

Shri S. V. Ramaswamy: There is a higher rate for it.

Mr. Speaker: Apart from that, why don't you prosecute him for making a wrong declaration?

Shri Shah Nawaz Khan: As I said, Sir, prosecution is to be done by the police and we associated the Excise Department with this. If any prosecution was necessary, it was up to them to prosecute the party.

Shri Jagjivan Ram: There is already a provision in the Railways Act about wrong declaration, and if there is any wrong declaration the Railways can take action.

Mr. Speaker: That is all that he wants. He only wants more prompt action and nothing more.

Shri Warior: But if the freight charges are higher?

Mr. Speaker: He only wants that you should not keep quiet saying that you have got your money.

Shri Shah Nawaz Khan: Shri Upadhyay referred to the responsibility of the bailee at the destination station for 30 days. I think 30 days is quite a long time and there is no need to increase the time.

With these remarks, Sir, I am grateful to all the hon. Members who have made useful suggestions, and I commend this motion for reference of the Bill to the Select Committee for acceptance of the House.

Mr. Speaker: The question is:

"That the Bill further to amend the Indian Railways Act, 1890, be referred to a Select Committee consisting of 21 Members, namely: Shri S. A. Agadi, Shri Frank Anthony, Shri M. Ayyakkannu, Shri Pulin Behari Banerji, Shri Naushir Bharucha, Shri Laxmanrao Shrawanji Bhatkar, Shri Ranbir Singh Chaudhuri, Shri N. R. Ghosh, Shri Yadav Narayan Jad-

hav, Shri Banarsi Prasad Jhunjhunwala, Shri Liladhar Kotoki, Dr. Shushila Nayar, Shri Sarjoo Pandey, Shri Nanubhai Nichhabhai Patel, Shri Balasaheb Patil, Shri Ram Garb, Shri Vutukuru Rami Reddy, Shri Radha Charan Sharma, Shri Shobha Ram, Shri Sinhasan Singh and Shri Jagjivan Ram with instructions to report by the first day of the next session."

The motion was adopted.

13.35 hrs.

UNION TERRITORIES (STAMP AND COURT FEES LAWS) BILL,* 1961

The Minister of State in the Ministry of Home Affairs (Shri Datar): Mr. Speaker, Sir, on behalf of Shri Lal Bahadur Shastri, I beg to move for leave to introduce a Bill to provide for the amendment and repeal of certain laws relating to stamp duties and court-fees as in force in certain Union territories.

Mr. Speaker: The question is:

"That leave be granted to introduce a Bill to provide for the amendment and repeal of certain laws relating to stamp duties and court-fees as in force in certain Union territories."

The motion was adopted.

Shri Datar: Sir, I introduce† the Bill.

13.36 hrs.

REPORT OF THE UNIVERSITY GRANTS COMMISSION—contd.

Mr. Speaker: The House will now take up further consideration of the following motion moved by Dr. K. L. Shrimali on the 4th May, 1961, namely:—

"That this House takes note of the Report of the University

*Published in the Gazette of India Extraordinary, Part II-Section 2, dated 5-5-1961.

†Introduced with the recommendation of the President.

Grants Commission for the period April, 1959—March, 1960, laid on the Table of the House on the 17th February, 1961."

Shri Tyagi may continue his speech.

Shri Tyagi (Dehra Dun): Sir, yesterday I was just arguing that the University Grants Commission has made.....

Shri T. B. Vittal Rao (Khammam): What is the use, when there is no Minister?

Shri Tyagi: There are other Ministers.

Sir yesterday I was arguing that the University Grants Commission has made a recommendation that entry of students into universities, colleges etc., must be selective and all and sundry should not be permitted to enter colleges because they felt that the standards were going down. I welcome this suggestion. But yesterday my argument was, which I want to repeat today, that this will not be fair so long as the education at the lower level was not made practically uniform all over the country. The villagers are now given only basic education which is comparatively of a lower standard than the education given to children or boys in the urban areas. If entry into colleges is to be made selective, my doubts are that the rural population will suffer, the students from rural areas will not be able to compete well. Therefore, this selective method should not be given effect to unless the State guarantees that the standard of education all over the country is uniform at the time they sit for competition.

In my opinion, Sir, education is the key industry, it is the first and the basic industry. We talk of industries for the economic development of the country. But that economic development will be of little avail if the manpower is not duly developed. Educational institutions are the means to develop that manpower. Educational institutions add to the suitability and

to the efficiency of the future citizens of India. If they are not properly educated, all this economic development will be useless, because so long as the society is not made intelligent enough to add to the wealth of the country all the wealth created by these industries will be lost. Therefore, this industry must essentially be in the public sector.

What I find today is—it is also perhaps authorised by the Constitution—that people start their own educational institutions. . . do not resent this. Every group has the power, the authority, the right to set up its own institution for its children, because all groups have been given the right by the Constitution to safeguard their script, their language, their culture etc. Therefore, this must be permitted, but the standard of education must compulsorily be made uniform. Whether the institution belongs to one community or the other, it is immaterial, but the standard of education must be common. For that purpose, I would suggest, as the Commission has suggested, that the universities in the country must be controlled by the Central Government so that they could be brought on par, as far as their educational standard is concerned. That can be done only when the States are not permitted to freely interfere with university matters, or university politics, as it is known these days. Very recently, in my own State, the question of the appointment of a Vice-Chancellor in a University arose and it was decided that there shall be a committee or a council to make selection, and in that council one of the members would be a High Court judge. It is a pity that we are misusing the judges. We are bringing judges into every little thing with the result that very soon our judges will lose their impartiality, because they will become parties to controversial matters. I would suggest that we should keep the judiciary above everything. It would be advisable if we avoid the association of High Court judges with matters which are controversial. Let them not come into politics directly. Whenever there is any investigation, whenever

[Shri Tyagi]

there is any matter in which the politicians get confused, they resort to the appointment of High Court judges.

Dr. M. S. Aney (Nagpur): Does the hon. Member mean that university education should be a Central subject instead of a State subject?

Shri Tyagi: In the university politics as to which party should be in power and who should be the Vice-Chancellor, on such matters the High Court judges have little to do.

13.42 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

Shri Warlor (Trichur): But the question of the hon. Member was whether university education in the entire country should be brought under the Central Government.

Shri Tyagi: The University Grants Commission has done quite a lot in bringing all the universities together. Now, quite a lot of the finance are being provided by the Central Government. I think it is time that we establish uniform standards of education all over the country so that at least in education there will be absolute socialism. All children belonging to all States must be treated on par, so far as the standard of education is concerned. There should not be anything more or less in any State, so far as the educational standard is concerned. Let the new younger generation be treated on par, irrespective of the State from which they come. I would suggest that either the University Grants Commission or some other organisation which is centrally controlled should manage all the universities for the purpose of maintaining a uniform standard. Since the State Governments will invariably belong to various colours, which will change from time to time, let them not interfere with this basic industry, as I call it, which is the first need of the nation. Let education also be put on the same footing as judiciary, not to be interfered by all. Let all parties unite,

either in a conference or meeting, formally or informally, and establish a convention that university politics will not be interfered with by politicians. Let it be above the reach of politicians. Let us make some such arrangement, as that is the need of the day.

Mr. Deputy-Speaker: There is nothing beyond the reach of the politician.

Shri Tyagi: But let us not interfere with it.

In one State they have appointed a committee where one of the members shall be the nominee of the Governor. Here "Governor" has been defined as the Government, that is, party in power, in that particular State. So, one of the members who will select the Vice-Chancellor of the University shall be a nominee of the Government, a politician belonging to the party in power. Another member will be a High Court judge. A third member will be elected by the university council. I would suggest here that we should avoid the hand of politicians in university matters. Today one party may be in power. The next day, another party may come in power and they would naturally want to have their own nominees as Vice-Chancellors. Therefore, I do not want politicians to dabble in universities. The universities must be kept above party politics.

Then, selective basis has been recommended by the University Grants Commission, which is a healthy idea. Because, the universities are very much crowded today. As the Commission has rightly pointed out, all types of people, whether they are fit and efficient for higher education or not, enter the universities because they have passed the matric or higher secondary examination. So, they have got the right of entry to the college. The suggestion about the selective basis is a good one. But it can be brought into effect only when it is guaranteed that the education even at the lower

level would be uniform in all States, so far as standard is concerned.

There is another difficulty which comes to my mind. I have been in politics for a pretty long time and I know what is happening in the universities. There is communal representation in some colleges. Our younger generation is impregnated with this type of communal virus. In one of the States there was a percentage fixed for Brahmin boys only so much and not more and the matter went up to the Supreme Court. This is the kind of thing happening in a secular State like ours. I must confess with regret that communal representation was prevalent in one of the States in the South, where they stipulated only so much percentage of Brahmin boys, irrespective of their intelligence. No selective system or system of competition was prevalent in that State. The selection was made only on the basis of community and the matter went up to the Supreme Court. The Supreme Court accepted the plea of the aggrieved party and said that communal considerations should not be taken into account in the matter of admission to universities. It is a matter of surprise that nobody checked it until it was taken to the Supreme Court. I do not know what the Central Government were doing then. They actually slept over it; because the matter is in the Supreme Court. Only a nincompoop cannot work or act. That was the position for a long time. Then the Supreme Court gave their judgement that admission to college should not be on the basis of caste or community.

After that, some committees have been appointed and they have been asked to give 150 marks to the entrants, according to their judgment. So, whoever gets 150 marks in the interview will get admission. There is no written examination. It is also subjective in the sense that the members of the committee belong to particular communities or politicians belong to particular political parties. It is that committee that decides the fate of the boys and girls of the younger

generation. A young boy gets his first shock when he cannot enter a college, not because he lacks merit but there are 150 marks given by the committee according to their discretion. If that is the way in which the colleges are run, I am afraid India can never remain united. If you want real unity you must create a condition in which every young boy and girl feels that, as a citizen of India, he or she is admitted in any college with all the rest of the younger people of his or her age.

Another matter which I would like to bring to the notice of the hon. Minister is about caste. He should see to it that admission to the colleges is made absolutely on merit and no considerations for caste is given. Otherwise, if the young people in their impressionable age get the communal virus injected into their minds, it will be very difficult for any power to remove it from their minds during their life time.

Coming to the teachers, they do not enjoy a respectable position in the society today, as they used to do in the very early days. In those days, they used to be worshipped and their feet touched by their disciples as a mark of respect. If other people give respect to the teachers, it will also inspire the younger people to give them due respect. Today our teachers are treated with contempt, because they are paid too low. They are not well paid all over the country. If the finances of the Government do not permit them to bring the teachers on par with other servants, let at least the honour be given to them. In the list of protocol let them be deemed, considered and treated as a superior class in the society.

I think they must be given the first place in protocol. Suppose, we were sitting and some teachers have come there. Then let everybody respect the teachers, whether one is old or young or whether one is a pupil or not. Even the guardians must learn how to respect the teachers.

Shri Balasahab Patil (Miraj): But the teacher must be worthy of that.

Shri Tyagi: In a village if there is a village teacher, he must have the first place or precedence because he happens to be a teacher. If the whole village bows to the teacher for the very reason that he is a teacher, all our younger people will also respect him and discipline will come in the natural course. Then our younger generation will also learn to respect the teacher. Therefore the first thing is to rehabilitate the position of the teacher in an institution.

They talk of indiscipline. Indiscipline is there because the teacher occupies an inferior position in the society. His status must be raised. Therefore I plead that all teachers, irrespective of the fact whether they belong to a private institution or a public institution, should be declared public servants. A teacher who is employed in any college or school must be declared a public servant so that he may enjoy all the amenities and protection given to public servants. Under the law these must be available to each teacher.

Then there is the question of teachers taking part in politics. In this connection there is a very good suggestion which the University Grants Commission have made. They have said:

"Teachers standing for elections to Parliament or State Legislatures are sometimes tempted to use students in their election campaigns and to bring some of the passions of party politics within the precincts of the university; and teachers elected to legislatures have to be absent from the university for long spells. All these things have a bad influence on the atmosphere of the university."

I congratulate Shri Dehmukh and his colleagues in bringing this idea in a forthright manner before the Parliament. This is a major question. Teachers must be prohibited from taking part in politics as Government servants are prohibited from taking part in it. If they indulge in politics, it is

not possible to safeguard the younger generation from indulging in it and there will be indiscipline. There will then be parties and cliques of groups. Therefore I also venture to make the suggestion that there should be an all-party convention which should voluntarily decide not to impregnate boys and girls with the type of ideas which are political ideologies and things like that. Let them be left alone. Let the teachers deal with them. Teachers must be declared Government servants so that they may not take part in politics.

Then the Commission has said:

"The political and economic tensions that many of the countries in Asia and Africa are experiencing are apt to be reflected in the behaviour of youth in these countries."

This is a matter of major policy and I hope the Government will take notice of all these comments.

The Commission has done well in granting at least Rs. 11,02,000 and odd for the increment in pay of professors etc. in colleges. I do not know to what extent this will go. If an increase in pay is to be the responsibility of the Central Government, the Central Government must have a hand in the management of educational institutions. This problem is a major problem which has to be tackled whether our economic development is there or not. That is very important, no doubt, but this development is of the primemost importance. Teachers must have a suitable pay. But whether their pay is less or more, irrespective of the standard of pay, they must be given a status in society in politics and that status must be officially recognised.

I have heard and read.....

Mr. Deputy-Speaker: The hon. Member is trying to conclude I suppose.

Shri Tyagi: I will conclude soon.

I have read that most of the students in USA and Canada and in other countries also are earning during their holidays or vacations. I read from a paper :

"The majority of students in the Canadian universities seek employment during the summer vacations to earn the money needed for the following college year. For some it is an additional spending money, whereas there are others who either must earn something or stay out of colleges. In the summer of 1956 nearly nine-tenths of students had jobs of various description and varying salaries."

This is a thing which should be introduced in India. We must find jobs for students while they are studying.

Here it says :

"Jobs which require special skills included those of machine repairman, carpenter, plumber, typists, stenographers, radio announcer etc. Casual and miscellaneous jobs found. Students working as truck drivers, bus drivers, cooks, bakers, golf caddies, porters and labourers etc."

There in their very young age they are taught the dignity of labour. They work and they earn. This practice should be encouraged. To avoid indiscipline in the universities, instead of introducing basic education elsewhere, it is better that in the universities these ideas are encouraged so that students here might learn not only the dignity of labour but also start standing on their own legs even while they are students.

Since you have rung the bell, I do not want to dilate upon it. My only point is . . .

Mr. Deputy-Speaker: I have not rung the bell. I have only advised the hon. Member to try to conclude.

\$24 (A) LSD—8.

Shri Tyagi: Then I would like to emphasise one more point.

The Commission has pointed out that there is dearth of qualified teachers. It says :

"While realising that salaries of teachers in colleges and universities have not been sufficiently raised to enable them to meet the present high cost of living, we feel constrained to say at the same time that it is becoming increasingly difficult to get adequately qualified teachers who are competent and conscientious. Many of the abler graduates coming out of the universities are lured away from the teaching profession by the more attractive salaries offered by the commercial houses and also by the relatively better salaries and opportunities in the superior services of the Government."

This is another problem. Our training also differs from State to State, sometimes even from district to district and from institution to institution. This is another matter on which I would emphasise. The training of teachers also must be on a uniform basis. They must lay down a pattern and that pattern must be observed all over India. It must be uniform so that our teachers may not have a feeling that they could not get opportunities of training. Teachers could be given training even before they are appointed. They must also be given training after they are appointed. That might just be for a month or two. They might again be sent for another course for a little period of training. I submit that training has remained neglected in the country.

Shri Kodiyam (Quilon—Reserved—Sch. Castes): Mr. Deputy-Speaker, Sir, the University Grants Commission has again referred in this report to the question of restricting admissions to colleges. On page 4 the Report says :

"But we have even at the present time in our universities far too

[Shri Kодиyan]

many unfit students who have come in merely because they did not know what else to do...."

This problem of so many students coming for admission to the universities and colleges is, in my opinion, a creation of the system of education that prevails in our country today. You are today reaping the consequences of a system of education that you have refused to amend according to the changed conditions in our society since independence. Our education system, specially at the lower level, remains such that a student, who comes from the secondary school does not know what to do. If a system of education will not help the student to know what to do after he passes from the school, of course, then there is something basically wrong with the system of education in our country.

14 hrs.

Sir, some steps have been taken to introduce reforms in the educational system. I am well aware of the fact that Government have tried to introduce basic education, to convert some of the secondary schools to multi-purpose schools and various other propositions are at hand. But I want to stress one important aspect of the whole problem. That is, the situation has entirely changed in our country. The system of education that we got from the Britishers was a system that suited a country which was economically backward which was industrially backward and which was only a colony of the metropolitan country, a colony to be exploited by the Britishers. But now we are in the midst of a revolution in economy, industry, in agriculture and in all other spheres of our life. But nothing has been done to change the pattern of our education to suit the changed atmosphere of our country.

Now what do we find? A student who leaves the secondary school, or passes the matriculation examination—what can he do? He can only go for the job of a clerk. In our country today more and more junior experts,

technical experts and technically qualified people are needed for our industrial undertakings and other public ventures. But what can these people coming from the secondary schools contribute? How can they contribute to nation-building, to the reconstruction of the nation we are planning? Nothing can be done, because they are not equipped for it.

My suggestion in this regard is that unless we improve the standard education, change the pattern of education at the lower level, we cannot expect to improve the quality or standard of education at the university level. Our aim must be to prepare our young people to be fit citizens, to take up their tasks in nation-building and also to prepare students equipped with sufficient skill and aptitude for entering higher education. To achieve this I suggest that after the seventh class, let there be a change in the pattern of education to one of vocational education. Up to the Seventh class the student can be taught general subjects, languages, mathematics, including of course Algebra and geometry. After the seventh class, that is, from the 8th class, the student should be given vocational education, with a technical bias, so that when he completes his course in the secondary school, he may be awarded a diploma and on the basis of this diploma he may be given practical training in some of the industrial undertakings, or any other suitable institutions. He can, then enter public service; or he can be absorbed in some kind of a job where he will be in a position to discharge his responsibilities.

Coming to another point I would like to say that in our universities there must be faculties for specialised education. As I have already pointed out, when we are in the midst of planned development we are in need of a large number of technical personnel. If we are to have proper planning, we must have a precise idea as to the number of technical personnel and

experts required for each category. In Kerala we need not have steel technologists, or steel experts. But we are very much in need of experts on marine biology, because we are a maritime State and we have immense possibilities of developing our fishing industry. Have we got any faculty in Kerala University for marine biology, or has any other maritime university, either Bombay, or Madras, got any marine biological station for carrying out research and teaching the subject on a scientific basis? Nothing of the sort.

The Minister of Education Dr. K. L. Shrimali: I may inform the hon. Member that the Andhra University is making investigations into oceanography.

Shri Warior: That we have in Kerala too; but that is different from marine biology.

Shri Kodiyam: What I want to have is not oceanography. The study of oceanography is good. We are thankful to the Andhra University and to the hon. Minister for having such institutions. What I want is that there must be a faculty in marine biology alone. Not only Kerala, but the entire coastal areas have immense possibilities of fishing. Even the University Education Commission, presided over by Dr. Radhakrishnan, has said some years back that this is a neglected subject in our university education. But years have elapsed and nothing has been done.

Therefore, as I was pointing out, not only must there be faculties for specialised subjects, but admission to these faculties should be organised in such a way that we should get sufficient number or right type of people at the right moment. But due to a crisis in planning, due to lack of proper planning, a paradoxical situation has been created in our economic development. While on the one hand there is a dearth of technical experts, technical personnel and engineers, on the other we find that a large number of engineers and other

technical personnel are unemployed. Even our Prime Minister has referred to this aspect and he has suggested that this paradoxical situation should be removed as early as possible. Therefore, I think that our educational plans should be correlated to the economic needs of our country.

Then, Sir, coming to the quality or standard of higher education, everybody agrees that our standard is going down.

Shri D. C. Sharma: No, no.

Shri Kodiyam: Perhaps, my hon. friend Prof Sharma may not agree with me.

An Hon. Member: His standard has not fallen.

Shri Kodiyam: There are many factors responsible for this. In adequate equipment, lack of library facilities, unattractive pay scale of teachers, overcrowding in colleges, outmoded text-books, outmoded syllabi, dearth of qualified teaching personnel, all these have contributed to a fall in the standard of higher education. I do not want to go into every aspect of this question, but I would like to mention only one or two things. Our education, not only our university education but education as a whole, has failed to keep pace with the developments in this country as also outside. Take, for example, our science education. Our science education, I am pained to find, still is in the Newtonian age. Take the syllabus of physics. It is built around Newtonian mechanics. Of course, the Newtonian mechanics have ruled science for more than two centuries. But as years have passed, some new developments have taken place. The quantum theory, relativity and other things have come into being. Also, the importance has now been shifted from particles to atom and from nucleus to sub-nucleus.

Shri Tyagi: But we are still in the sun-cooker age.

Shri Kodiyam: We are in the Nineteenth Century. I should say, so far as science is concerned.

Shri D. C. Sharma (Gurdaspur): -
No.

Shri Kodiyar: Of course, there are some exceptions, there are some universities which try to keep pace with the modern developments in science. Our standard is awfully low. This is a very vital factor in our country in the present context of our development, because without a scientific outlook and without bringing up our younger generation in a scientific environment and with a scientific curiosity, we cannot expect them to develop as citizens who may be useful for making their contribution for the reconstruction of the country. Therefore, I should like to urge upon the Government to evolve some machinery to review these things to keep pace with the developments in science to review text-books, to review the syllabus and assimilate what is new in science and try to give it to our young students.

Even though we have now entered the Third Five Year Plan, after ten years of planned development in our country, you will be surprised to find that not even a single authoritative text-book on planning is available in our country. How can you explain this? Whatever the faults or failings of planning may be, we are in the midst of planning. A gigantic effort is being made by our people to develop the country, to build the modern India to which we all desire to take the country as quickly as possible. This is a development which not only concerns the present generation but also the generations to come. They will have to learn many lessons from this planning, from its defects, failings, successes and its bearing on the future of the entire country and of the Indian people. But still nothing is done to have a text-book on planning, so that our people may be taught not only the lessons of planning but also be made plan-conscious. But nothing of the sort is being done. I would therefore urge upon the hon. Minister to look into this question and to see that something is done.

Coming to another point, namely, research, we have not done very much in that direction. Yesterday my hon. friend Shri Hem Barua referred to one aspect so far as this question of research is concerned. He said that even though funds had been provided by the Planning Commission to do some research work on political science, the funds were allowed to lapse. Nothing was done. And whatever is being done in the name of research in our universities is of such a character that it will not do any good either to the university or to the students. Take, for example, the expert committee's findings on the major research project of the Aligarh University into the history of Mediaeval India. The expert committee that was appointed has come to the conclusion that the research project undertaken by the Aligarh University was conducted in such a way that there was unnecessary rivalry between teachers, because the research work was divided and the teachers were divided into research professors and teaching professors. They have strongly criticised this bifurcation of research and teaching. It has led to unnecessary bitterness among teachers.

This committee has pointed out another fact also. Two research projects were undertaken, two separate groups were formed and they were placed under two separate *de facto* supervisors. And the committee says that the two separate groups were working at cross purposes.

The committee has also complained about the failure of the University to account for the grant of Rs. 1 lakh given by the University Grants Commission. So, such is the kind of research work that is going on in our universities.

It was again pointed out that the research assistants in this particular project were working as paid scholars without trying to complete their work within a specific period. So that is the sort of research. Unless this research is given a prominent place in our universities, I do not think that the universities can become real centres of

intellectual adventure. Teachers cannot be kept alert and vigilant unless they are asked to do research work. Otherwise teachers will become stagnant and they will get out of date.

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

Shri Kodiyam: Since you have rung the bell, I do not want to refer to many other points. But there is only one point regarding the medium of instruction. Yesterday our friend Shri Braj Raj Singh was impatient at the delay in introducing the medium of Hindi and other regional languages; he was particularly referring to Hindi. Nobody has any objection to that. We support that idea. But there must not be any undue haste in implementing this suggestion. The University Grants Commission has also rightly pointed out that proper preparation should be made for this change-over to Hindi or any other Indian language so far as the medium of instruction is concerned. It must be left to the universities, to the colleges, and they must be assisted in the matter of preparing the necessary text-books in the respective regional languages. Therefore, I do not think that there is any room for any controversy over this matter.

In conclusion, I should say a good word about the hon. Minister and his Ministry. I wholeheartedly support and welcome the proposal of Government to have evening colleges and correspondence course during the Third Five Year Plan. But I do not think that it is very easy to implement this, because some of the universities are not in favour of this suggestion.

Recently, the Syndicate of the Kerala University has decided not to have any such correspondence courses or evening colleges, on somewhat strange grounds. The reason put forward by the Kerala University is that there are already a large number of educated unemployed, and these evening colleges and correspondence courses will add to the rank of the educated unemployed. It is none of the business of the universities to solve the problem of unemployment. The duty of the

universities is to give more and more education, not merely to the higher people but to the entire section of the people, and especially to the weaker sections. Therefore, it is high time that universities like the Kerala University should be told that it is none of their business to say that the unemployment problem will be accentuated due to the introduction of these evening colleges and correspondence courses.

Mr. Deputy-Speaker: Is there any hon. Member from the Congress Party who can finish within the next ten minutes?

In that case, I can call him.

श्रीमती लक्ष्मी बाई (विकाराबाद) :
बहनों को भी बोलने का मौका मिलना चाहिए ।

Shri Ram Krishan Gupta (Mahendragrah): I shall conclude in eight minutes.

Shrimati Laxmi Bai: I can conclude in five minutes.

Shri Ram Saran rose—

Mr. Deputy-Speaker: Shri Ram Saran has written to me that he has had no chance to speak during this session. Therefore, I must give him preference.

श्री राम सरण (मुगदाबाद) : उपायक्ष महोदय, मैं आपका आभारी हूँ कि आपने मुझे कुछ समय दिया ।

हमारे देश में शिक्षा की स्थिति कुछ विचित्र सी है । एक तरफ जब हम प्राथमरी एजुकेशन और मैकिडरी एजुकेशन के बारे में विचार करते हैं तो हम अपने को दुम्मे देशों की तुलना में पिछड़ा हुआ पाते हैं, लेकिन जहाँ तक विश्वविद्यालय की शिक्षा का सम्बन्ध है उस में जब हम प्रागे बड़े हुए देशों के साथ प्रपना म्काबना करते हैं तो हम अपने को उनके बराबर या कुछ से प्रागे बड़ा हुआ पाते हैं । पिछले कुछ वर्षों में हमारे यहाँ विश्व-विद्यालयों की संख्या बहुत बढ़ गयी है । पहले

[श्री राम शरण]

यह संख्या १८ थी जो कि अब ४० हो गयी है। विद्यार्थी भी बहुत बढ़ गये हैं। लेकिन मालूम होता है कि कीक नियोजन नहीं है जिसके कारण अनएम्प्लायमेंट और खास तौर से शिक्षित लोगों में अनएम्प्लायमेंट बढ़ती चली जा रही है। तो जरूरत यह है कि ऐसा नियोजन हो कि जो विद्यार्थी विश्वविद्यालयों में पढ़ लिख कर निकलें उनको निकलते ही या निकलने के कुछ समय बाद ही काम मिल जाये जिसमें जो असंतोष पढ़े लिखे लोगों में बढ़ता चला जा रहा है वह कम हो जाये।

विश्वविद्यालय अनुदान आयोग ने अनेक उपयोगी सुझाव दिये हैं। उनके सम्बन्ध में मैं कुछ निवेदन करना चाहता हूँ।

पहली बात तो यह है कि यदि हमारे देश में विश्वविद्यालय के विद्यार्थियों की संख्या बढ़ती हुई चली जाये और हमको उचित संख्या में अध्यापक न मिलें तो हमारी पढ़ाई का माप गिरता चला जायेगा। इसलिए हम को कोई रोक जरूर लगानी होगी कि विश्वविद्यालय में हम कहां तक लोगों को भरती कर सकते हैं। इसके साथ ही हमको उन लोगों के लिये जो कि विश्वविद्यालय में आने योग्य न हों मस्ती परपत्र स्कूल खोलने चाहिए जिनके द्वारा हम लोगों को तकनीकी शिक्षा देकर काम धन्धों में लगा सकें। इससे विश्वविद्यालयों में जाने वाले लोगों की संख्या कम होगी और जो लोग विश्वविद्यालयों में नहीं जा सकेंगे वे इन स्कूलों की शिक्षा से लाभ उठा सकेंगे। ऐसा होने से हम को अध्यापक भी पर्याप्त संख्या में मिल सकेंगे। विश्वविद्यालयों में विद्यार्थियों की भरती पर रोक लगाने के साथ साथ हमको शिक्षकों की योग्यता ज्यादा से ज्यादा बढ़ाने पर ध्यान देना होगा। उनका बेतन बढ़ा दिया गया है। लेक्चरर्स, रीडर्स और प्रोफेसर्स का बेतन बढ़ा दिया गया है और इसलिए घाशा की जाती है कि अगले पढ़े लिखे लोग अध्यापन के कार्य की तरफ काफी मात्रा में आवेंगे और इस कार्य को अपनावेंगे।

तीन साल का जो डिग्री कोर्स है इसको प्रायः सभी विश्वविद्यालयों ने अपना लिया है, केवल उत्तर प्रदेश के कुछ विश्वविद्यालयों ने और बम्बई के विश्वविद्यालयों ने इसको कुछ भेद के साथ अपनाया है। मैं मी जी का धर्म इस तरफ दिलाना चाहता हूँ। उत्तर प्रदेश इन बात का प्रयत्न है कि १२ साल का कोर्स खत्म करने के बाद फिर तीन वर्ष की पढ़ाई बी० ए० के लिए शुरू की जाये। साधारण तौर पर दूरे विश्वविद्यालयों ने ११ वर्ष के बाद तीन वर्ष का कोर्स बी० ए० के लिए रखा है। तो यह जो उत्तर प्रदेश की विविष्टता है क्या उसको जारी रखा जाना चाहिए? इसमें विद्यार्थियों का एक वर्ष अधिक लग जायेगा इस पर जरूर विचार करना चाहिए। लेकिन बम्बई में ऐसा किया है कि इंटर-मीजिएट के बाद तीन साल का कोर्स रखना चाहते हैं लेकिन उसको वह बी० ए० आनर्स की उपाधि देंगे। इसी प्रकार यदि उत्तर प्रदेश में भी १२ साल के बाद जो तीन साल का कोर्स रखा जा रहा है उसको आनर्स की उपाधि दी जाये तो जो एक साल ज्यादा लगेगा उसका कुछ एवज विद्यार्थियों को मिल जाएगा।

इसके प्रतिरिक्त मैं खास तौर से जो ध्यान दिलाना चाहता हूँ वह छात्रवृत्तियों के सम्बन्ध में है। जहां तक मालम हुआ है सरकार चाहती है कि कोई भी विद्यार्थी जो मैरिट के हिसाब से विश्वविद्यालय की शिक्षा के योग्य है उसे विश्वविद्यालय की शिक्षा से वंचित नहीं रहना चाहिए। आयोग की रिपोर्ट से मालम होता है कि छात्र-निटीज में पोस्ट ग्रेजुएट और रिसर्च के लिये १०० और २०० रुपये के ८० और ५० स्कालरशिप रखे गये हैं और जहां तक साइंस, इंजिनियरिंग और टेक्नालाजी का खवाल है १०० स्कालरशिप दो दो ती रुपये के रखे गये हैं। हमारे देश में विश्वविद्यालयों की संख्या ४० है। इस संख्या को देखते हुए वे स्कालरशिप बिल्कुल अपर्याप्त हैं। इससे काम नहीं चलेगा। सुषी की बात है कि विश्वविद्यालयों

इंडस्ट्रियल एस्टेट्स कायम की जा रही हैं जिन में वे विद्यार्थी काम करके कुछ कमा सकेंगे और अपनी शिक्षा जारी रख सकेंगे जो कि धनाभाव के कारण अपनी विश्वविद्यालय की शिक्षा जारी रखने में असमर्थ हों। इस से उन लोगों को शिक्षा प्राप्त करने में अवश्य मदद मिलेगी।

इसी के साथ मेरा सुझाव है कि कुछ छात्रवृत्तियां मैरिट कम पावरटी के आधार पर दी जानी चाहिए जिससे कि वे विद्यार्थी जो योग्य हैं किन्तु धनाभाव के कारण अपनी शिक्षा जारी नहीं रख सकते उनको सहायता मिल सके। कुछ विद्यार्थी ऐसे होते हैं जो एक तरफ धनाभाव के कारण भागे पड़ नहीं सकते लेकिन दूसरी तरफ योग्य हैं। इस प्रकार की छात्रवृत्तियों से ऐसे विद्यार्थी अपनी शिक्षा जारी रख सकेंगे और इस प्रकार देश की प्रतिभा का उचित विकास हो सकेगा और वे विद्यार्थी अच्छे काम में लगाये जा सकेंगे।

एक बात जो बहुत महत्वपूर्ण है वह शिक्षा के माध्यम की बात है। प्रायोजन की रिपोर्ट पढ़ने से यह मालूम होता है कि सिद्धान्त रूप से सब विश्वविद्यालयों ने यह मान लिया है कि शिक्षा का माध्यम रीजनल भाषा होनी चाहिए। लेकिन रिपोर्ट से यह मालूम होता है कि किसी भी विश्वविद्यालय ने अपनी तक क्षेत्रीय भाषा को माध्यम के रूप में नहीं अपनाया है। और रिपोर्ट में यह भी लिखा हुआ है कि "The period of changeover should be shortened." लेकिन पता नहीं कि यह पीरियड थ्रू चेंज ओवर कितना रखा जायेगा। एक तरफ कहा जाता है कि अपनी जल्दी साहित्य नहीं है। साहित्य की कमी है। इसलिए इस प्रकार का साहित्य अधिक से अधिक और जल्द से जल्द निर्माण होना चाहिए। यह प्रयत्न होना चाहिये ताकि जल्दी से जल्दी शिक्षा का माध्यम क्षेत्रीय भाषाओं हो सके।

आखिरी बात जिसकी तरफ ध्यान दिलाना है वह नैतिक शिक्षा के बारे में है। हम जानते हैं कि देश की परतंत्रता के कारण हमारे देश के नैतिक स्तर का बहुत ह्रास हुआ है और इस देश का नैतिक स्तर बहुत अधिक गिरता जा रहा है। हमारे देश का स्तर तभी ऊंचा हो सकेगा जब कि हमारे विद्यार्थियों का नैतिक स्तर ऊंचा हो और उसके लिए यह आवश्यक है कि अध्यापकों का नैतिक स्तर ऊंचा हो। अध्यापकों का नैतिक स्तर ऊंचा होने से उसका घर विद्यार्थियों पर पड़ेगा। उसके साथ ही साथ हमारी पढ़ाई और कोर्सेज भी इस प्रकार के हों, पुस्तकें इस प्रकार की हों जिनका कि विद्यार्थियों के ऊपर अच्छा असर पड़े। पढ़ते लिखते हुए किस तरीके से वे अपना नैतिक स्तर ऊंचा कर सकते हैं इसकी जानकारी उन्हें करानी चाहिए। जैसे तो शिक्षा मंत्रालय ने एक कमेटी भी बनाई थी और उसने भी रिपोर्ट दी है। उसके जरिये से भी इस बात का प्रयत्न किया जा रहा है और भागे चल कर धारा है कि यह प्रयत्न किया जायेगा कि हमारे विद्यार्थियों को इस प्रकार की नैतिक शिक्षा दिलाने का उचित प्रबन्ध किया जाय जिससे भागे चल कर हमारे विद्यार्थी देश के अच्छे और योग्य नागरिक बन सकें। बस मैं इतना ही कह कर अपनी बात समाप्त करता हूँ।

Dr. K. L. Shrimall: Since the debate will be carried over to the next Session, I would like to give one piece of information to Shri Kodiyam now. He referred to the question of introducing marine biology. I might inform him that this subject has already been introduced in the University of Kerala, and the University Grants Commission has given a grant of Rs. 9 lakhs non-recurring and also propose to give a recurring grant for this subject. I might also tell him that an international team of scientists under the auspices of UNESCO is shortly visiting India to explore the Indian Ocean.

I thought he might be interested in this bit of information.

Mr. Deputy-Speaker: This debate will be carried over to the next Session.

14.33 hrs.

OLD AGE PENSION BILL*

by Shri Aurobindo Ghosal

Shri Aurobindo Ghosal (Ulu-beria): I beg to move for leave to introduce a Bill to provide for the payment of pension to the aged and disabled citizens of India.

Mr. Deputy-Speaker: The question is:

"That leave be granted to introduce a Bill to provide for the payment of pension to the aged and disabled citizens of India".

The motion was adopted.

Shri Aurobindo Ghosal: I introduce the Bill.

14.34 hrs.

ALL INDIA DOMESTIC SERVANTS BILL—contd.

by Shri Balmiki

Mr. Deputy-Speaker: The House will resume further consideration of the following motion moved by Shri Balmiki on the 22nd April, 1961:—

"That the Bill to provide for the registration of domestic servants and to regulate their hours of work, payment of wages, leave and holidays be taken into consideration".

Out of 2½ hours allotted for discussion of the Bill, 5 minutes were taken on the 22nd April, 1961, and 2 hours and 25 minutes are now available.

Shri Balmiki may now continue his speech.

श्री बाल्मीकी (बुलन्दशहर—रक्षित—
धनुसूचित जातियाँ) : उपर्युक्त महोदय,
२२ अप्रैल सन् १९६१ को मैंने सदन के सम्मुख
प्रस्ताव पेश किया घरेलू कर्मचारी बिल पेश

करते हुए इस बात की आवश्यकता बतलई थी कि घरेलू कर्मचारियों का रजिस्ट्रेशन किया जाय, उनके काम के घंटे रंगुलेट किये जायें, उनके लिए उचित पारिश्रमिक दिलवाने की व्यवस्था की जाय। इसके साथ ही उनके काम की गतों और छुट्टी आदि को रंगुलेट किया जाय मैं जब उस दिन इस बिल पर बोल रहा था तो मैं ने कहा था कि हमारा देश एक कल्याणकारी राज्य की ओर बढ़ रहा है जहाँ प्रत्येक मनुष्य को समान दृष्टि से समान स्तर पर लाने के प्रयत्न हो रहे हैं। छोटे से छोटे मनुष्य को चाहे वह किसी भी प्रकार का मजदूर है या घरेलू मजदूर है उसे ऐसे भ्रवसर प्राप्त होने चाहिए जिससे वह महसूस कर सके कि वह भी एक मनुष्य है और उस प्रकार का मानवोचित व्यवहार चाहता है। केवल वेतन आदि तथा दूसरी सुविधाएँ लेकर ही नहीं बल्कि इस प्रकार का भ्रवसर भी उसे सुलभ होना चाहिए जिससे कि वह उस हीन जीवन से उठ कर एक ऐसा जीवन प्राप्त कर सके जहाँ उन्नति के भ्रवसर हों। इसके लिए समाज की व्यवस्था तथा वातावरण को बदलने की आवश्यकता है। आज की समाज की व्यवस्था में जो एक दोष नजर आता है वह दोष यह है कि जो मनुष्य छोटा है वह छोटा ही बना रहता है और जो जन्म-जन्मान्तर से बड़ा है उसे उन्नति के भ्रवसर प्राप्त होते रहेंगे और नतीजा यह होता है कि वह निरन्तर उन्नति-पथ पर भ्रवसर होता रहता है।

आज मजदूरों के कल्याण के लिए आपकी ओर से काफी प्रयत्न चल रहे हैं किन्तु घरेलू मजदूर उन से वंचित हैं। आज जब कि प्रजा-तांत्रिक परम्परायें देश में पनप रही हैं तथा मनुष्य का महत्व बढ़ रहा है तब घरेलू मजदूर या इस प्रकार के मजदूर जीवन भर एक रट में फसे रहें और उन्हें सामाजिक न्याय भी न मिले यह कहाँ तक न्याय-संगत है? घरेलू मजदूरों के अलावा हमारे वे अभाग्य व्यक्ति जो कि बड़ी बड़ी जायदाद वाले मालिकों के यहां

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