics, where we studied, there were visiting lecturers. There was for instance Dr. Paul Einzig, a great authority on the subject and who was certainly not considered to be an academic individual, but who came over to the School of Economics practically four days in the week and gave us lectures on the subject of Forward Exchanges and participated in seminars. As a result of this close co-operation there was cross-fertilisation of ideas and there was certainly a possibility of people exchanging more thoughts and being of influence in their appreciation of different problems. What I do suggest is that, in the present circumstances, the University Grants Commission and the Inter-University Board should consider the advisability of drawing panels whereby those who are willing

to go over to Universities and other affiliated colleges and academic institutions, could go out there for three months or six months and give lectures and hold seminars and thus help incidentally to break down the great barriers that are growing between those who are in the academic world and those who are in the administrative and industrial spheres. What a great gain it would be to the Universities if a man like Shri Kothari, one of our leading scientific Advisers, could go and give a course of lectures, not only in Delhi University—we always have our eyes riveted on the Delhi University since it happens to be located in Delhi—but in other Universities for three or six months on some subject of specialisation, have discourses with students and find out how talent is maturing and also give a fillip to research in colleges! We should have greater mobility, greater movement of talent between administration, the University and industry. I can mention to this House many people who would be able to do quite a lot for the Universities and who would be in a position to make them much more popular.

13 hrs.

We have also to realise that the one great defect which my hon. friend the Minister for Education has complained about students is that, at present, there is a deep-seated apathy to their learning anything. There is absence of intellectual curiosity, he says. Deep-seated apathy to learning is considered by the theologian to be one of the seven deadliest sins that can afflict an individual. But, this intellectual curiosity would be roused if there is a greater amount of cross-fertilisation of ideas, if there are chances for people really to come over to the Universities and speak on these matters. Incidentally, it would

help to give the teacher's profession a better status. Because, when it is felt that administrators and some of those scientists who have made of life a success, still think that it is worth their while to be humble in the portals of a University, the University teacher will have a much bigger status. It is not only bread that matters. It is also things of the spirit that matter. The University teacher, when he finds that society gives him greater recognition, will not only teach better, he will also give education a better status.

There is a crisis in the world of education to which I would like to invite the attention of my hon. friend the Minister for Education. If we do not attend to this problem of teachers and increasing their status in time, in the next five or ten years, we would be faced with a crisis in the sense that the teaching profession will not attract enough number of people of adequate talent to teach our students. Problems of how they are going to deal with indiscipline among students will arise. Whatever be the type of grants we give to construct fine laboratories which, I think, are necessary in his world of technology and science, unless we have the proper human material to guide the students, we would be facing a disaster.

My hon. friend spoke of national service, I do not propose to deal with it at length. But, I do wish to point out to my hon. friend the Minister for Education that the national service that he is envisaging already present in certain schools. He should take count of the experience of voluntary organisations. What, for instance, is the Hindustan Scouts movement but an attempt to promote community life, to break down the barriers that divide our students, to make people feel that they are class-

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less and casteless, to make them realise that they belong to one country and that their duty is to be emotionally integrated. I suggest that we should take stock of this experience and utilise it when we think it fit to introduce some scheme of national service for our students. It is better to depend on the experience of voluntary organisations rather than on edicts issued from administrative departments.

The University Grants Commission has, of course, stimulated our interest in other problems such as how we are to have better laboratories and other facilities for making our students better scientists. I hope and trust that the other departments will not look down on education as the Cinderella of our system. Indeed, if our country is to make commendable progress, we will have to devote much more attention to education; and in the implementation of plans, not as it has been drawn up in the plans, I hope education will receive the highest priority.

Shri Ranga: Mr. Speaker, I am very glad that my hon. friend Dr. Krishnaswami has taken part in this debate. On most of the points he had made, I am in complete agreement. I would like to draw the attention of the House to a few of the points that are raised in this report of the University Grants Commission.

My fear is that the U.G.C. tends to go to the extreme of reaction and ask for more and more power for itself in order to introduce more and more of the element of the spirit of bureaucratisation in the development of our Universities and colleges and university and college life. Otherwise, they need not have bewailed the fact that some State Governments have taken the initiative in starting new Universities without consulting them first and also in giving birth to certain Universities with a single purpose, Universities without sufficient funds,

and such other objections. If there is initiative to be given to the State Governments as well as the Union Government in any respect at all so far as education is concerned, it is in the freedom that they should have in taking decisions whether they should have single purpose Universities or multi-purpose Universities or double purpose Universities or anything like that, whether they should have a University or more of them in any one place, for any particular purpose, and so on. Therefore, I think the U.G.C. has been reactionary instead of being progressive. I would like the Governments at the State level as well as at the Union level to continue to exercise their freedom which they have been exercising ever since we have become free. If, on the other hand, we were to follow the line suggested by the U.G.C., I am sure not even half the new Universities that have come into existence ever since we have become free, would have been allowed to take their birth and thus make their contribution.

Secondly, I am all in favour of the general principle that there should not be too many students attached to any one lecturer or teacher. At the same time, in the special circumstances in which we are placed in our country, we will have to give fresh thought to this particular matter, and be agreeable to an increase in the number of students to be attached to a lecturer and also to a teacher.

It is necessary that we should be unorthodox in regard to our ideas of High schools and Colleges having only one session and not to think in terms of shifts. There is some trouble in one of the Universities on this particular matter. I begin to wonder why the University authorities should have been so reactionary or orthodox as to frown upon having these shifts and in that way give so much trouble and annoyance to the students and to give room to these people to go into

various exhibitions of dissatisfaction and discontent. We have not reached the stage when we can have Universities like Oxford and Cambridge where you do not have more than 6000 students at a time in any one year, and the freshers coming in would not be more than 2000 in any one year. We are yet in a stage where, as the U.G.C. itself has said, a college has on its rolls as many as 4000 students and some other college has as many as 6000 students. Under these circumstances, it is best for us not to put too low a limit upon the maximum number of students that any college could have. We must be prepared to encourage colleges and universities to have the shift system. Thirdly, we must also encourage them to develop correspondence courses and help people obtain university guidance. Fourthly, we would have to relax the conditions subject to which people would be allowed to study privately and appear for examinations. At present I think only some of those who have been in Government or teaching service over a period of years are allowed to appear as private students for these examinations. I would like people in industries, agriculture and various other avocations to be permitted to appear for university examinations provided they, first of all, pass a preliminary examination qualifying themselves to continue study at university level in their own homes with the help of correspondence course.

I am in favour of the cross-fertilisation suggested by Dr. Krishnaswami and Shri Mukerjee, but, in addition to that, it is necessary that the University Grants Commission should not lay so much stress on the worldly equipment of colleges, hostels and playgrounds on a grand scale. If people who are anxious to organise colleges with their own private initiative were to satisfy their conditions, it would become really impossible for a large number of colleges to be brought into existence, and for a large

number of existing colleges to continue to function as they have been doing so far.

After all, we are a poor country. In spite of this planning and all the rest of it, so far as education is concerned, most of our educational effort has got to depend upon private charity and initiative, and therefore we should be prepared not to insist upon the stringent conditions of equipment and all the other appurtenances suggested by the University Grants Commission.

Coming to the question of admission, I think it is wrong to deplore the anxiety of more and more of our people to send their children to the universities. I think we should encourage more and more of our young people to go to the universities and colleges and qualify themselves for B.A., B. Sc., etc. I am also anxious that the UGC should relax its conditions and terms of recognition, especially of technical colleges, polytechnics, engineering and medical colleges and so on. At present they make it very difficult indeed for private enterprise to come into it. It was a very good thing indeed that the Government of Mysore and the University there had done in encouraging some private benefactors to start medical and engineering colleges on a contributory basis. They were able to get only very small assistance from the local Government and University, and they themselves were able to contribute only a very small sum, but at the same time they did encourage the parents of young people to contribute Rs. 3,000 or Rs. 4,000 by way of benefaction or donation for admitting their children and thus contribute towards the development of these technological colleges. The whole of Andhra and Tamil Nad were able to take advantage of such colleges started in Bangalore, Mysore and Udipi. I would like the Education Minister and the UGC to give encouragement to such people all over India, so that, in addition to whatever colleges the Government

[Shri Ranga]

and Universities are able to establish directly, private benefactors would be able to come forward, in co-operation with parents of students interested in such studies, to start these colleges and run them and help them to grow.

Dr. K. L. Shrimali: Is the hon. Member aware that in Udipi admission is entirely on the basis of wealth? A person can contribute so much towards donation or fees, and his son is eligible for admission even though he has secured only third class.

Shri Ranga: I have mentioned it myself. I want that system.

Mr. Speaker: Where is it?

Dr. K. L. Shrimali: It is in Udipi.

Shri K. C. Sharma (Hapur): That is a bad practice. He supports it.

Shri Ranga: It is not a bad practice at all. I cannot go into detail; and justify it, but I have only stated the need of the people and the country also. If I were to go into it, my time would be exhausted.

I would like to congratulate the Minister on having persuaded the Chairman of the UGC to continue to serve the UGC for some more years. He was talking about age and not all the merit of it. If any one is competent to be the Chairman of the UGC, if any one has raised the status of the UGC and has placed it entirely beyond the pale of partisan interests and politics, it is our erstwhile colleague in this House and ex-Finance Minister, Shri C. D. Deshmukh, and I am very glad indeed that he has agreed to continue to be the Chairman of the UGC.

Mr. Speaker: What is the normal term of any Member?

Dr. K. L. Shrimali: The Act provides that the Chairman of the UGC

should continue up to the age of 65 unless there is a contract otherwise. In the case of Dr. Deshmukh, we are getting the matter examined. I think there was a contractual situation. In that case, he is being requested to continue for another year.

Shri Ranga: Another year only? That would be a very great pity.

Dr. K. L. Shrimali: That is according to the Act itself.

Shri Ranga: Then I come to the question of student discipline and the part to be played by politics and politicians. I have no objection to the students taking active interest in the study of politics, and in taking sides also as a matter of preference so far as they are concerned—not to participate but to think about the ideologies of the various political parties. But I am certainly not in favour of their participation in politics. Now that we have had ten years experience in independent India and we have also had the experience of what is known as the growing phase of student as well as teacher indiscipline and the incompetence of the State and Union Governments to deal with it in a satisfactory manner, I have come to the conclusion that it would be best for political parties not to have anything to do with students and their affairs. My leader—and I am sure most of us would be agreeable to calling him one of our national leaders—Rajaji has placed before not only my party, but also the whole of the country this particular axiom that it is best and in the interests of students, parents, education and the culture of our country, that political parties should take the view that they should not take part in students' affairs so far as their own discipline and their college and high school educational career are concerned. He was bold enough to face the students of Calcutta and tell them, at their

own invitation, that it would be best for them not to invite politicians to deal with their problems in a political manner. We have taken that decision unilaterally and I would like to offer it as an example to be accepted by all political parties and groups within those political parties also. I am glad that the UGC has laid stress on this particular matter. I am also glad that this national leader, Rajaji, has led the way in this particular regard in a manner which would be found satisfactory by all the political parties concerned.

Shri K. C. Sharma: He could not do otherwise.

Dr. M. S. Aney (Nagpur): May I ask the hon. Member a question? Would he regard Ministers addressing school boys and asking them to interest themselves in certain activities of a political nature as politicians interfering with students and asking them to take to politics?

Shri Ranga: After all, we were all parties to such activities which had taken place in the past, and how they are also likely to take part. There are certain occasions when emotions are so great and so universally shared by all that the students themselves, in a spontaneous manner and of their own accord, begin to join a particular demonstration or movement or a cry for a particular demand. Nobody can take any objection to that kind of thing, but if the Swatantra Party or the Communist or the Congress Party or a minority or majority within the Congress Party makes its special business to go and incite those people and excite them and make them pursue a particular line in order that it would benefit primarily its own political interests, then it would be a wrong thing to do, and therefore I have made this suggestion.

I have already quoted our leader Rajaji in regard to this particular matter.

Then, there is the question of raising the salaries of these teachers and lecturers. There, I think, we all have to agree with the University Grants

Commission, but there is one small suggestion that I would like to make. In certain cases where the local Governments or the local universities or even the local managements are not in a position to make their local contributions, I do not see any reason why the teachers and the lecturers should be denied the benefit of whatever assistance the Union Government can possibly give. I would like some thought to be given to this particular matter by both the University Grants Commission as well as Government.

In regard to the relations between the Government and the educational institutions I am entirely in agreement with the University Grants Commission when it says that education has got to be completely free from the day-to-day interference of Government at the State level as well as at the Union level. In regard to the distribution of funds etc., the stand taken by the Union Government in establishing this University Grants Commission and in having given them sufficient freedom is a right thing, and, therefore, I agree with the present position. But at the same time, I would like to endorse the suggestion made by the University Grants Commission that the other departments of Government, apart from the Education Department, which would like to distribute some moneys for certain educational institutions should also show the courtesy of consulting the University Grants Commission before they make their own decisions. I am not prepared here and now to say that all other departments should place all their funds at the disposal of the University Grants Commission, but at the same time the University Grants Commission should also be kept in the know of things and their advice also should be sought, and thereafter, if found necessary, the concerned departments of the State may make their own independent decisions and distribute their additional funds. Whatever they may distribute, let it not be a wasteful thing. In other words, where already the University Grants Com-

[Dr. M. S. Aneys]

mission has been assisting a particular institution, let no other department of Government also waste their money by adding something more to the assistance which is already been enjoyed by that particular educational institution.

In conclusion, I would like to say that the example set by the University Grants Commission should also be followed by Government in this Ministry as well as in other Ministries in seeing to it that in as many aspects of administrative contacts with the people as possible, such non-political, non-partisan, impartial and almost quasi-judicial institutions should be brought into existence to aid the Government in the distribution of these favours.

This is a phase of planning, and this is a period of planned expenditure. I would like that this expenditure should come to be distributed between the various social, economic and educational institutions not as political favours from one ruling party or from a ruling group to some particular institution of a particular area or a particular group of people in the social or economic field, but as coming from the State which is common to everybody; and that would be possible only when we extend the example of the University Grants Commission to other aspects also where Government assistance has got to be distributed between various educational institutions.

श्री राधा रमण : अध्यक्ष महोदय, महाविद्यालय अनुदान आयोग की तीसरी सालाना रिपोर्ट को पढ़ कर, ज. कि अभी सदन के सामने रखी गई है और जिस पर विचार विमर्श हो रहा है, कुछ संतोष हुआ और कुछ असंतोष ।

Mr. Speaker: Hon. Members will kindly see that they do not in any case exceed 15 minutes; if possible, they may confine their remarks to ten minutes each, because there are a number of hon. Members who want to participate in the discussion.

Pandit K. C. Sharma: Not more than 10 minutes may be given to each Member.

Mr. Speaker: Hon. Members may just state the points and give their suggestions.

Shri Radha Raman: I am just coming to them; I shall try to restrict myself to the fifteen minutes' time which you have allowed.

यह कहना मुनासिब न होगा कि विश्व महाविद्यालय अनुदान आयोग ने जो कुछ भी काम पिछले साल किया है, वह सब बेकार या व्यर्थ है । इसमें सन्देह नहीं कि जब से यह आयोग नियत किया गया है, तब से हमारे देश की यूनिवर्सिटी की शिक्षा में काफी परिवर्तन हुये हैं और उसमें ऐसे सुधार भी हुये हैं, जो कि होने चाहिये थे और जिन से सन्तोष होता है । लेकिन यह भी हकीकत है और मानने योग्य है कि जितनी इस तरफ तवज्जह दी जानी चाहिये थी और जितना इस में सुधार होना चाहिये था, वह नहीं हो पाया है और बहुत सी कमियां ऐसी नजर आती हैं, जिनको अगर जल्दी दूर न किया गया, तो वे हमारे शिक्षा के काम में रुकावट बनी रहेंगी और उसके वे नतीजे नहीं निकलेंगे, जो कि हम सोच रहे हैं ।

इस संबंध में मैं सदन के सामने कुछ सुझाव रखना चाहता हूं । मैं उन बातों पर अधिक विचार न करूंगा, जो अन्य मित्रों ने यहां सदन के सामने रखे हैं ।

13-27 hrs.

[PANDIT THAKUR DAS BHARGAVA in the Chair.]

आयोग ने इस बात की चर्चा की है कि अगर एक विश्व महाविद्यालय का क्षेत्र एक इलाके में हो, वह कम्पैक्ट हो और उसमें छात्रों की संख्या पांच हजार तक हो, तो वह बहुत आइडियल और आदर्श समझा जायेगा । मैं इस चीज को बिल्कुल मुनासिब मानता हूं, लेकिन इसके साथ साथ मैं यह भी कहूंगा कि आज के वातावरण में और आज की

हमारी तकलीफों को देखते हुए यह नामुमकिन मालूम होता है, क्योंकि हमारे देश में छात्रों की संख्या हर साल बढ़ती जा रही है। हमारी यूनिवर्सिटियों में विद्यार्थियों की संख्या हर साल पचास हजार के हिसाब से बढ़ रही है। ऐसी आशा की जाती है कि यह संख्या बहुत जल्दी ही ९ लाख के करीब पहुंचेगी। इसके मुकाबले में हमारे विश्व महाविद्यालयों और कालेजों की संख्या बहुत कम है और इसलिये हमें कोई न कोई ऐसा तरीका अस्तित्पार करना चाहिये कि जो विद्यार्थी इन महाविद्यालयों में जाते हैं, उनको हर किस्म की सहायता मिले और उसमें किसी किस्म की रुकावट न हो। मेरा ख्याल है कि इस समय आयोग का यह विचार कुछ मुनासिब नहीं है कि एक विश्व विद्यालय में पढ़ने वाले छात्रों की संख्या को पांच हजार तक सीमित रखा जाये और उनको केन्द्रित रखा जाये। हमने देखा है कि दिल्ली यूनिवर्सिटी में इस वक्त तेरह चौदह हजार विद्यार्थी हैं और उनकी संख्या दिनों दिन बढ़ती जा रही है। आयोग के इस ख्याल को लेकर एक इलाके में वे तमाम कालेजिज आबाद किये गये। लेकिन आज उसका यह नतीजा देखने को मिल रहा है कि बहुत से विद्यार्थी पांच पांच छः-छः, सात-सात, आठ-आठ, मील की दूरी से आते हैं और उनको वहां पहुंचने में बहुत कष्ट उठाना पड़ता है। वे समय पर नहीं पहुंच पाते हैं और उनको खर्च बहुत ज्यादा होता है। उनको तरह-तरह की और भी दिक्कतें उठानी पड़ती हैं। मेरी राय यह है कि अगर आयोग इस प्रकार के आदर्श महाविद्यालयों की स्थापना करना चाहता है, तो भले ही वह करे, लेकिन एक ही शहर में, या एक ही इलाके में उन महाविद्यालयों को ऐसे कई केन्द्रों में रखना चाहिये, जहां से विद्यार्थियों की ज्यादा संख्या आती हो, ताकि उनको आने जाने की असुविधा न हो। आयोग का विचार यह है कि इन विश्व विद्यालयों को हम एक जगह केन्द्रित करें और लड़के-

लड़कियों के कालेजों को एक जगह इकट्ठा रखा जाये। मैं लड़कों और लड़कियों के कालेजों को अलग-अलग करने के पक्ष में नहीं हूँ, लेकिन मैं यह समझता हूँ कि हमारी आज की स्थिति में यह ज्यादा मुनासिब नहीं होगा कि अगर लड़कों के कालेज ज्यादा दूर रखे जायें, तो लड़कियों के कालेजों को भी वहां जाने पर बाध्य किया जाये। हमें इस बात का ख्याल रखना चाहिये कि हम लड़कियों के कालेज ऐसी जगह रखें कि उनको आमदो-रफ्त में दिक्कत न हो। मैं लड़कों और लड़कियों के कालेजों को किसी दूर जगह पर रखने और उन्हें केन्द्रित करने के पक्ष में नहीं हूँ।

मैं आयोग के इस विचार का बहुत पक्षपाती नहीं हूँ कि एफिलिएटड कालेजिज की तरफ ज्यादा ध्यान न दिया जाये और वे रेजिडेंशियल कालेज हों। मैं समझता हूँ कि इसमें बहुत आपत्तियां आयेंगी और उनको आज के वातावरण में हम हल करने में असमर्थ होंगे। अगर हमने एफिलिएटड कालेजिज की तरफ तवज्जह न दी और उनको प्रोत्साहन न दिया, तो शिक्षा के काम को बहुत क्षति पहुंचेगी। जैसा कि आयोग ने भी माना है, हमारे देश में बहुत काफी प्राइवेट कालेज हैं। जहां तक प्राइवेट कालेजिज की आर्थिक दशा, उनके चलाने, उनकी एफिशेंसी और उनकी एजुकेशन के स्टैंडर्ड का संबंध है, उससे बहुत ज्यादा सन्तोष नहीं है, लेकिन मैं कह सकता हूँ कि आज भी हमारे देश में ऐसे कालेज हैं, जो प्राइवेट हंडूज में हैं और सरकार के द्वारा चलाये जा रहे कालेजों का मुकाबला कर सकते हैं, बल्कि मुकाबले में वे कुछ अच्छे और बेहतर भी साबित होते हैं। इसलिये मेरी प्रार्थना है कि हमें इस तरफ किसी किस्म का कोई पक्षपात नहीं रखना चाहिये, बल्कि इस बात को प्रोत्साहन देना चाहिये कि जहां तक हो सके, हम कालेजिज को एफिलिएट करें। अगर वे दूर-दूर बसते हैं, जहां छात्रों के आने जाने की सुविधा होती है, तो उनको एफिलिएट करने में

[श्री राधा रमण]

किसी किस्म की दिक्कत या झिझक नहीं होनी चाहिये और उनको हर प्रकार से एन-करेजमेंट मिलना चाहिये।

जहां तक इन विश्व महाविद्यालयों के स्थित होने का ताल्लुक है, मैं समझता हूँ कि इस बात की आवश्यकता है—जिसको हम ने अभी तक नजर अन्दाज किया है—कि उनमें आस-पास कुछ ऐसा वातावरण होना चाहिये जिस में छात्र-छात्राओं को अवकाश के वक्त खेल-कूद या सांस्कृतिक प्रोग्राम, या इस प्रकार एक्स्ट्रा-करिकुलर या एक्स्ट्रा-एकैडेमिक शिक्षा मिले और बजाये इसके कि वे ऐसे वक्त को खराब करें और इधर उधर गप-शप लड़ाने में बरबाद करें, उन को इस किस्म की सुविधायें हों कि वे अपने वक्त का अच्छा इस्तेमाल कर सकें। भारतीय विश्व महाविद्यालयों में ऐसा कुछ आयोजन हुआ है, लेकिन वह बहुत ही कम है और इस तरफ हमारी सरकार और यूनिवर्सिटी ग्रांट्स कमिशन को ध्यान देने की आवश्यकता है। मैं इस बात को भी मुनासिब समझूंगा कि आज कल की हमारे देश की प्रवृत्तियों को देखते हुए उनको किसी काम की तरफ प्रेरित किया जाये, उनकी प्रवृत्ति ऐसे कामों में डाली जाये, जो कि आम जनता के फायदे के काम हों। जैसा कि डा० कृष्ण-स्वामी ने कहा है, ब्वाय स्काउट और गर्ल गाइड मूवमेंट में उनको लगाया जा सकता है। ऐसे और भी काम हैं जिन में इन नौजवानों को लगाया जाना चाहिये। वे एक्स्ट्रा-करिकुलर एक्टिविटीज में हिस्सा लें और ऐसे प्रोफेशन में प्राफिशिएन्सी हासिल करें, जोकि उनके रोजाना के काम में आ सकते हैं। मसलन हम उनको स्विमिंग की शिक्षा दे सकते हैं या यह भी हो सकता है कि कभी कभी पोस्ट आफिस के अन्दर मशीन चलाने का जो काम है, वह उनको सिखा सकते हैं या टेलीफोन आपरेटर का काम सिखा सकते हैं या इलेक्ट्रिसिटी को कायम रखने के जो काम हैं वह सिखा सकते हैं और ये सब काम

उनके लिये और हमारे लिये भी बहुत फायदे-मन्द साबित होंगे। इस तरह से अगर हर एक विद्यार्थी को इस प्रकार का कोई एक्स्ट्रा वर्क करने के लिये बताया जाये तो यह उन नौजवानों को अपनी जिन्दगी में काम देगा और साथ ही जब कभी देश के ऊपर कोई आपत्ति आयोगी तो उस आपत्ति को टालने में भी वे सहायक हो सकेंगे।

अभी एक मित्र ने कहा है कि जो यह कमिशन है इसकी स्थायी नियुक्ति होती है और इसमें जो लोग हैं वे ज्यादा तर ऐसे हैं जो बड़ी उम्र के हैं। जब ऐसी बात है तो मैं समझता हूँ कि इसमें कुछ नौजवानों को भी लिया जाना चाहिये, उन्हें बैन नहीं करना चाहिये। मैं इस मत का हूँ कि इसकी जो सदस्य संख्या है वह भले ही इतनी ही रहे लेकिन इसमें तबदीली होती रहनी चाहिये। अगर इसमें रोटेशन के जरिये हर दो साल के बाद हम नये व्यक्तियों की नियुक्ति करें और पुराने आदमियों को जिन के तजुर्बे से हमने फायदा उठा लिया है हटाते जायें तो यह एक अच्छी प्रथा होगी। चूँकि एक बहुत बड़ी रकम आयोग के लिये पार्लियामेंट से मंजूर होती है, इस वास्ते यह बहुत मुनासिब होगा अगर पार्लियामेंट के सदस्य भी इसके अन्दर एक कायदे कानून के साथ रखे जायें . . .

Dr. K. L. Shrivalli: It is not a permanent Commissions. It goes on changing. It is already provided in the Constitution.

श्री राधा रमण : I was just referring कि जो इसकी सदस्य संख्या है यह बाई रोटेशन आटोमैटिकली चेंज होनी चाहिये।

Dr. K. L. Shrivalli: That is provided in the Constitution.

Shri Radha Raman: That is all right. I am glad to learn of it.

मैं अर्ज करना चाहता हूँ कि इसके अन्दर एक या दो पार्लिमेट के मेम्बर भी होने

चाहिये। वैसे तो अभी भी उनको इसके अन्दर रखा जाता है लेकिन वे बाई नोमिनेशन होते हैं। मैं समझता हूँ कि उन सदस्यों की पार्लियामेंट की तरफ से नियुक्ति होनी चाहिये जैसे कि यूनिवर्सिटी काउंस में या और जगहों पर होती है।

एक बात जिसके बारे में मेरे मित्रों ने काफी कुछ कहा है, मैं कहना चाहता हूँ और वह टैक्नीकल एजुकेशन के बारे में है। इसमें शक नहीं कि हमारी सरकार टैक्नीकल एजुकेशन की तरफ ज्यादा से ज्यादा ध्यान दे रही है और बहुत से कालेज जो टैक्नीकल शिक्षा के लिये इस वक्त बने हैं या चल रहे हैं, उनको काफी प्रोत्साहन दे रही है। मगर मैं चाहता हूँ कि जो छात्र और छात्रायें दसवीं पास कर चुकने के बाद टैक्नीकल लाइन को अपनायें और यूनिवर्सिटीज के ऊपर बोझ न बनें, उनके लिये कुछ खास इंड्यूसमेंट होनी चाहिये। अभी फिलहाल यह बात नहीं है। कालेजों के अन्दर जो इस किस्म की टैक्नीकल लाइन पसन्द करते हैं, उन लड़के लड़कियों को कोई सरकार की तरफ से खास इंड्यूसमेंट मिला हो, ऐसी बात नहीं है। और मुल्कों में कई जगह ऐसा है कि जो लड़के लड़कियां दसवीं या ग्यारहवीं पास कर चुकते हैं, हायर सेकेंडरी पास कर चुकते हैं उनमें से हर एक को दस रुपये या पन्द्रह रुपये का स्टाइपेंड दिया जाता है, यह हर लड़के लड़की को दिया जाता है। बजाय इसके कि छात्र छात्रायें यूनिवर्सिटी में बी० ए० और एम० ए० में जाने का विचार करें, यह अच्छा होगा अगर वे किसी टैक्नीकल लाइन में चले जायें, चाहे वह पालीटेक्नीक हो या दूसरी हो। यह ठीक है कि आज कल हमारे मुल्क में इतने स्कूल नहीं हैं कि वे टैक्नीकल लाइन में जाने वाले छात्रों को प्रवेश दे सकें। लेकिन फिर भी विद्यार्थियों का हिसान इस तरह से इस तरफ ज्यादा करने के लिये इस किस्म का इंड्यूसमेंट दिया जाना चाहिये।

चूँकि समय नहीं है, इस वास्ते मैं अन्त में यही प्रार्थना करना चाहता हूँ कि जो चन्द बातें मैंने कही हैं उनकी तरफ माननीय मंत्री महोदय ध्यान देंगे और उनको अमल में लाने का प्रयत्न करेंगे।

Shri N. R. Muniswamy: I have heard the speeches of the previous speakers. They have covered almost all points. But let me state some points in respect of a few items and make some observations thereon.

As regards indiscipline among students, various reasons have been assigned by the previous speakers. I wish to state emphatically that we cannot ascribe it to politicians or anybody working at it. I would say that there is a good deal of mismanagement and bungling in the University administrations also. Otherwise, I am unable to understand how a Professor who is stated to have misbehaved with a girl has afterwards been elevated to the post of Vice-Chancellor—I am referring to Lucknow University. The boys get somewhat agitated over this misbehaviour, and that is one of the reasons for their being indisciplined.

Again, the teachers, as a matter of fact, do not do their duty properly. They are not happy over the salary question. Even if the salaries are increased, they are not satisfied because there is still some invidious distinction made in the various grades of salaries; 20 per cent. of teachers who have got previous experience are also given extra payment. So it is creating classes and classes as a result of which even the teachers are not satisfied. Then again, some of the teachers take up side business; they write bazar notes or some other notes. They do business, *banami*, in the names of their wives or brothers-in-law. In this way, those teachers are having extra activities, as a result of which they cannot concentrate their attention on giving tuition to the boys. As these teachers are in the lecture rooms, they think of their own affairs and do not do full justice.

[Shri N R. Muniswamy]

So the emoluments given to the teachers are not enough; they have to supplement them by extra activities which are in the form of giving tuition to other boys in leisure hours or writing some notes to make it easy for students to mug up and pass in the examinations or doing business in the names of their wives or brothers-in-law or with somebody in a *banami* way. These are things which the Universities should take into account because if these are continued, they jeopardise the progress of education. Therefore, the University has to put a stop to that.

As regards central universities we are having 4 such universities. The two important are the Banaras and the Aligarh Universities into the affairs of which some enquiry has been held, the reason being that there have been certain irregularities, may be financial or something like that. The officer of the University Grants Commission, the Secretary, is also supposed to be a member of the finance committee. They have been going attending the meetings of the finance committees; but they have been going there and sitting, simply enjoying the hospitality of the universities. They must report about the real work to the University Grants Commission. If they had done so in time and if proper action had been taken in time, I am sure, the enquiries would not have been held. The University Grants Commission is not a formal body; it is a body that must go into the affairs of the Universities. So far as the central universities are concerned, they should set an example to other universities to follow. If in 50 per cent of these central universities you have to hold enquiries, then, how can the other universities work properly? Therefore, I suggest that the officers of the Commission who go as members of the finance committees must report to the authorities of the Commission about the defects which they have found. They should send a report after every meeting they

attend. It is most unhappy that these officers who have such facilities have not done their job properly; but, instead, have enjoyed their hospitality. Therefore, I would request the University Grants Commission and the Ministry in charge to attend to this properly.

In every State we have universities. The States are starting new universities. The University Grants Commission is supposed to be a coordinating body and whenever new universities have to be started the Commission have to be consulted. But are they consulted? What happens is that they are not consulted but they are asked to give their concurrence, because they have no control over it.

What is the position of the State Government *vis-a-vis* the State universities? I am referring to my own State of Madras. When they wanted to switch over from English to the regional language, what happened? They must have at least consulted the Madras University. But they did not do it. Just as the University Grants Commission has to give its concurrence when the State Governments take some decision, these universities have simple to concur in what the State Government does. There is no question of consultation. This has been nicely stated by Dr. Lakshmanaswamy Mudaliar in one of his speeches when the matter came up before the State Legislature. Therefore, I have to repeat the same thing, that what consultation is there in the State is the same as it is here in the University Grants Commission. We have no proper control and even if we have proper control it cannot be implemented because it is a State subject. Otherwise, it must be a central subject; and all the universities must come to the University Grants Commission or there is no question of co-ordination. They can evolve a policy and that policy will have to be followed up. These things are happening and Government should give thought to it— as to what to do in this respect.

As regards the central universities I would only request that we should have one central university at Pondicherry. Government can start a central university there. Pondicherry has got its own culture and tradition. We have got the *de facto* administration and the *de jure* jurisdiction is likely to come soon. The Prime Minister has also said that the culture and tradition of that place will be maintained and encouragement would also be given. So, I would request the University Grants Commission to see, that as soon as *de jure* transfer is made, that a central university is started there.

Regarding the activities of certain officers of the University Grants Commission I may be permitted to say a few words. These officers are sent abroad. They go abroad with a view to studying the educational activities in those countries. But I do not know whether they have produced any report or literature. I have yet to see any report submitted by those who have already gone abroad and come back. I do not know how far those materials have been utilised for the welfare of our country. Therefore, I would say that the object of sending these officers abroad is not for them to go and see the *tamasha* but to get valuable material with regard to education and to see that that is implemented.

The Secretary seems to be a very cultured and highly qualified man. But I would respectfully say that he does not stay in office quite often. He takes to a good deal of touring. I think it is quite inevitable. During his absence his duties are discharged by his assistants. But why should he be absent from headquarters quite so often? Vice-Chancellors and big officers from States come for consultation. If the Secretary is absent and on tour, I do not think that any substitute would be as good as the Secretary himself. I would only request that he should minimise his tours and do his job at headquarters.

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A booklet has been published at the cost of the University Grants Commission, "In the Portals of the University." The Chairman has delivered a number of lectures in convocations and outside convocations also. It is a very fine booklet that has been published. The 'Foreword' happens to be from his own subordinate. Here he says that the views expressed in this do not reflect the official view of the Commission. If they do not reflect the views of the Commission there is no reason why it should be published at the cost of the Commission. Therefore, I say, this is a matter which has to be looked into.

Some suggestions have been made by previous speakers. One was regarding the appointment of a committee for the welfare of the students. My hon. friend has suggested that the composition of the committee should be of some age group.

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

Shri N. R. Muniswamy: Just a minute, Sir.

As regards the appointment of a committee to look into the affairs of the students, I would respectfully state that there is no need as such. As regards the composition I do not know why we should prescribe certain age limits—between 45 and 55. I would say that even if the members range from 45 to 55, still there will be some grievances. So far as the present composition is concerned, it is quite all right. To have a different age group is not a good advice and the House should not adopt it.

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

Shri N. R. Muniswamy: I am finishing, Sir.

As regards the admission of students to colleges, if the boys are denied admission, it will be creating disappointment and frustration. In U.K. and USA so many universities are

[Shri N. R. Muniswamy]

started to give accommodation and facilities to students. It they are denied admission then there would be frustration and disappointment and something would happen thereafter. We have a historical background. Our leaders stated at one time that if we wanted to drive the British we should develop contempt of established authorities. So these students would also start developing a contempt for established authority if they are denied admission. I would suggest that instead of denying them admission we should have some more universities, at the instance of private persons or Government. If they do not have the money they should find the money for it; just as we are investing money for the development of industries we must find money also for mental development by establishing more universities. We should find the money borrowing or getting grants from other countries. Therefore, I would suggest that instead of denying admission to the students attempts should be made to give all the students the necessary facilities for higher education.

Shri B. K. Gaikwad (Nasik): Mr. Chairman, Sir, in support of my amendment I will just say a few words. The University Grants Commission has said in their report on page 13:

"It is necessary to determine the principles on which admissions are to be made into a university, so that unnecessary wastage of national resources and of the time and energy of students and teachers may be avoided as far as practicable. There is much to be said in favour of the principle that university education should be restricted, by and large to those who, by any acceptable test, have the necessary aptitudes and from amongst whom the nation may draw as many as may be needed to fill the various professions and services in which persons with

higher education are needed, and that secondary education of a diversified nature as well as education of a technical character might be expanded and made easily available for the ordinary students.

"The progress that we make in giving university education of the best type to persons competent to benefit by the instruction imparted to them in the fields of higher scientific knowledge and in the humanities and social sciences will ultimately determine the character of our democracy and the standard of our national development. Every effort should therefore be made to prevent the tremendous wastage that now takes place at various levels of our system of higher education."

We find that the UGC wants to prevent the tremendous wastage that now takes place at various levels of our system of higher education.

While replying to a short notice question, the hon. Minister of Education, Dr. K. L. Shrimali, said that Government could not make any arrangement to give university education to all. In no country in this world, he said, was it being done. In other words, higher education will not be given to all irrespective of the percentage of marks obtained by the students. In this connection it is needless to bring to the notice of the house that in India there is one class which is called the backward class; they are in a big majority. I do not know whether they are—in my opinion they are not—responsible for their backwardness. Due to certain customs and religious teachings, they were kept behind and they are backward. If today the backward class students are compared with the students of the advanced classes, you will find that the former are very inferior and if the university education is kept open only to those who obtain a higher percentage of marks,

the doors of the university education would be closed to them. Then it will be the monopoly of the few so-called advanced class of people and the backward class students will be prevented from receiving this education. So, I request that it should be the bounden duty of the Government to see that the higher university education is also given to the so-called backward class of people in India.

Article 46 of the Constitution clearly states that the Government should take care to give education to the weaker sections of the people belonging to the Scheduled Castes and Tribes. I request the hon. Education Minister to take necessary precautions to see that this higher education is also thrown open to the backward class of people. I received several complaints this year from the students of the Scheduled Castes and Tribes that they were not admitted in the colleges because they obtained less percentage of marks and if that goes on the backward class people will suffer a great deal. Particularly the criterion about the percentage of marks should not be applied to these backward classes for giving higher education.

My other point is this. Several scholarships have been awarded for higher education by the UGC. Some students from the Scheduled Castes and Tribes applied to get these scholarships. I was told that these were merit scholarships. There was one Scheduled Caste candidate for a Ph.D. degree, Mr. Shahare, and he was not given that scholarship of Rs. 200 because he obtained half per cent less mark than necessary. These scholarships are awarded to the so-called advanced class boys because naturally they obtain a higher percentage of marks. It has become the monopoly of the advance class people. A particular percentage has been reserved in the Government service for the Scheduled Castes and Scheduled Tribes people in the same way a certain number out of these scholarships should be reserved for

these classes also. That is my submission.

श्री बाजपेयी (बलरामपुर) : सभा-पति महोदय, यूनिवर्सिटी ग्रांट्स कमिशन के प्रतिवेदन पर विचार करते समय यह स्वाभाविक है कि हमारा ध्यान उन समस्याओं की ओर आकर्षित हो जाँ जो आज विश्वविद्यालय की शिक्षा से सम्बन्धित हैं। मैंने एक संशोधन वे: द्वारा आयोग के इस मंतव्य की ओर सदन का ध्यान आकर्षित करने का प्रयत्न किया है जिस के अनुसार कालेजों और विश्वविद्यालयों में विद्यार्थियों का प्रवेश मर्यादित करने का प्रयत्न किया जा रहा है। अनेक माननीय सदस्यों ने इस सम्बन्ध में अपने विचार व्यक्त किए हैं। मैं समझता हूँ आज की स्थिति में उच्च शिक्षा मर्यादित करने का प्रयत्न या कोई भी कदम जबकि विद्यार्थियों के लिये और कोई मार्ग नहीं है शिक्षा प्राप्त करने का या किसी प्रकार की ट्रेनिंग हासिल करने का, देश में सामाजिक और राजनीतिक असन्तोष को ही जन्म देगा। यदि सरकार ऐसे विद्यार्थियों के लिये जो विश्वविद्यालयों में प्रवेश नहीं पा सकते कुछ और प्रशिक्षण की व्यवस्था कर दे तब इस सम्बन्ध में विचार किया जाना चाहिये कि हम प्रवेश पर प्रतिबन्ध लगायें।

जब इस सदन में दिल्ली विश्व-विद्यालय में प्रवेश न पा सकने वाले छात्रों के सम्बन्ध में एक प्रश्न किया गया तो शिक्षा मंत्री जी ने कहा कि हम चिट्ठी पत्री द्वारा परीक्षा लेने का प्रबन्ध करने की योजना बनाने पर विचार कर रहे हैं। योजना कब बनेगी, यह कहना कठिन है मगर प्रश्न आज रोक दिया गया है। यह कहा जाता है कि हम देश के सभी व्यक्तियों को शिक्षित करना चाहते हैं और स्वभावतः लोकतंत्र को अगर हमें सफल करना है तो प्रत्येक

[श्री वाजपेयी]

नागरिक के लिये ऊंची से ऊंची शिक्षा हमें मुल्भ करनी पड़ेगी। यदि इसके लिए कालेज खोलने की आवश्यकता है तो सरकार अपने कर्तव्य का, अपने दायित्व का पालन करे और जनता को भी इस सम्बन्ध में आगे बढ़ने के लिए प्रेरित किया जा सकता है। लेकिन मेरा निवेदन है कि जब तक विद्यार्थियों के लिये अन्य मार्ग खुले हुए नहीं हैं और शासन अन्य किसी प्रकार का प्रशिक्षण या नौकरी देने का प्रबन्ध नहीं कर सकता, तब तक विश्वविद्यालयों में प्रवेश न देना देश में ऐसा कच्चा माल तैयार करना है कि छोटी सी चिनगारी लगने से ही वह असन्तोष के रूप में प्रकट हो सकता है।

एक ओर तो यह कहा जाता है कि जो परीक्षाएँ होती हैं ये कोई ज्ञान की कमी नहीं है, उनके द्वारा सब्ची परख नहीं हो सकती और परीक्षाओं की व्यवस्था में परिवर्तन करने का प्रश्न भी शासन के विचाराधीन है और दूसरी ओर उन्हीं परीक्षाओं में यदि कोई विद्यार्थी दुर्भाग्य से किसी एक वर्ष में एक निश्चित मर्यादा के अंक प्राप्त करने में असफल हो जाता है तो उसे सम्पूर्ण जीवन के लिये उच्च शिक्षा में वंचित रहना पड़ेगा, इस प्रकार की व्यवस्था की जा रही है। मेरा निवेदन है कि यह दृष्टिकोण अनोक्तरीय है। आज की देश की परिस्थितियों में इतने भयावह दुष्परिणाम होंगे और यूनिवर्सिटी ग्रांट्स कमिशन को इस सम्बन्ध में कोई निर्णय करने से पहले इसका परिणामों पर गम्भीरता से विचार कर लेना चाहिये।

14 hrs.

समापति महोदय, यूनिवर्सिटी ग्रांट्स कमिशन ने विश्वविद्यालय की शिक्षा के माध्यम के सम्बन्ध में जो नीति अपनाई है, मैं समझता हूँ कि उस पर पुनर्विचार करने की

आवश्यकता है। कमिशन का गठन ऐसा है कि उसमें भारतीय भाषाओं के माध्यम से ऊंची से ऊंची शिक्षा दी जाए, इस प्रकार का दृष्टिकोण रखने वाले लोग बहुत कम हैं। जो भी हैं पुराने वातावरण में, पुरानी परस्परार्यों में पले हुए हैं। आज राष्ट्र के सामने जो नई समस्याएँ हैं, उनका नया हल खोज कर, नई दिशा देने में वे समर्थ नहीं हैं। और यह प्रश्न केवल यूनिवर्सिटी ग्रांट्स कमिशन पर नहीं छोड़ा जा सकता है, यह तो सम्पूर्ण राष्ट्र के जीवन से सम्बन्धित प्रश्न है। एक यह शिकायत की जाती है कि अंग्रेजी का स्तर गिर रहा है। यूनिवर्सिटी ग्रांट्स कमिशन ही यह शिकायत करता है। मेरे विचार में अंग्रेजी का स्तर गिरने से कोई रोक नहीं सकता है, अंग्रेजी की आयु समाप्त हो गई, देश में अंग्रेजी भाषा फले फूले, इसके लिये लिये वातावरण नहीं है।

डा० मा० श्री० अणु : भाषण से नहीं होता।

श्री वाजपेयी : मेरा निवेदन है कि शीघ्र से शीघ्र भारतीय भाषाओं के माध्यम से उच्च से उच्च शिक्षा देने का प्रयत्न होना चाहिये। और मैं उस सुझाव का समर्थन करता हूँ कि यूनिवर्सिटी ग्रांट्स कमिशन को प्रादेशिक भाषाओं में जो प्राविधिक विषय हैं उनकी पुस्तकों, उनके ग्रन्थों को प्रकाशित कराने का प्रयत्न करना चाहिये। एक ओर प्रादेशिक भाषाएँ शिक्षा का माध्यम नहीं बनाई जातीं और जब मांग की जाती है कि भारतीय भाषाएँ शिक्षा का माध्यम होनी चाहिये तो कहा जाता है कि ग्रंथ नहीं हैं। अब अगर बाजार में ग्रंथों की मांग नहीं होगी तो कोई भी स्वान्तः सुखाय ग्रंथों की रचना नहीं करेगा। गोस्वामी तुलसीदास रामायण की रचना स्वान्तः सुखाय कर सकते थे, लेकिन अर्थ, राज-

नीति और वाणिज्य के सम्बन्ध में जब तक उन पुस्तकों की मांग नहीं होगी, कोई लेखक लिखने के लिये प्रस्तुत नहीं होगा, जब तक प्रकाशक छापने के लिये तैयार नहीं होगा और विद्यार्थी पढ़ने के लिये तैयार नहीं होंगे, तब तक ऐसे ग्रंथों की रचना नहीं होगी। इसलिये चूंकि ग्रंथ नहीं हैं इस कारण से प्रादेशिक भाषायों माध्यम न बनें, यह मेरा निवेदन है, शीर्षामन करना है, जो कि समस्या का हल नहीं हो सकता। यूनिवर्सिटी ग्रांट्स कमिशन को इस सम्बन्ध में भी अपने दायित्व का निर्वाह करना चाहिये।

तीसरी बात यह है कि देश में विश्व-विद्यालय जितनी बड़ी संख्या में स्थापित हो रहे हैं उस के सम्बन्ध में मेरा एक निवेदन है। देश की परिस्थिति ऐसी है कि हम सम्बद्ध करने वाले विश्वविद्यालय अधिक स्थापित करें, मगर पास-पड़ोस पास अनेक यूनिवर्सिटियां खुल जायें और उन में हम ऊंचा स्तर स्थापित न कर सकें, मेरा निवेदन है कि इस सम्बन्ध में यूनिवर्सिटी ग्रांट्स कमिशन को जो करना चाहिये था वह नहीं कर सका। खैरागढ़ में एक इंद्रा विश्वविद्यालय स्थापित हो गया संगीत का शिक्षण देने के लिये। मगर उस के लिये जो धनराशि चाहिये वह धनराशि नहीं है, जैसा भवन चाहिये वैसा भवन नहीं है, किसी प्रकार का स्तर नहीं है। यद्यपि यूनिवर्सिटी ग्रांट्स कमिशन ने मध्य प्रदेश सरकार से कहा था कि यह विश्वविद्यालय नहीं होना चाहिये, मगर वह विश्वविद्यालय खैरागढ़ में स्थापित हो गया। शायद कोई मध्य प्रदेश की मंत्रिणी महोदया उस में रुचि रखती थीं और इसलिये श्रीमती इंद्रा गांधी के नाम पर उस विश्वविद्यालय की स्थापना कर दी गई। इस प्रकार के विश्वविद्यालय जो ऊंचे स्तर को कायम नहीं रख सकते स्थापित हों, यह ठीक नहीं है, और यह भी आवश्यक है कि यूनिवर्सिटी ग्रांट्स कमिशन विभिन्न विश्वविद्यालयों में होने वाले जो खोज के कार्य हैं उन का स्तर ऊंचा उठाने

का प्रयत्न करे। मेरा निवेदन है कि कई एक विश्वविद्यालय एक ही विषय पर खोज करते हैं और ऐसा देखा जाता है कि डाक्टरेट्स बांटी जा रही हैं, पी०एच०डी० और डी०लिट० आप हो सकते हैं। उन के लिये विभिन्न विश्वविद्यालयों के विषयों का कोई वर्गीकरण किया जाय और देश में सचमुच ज्ञान की खोज में कोई ठोस काम किया जाय। इस सम्बन्ध में यूनिवर्सिटी ग्रांट्स कमिशन को प्रयत्नशील होना चाहिये। अगर सभी विश्वविद्यालय एक ही दिशा में खोज करेंगे और एक ही विषय में अन्वेषण करेंगे तो हमें इस सम्बन्ध में जितनी प्रगति करनी चाहिये उतनी हम नहीं कर सकेंगे।

श्री प्रकाश वीर शास्त्री (गुडगांव) : सभापति जी, मैं विश्वविद्यालय अनुदान आयोग के सम्बन्ध में अपने कुछ सुझाव रखना चाहता हूँ। पहला सुझाव मैं केन्द्रीय विश्वविद्यालयों के सम्बन्ध में देना चाहता हूँ। जैसा शिक्षा मंत्री जी ने परसों अपने भाषण में कहा था, चार विश्वविद्यालय इस प्रकार के हैं जो केन्द्रीय सरकार के संरक्षण में चलते हैं। मेरा अपना विचार इस प्रकार का है कि इन विश्वविद्यालयों का स्तर इतना उंचा हो सके कि देश में जो दूसरे विश्वविद्यालय विद्यमान हैं उनका मार्गदर्शन कर सकें तो बहुत अच्छा हो। इन केन्द्रीय विश्वविद्यालयों में से जो केन्द्रीय सरकार के संरक्षण में चल रहे हैं, एक अलीगढ़ मुसलिम विश्वविद्यालय भी है। अलीगढ़ मुसलिम विश्वविद्यालय के सम्बन्ध में इस सदन में भी कुछ चर्चा चली थी, वहाँ की वित्तीय अनियमितताओं के सम्बन्ध में, प्रवश के सम्बन्ध में और परीक्षाओं के सम्बन्ध में। मुझे सन्तोष है कि उन की जांच के लिये सरकार ने एक समिति निर्धारित की है। उस समिति ने अपना कार्य भी आरम्भ किया। लेकिन साथ ही साथ असन्तोष इस बात पर है कि शिक्षा मंत्री जी ने इस सदन में आश्वासन देते हुए कहा था, जब वह मांग इस सदन में की गई थी कि

[श्री प्रकाश वीर शास्त्री]

राष्ट्रपति जी की ओर से एक कमेटी निर्धारित की जाय जो विश्वविद्यालय के सम्बन्ध में उन बातों की जांच करे....

श्री अ० मु० तारिक (जम्मू तथा काश्मीर) : जनाब वाला, मैं यह कहना चाहता हूँ कि चूँकि इस वक्त अलीगढ़ मुसलिम यूनिवर्सिटी के बारे में बाकायदा जांच हो रही रही है, रोज एन्क्वायरी हो रही है....

شری اے۔ ایم۔ طارق (جسوں و کشمیر) - جناب والا - میں یہ کہ چاہتا ہوں کہ چونکہ اس وقت علیگڑھ مسلم یونیورسٹی کے بارے میں باقاعدہ جانچ ہو رہی ہے - روز انکوائری ہو رہی ہے -

श्री वाजपेयी : क्या यह कोई प्वाइंट आफ आर्डर है ?

श्री अ० मु० तारिक : मैं प्वाइंट आफ आर्डर रोज नहीं कर रहा हूँ, लेकिन गाइडेंस चाहता हूँ। चूँकि इस वक्त अलीगढ़ मुसलिम यूनिवर्सिटी के बारे में जिस का आनरेबल मेम्बर तजकिरा कर रहे हैं आलरेडी एन्क्वायरी हो रही है, सुबह शाम होती है, क्या यह जरूरी नहीं है कि जब तक उस की एन्क्वायरी खत्म नहीं होती, उसका तजकिरा न किया जाय, क्योंकि इस पर यहां बहस भी हो चुकी है।

شری اے۔ ایم۔ طارق - میں پوائنٹ آف آرڈر نہیں دیتا کر رہا ہوں - لیکن گائیڈنس چاہتا ہوں - چونکہ اس وقت علیگڑھ مسلم یونیورسٹی کے بارے میں - جس کا آئریبل ممبر تذکرہ کر رہے ہیں - آریڈی انکوائری ہو رہی ہے - صبح شام ہوتی ہے - کیا

University Grants
Commission

یہ ضروری نہیں ہے کہ جب تک اس کی انکوائری ختم نہیں ہوتی اس کا تذکرہ نہ کیا جائے - کیونکہ اس پر یہاں بحث بھی ہو چکی ہے

Mr. Chairman: What is the point? What is the objection? What did Shri Prakash Vir Shastri say? It is quite right that when the proceedings are going on no hon. Member should speak anything about the proceedings. At the same time, there is no bar to a mere mention that proceedings are going on. I am unable to understand the point of objection. What did Shri Shastri say about those proceedings?

Shri Vajpayee: He has said nothing so far.

श्री अ० मु० तारिक : ठीक है।

[श्री अ० मु० तारिक : ठीक है।

है -]

Mr. Chairman: Did he say anything which would prejudice those proceedings. If he says anything like that I will certainly stop him. A mere reference that the proceedings are going on is not objectionable.

श्री प्रकाश वीर शास्त्री : सभापति जी, मैं जो कहने जा रहा था अगर मेरे माननीय मित्र उसे पूरा होने देते तो उन को आपत्त न होती।

श्री वाजपेयी : उन को इतना सफर नहीं है।

श्री प्रकाश वीर शास्त्री : मैं जांच कार्य के सम्बन्ध में कुछ कहने नहीं जा रहा था। मैं कह रहा था कि शिक्षा मंत्री जी ने आश्वासन देने हुए कहा था कि अगर राष्ट्रपति जी की ओर से कोई कमेटी निर्धारित की गई तो भी वह जो चार व्यक्ति हैं वे इतने विश्वस्त हैं, उन पर हमारा इतना भरोसा है, कि उन्हीं चार व्यक्तियों को उस समिति में नियुक्त किया जायेगा। लेकिन

असंतोष की भाषा में जो मैं कहना चाहता हूँ वह यह है कि जब इन चार सदस्यों पर आपको इतना भरोसा था तो क्या ऐसी आवश्यकता आ गई कि इन चार सदस्यों के अलावा दो सदस्यों को इस समिति के अन्दर रक्खा गया। इस का परिणाम यह हुआ है कि यह जो दो सदस्य चार सदस्यों वाली समिति में और लिये गये हैं उन में एक तो उक्त विश्वविद्यालय के एग्जिक्यूटिव कौंसिल के सदस्य हैं। दूसरी बात यह कि माननीय शिक्षा मंत्री जी ने सदन में आश्वामन देने हुए यह कहा था कि यदि इस प्रकार की कोई चीज आयेगी जो कि विश्वविद्यालय के उन कुनपति से सम्बन्धित होगी तो वे उनके परामर्श दोगे कि वे उन बैठकों में भाग न लें। लेकिन अब जो कार्य चल रहा है, मुझे सन्देह है कि वह जांच कार्य इस तरह से निष्पक्ष हो सकेगा, ऐसी दृष्टि से कि...

Mr. Chairman: May I just remind the hon. Member that we are only considering the Report of the University Grants Commission? To express an apprehension about the proceedings of the Committee on Aligarh University is not right. It will not be proper at this stage. It would be better if only the Report is discussed and no mention is made of the proceedings of the Committee and no aspersion about want of confidence is cast so far as the Members of the Committee are concerned.

Dr. K. L. Shrimali: I would like to add that the two members who have been added to this Committee have been added with my approval.

श्री प्रकाश बीर शास्त्री : मैं यह जानना चाहता था कि ऐसी क्या विशेष स्थिति उत्पन्न हो गई है जिस के कारण शिक्षा मंत्री जी को यह विशेष अनुमति देनी पड़ी।

इस के बाद जो बात मैं विशेष रूप से कहना चाहता हूँ वह यह है कि केन्द्रीय

विश्वविद्यालय जो हमारे हैं वे दूसरे विश्वविद्यालयों के लिये एक प्रकार से आदर्श उपस्थित करें। मेरी हार्दिक अभिलाषा है कि हमारे देश में जो एक दूसरी शिक्षा प्रणाली भी प्रचलित है, जिसे गुरुकुल शिक्षा प्रणाली कहा जाता है वह बढ़े। यह हमारे लिये सीमाय की बात है कि देश के केन्द्रीय शिक्षा विभाग में इन गुरुकुलों की ओर धीरे धीरे ध्यान देना आरम्भ किया है। मैं चाहता हूँ कि हमारे देश में जितने गुरुकुल हैं उन का केन्द्रीकरण हो जाय और एक गुरुकुल विश्वविद्यालय स्थापित किया जाय जो केन्द्रीय सरकार के तत्वावधान में ही अपनी शिक्षा प्रणाली इस ढंग पर चलाये तो मेरा अपना अनुमान है कि वह दूसरे विश्वविद्यालयों के लिये एक बड़ा भारी आदर्श प्रस्तुत कर सकेगा क्योंकि अब तक जो स्थिति है वह इस बात की साक्षी है कि गुरुकुलों के जो स्नातक निकलते हैं उन का पाठ्यक्रम, दैनिक चर्चा छात्रों की दूसरी संस्थाओं के लिये भी आदर्श प्रस्तुत करता है। हमारे शिक्षा मंत्री ने, भारत के राष्ट्रपति जी ने, भारत के प्रधान मंत्री जी ने अभी कुछ समय पहले गुरुकुल शिक्षा प्रणाली की भूरि भूरि सराहना की थी। तो इस तरह की प्राचीन प्रणाली को, जो आज के युग में अत्यन्त उपयोगी हो सकती है, मैं चाहता हूँ उसे और थोड़ा सा प्रोत्साहन दिया जाय। और एक गुरुकुल विश्वविद्यालय की स्थापना इस देश में केन्द्रीय सरकार के तत्वावधान में होनी चाहिये।

दूसरी बात के सम्बन्ध में भी, जिस के सम्बन्ध में अभी हमारे मित्र श्री वाजपेयी ने संकेत रूप में कहा, मैं कुछ कुछ सुझाव देना चाहता हूँ। वह उन छात्रों के सम्बन्ध में है जो तृतीय श्रेणी में उत्तीर्ण होते हैं। सही है कि उन में इस प्रकार के विद्यार्थी भी होते हैं जो शिक्षा के काष्ठ में ऐसी बातों का सहारा लेते हैं जिससे

[श्री प्रकाश वीर शास्त्री]

वे अच्छी श्रेणी प्राप्त नहीं कर सकते, लेकिन आप को शायद यह भी ध्यान होगा कि हमारे देश में विद्यार्थियों का एक बहुत बड़ा वर्ग ऐसा भी है जो अच्छे साधनों के अभाव में अच्छी श्रेणी प्राप्त नहीं कर पाता। आज इस देश की स्थिति इस प्रकार की है कि कितने ही विद्यार्थी इस प्रकार के हैं जिन्हें शिक्षण प्राप्त करने के लिये बिजली के प्रकाश की सुविधा नहीं है, छात्रावासों की सुविधा नहीं है, पुस्तकों की पूरी सुविधा नहीं है। ऐसे बहुत से विद्यार्थी तृतीय श्रेणी में उत्तीर्ण हो रहे हैं जिन के पास इन साधनों का अभाव है। ऐसे विद्यार्थियों के लिये विश्व-विद्यालयों के द्वार बन्द कर देना उनके साथ बहुत बड़ा अन्याय होगा। मेरा इस सम्बन्ध में सुझाव यह है कि यदि आप इस प्रकार की शिक्षा से उनकी वंचित करते हैं तो ऐसे विद्यार्थियों के लिये टैकनिकल शिक्षा का प्रबन्ध किया जाए और टैकनीकल विद्यालयों के द्वार उनके लिए खुले रहें जिससे कि वे अपने लिए और राष्ट्र के लिये उपयोगी सिद्ध हो सकें।

तीसरी बात जो कि इस यूनिवर्सिटी ग्रांट्स कमिशन की रिपोर्ट में आयी है वह विद्यार्थियों की अनुशासनहीनता के सम्बन्ध में है। मैं इस सम्बन्ध में शिक्षा मंत्री जी से निवेदन करना चाहता हूँ, और मेरा अपना अनुमान है कि बहुत कुछ अंश में उनकी इसका ज्ञान भी होगा, कि जो विश्वविद्यालयों के छात्रों को अनुशासनहीनता का दोषी ठहराया जाता है, उसमें बहुत दोष उन विश्वविद्यालयों के अध्यापकों का भी है जिन विश्वविद्यालयों में इस प्रकार की गड़-बड़ियाँ होती हैं। यदि शिक्षा मंत्रालय ने और प्रान्तों की सरकारों ने इसका सम्भरता से अध्ययन किया होगा तो वे गेरी इस बात की सत्यता की साक्षी देंगे। इसलिये जहाँ विद्यार्थियों को इसके लिए

दोषी ठहराया जाता है वहाँ अध्यापकों पर भी इसके लिये कड़ी निगाह रखी जाए। इस सम्बन्ध में मैं एक सुझाव देना चाहता हूँ कि इस समय जो छात्र संघ विश्वविद्यालयों में और कालिजों में चल रहे हैं उनको बन्द तो न किया जाए, लेकिन उन पर इस प्रकार प्रतिबन्ध लगाया जाए कि वे छात्र संघ राजनीतिक दलबन्दी की कठपुतली बन कर न रहें। इसी कारण से विश्वविद्यालयों में अनुशासनहीनता का दोष दिन प्रति दिन बढ़ता चला जा रहा है।

अन्त में मैं अपनी बात विश्वविद्यालयों की भाषा के माध्यम के सम्बन्ध में कह कर समाप्त करूँगा। और इस दृष्टि से मैं कुछ कहना चाहता हूँ। सम्भव है कि आपको याद होगा कि जब बनारस विश्वविद्यालय का रजत जयन्ती अर्चिवेशन हुआ था तो स्वयं महात्मा गांधी उसमें सम्मिलित हुए थे और उस समय उन्होंने इस विषय में एक संकेत दिया था। जब गांधी जी बनारस स्टेशन पर उतरे तो तांगे वाले और रिक्शे वाले और जोर जोर से चिल्ला रहे थे—हिन्दू यूनिवर्सिटी, बनारस यूनिवर्सिटी। गांधी जी ने अपने भाषण में कहा कि यह सुन कर मेरे कान खड़े हो गये जब मैंने तांगे वालों और रिक्शे वालों को सीधी सीधी भाषा में—विश्वविद्यालय—न कह कर उनको—यूनिवर्सिटी—कहते सुना। लेकिन गांधी जी ने कहा कि जब मैं बनारस विश्वविद्यालय के द्वार पर पहुँचा तो मुझे समझ में आ गया कि इसका क्या कारण है। वहाँ पर मैंने देखा कि—बैलकम—ऊपर है और—स्वागतम—नीचे लिखा गया है। इसे देख कर गांधी जी को अनुमान हो गया कि किस प्रकार का विष वहाँ पैदा हो चुका है। फिर गांधी जी ने आगे कहा है कि जब मैं सभा में गया तो मैंने श्री तेज बहादुर सभू का भाषण सुना। उसको सुन कर मुझे ऐसा लगा जैसे कि ब्रिटेन की पार्लियामेंट में कोई वकील बहस कर रहा है। जब

डा० राधाकृष्णन् का भाषण सुना तो ऐसा प्रतीत हुआ कि जैसे शैक्सपियर दूसरा जन्म लेकर भारत में आ गया हो। गांधी जी ने अपने भाषण में बनारस वालों से कहा कि भाइयो मैं तो हजारों मील की यात्रा करके इसलिये बनारस आया था कि संस्कृत और हिन्दी का भाषण सुन कर अपने कानों को तृप्त करूं लेकिन यहां तो ऐसा लगता है कि गंगा के किनारे बैठ कर आपने इन बच्चों को टेम्स का पानी पिला दिया है। मैंने यह घटना आप को इसलिये स्मरण कराई कि इस विषय में उन महापुरुषों के क्या विचार थे जिनके चरण चित्तों पर चल कर हमने अपने राष्ट्र को स्वतन्त्र कराया और अपनी शिक्षा की पद्धति को पवित्र करना चाहते हैं।

इसी सम्बन्ध में मैं आपको बतलाना चाहता हूं कि भाषा की समस्या के कारण ही गुजरात विश्वविद्यालय के उपकुलपति श्री देसाई ने त्याग पत्र दिया। और यह समस्या केवल गुजरात में ही नहीं है। और जगह भी यह समस्या है। श्री देसाई ने आज के समाचार पत्रों में अपना एक वक्तव्य दिया है जिसमें उन्होंने बताया है कि गुजरात में ७९ प्रतिशत विद्यार्थी क्षेत्रीय भाषा के द्वारा अध्ययन करते हैं और २१ प्रतिशत विद्यार्थी हैं जो अंग्रेजी के माध्यम से अध्ययन कर रहे हैं। आप देखें कि विश्वविद्यालय के उपकुलपति इस प्रकार के विवरण दे रहे हैं। कुछ और प्रान्त हैं जैसे उत्तर प्रदेश, बिहार, राजस्थान, मध्य प्रदेश कि जहां पर मातृभाषा और राष्ट्रभाषा के द्वारा शिक्षा बड़ी सुगमता से दी जा सकती है। ऐसी स्थिति में विश्वविद्यालय अनुदान आयोग ने इस चीज को कोई विशेष चर्चा का विषय नहीं बनाया है इसका मुझे खेद है। मैं चाहता हूं कि शिक्षा मंत्रालय इस सम्बन्ध में दृढ़ता से काम ले।

श्री अजराज सिंह (फिरोजाबाद) : वह तो खुद विप्लवा हो गया है।

श्री प्रकाश वीर शास्त्री : इसी विप्लव-पन को तो हमें दूर करना है। तो मैं यह कहना चाहता हूं कि शिक्षा मन्त्रालय को इस सम्बन्ध में दृढ़ता से निर्णय लेना चाहिये और राष्ट्र भाषा को और दूसरी क्षेत्रीय भाषाओं को उद्बोधन देने के लिये प्रयत्न करना चाहिये।

एक बात और कह कर मैं समाप्त करूंगा। और इस चीज के विषय में मुझे थोड़ा सा कष्ट है। मैं चाहता हूं कि हमारे देश में विश्वविद्यालय स्तर की शिक्षा खूब बढ़े। इसके साथ ही मैं यह भी चाहता हूं विश्व विद्यालयों के ऊपर सरकार का एक प्रकार का नियन्त्रण भी होना चाहिये। कोई प्रान्त किस स्थिति में विश्वविद्यालय स्थापित कर सकता है इस बारे में कुछ नियन्त्रण होना चाहिये। अभी कल परसों ही मैंने पत्रों में देखा कि पंजाब में एक पंजाबी भाषा का विश्वविद्यालय स्थापित होने जा रहा है। जिस पृष्ठभूमि में यह विश्वविद्यालय स्थापित होने जा रहा है वह एक बहुत ही दूषित पृष्ठभूमि है और ऐसे समय में जबकि पंजाब में एक साम्प्रदायिक आन्दोलन चल रहा है मैं नहीं समझता कि किस प्रकार केन्द्रीय सरकार ने इस विश्वविद्यालय को स्थापित करने की अनुमति दे दी। और अगर इसके लिये अनुमति नहीं ली गयी है और पंजाब सरकार इसको स्थापित करने जा रही है तो मैं चाहूंगा कि केन्द्रीय सरकार का इस प्रकार के कामों पर नियन्त्रण अवश्य रहना चाहिये, जिससे कि राज्य इस प्रकार के विश्वविद्यालयों की स्थापना में हाथ रोक कर कार्य करें। इस प्रकार के विश्वविद्यालय स्थापित होने से जहां पंजाब की स्थिति पर प्रभाव पड़ेगा वहां यह दूसरे प्रान्तों के लिये भी विपरीत आदर्श उपस्थित करेगा।

इन शब्दों के साथ आप से निवेदन है कि केन्द्रीय विश्वविद्यालय अनुदान आयोग ने जो अपना यह प्रतिवेदन प्रस्तुत किया है उसको इन बातों को ध्यान में रखते हुए कार्यान्वित करने का प्रयत्न करें।

Sri Hem Barua (Gauhati): Mr. Chairman, Sir, in spite of the anxiety of the University Grants Commission, higher education in this country sprawls in an unplanned way and new universities are being born, it is a fact in a very haphazard way possibly to satisfy the regional egos. The lamentable thing is, while the University Grants Commission's report always makes a reference to this, on the other hand, it has not been able to establish any co-ordinated pattern for the establishment of universities in this country. This haphazard establishment of universities in an unplanned way, without any plan or without an eye to the national needs of the people, will, I am confident, lead to a sort of chaotic condition in the field of higher education. Therefore, I say that the University Grants Commission must have a co-ordinated pattern and, if necessary, must make a survey of the educational and socio-economic needs of the country and plan the establishment of universities in that particular way.

This is also true: that university education must have certain aims and these aims cannot be achieved if we throw open the portals of the universities to students of indifferent aptitude or of indifferent merit. This is a fact. This has been mentioned in the report. What happens in this country? The universities are a sort of caravanserai, over-populated, of course and the students, after completion of their secondary education, gate-crash into the universities only because of the fact that they do not have anything else to do. They do not have any pre-occupation and our education at the post-secondary level is not planned. So, the university is the only waiting place for him. This has led to very dangerous results and lowering of standards. The determination of standards is almost an impossibility. The University Grants Commission has not planned out any determination of standards and it has not adopted any concrete and effective methods for the raising

of standards.

For instance, Dr. Deshmukh, the Chairman of the UGC, recently addressed a Vice-Chancellors conference at Poona. He said the Indian universities are of a lower standard and they are inadequate. Inadequate they are not, but the lower standard is a fact. But I do not want people at the helm of affairs telling the country that university education is poor without adopting any measures to improve educational standards in the country. That is one thing I do not particularly like.

Another thing pains me very much in this respect. Since independence, we have seen that we have appointed so many committees and commissions in order to suggest ways and means for a radical change of the educational pattern in this country and we have also sent delegations abroad in order to study educational systems in foreign countries, so that our educational system might profit and benefit by it. But the unhappy thing is, in spite of these committees and commissions, our education has not advanced the least. It is in the same old ruts that it used to be. This also makes us apprehensive. We talk of improvement of education; we appoint committees and commissions; yet, our education is in the old standard and enjoys the old status. It is a very painful experience.

There is a proposal to have admission tests for the universities. Theoretically it is a very good principle and commendable. But is it possible in the country in the context of conditions obtaining here? What happens after the post-secondary stage? After they complete the secondary stage, the students do not have any other avenues of occupation. Therefore, my suggestion is, avenues of occupation in the post-secondary stage must be made. Attempts must be made to absorb the students in technical, industrial and polytechnic institutes, so that the rush or overcrowding in the universities can be resolved in the interest of the universities.

themselves and in the interests of university education and the maintenance of university standards.

Unless education is linked up with the social needs of the nation, it is bound to be haphazard and slipshod. Education must have a pole star to guide its destiny. But when I read the UGC's report, I do not find a pole star guiding university education. So far as the UGC is concerned, where is that pole star? Where do they want to take the country? What type or standard of education they want to give to this country?

Another point I want to mention is this. The responsibility of providing higher education as such rests on the shoulders of the Government no doubt. But this country has a history of voluntary organisations, people coming forward with financial help; they come forward with finances in organising institutions. But the lot of the teachers belonging to these institutions is a very poor and hard lot. I must congratulate the University Grants Commission for drawing up an increased salary scale for teachers of these institutions and for coming forward to share 50 per cent of the financial responsibility with the State Governments. This is a very commendable thing that the UGC proposes to do. But the pity is, thus far only one State Government has come forward to comply with this proposal of the UGC. This proposal of the UGC was in cold storage for the last four years or so and it is only the West Bengal Government that has come forward to comply with this proposal.

Two other States—Andhra and Mysore—have also come up with their proposals, but what are their proposals? They do not want to share the responsibility of the other 50 per cent of the financial allocation entirely. They want to share it with the colleges. But these are colleges run or organised by the people themselves. These institutions are invariably poor. Their fund position is poor. Now for the State Government to say like this is a very difficult thing.

There is another thing. There are certain State Governments and you will be taken aback to hear that they want to superimpose conditions on the teachers for making the 50 per cent contribution towards the increased salary scale of the teachers. I know of a particular State Government that wants to superimpose conditions like this. The State Government say, "If you want to enjoy the benefit of the UGC pay scale and if we have to make 50 per cent contribution, you must allow yourselves to be governed by the Government servants conduct rules." The teacher is the fly-wheel of the educational machinery and education can flourish only in an atmosphere of freedom. Once conditions are sought to be imposed on the teachers, these people try to sap the vitality of the free atmosphere of education. Education cannot flourish in a dissipated atmosphere like that. I do not want to dilate on this point any longer.

In the report of the UGC on student indiscipline, I find there is an over-simplification of the problem. An attempt is made to lay the blame entirely at the door of the political parties. I do not want political parties to intervene in educational institutions. I do not want political parties to consider that universities and colleges are the recruiting grounds for them for future membership of the party. But at the same time, there is another thing, a dissipating influence, as a result. This has gone so much into the heads of the students that they have rather given up taking interest even in the political currents and cross-currents of the country.

I think a man can love his country and be a real patriot only if he is affiliated to a political party. No man without affiliation to any political party is a real patriot. I have found that the politically conscious students are the most disciplined students also. I admit that treating universities as recruiting grounds for future membership of political parties

[Shri Hem Barua]

the students must lose interest in the political currents and cross-currents of the country; they must live as patriots. That is what I feel.

Another thing I want to mention is the largeness or bigness of the colleges. For instance, in Calcutta, there are colleges with 6,000 students on the rolls. There is one particular college with 15,000 students on its rolls. Because of this rather huge size of these institutions, students do not have loyalty to the institutions and loyalty to the teachers as such. Unless and until the students have loyalty to the institutions and to the teachers, this lack of loyalty cuts at the roots of university education. Therefore, there is an attempt on the part of the UGC to provide physical amenities to the students. But that is not enough. There must be physical amenities, moral amenities and at the same time, social conditions must improve.

In undeveloped countries like India, the youth is bound to be impassioned, because he wants speedy progress in the country and when he finds there is no speedy progress in the country, there is indiscipline. This indiscipline among students is a world-happening in the sense that it is a phenomenon in every undeveloped country as much as it is a phenomenon in India. He wants progress to be rapid and when he sees that it is not so, he loses confidence in the people at the helm of affairs. That is why there is so much of indiscipline among students. Of course this is not the only factor; there are so many factors. All these factors have to be considered, a proper analysis made and planning done, so that standards and discipline may improve among the students of our country.

श्री बजरंग सिंह : समापति महोदय, यह रिपोर्ट यूनिवर्सिटी ग्रांट्स कमीशन एक्ट के मातहत दी जाती है। इस एक्ट की धारा १२ में उन कर्तव्यों और अधिकारों

की चर्चा की गई है, जो यूनिवर्सिटी ग्रांट्स कमीशन को प्राप्त हैं। इस धारा की सारी व्यवस्थायें पढ़ने के बाद मैं इस परिणाम पर पहुंचा हूँ कि यूनिवर्सिटी ग्रांट्स कमीशन ने जो दो सिफारिशों की हैं, जोकि हिन्दुस्तान के भविष्य के लिये बहुत ही महत्वपूर्ण हैं, उसे उन का कतई अधिकार नहीं है। एक सिफारिश यह है कि विश्वविद्यालयों में प्रवेश को रोका जाये—प्रवेश उन लोगों का किया जाये, जो किसी एक स्तर के लोग हैं पढ़ाई-लिखाई में, जिन के एक विशेष स्तर तक मार्क्स आये हैं और बाकी लोगों को विश्वविद्यालय में प्रवेश न दिया जाये। दूसरी सिफारिश में यूनिवर्सिटी ग्रांट्स कमीशन ने यह कहते हुए एक वह राजनैतिक समस्या नहीं है, उस को एक राजनैतिक समस्या बनाने की कोशिश की है। पेज १६ पर कहा गया है—

“We should like to emphasise that the medium of instruction is an academic and not a political question and that any change that may be considered necessary should be introduced only after full accord on the matter with the universities.”

मेरा निवेदन है कि ये दोनों सिफारिशों यूनिवर्सिटी ग्रांट्स कमीशन अपने अधिकार-क्षेत्र से बहर जा कर कर रहा है। इस एक्ट के मातहत, जो इस माननीय सदन ने बनाया, यूनिवर्सिटी ग्रांट्स कमीशन को इन दोनों समस्याओं में से किसी समस्या पर भी कोई इस तरह के निश्चय लेने का या सिफारिश करने का अधिकार नहीं है। धारा १२ में, जिस में यूनिवर्सिटी ग्रांट्स कमीशन के फंक्शन्स का जिक्र किया गया है, पहले यह कहा गया है—

“It shall be the general duty of the Commission to take in consultation with the universities or other bodies concerned all such steps as it may think fit for the

promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities and for the purpose of performing its functions under this Act. The Commission may.....

उस के बाद ही ग्रांट दी जा सकती है, जांच पड़ताल कर सकते हैं। ये सब बातें उस में आती हैं। और अन्त में आता है :—

“...perform such other functions as may be prescribed or as may be deemed by the Commission for advancing the cause of higher education in India or as may be incidental or conducive to the discharge of other functions.”

कहीं पर भी निश्चित रूप से यह नहीं कहा गया है कि यूनिवर्सिटी ग्रांट्स कमिशन मीडियम आफ कंसट्रक्शन के बारे में, शिक्षण के माध्यम के बारे में कोई निश्चय लेगा। न ही कहीं यह बताया गया है कि यह कमिशन यह तय करेगा कि हिन्दुस्तान के किन लोगों को यूनिवर्सिटी शिक्षा पाने का हक है, किन लोगों को नहीं है। मेरा निवेदन है कि कमिशन अपने अधिकार क्षेत्र के बाहर जा कर यह सब कुछ कर रहा है। मैं समझता हूँ कि इस सब चीज के पीछे निहित स्वार्थ है, और उन को कायम रखने की कोशिश की जा रही है।

अभी हाल ही में आप जानते हैं कि गुजरात विश्वविद्यालय के उपकुलपति ने अपने पद से इस्तीफा दे दिया है। मैं शिक्षा मंत्री से जानना चाहता हूँ कि इस इस्तीफे के पीछे क्या रहस्य है, क्यों उन्होंने त्यागपत्र दिया है? कहा यह जाता है और वहाँ के जो मुख्य मंत्री हैं उन्होंने भी इस की पुष्टि की है, इस की व्याख्या की है कि दस साल उस विश्वविद्यालय को स्थापित हुए हो गये हैं और इस को स्थापित करने का मुख्य उद्देश्य यही था कि वहाँ पर शिक्षा गुजराती के माध्यम से दी जायगी लेकिन अभी तक भी

ऐसा सम्भव नहीं हो सका है और अब जब वह उपकुलपति गुजराती लाना चाहते थे तो ऐसा न कर सकने के विरोध में उन को इस्तीफा देना पड़ा है। आज भी यह कहा जाता है कि गुजराती भाषा के अन्दर पुस्तकें प्रकाशित नहीं की जा सकी हैं, इस वास्ते वहाँ पर अंग्रेजी को शिक्षा का माध्यम कायम रखना जरूरी है। मैं समझता हूँ कि यह एक ऐसी दलील है, यह एक ऐसी परिधि है जिस में पड़ कर हम कभी भी बाहर नहीं निकल सकते हैं। जब तक किसी भाषा को शिक्षा का माध्यम घोषित नहीं किया जाता है तब तक उस में पुस्तकें प्रकाशित होने का सवाल ही नहीं उठता है। कोई लेखक, कोई विचारक उस में पुस्तकें लिखना नहीं चाहेगा क्योंकि आखिर उपदेश देने मात्र के लिये ही तो पुस्तकें नहीं लिखी जाती हैं, उस का पेट होता है जिसे उसे भरना होता है, उस को रोटी की जरूरत होती है। मैं पूछना चाहता हूँ कि दस साल के अन्दर जब से यूनिवर्सिटी ग्रांट्स कमिशन नियुक्त हुआ है, उस ने गुजरात विश्वविद्यालय को कोई ग्रांट इस काम के लिये दी है कि वह गुजराती भाषा में पुस्तकें प्रकाशित करवाये।

सभापति महोदय, पिछले साल मैं ने आप का ध्यान इस ओर आकर्षित किया था और शिक्षा मंत्री की सेवा में निवेदन किया था कि गुजरात विश्वविद्यालय और सागर विश्वविद्यालय, ये दो ही ऐसे विश्वविद्यालय हैं जिन को कि बहुत कम ग्रांट दी गई है और यह इसलिये कि इन दोनों में हिन्दुस्तान की भाषाओं को शिक्षा का माध्यम रखने का विचार व्याप्त है। दस साल तक कोई ग्रांट नहीं दी जाती है इस के लिये कि वह गुजराती भाषा में पुस्तकें प्रकाशित करवा सके और आज यह कह कर कि क्योंकि गुजराती भाषा में पुस्तकें नहीं हैं इसलिये हम वहाँ पर गुजराती भाषा को माध्यम नहीं बना सकते हैं, अंग्रेजी को माध्यम बनाये रखा जा रहा है। जब किसी विश्वविद्यालय के उपकुलप

[श्री ब्रजराज सिंह]

इस के विरोध में इस्तीफा देना पड़ता है तो मैं समझता हूँ कि यह एक बड़े ही खेद की बात हो जाती है। मैं समझता हूँ कि जो कर्तव्य इस यूनिवर्सिटी ग्रांट्स कमिशन का होना चाहिये था उस को इस ने नहीं निभाया है, उस में यह बहुत बुरी तरह से विफल रहा है।

इस ने एक बात ऐसी की है जिस का सभी को स्वागत करना चाहिये और सभी स्वागत करते हैं। इस का जिक्र भी किया गया है और कहा गया है कि उत्तर भारत में दक्षिण भारत की भाषाओं का अध्ययन करने के लिये उस ने व्यवस्था कर दी है। साथ ही यह भी कहा गया है और भी दूसरे विश्वविद्यालयों में दक्षिण भारत की भाषाओं का अध्ययन करने की व्यवस्था की जा रही है। यह ऐसी चीज है जिस का स्वागत किया जाना चाहिये क्योंकि हिन्दुस्तान की एकता कायम रखने का इस के अलावा दूसरा कोई साधन नहीं हो सकता है। यह जरूरी है कि हिन्दुस्तान की जितनी भी भाषायें हैं उन के प्रति हर हिन्दुस्तानी को प्रेम हो, चाहे वह तमिल हो, चाहे मलयालम हो, चाहे कन्नड़ हो, चाहे बंगला हो चाहे कोई और भाषा हो, पंजाबी हो, उड़िया हो, असमी हो। हर एक भारतीय भाषा का विकास करना हमारा प्रमुख कर्तव्य है।

मुझे अफसोस के साथ कहना पड़ता है कि सिर्फ एक बात को छोड़ कर इस कमिशन ने जो कोई कार्य भी किये हैं, जो कोई कार्रवाइयां भी की हैं ऐसी फी हैं जो हिन्दुस्तान की भाषाओं को पीछे खदेड़ने में ही सहायक होती हैं, आगे ले जाने में सहायक नहीं होती हैं। यह दलील नहीं दी जा सकती है कि हम भारतीय भाषाओं में इसलिए शिक्षा नहीं दे सकते हैं कि उनमें किताबें नहीं हैं। इस दलील को मैं मानने के लिए तैयार नहीं हूँ। यह खराब प्रवृत्ति है। जो अध्यापक हैं, जो प्रोफेसर हैं, वे कौन हैं ?

वे यहीं के लोग तो हैं। वे अंग्रेजी भाषा के बजाय देशी भाषाओं में आसानी से लड़कों को पढ़ा सकते हैं। प्रश्न आज यह नहीं है कि पुस्तकें नहीं हैं। प्रश्न तो यह है कि कुछ निहित स्वार्थ हैं हिन्दुस्तान में जो हिन्दुस्तान में एक ऐसी भाषा को कायम रखना चाहते हैं जो आज भी हिन्दुस्तान में एक फी सदी से ज्यादा लोग न जानते हैं और न ही पढ़ सकते हैं। यह भी तब जबकि इसको पढ़ाते हुए डेढ़ सौ साल हो गये हैं। मुझे अफसोस होता है आज भी यह देख कर कि आज से ३६ साल पहले गांधी जी ने जो बात कही थी, उनके पद-चिह्नों पर चलने वाले लोग ही उसको भूल गये हैं। शिक्षा मंत्री महोदय को तो अंग्रेजी से इतना प्रेम है कि इस सदन में अगर कोई हिन्दी में सवाल पूछा जाता है तब भी उसका जवाब वह अंग्रेजी में ही देते हैं।

डा० बा० ला० श्रीमाली : मैंने उनका जवाब हमेशा हिन्दी में दिया है। आप बिल्कुल गलत बात कहते हैं।

श्री ब्रजराज सिंह : आज की ही बात है आपने जवाब अंग्रेजी में दिया है। आज की कार्रवाई को ही अगर आप देख लें तो आपको इसका पता चल जायेगा।

श्री वाजपेयी : आगे हिन्दी में देंगे।

श्री ब्रजराज सिंह : यह कोई बड़ी शिकायत नहीं है, यह तो एक बहुत छोटी सी शिकायत है। इस पर कोई एतराज नहीं करता कि आप अंग्रेजी में देते हैं। लेकिन मैं कहना चाहता हूँ कि एक दृष्टिकोण बन गया है और वह दृष्टिकोण यह है कि अगर हम अंग्रेजी में ही बातेंगे तो समझा जायेगा कि हम पढ़े लिखे हैं, हम सम्य हैं हम ज्यादा जानते हैं और अगर भारतीय भाषाओं में बोला जायेगा तो समझा जायेगा कि हम पढ़े लिखे नहीं हैं, सम्य नहीं हैं, समझदार नहीं हैं। मैं निवेदन करता हूँ कि सारी रिपोर्ट से यह बू टपकती है कि अंग्रेजी

हमेशा वे लिए कायम रखना वे चाहते हैं। इस कमिशन को यह कहने की तब हिम्मत होती है जबकि टाप के लोग, चोटी के लोग यह आवाज उठाते हैं कि अंग्रेजी तब तक बनी रहेगी जब तक कि एक भी आदमी हिन्दुस्तान का चाहेगा कि अंग्रेजी बनी रहनी चाहिये। मुझे पूरा विश्वास है कि श्री फ्रैंक एन्थनी जब तक रहेंगे या जब तक उनके जैसे लोग रहेंगे, वह हमेशा यह चाहते रहेंगे कि हिन्दुस्तान से कभी अंग्रेजी न जाये। मैं कहना चाहता हूँ कि इस तरह का यूनिवर्सिटी ग्रांट्स कमिशन जोकि हिन्दुस्तान की भावनाओं का निरादर करता है, उसको डिसाल्व किया जाना चाहिये, उसको भंग किया जाना चाहिये। आज वक्त आ गया है जबकि हिन्दुस्तान की परिस्थितियों को देखते हुए, हिन्दुस्तान की पृष्ठभूमि को देखते हुए हम इस कमिशन का निर्माण करें। ऐसे कमिशन की हमें जरूरत नहीं है जो कि प्रतिक्रियावादी नीतियों को ले कर चलता हो। ऐसी बातों से हिन्दुस्तान में विश्वविद्यालयों की शिक्षा को हानि पहुंचती है, उसको अवनति होती है। इससे उन्नति नहीं होगी।

दूसरी एक और बात है जिसको मैं संक्षेप में कहना चाहता हूँ। यह विश्वविद्यालयों में प्रवेश के सम्बन्ध में है। शिक्षा मंत्री ने उस दिन यकायक यह एलान कर दिया कि वह इसके बारे में एक निश्चय पर पहुंच रहे हैं। मैं निवेदन करना चाहता हूँ कि उस निश्चय पर पहुंचने से पहले इस पर दस बार गम्भीरता से विचार कर लिया जाना चाहिये और तब निर्णय किया जाना चाहिये कि आप क्या करना चाहते हैं। आप नहीं चाहते कि सर्भा को यूनिवर्सिटीज में दाखिले दे दिये जायें। अगर आप दाखिला नहीं देंगे तो उनके लिए आप ने कोई दूसरी व्यवस्था कर ली है? क्या आप उनको टैक्नीकल एजुकेशन देंगे, पेशेवर एजुकेशन देंगे या जो बेकार लोग हैं उनको आप काम दिलायेंगे? इन की व्यवस्था न करके आप यह कहना चाहते हैं कि हम उनको विश्वविद्यालयी शिक्षा नहीं देंगे, विश्वविद्यालयों में प्रवेश नहीं

देंगे। इस तरह की नीति प्रतिक्रियावादी नीति होगी। इससे एक ही वर्ग के विद्यार्थियों को आप पढ़ा सकेंगे। मेरे मित्र श्री गायकवाड़ ने कहा है कि इससे पिछड़ी जातियों के लोग आगे नहीं आ सकेंगे और मैं उनके साथ बिल्कुल इसमें सहमत हूँ। जो पिछड़े हुए लोग हैं, जो परम्पराओं से पीछे रहे हैं वे इस तरह की नीति अपनाते से कभी भी उन लोगों के बराबर नहीं पहुंच सकते हैं जोकि परम्पराओं से आगे रहे हैं। ऐसे विद्यार्थियों को कभी भी विश्वविद्यालयों में प्रवेश पाने का मौका नहीं मिलेगा। अगर आप हिन्दुस्तान में समता लाना चाहते हैं, अगर आप चाहते हैं कि बराबरी कायम हो, अगर आप चाहते हैं कि मोशलिस्टिक पैटर्न आफ मोसाइटी कायम हो तो आपको इस नीति को बदलना होगा। इससे हानि पहुंचेगी, अवनति होगी।

मैं निवेदन करना चाहता हूँ कि यूनिवर्सिटी ग्रांट्स कमिशन की नीति, उसका अमल, उसकी कार्रवाइयां जो रही हैं उनकी अच्छी तरह से जांच पड़ताल होनी चाहिये, छानबीन होनी चाहिये और मैं चाहता हूँ कि सदन अपनी यह राय प्रकट करे कि इस तरह के कमिशन की जोकि प्रतिक्रियावादी नीतियों को ले कर चलता है, उसकी उसको जरूरत नहीं है। हमारे माथुर साहब ने कहा कि इसमें ६० साल के ऊपर के लोग हैं। ऊपर के लोग हैं या नीचे के लोग हैं, अगर वे प्रतिक्रियावादी लोग है तो उनसे हमारा काम नहीं चल सकता है। आज के हिन्दुस्तान की पृष्ठभूमि के खिलाफ यह कमिशन जाता है और इस तरह के कमिशन को भंग किया जाना चाहिये, तभी हमारी शिक्षा की उन्नति हो सकती है, तभी यूनिवर्सिटी एजुकेशन का जो सवाल है, वह हल हो सकता है।

स्वामी आत्मानन्द तीर्थ (औरंगाबाद) : सभापति महोदय, यूनिवर्सिटी ग्रांट्स कमिशन की रिपोर्ट के बारे में दो तीन बातें मैं सदन के सामने रखना चाहता हूँ। अभी हमारे दोस्त श्री बजर्राज सिंह ने कुछ ऐसी बातें कहीं जिनको सुन कर मैं हैरान रह गया। वह कहते

[स्वामी रामानन्द तीर्थ]

हैं कि इस कमिशन को डिसाल्व ही कर दिया जाय । मैं नहीं समझता कि यह कमिशन कौन सी एसी गलती कर बैठा है कि इसको डिसाल्व ही कर दिया जाय और आगे चल कर उसकी उपयुक्तता कोई नई रहने वाली है । मैं बड़े गम्भीर शब्दों में कहना चाहता हूँ कि इस कमिशन ने पिछले चन्द सालों में अपनी सूचनाओं से, अपने विचारों से, जो चालना शैक्षणिक क्षेत्र में भारत में उन्होंने दी है, उससे मैं समझता हूँ कि उसने बहुत अच्छा काम किया है और उस सब के लिए यूनिवर्सिटी ग्रांट्स कमिशन के सदस्य और विशेषकर उसके जो चेयरमैन हैं, वे बधाई के पात्र हैं । इसलिए ऐसी बात कहना कि इसको खत्म कर दिया जाय ठीक नहीं है । आखिर कुछ संचालन करने वाली, चालना देने वाली, प्रेरणा देने वाली कोई न कोई बाड़ी तो होनी चाहिये । आप यह कह सकते हैं कि उसमें एक आदमी ठीक काम नहीं कर रहा है तो उसे हटा देने का सवाल उठ सकता है, लेकिन यूनिवर्सिटी ग्रांट्स कमिशन को रद्द किया जाय, यह एक अजीब सी बात है । मैं इतना ही कहना चाहता हूँ ।

श्री ब्रज राज सिंह : मैं एक व्याख्या कर दूँ । मैं वर्तमान कमिशन को भंग करने की बात कह रहा हूँ, पूरी संस्था को खत्म करने की बात नहीं कह रहा हूँ ।

स्वामी रामानन्द तीर्थ : दूसरी बात मैं माध्यम के बारे में कहना चाहता हूँ । यह सवाल श्री ब्रजराज सिंह ने उठाया कि यूनिवर्सिटी ग्रांट्स कमिशन को यह अधिकार नहीं था कि वह माध्यम के बारे में कुछ कहे । मैं समझता हूँ कि यूनिवर्सिटी ग्रांट्स कमिशन को पूरी शिक्षा खाम कर विश्वविद्यालयों की जो शिक्षा है उस के बारे में सोचने का और सूचना देने का अधिकार है । माध्यम का सवाल भी उस में उठता है । इस बारे में मैं अपना निजी अनुभव भी कहना चाहता हूँ ।

क्षा मंत्रालय से विनती करना चाहता

हूँ कि जहाँ तक शिक्षा के माध्यम का सवाल है, वह अपनी जिम्मेदारी पर पूरी यूनिवर्सिटीज के लिये कोई निश्चित नीति निर्धारित करे । मैं यह इसलिये कहता हूँ कि आटोनामी के नाम पर हर एक यूनिवर्सिटी अपने अपने लिहाज से, जो वाइस-चांसलर जिस वक्त है, उस के दिमाग में जो बात आती है, वह उस पर जोर देता है । इस तरह से मीडियम आफ इंस्ट्रक्शन का सवाल हल होने वाला नहीं है । अगर इस तरह से यह किया जायेगा तो केओस के सिवाय कोई और चीज पैदा नहीं होगी । आप को निश्चित पालिसी बना कर इस सम्बन्ध में तमाम यूनिवर्सिटीज का मार्गदर्शन करना है । यह नहीं हो सकता कि हर एक यूनिवर्सिटी मनमाने ढंग पर अपनी नीति निर्धारित करे । अभी हाल में इस मामले को ले कर गुजरात के अन्दर एक चीज हो गई । मैं किसी खास यूनिवर्सिटी के लिये या किसी खास व्यक्ति के लिये इशारा नहीं कर रहा हूँ । लेकिन इस बारे में एक निश्चित बात होनी चाहिये । इस सम्बन्ध में जो प्रैक्टिकल अनुभव की बात है वह मैं आप के सामने रखना चाहता हूँ । शिक्षा मंत्री जी जानते हैं कि मेरा सम्बन्ध एक इन्स्टिट्यूशन से है, उन्होंने उस इन्स्टिट्यूशन को विजिट भी किया है, कई सालों से मैं उस से करीब का सम्बन्ध रखता हूँ हायर एजुकेशन के मामले में । मेरा यह अनुभव है कि जब मातृ भाषा में या प्रादेशिक भाषा में शिक्षा पा कर, सेकेन्डरी स्टेज पूरा कर के विद्यार्थी यूनिवर्सिटी में आता है और इंग्लिश मीडियम से उसे पढ़ाया जाता है तब अंग्रेजी भाषा को समझने के लिये उस को छः महीने से ८ महीने लगते हैं । मैं इस में कोई एग्ज-रेशन नहीं कर रहा हूँ । इस के लिये मैं ने अपने इन्स्टिट्यूशन में खास प्रबन्ध किया है, ट्यूटर्स रखे हैं, वह उन से सम्भाषण करते हैं, तब कहीं जा कर वह समझता है कि प्रोफेसर क्या कह रहा है । फिर उस को अंग्रेजी में उत्तर देना पड़ता है इम्तहान में । उस के लिये उस को दो साल चाहियें । तो जब कि पूरी

शिक्षा प्रादेशिक या मातृ भाषा में हुई तो यूनिवर्सिटी एजुकेशन अग्रजी में ज्यादा दिन नहीं चल सकती। मैं समझता हूँ कि जहाँ तक यूनिवर्सिटी ग्रांट्स कमिशन के चेयरमैन और यूनिवर्सिटी ग्रांट्स कमिशन के खयाल का सवाल है, वह यह कहते हैं कि कुछ मुद्दत के लिये अग्रजी रहनी चाहिये। एसा उन्होंने ने कभी नहीं कहा कि अग्रजी 'थावच्चंद्र दिवाकरो' रहेगी। यह तो हो ही नहीं सकता। प्रैक्टिकल तौर पर मैं कहूँगा कि आप को ह्यू मैनिटीज और सायंस को अलग करना पड़ेगा। अलग अलग ढंग से आप को पालिसी अख्यार करनी पड़ेगी और चन्द रोज के लिये सायंस के बारे में अग्रजी का मीडियम रखना पड़ेगा। इस में कोई हुज्जत की बात नहीं है। जो चीज आवश्यक फायदे की है उसे हमें रखना चाहिये। हाँ, ह्यू मैनिटीज के बारे में हमें नीति दूसरी रखनी पड़ेगी। मेरी साफ राय यह है कि जब मीडियम आफ इंस्ट्रक्शन प्रादेशिक भाषा है सेकेन्डरी स्टेज में, तो यूनिवर्सिटी स्टेज में भी जल्दी से जल्दी प्रादेशिक भाषा को होना चाहिये। हिन्दी उस की जगह नहीं ले सकती क्योंकि वह आफिशल लैंग्वज है, यह मैं बड़ी नम्रता से कहना चाहता हूँ।

यहाँ पर एडमिशन के बारे में बहुत कुछ कहा गया है। मैं भी इस खयाल का हूँ कि एडमिशन के ऊपर इस तरह से रोक नहीं लगानी चाहिये। लेकिन यूनिवर्सिटी ग्रांट्स कमिशन के सामने पेंच यह है कि उस को स्टैण्डर्ड्स मेनटन करना है। अगर स्टैण्डर्ड्स मेनटन करना है तो चीप एडमिशन नहीं हो सकते, हम को इस को भी मानना चाहिये कि कहीं न कहीं उसे बैलेन्स निश्चित रूप से करना पड़ेगा। इस में यूनिवर्सिटी ग्रांट्स कमिशन को दोष देने की जरूरत नहीं है, अगर उन्होंने ने इस पर पाबन्दी लगाने का सुझाव दिया है तो।

तीसरी बात मैं यूनिवर्सिटी के बारे में कहना चाहता हूँ। पोलिटिकल पार्टीज के बारे में श्री हेम बरुआ ने कहा। स्टूडेंट्स यूनिवर्सिटी में जब तक एलेक्शन की हवा चलती है, मैं समझता हूँ कि वहाँ डिसिप्लिन रखने की सम्भावना कम रह जाती है। मेरा निजी अनुभव है कि पोलिटिकल पार्टीज आज कल सब जगह काम कर रही हैं। यह एक अजीब बात है कि जो श्री हेम बरुआ ने कहा कि विद्यार्थी तब तक पैट्रियटिक नहीं हो सकते जब तक व किसी न किसी पोलिटिकल पार्टी से सम्बन्धित न हों। यह एक अजीब सा खयाल है। जब कभी पोलिटिकल पार्टीज स्टूडेंट्स में घुसती हैं तो वह पैट्रियटिक नहीं, केआटिक और सबवर्सिव एलिमेंट बन जाते हैं। आज एक ज्वॉयेंट एग्रिमेंट होना चाहिये कि कोई पोलिटिकल पार्टी की हैसियत से स्टूडेंट्स के साथ कोई सम्बन्ध नहीं रखेगी। पोलिटिकल पार्टीज के आफिसर्स हमारे होस्टलों में फंक्शन करते हैं तो वहाँ डिसिप्लिन कैसे रह सकती है? यह बात तो सभी पोलिटिकल पार्टीज को माननी चाहिये कि जहाँ तक स्टूडेंट वर्ल्ड का सम्बन्ध है, उस से किसी को कोई वास्ता न रहे। आज पोलिटिकल कांशनेस बढ़ रही है, डिबेट होते हैं, डिस्कशन होते हैं, प्रोफेसर्स रहते हैं। मैं अपने इन्स्टिट्यूशन की बात कहता हूँ, वहाँ पर मैं ने यह नियम बनाया, कोई भी जा कर वहाँ देख सकता है, वहाँ फ्रीडम आफ स्पीच है, फ्रीडम आफ एक्सप्रेशन है और जो भी पोलिटिकल आइडियोलोजीज हैं व बहुत साइंटिफिकली वहाँ बतलाई जाती हैं और स्टूडेंट्स को आज्ञा दी रहती है कि जब वे मैच्योर हो जायें तो अपनी अपनी इच्छा के अनुसार वह अपनी आइडियोलोजी को चूज कर सकते हैं।

अभी एफिलिएटड कालेज के बारे में एक दोस्त ने कहा कि उन की माली हालत बड़ी असमाधानकारक है, अनसैटिस्फैक्टरी

[स्वामी रामानन्द तीर्थ]

है। उन पर ज्यादा बोझ नहीं डालना चाहिये। वहां पर वेलपेड स्टाफ हो, इस में कोई आपत्ति नहीं हो सकती, लेकिन शिक्षण के लिये जब आप हायर एजुकेशन, सेक्रेटरी एजुकेशन को नान-आफिशल या प्राइवट एफर्ट में दाखिल करना चाहते हैं तो हमेशा सम्पत्ति और धन की बात आने वाली है। मैं ऐसा समझता हूँ कि शिक्षा के क्षेत्र में जो काम करते हैं, देश के विकास में उन की मेन्टलिटी एसी होनी चाहिये कि उन के अन्दर कुछ मर्यादा में त्याग की भावना हो। अगर उन को अनलिमिटेड तन्स्वाह देने का स्टैन्डर्ड रक्खा जाय तो यह एक असम्भव बात है और गवर्नमेंट इस में किसी हद तक हाथ बटा सकेगी, इस में मुझ सन्देह है।

आखिर में मैं संस्कृत के बारे में कहना चाहता हूँ कि हमारे पाठ्यक्रम में उस को अवश्य स्थान मिलना चाहिये। जब तक यह नहीं होता तब तक हम अपनी भारतीयता को कायम नहीं रख सकते। इसलिये आज भी आवश्यक है और कल भी आवश्यक रहेगा कि संस्कृत एक आवश्यक भाषा की तरह भारत में रहे। मैं यह नहीं कहता कि मुसलिम भाई जो हैं वे भी इस को पढ़ें, लेकिन मैं निजी अनुभव से कहता हूँ कि मैं जब विद्यार्थी था हाई स्कूल में तो मेरे क्लास में एक मुसलिम विद्यार्थी था जिस की सेक्रेट लैंग्वेज संस्कृत थी और इम्तहान में वह फर्स्ट आता था। इसलिये संस्कृत भाषा की शिक्षा अनिवार्य कर दी जाय तो अच्छा है।

Shri Kalika Singh (Azamgarh):
Sir, I want five minutes.

Mr. Chairman: Shri Achar.

Shri Achar (Mangalore): Mr. Chairman, Sir, at the outset I would like to draw the attention of the hon. Minister and also of the University Grants Commission to a particular point relating to my State which

affects higher education in Sanskrit. It has reached a stage where we fear that two of the three Sanskrit Colleges are about to be closed. These colleges were there even before Independence. They were started entirely by private enterprise. They were recognised by Madras University when we were in that State. After integration the jurisdiction of the University of Mysore came in. A portion of our district is in Mysore State and another portion is in Kerala State. There were in all three colleges, as I mentioned. They were started more than 30 or 40 years ago. One college was started at Udipi, the centre of Madhwa culture and Madhwa philosophy. It was established by the eight Mathadhipatis. There is another college. I would say there was because I do not know whether it would continue or not in the present situation. There was another college at Karkal, another Taluk centre, which was started by the munificence of an individual and subsequent donations by liberal Sanskrit-minded individuals. There was another college at Peral. That happens to be in Kasergod Taluk. Now it is in Kerala State and comes within the jurisdiction of Kerala University. On many occasions we differ; our points of view are different. But so far as higher education in Sanskrit is concerned, I am really thankful to the Communist Government of Kerala because so far as the Peral Sanskrit College is concerned, the Kerala Government of Shri Namboodiripad.....

Shri Narayanankutty Menon (Mukandapuram): Shri Achar is making history.

Shri Achar: I am only stating a fact. I am not prejudiced against any party. So far as educational matters at least are concerned, we should make such approaches..... (Interruption). Please allow me to speak. I have got only ten minutes and I have to state a few facts. I

am not quite sure whether these facts have come to the notice of the hon. Minister.

So far as the Sanskrit College at Perdal is concerned—a college which was established by the munificence of a particular family and a few individuals—the Kerala University and the Kerala Government come to a conclusion and have affiliated that college to the Kerala University. This was done by Shri Namboodiripad's Government. So, so far as that college is concerned, which is not in Mysore State, there is no problem. But so far as the other two colleges are concerned, one at Udipi and the other at Karkal, a very serious situation has arisen. I do not know whether the facts have come to the notice of the hon. Minister but the situation is this. They have come to the conclusion that this year they will not admit any more students to the higher course of the Shiromani classes in these Sanskrit colleges. Up to the Sixth Form, that is, up to matriculation, specialised teaching in Sanskrit in these institutions shall continue. But so far as classes after the matriculation, that is, Shiromani or higher education in Sanskrit, are concerned, both at Udipi and at Karkal, they have come to the conclusion that they will not admit any more students. It is as good as coming to the conclusion that these institutions are going to be closed so far as higher education is concerned.

The situation has arisen because the Mysore Government and the Mysore University both of them, have come to the conclusion—I do not know why they have come to that conclusion—that they would not affiliate these colleges. Madras University had affiliated them and Madras Government were giving them aid. But Mysore University and Mysore Government say that,—I do not know what exactly their contention is. But

whatever it be, the conclusion and the final result are that these colleges are going to be closed for higher education in Sanskrit.

So far as the Central Government is concerned, of course we know what great importance it attaches to Sanskrit literature and culture. We had a Commission. We had an elaborate—I would say, a long-debate on this Sanskrit Commission's report. Tributes were paid from all sides of the House and every hon. Member who partook in the debate almost every one stated that Sanskrit education must be encouraged. But here it is. I want the Government, the hon. Minister and the University Grants Commission, all of them to consider this aspect of the question. Even the institutions which were flourishing during British days and even after that, even such institutions are to be closed down. Can you not find some remedy for this? Can the University Grants Commission not give some aid to these colleges? Can we not find some way to get them affiliated to some university if Mysore does not do that. Of course, it is my own State, but the situation there is such that I do not know what to say about this. These colleges are in a very bad position. I appeal to the hon. Minister to look into this matter and see whether we cannot find some way to run these colleges hereafter also as they were being done up till now.

Shri Narayanankutty Menon: For what reasons are these colleges not being affiliated?

Shri Achar: As I have stated, I have not been able to find out what exactly their contention is. They say, "So far as the Madras University is concerned they have made some provision for the set-up, the curricula or whatever it be, but so far as we are concerned under our University regulations we have not got such colleges and we cannot make special arrangements for these colleges."

[Shri Achar]

That seems to be the position though I do not know exactly what the position is. It is for the Central Government and the University Grants Commission to look into this matter and see that they do not close.

15 hrs.

I wanted to refer to some of the broader aspects of the question, especially with regard to this problem of admission to colleges. Prof. Ranga referred to one aspect of the question. He said that by private enterprise, by collecting donations from individuals, colleges like medical colleges and engineering colleges could be opened. And he also referred to the college in my constituency. No doubt we welcome this idea of collecting donations and running colleges both with government aid and with amounts collected from the public. But this has set some of us thinking. We see some of the institutions being managed like this. But the point is this. It is not a question of mere collection of donation only. When we see that to get admission into a college like the medical college the so called donation is reaching the high level of ten or twelve thousand rupees for a seat...

Shri Narayanankutty Menon: Seventeen thousand rupees in that college.

Shri Achar: I mentioned the figure so far as I am aware. It is difficult to say what exactly the figure is. I cannot say that absolutely from my personal knowledge. But whatever it is, there is no doubt that large amounts are being collected. Is it proper? If the institution is entirely run from those donations of the parents of the boys attending a college, it is a different matter. Public money also is used for upgrading the hospital. Unless the hospital is upgraded you cannot have a medical college. Whatever it may be so far as engineering colleges are concerned,

—when amounts are collected to that extent, and when it is said that to a donor who had paid a lakh of rupees or so some ten seats are given, and when that donor says, "you must pay such and such amount, otherwise I cannot part with my seat", can we go to that extent?

When Prof. Ranga says that you must collect donations and you can start institutions and all that, it is very good. But I want him also to remember this aspect of the question, that in regard to the students that are admitted it is not a question of merit or marks obtained. It only happens that their parents are rich and can pay eight, ten or twelve thousand rupees. The student would probably have passed in third-class. But he is given a seat. But I understand that the University Grants Commission or the university had made some rules that a certain percentage of marks must be obtained by the student, otherwise he would not get a seat. All the same it amounts to what I have said. Better students who have passed in first class or with a higher percentage of marks may not get a chance, but students with ordinary capacities and with 40 or 45 per cent marks are given seats on account of this consideration.

So I would only submit for the consideration of the Government whether this system of donation to the extent that it is going on now could be allowed. Government has to consider this aspect. I have drawn attention to this because some of the institutions that are run on this basis happen to be in my constituency.

Dr. K. L. Shrimali: Sir, I am grateful to the Members who have participated in this debate. During the short time at my disposal it will not be possible for me to cover all the points that have been raised. I should however like to touch a few basic points which have been raised during the course of the debate.

The first is with regard to the regional languages, what should be the media of instruction in the universities? This House and the country as a whole have naturally been concerned with the media of instruction at the university stage. So on various occasions, not only in this House but in other places, we have made our policy very clear. And the policy is that the regional languages should become the media of instruction. Nobody can turn the tide. For a long time in our country the regional languages have remained suppressed on account of various reasons. They are now re-asserting themselves, and it would be a great mistake on the part of anybody to deny the cultural urges of the people and not to restore these languages to their proper place.

The University Grants Commission has not said anywhere, nor have the Government of India said anywhere, that English for ever should continue to be the medium of instruction in the universities. I do not know how my hon. friend Shri Braj Raj Singh got this impression. All that the University Grants Commission has said is:

"The questions of the medium of instruction in universities and a switch over from English to an Indian language have engaged the constant attention of the University Grants Commission. We still adhere to the view that the change-over from English to an Indian language should be carefully prepared for and should be made only gradually, i.e., with regard primarily to the effectiveness of teaching and learning."

The University Grants Commission is concerned with the standards, and therefore they are anxious that language should become an adequate medium of teaching and learning.

Shri Braj Raj Singh: How would it become?

Dr. K. L. Shrimali: The hon. Member should give me time.

Shri M. C. Jain: (Kaithal): What has the University Grants Commission

done with regard to the preparation in this regard?

Dr. K. L. Shrimali: I am coming to that point.

Therefore, it is not right to say that the University Grants Commission or the Government of India are opposed in any way to the introduction of regional languages as media of instruction. I re-state on the floor of this House that it is the policy of the Government of India to put the regional languages in their proper place, and regional languages will become the media of instruction in course of time. In fact there are several universities which have already taken a decision in this respect. The universities in Uttar Pradesh, Bihar, the Delhi University in the Centre and several other universities have already decided to switch over to the regional language. Therefore, there is no question of stemming this tide in any way. The University Grants Commission and the Government of India will help in speeding up this progress.

Now, as to what the Government of India are doing about this matter, I should like to inform the House that the Ministry of Education has recently worked out a scheme for the translation of standard books into Hindi. A beginning has been made with the translation of three hundred books. But we will not limit ourselves to these books only. We will continuously move forwards in this direction. It is proposed to have the translation of standard works into Hindi, and the universities have been entrusted with this work. The Government of India will give cent per cent assistance to the universities for the translation of these books. The first book under this series entitled शासन पर दो निबंध has already been brought out, and I hope the other books also will come into production in the near future.

The University Grants Commission has also set up a Working Group. The Working Group has worked out a scheme as to how the University

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Grants Commission could assist in the development of regional languages, so that they might become the media of instruction. The University Grants Commission is opposed to the development of regional languages, but they are worried about the lowering of standards. Without adequate preparation, and suitable textbooks, you would agree that the standard will go down. In the fields of science, technology and other professional subjects, however enthusiastic we may be, I feel that it is not possible to make the regional languages the media of instruction at once. It will take time. We have to make adequate preparation. Here is the scheme I have put forward before the Universities. Let them come forward and do some work. Why did the Gujerat University fail in this matter? As the Chief Minister of the State pointed out, that University has been in existence for nearly 10 years. Even when the University was set up, a decision was taken that Gujerati will become the medium of instruction. How is it to become the medium of instruction without any books, without any literature? After all, it is not fair to the boys. We cannot play with their lives. Therefore, if we are really earnest about this matter, we create a consciousness among the university men that they must make adequate preparation.

Shri Braj Raj Singh: May I ask a question? What did the Government of India do or the University Grants Commission do about helping the Gujerat University in preparing books in Gujerati?

Dr. K. L. Shrimali: I have already said what the Government of India has done.

Shri Braj Raj Singh: About the Gujerat University. Did you make any grant to the Gujerat University to prepare books in Gujerati?

Dr. K. L. Shrimali: If they would ask, we will consider the scheme. But, the initiative must come from the University which has taken a decision in the matter. As far as

Hindi is concerned, the Government of India has a certain responsibility in the matter.

Shri Thanu Pillai (Tirunelveli): May I ask whether these facilities for translation will be given to all the other languages?

Dr. K. L. Shrimali: At present, translations are being done in Hindi.

Shri Braj Raj Singh: That is not proper.

Dr. K. L. Shrimali: It is proper because the Government of India has a direct responsibility for Hindi. I am surprised at what the hon. Member is saying. On the one hand, he says that we have not helped Hindi. On the other hand, the hon. Member says that it is improper that we should work out a scheme to develop Hindi. This is something which I cannot understand. What is his argument?

Shri Braj Raj Singh: I am submitting that every language should be helped. I have not said a word about Hindi. I have said, Gujerati, Tamil, Telugu, Malayalam, Kannada, Oriya, Bengali should be helped.

Dr. K. L. Shrimali: As I have said, all the languages will be helped. The University Grants Commission is working out a scheme. They have appointed a working group. The working group's report is almost ready. The University Grants Commission is going to consider it. Since they are concerned about standards, they will certainly consider this matter. We have a special responsibility with regard to Hindi. Therefore, we have worked out a scheme for translation in Hindi.

Shri Thanu Pillai: Hindi is also the language of a region.

Shrimati Renu Chakravartty (Basirhat): The only point that we would like to know is whether this 100 per cent grant which the hon. Minister referred to as being made available by the Centre, will be made available to other Universities, when, say,

the Madras University translates them into Tamil. Will this 100 per cent grant be available?

Dr. K. L. Shrimali: The Government of India have a special responsibility for Hindi under the Constitution. As far as other regional languages are concerned, the Ministry of Scientific Research and Cultural Affairs is dealing with the matter. The University Grants Commission is seized of the problem. They have appointed a working group which has submitted the report. They are going to consider it as to what the form and basis of assistance should be. There is no reason why the State Government should not come into the picture in this matter. I think hon. Members here should insist that their States should also participate in this scheme of translation. Why should the State Governments think that for every little scheme, the Government of India should give cent per cent grant.

Shri Thanu Pillai: I want the hon. Minister to say whether other languages will be treated on a par with Hindi or not.

Mr. Chairman: The hon. Minister has to reply to the entire discussion which has taken place with regard to this report. If on one point, so many hon. Members rise and put questions, he will not be able to touch any other point. I would request hon. Members to let him proceed to make a full reply to the debate. He has only 15 minutes left.

Shri Thanu Pillai: This is a point of clarification.

Mr. Chairman: He has replied to two or three Members. If all the Members stand up like this, there will be no time for him to reply to other matters. I request hon. Members not to go on interrupting.

Shri Thanu Pillai: All points converge on one point.

Dr. K. L. Shrimali: The point is very clear. The point is that the Government of India have a certain

obligation as far as Hindi is concerned and they are going to discharge that obligation. As far as the other regional languages are also concerned, the Government of India are equally concerned. But, my feeling is that in that matter, both the State Governments and the Central Government should participate and they should play as equal partners. It would not be fair for the State Governments to throw the whole burden on the Central Government. This is a very simple matter. I think the House should welcome this instead of making any kind of objection.

Shri Narayanankutty Menon: This is quite unfair.

Dr. K. L. Shrimali: About the regional languages, I think the position is very clear. I have stated it several times and I would like to say again that it is the policy of the Government of India to encourage the regional languages. We would like to see the day when regional languages would become the media of instruction and the highest education would be imparted through the regional languages.

Shri Braj Raj Singh: Will the day come in your life?

Dr. K. L. Shrimali: It will come in my life-time and it will also come in your life-time if we all work towards that end. It will not come merely by talking.

Shri M. C. Jain: The University Grants Commission itself has said that the rate of preparation is so slow that it will never be completed.

Dr. K. L. Shrimali: The University Grants Commission has not said that. They only say:

"We still adhere to the view that the change over from English to an Indian language should be carefully prepared for and should be made only gradually... They are only giving a warning

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"should be made only gradually, i.e., with regard to primarily to the effectiveness of teaching and learning.

Shri M. C. Jain: I am reading on page 15, 6th line from the bottom.

Shri Ranga: If they want to commit suicide, why don't you allow them?

Shri M. C. Jain: They say:

"It would appear that the rate at which reading material at the University level is prepared in India is so slow that, left to its natural course, this preparation will never be completed."

See third line from the bottom.

Dr. K. L. Shrimali: He does not go forward. It is said:

"It has been suggested to us that we should now examine this question and assist universities to bring about an orderly change."

This is what they are examining. Let the hon. Member read the whole thing.

Shri M. C. Jain: I have read the whole para. They say that this preparation will never be completed.

Mr. Chairman: Order, order This is not question hour. Unless hon. Members allow him to proceed, how can he reply to the whole discussion?

Dr. K. L. Shrimali: If after each statement, they put questions, it is very difficult to deal with them.

Shri Narayanankutty Menon: He is not replying to the questions. He is answering in the air.

Dr. K. L. Shrimali: There is a running commentary. Another issue which has naturally agitated the minds of Members is with regard to admissions. The other day, I made a statement and it created an uproar. I can-

not understand what is the uproar about that. We should examine this whole question very fully—objectively and dispassionately. The facts are that at present there is a tragic wastage in our University education. I am placing figures before hon. Members. These are the figures for 1951 to 1955-56. The results in I.A. have been, 47·8, 42·8, 42·3, 45·8, 43·5. It varies between 42 to 47. In I.Sc., it is, 41·1, 43·7, 42·1, 46·7 and 44·5. It does not reach 50. In B.A. it is a little better: 52·2, 50·2, 47·8, 49·6, 47·5. It does not go beyond 52. In B.Sc. it is worse. The results improve a little bit if we go up, in M.A., M.Sc. and other professional subjects. They go up to 77, over 75. These are the figures before us. What does this mean in terms of finance? In terms of finance, it means, we are wasting all this money on these students who do not deserve to be in the Universities. This is a very clear picture before us. Let us examine it dispassionately. Why is the large number of failures at every stage? The main reason is that the Universities are not making a proper selection. As you go to the professional colleges, Scientific and technological colleges, the results are much better. In arts, the results are disastrous, and the main reason is that proper selection is not being made. Unless we say that our students and teachers and everybody in the universities are all incompetent people, somebody must take the responsibility for these results. Either the students are incompetent or the teachers. How else can we explain this tragic failure year after year, of hundreds and thousands of students spending large amounts of money, their parents selling away all that they have sometimes in order to finance the education of their children? This is a situation which we must examine carefully.

In our country, resources are limited. If I have more funds at my disposal,—we asked for Rs. 1,000 crores,

and we are being given only about Rs. 370 crores in the Third Plan—I would saw let us open 200 universities more. But we have to take into account the economic situation of the country. Education has continuously to take into account the social and economic situation. In this matter I fully agree with Shri Barua who said that the economic situation of the country mus. be the pole star which must guide the destiny of education.

What is our economic situation? As our economy expands, as industrial development takes place, we will have more jobs and more opportunities for educated people, but do we have adequate opportunities at the present moment, or in the next five or ten years? Some kind of expansion is bound to take place under the Third Plan and provision has been made for that, but the question is whether there should be planning in education or not. That is the whole crux of the problem. Should we allow a sort of complete chaos in higher education? Should we admit everybody who wants admission to the universities? That, I think, is the question which the House must answer. And those who are aware of the economic situation, who are interested in the welfare of the future generation, can have no other conclusion except that some kind of screening and selection will have to take place in the universities. We cannot allow development in a haphazard manner. We should not exploit the misery of these young men and women. They go to the universities, they cannot pass the examinations, they fail year after year, they become disgruntled and frustrated and bring ruin to their families. Is that a very happy situation, I ask this House? Should we not examine the situation in a dispassionate manner? Let us not create an uproar on this matter. These are not political issues. These are issues which concern the whole country. I beg every Member of the House to

consider this dispassionately and work out a solution which would lead the country forward.

I am in full agreement with the Members when they say that we must find alternative solutions for the large number of boys who are not fit for university education, or who cannot find entrance to the university. That, I think, is the right approach to the whole problem. That has not been tackled because the whole trouble at the present moment is that our economy is not developed. We are expanding our economy and as we move with the third, fourth and fifth Plans, there will be more and more opportunities for educated young people. But we have to look the situation as it exists today, and in the near future. I have stated in my statement that it is not our intention that we should deny opportunities of higher education to people who are anxious to have it, but it is not necessary for them to go to the universities. Let us have correspondence courses.

Even in the highly developed States like Soviet Russia and United States there are large numbers of students taking advantage of correspondence courses and evening colleges. In USSR about one million students get education through correspondence courses. They do not go to regular colleges.

Shrimati Renu Chakravarty: They are generally workers or apprentices who are already employed in some establishment or factory. But what are our boys to do who have neither jobs nor opportunity for further education, technical or otherwise?

Dr. K. L. Shrimali: The hon. Member is aware that in Delhi the question arose with regard to the large number of boys who are employed and who want educational facilities. I am suggesting this for those people.

In USA about 1.5 million people are being educated through home

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lessons and correspondence lessons. In the Third Plan, we have made a provision for this purpose, and it is expected that about 1,000 degree-holders and 5,000 diploma-holders will be trained by the system of part-time and correspondence courses. This is one of the solutions.

Then, we should have more of technical institutions and apprenticeship courses for various trades and industries. These are the various ways in which this problem should be tackled. It is no use saying: since you have no alternative, allow all the boys to go to the universities. It will be a sheer wastage of our money. What is the use of sending them to the university? Let us be honest with these people and with ourselves, and give proper guidance to these young men and women so that they become productive members of the society.

I do not want the House to misunderstand me. Our aim is to raise our standards. How are the standards to be raised? At the present moment there is a lot of talent in the country which we are not able to utilise because of lack of adequate opportunities.

Shri Gaikwad, I think, raised a point with regard to the backward classes. I wish he had said a word of appreciation for what the Government have done for the Scheduled Castes, Scheduled Tribes and backward classes. I feel proud that during the last ten years we have developed a scheme of scholarships under which every boy and girl belonging to the Scheduled Castes and Scheduled Tribes who is eligible for scholarship gets it. We have also asked the universities to reserve seats for them. First class students of the backward classes in most of the States get scholarships. This is an achievement of which we should be proud. Let us not say we have not done anything for the depressed or backward classes.

Shri B. K. Gaikwad: You should continue it, that is my point.

Dr. K. L. Shrimali: That is continuing.

I think the greatest need is that we should have a system of scholarship for the poor and deserving students, and I am glad to inform the House that in the Third Plan we are making a provision of Rs. 5.10 crores for this, including Rs. 1 crore reserved for encouraging women's education. This amount is being allocated especially for giving scholarships to poor and deserving students. It is the duty of the State to ensure that nobody with talent and merit is denied opportunities of higher education. This is only a beginning and I hope in course of time economic barriers will not stand in the way of anyone with talent and merit getting opportunities of higher education. The State will take the responsibility of educating these people up to the highest stage.

I am afraid I have reached my time-limit, but there are one or two points which I would like to touch. One is with regard to students and politics. This is a cumbersome and difficult question, but we have to face and solve it. If we do not solve it, we will ruin our universities. No sensible person would say that students should not study politics. In fact, it is one of the functions of the universities to create a spirit of enquiry among students. They should study politics, there can be no doubt about it. I would even go to the extent of saying that they should have their own societies inside the university campus in order that they might get themselves acquainted with the political ideologies. There is no harm in it. In fact, a democratic society should welcome it. It is only in totalitarian societies that students are taught a particular political ideology. In our universities, I would like the students to study politics, in a free and an academic atmosphere.

But what is happening in the universities today? It is not politics. It is the degeneration of politics. If the

reports of the inspector-general of police are correct, students below the age of thirteen or fourteen are brought out with flags in their hands; they make demonstrations and throw stones at the police. Is that the kind of education that we want to give to our future generation? What is happening in the universities? They use microphones and use all kinds of abusive language in the universities. In one of the universities, they dragged out a professor from the class-room. Is that the kind of education that we want to give in our universities? And I say that some of our people encourage these people to do that.

Shri Yadav Narayan Jadhav (Malegaon): Who is responsible?

Dr. K. L. Shrimali: We are all responsible.

Shri Tangamani (Madurai): The hon. Minister cannot generalise.

Dr. K. L. Shrimali: Let us share that responsibility and let us come to an agreement about this matter that we shall not encourage these activities in the university campus; otherwise, we shall ruin our universities, and if we ruin our universities, we shall ruin our country, because the future of our country depends upon the future of our universities. Therefore, we should do everything that is possible to encourage and to develop a proper academic atmosphere in our universities.

Shri Rajendra Singh (Chapra): Who set the ball rolling?

Dr. K. L. Shrimali: We all set the ball rolling; you and I, both of us, have set the ball rolling, together.

Mr. Chairman: Is the hon. Minister likely to take more time?

Dr. K. L. Shrimali: I would not take more than two or three minutes.

Then, I would like to answer one or two points which were raised by my hon. friend **Shri Harish Chandra**

Mathur. He objected to the composition of the University Grants Commission. He said that most of the non-official members were over sixty in age. My hon. friend is not present here at the moment, but I do not know what he expects us to do. Does he expect people of the age of 25 or 30 or 40 to become members of the University Grants Commission? The average age of a professor in a university is 50. We have now increased it to 60, and I would like to see the day when it is increased up to 65. A university professor becomes mature only when he attains a certain age. Is it right, therefore, for anybody to suggest that people within the age of 40 or 35 or 25, that is, young men, should become members of the University Grants Commission?

I should also like to take this opportunity to tell the House that those members of the University Grants Commission who are there today are men of great eminence, ability and devotion, and under the leadership of the Chairman **Dr. C. D. Deshmukh**, they have rendered a great service to the country. Therefore, let us not make any insinuation which would discourage these people in any way.

Shri D. C. Sharma (Gurdaspur): How old is **Dr. C. D. Deshmukh**?

Dr. K. L. Shrimali: He will be 65 in January next.

Shri D. C. Sharma: Then, it is all right.

Dr. K. L. Shrimali: One Member also said that the University Grants Commission has become bureaucratic. But he has not given me any example. The only example which **Shri Ranga** gave to me was that the State Governments are being asked to consult the University Grants Commission with regard to the setting up of new universities. I would like to ask the House this question: How is the University Grants Commission to discharge its statutory obligations, and how is it to maintain standards and

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determine standards, if the State Governments do not consult it? Do we expect the University Grants Commission just to foot the bill after the State Governments set up the university? There is the University of Khairagrah; then, there is the University of Kurukshetra which is supposed to be a Sanskrit University, but I do not think there is much of Sanskrit teaching in the Kurukshetra University. Do we expect the University Grants Commission just to foot the bill after the universities have been set up?

In fact, it was made quite clear when we passed this Bill that the University Grants Commission be consulted and its advice should be taken by the State Governments so that proper standards might be laid down. Higher education is expensive, and it is very essential that there should be proper co-ordination. It is not possible for the universities to have all the faculties in all the subjects. For example, take nuclear physics. Is it possible for every university to have a department of nuclear physics? Some kind of co-ordination will have to be brought about there, and unless the State Governments and the universities consult the University Grants Commission, that kind of co-ordination cannot be brought about. It is in the interests of our country that proper consultation should take place.

The State Governments are quite free to take action; they are free to set up as many universities as they like, but it is not right for them to expect the University Grants Commission to foot the bill after the universities have been set up. If they want assistance from the University Grants Commission, it is only proper and right that the University Grants Commission should be consulted. Is that bureaucratisation? I ask my hon. friend Shri Ranga who is sitting here. He said that the University Grants Commission was

becoming bureaucratic because it wanted consultation from the State Governments.

Shri Ranga: My hon. friend has very little time, and, therefore, I do not wish to interrupt him now.

Dr. K. L. Shrimali: The University Grants Commission should be consulted, and if I have any power in my hands, I shall do everything that is possible to strengthen the University Grants Commission, so that it may play the due role which has been assigned to it, namely co-ordination, determination and maintenance of proper standards.

There were some other points, but I do not want to take more of the time of the House.

Shri Narayanankutty Menon: What about the donation to the colleges, which is made compulsory?

Dr. K. L. Shrimali: I do not support that practice at all, namely the practice or the system of collecting donations.

Shri Narayanankutty Menon: What is my hon. friend going to do about it? A new engineering college is going to be started in Kerala, and there, it has been made a compulsory rule that every student who seeks admission should pay Rs. 5,000; And they have advertised it also.

Dr. K. L. Shrimali: My hon. friend may write to me, and I would look into that matter.

I would request hon. Members not to press any of the amendments because they have no force in them, after what I have said.

Shri Achar: What about the Sanskrit colleges, to which I made a reference?

Dr. K. L. Shrimali: There is the Sanskrit Committee.....

Mr. Chairman: Order, order. After the discussion is over, no questions can be there. I shall now put the amendments to the vote of the House.

Shri Vajpayee: I do not press my amendment.

The amendment No. 1 was, by leave, withdrawn

Mr. Chairman: Then, there is Shri B. K. Gaikwad's amendment. Does he want to press it?

Shri B. K. Gaikwad: I want to know from the hon. Minister whether he is going to continue the facilities to the backward classes?

Mr. Chairman: Should I put his amendment to vote?

Shri B. K. Gaikwad: Yes.

Mr. Chairman: I shall now put amendment No. 2 to vote.

The amendment No. 2 was put and negatived.

Mr. Chairman: Then, there are two amendments in the name of Shri Braj Raj Singh. Does he want to press them?

Shri Braj Raj Singh: Yes.

Mr. Chairman: I shall now put amendments Nos. 3 and 4 to the vote of the House.

The amendments Nos. 3 and 4 put and negatived.

Mr. Chairman: The question is

"That this House takes note of the Report of the University Grants Commission for the period April, 1958—March, 1959, laid on the Table of the House on the 24th February, 1960."

The motion was adopted.

15:37 hrs.

COMMITTEE ON PRIVATE MEMBERS' BILLS AND RESOLUTIONS
SIXTY-SIXTH REPORT

Sardar A. S. Saigal (Janjgir): I beg to move:

"That this House agrees with the Sixty-sixth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 10th August, 1960."

Mr. Chairman: The question is:

"That this House agrees with the Sixty-sixth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 10th August, 1960."

The motion was adopted.

Mr. Chairman: Now, we shall take up Bills to be introduced. The first three Bills are in the names of Shri Jhulan Sinha, Shri Hem Raj and Shri Shree Narayan Das respectively. All these three hon. Members are absent.

Then there are two Bills in the name of Shri Ram Krishan Gupta and one Bill in the name of Shri Ajit Singh Sarhadi. Both the hon. Members are absent.

15:40 hrs.

NATIONAL MONUMENTS COMMISSION BILL*

by Shri Narasimhan

Shri Narasimhan (Krishnagiri): I beg to move for leave to introduce a Bill to provide for the constitution of a National Monuments Commission for the conservation of ancient monuments and objects of archaeological, historical or artistic interest.

Mr. Chairman: The question is:

"That leave be granted to introduce a Bill to provide for the

*Published in the Gazette of India, Extraordinary Part II—Section 2, dated 12-8-1960.