

अध्ययन नहीं कर सकते और समाचार पत्र पढ़ने में कहीं पड़ सकते। तो उनकी योग्यता कहाँ से बढ़ेगी? यह आवश्यक है कि वे सहरों के दस पन्द्रह मील दूर रहें, अध्ययन करें और सीखें। अगर मासिक नहीं, तो कम से कम साप्ताहिक रिपोर्ट होनी चाहिये कि उन्होंने कितना अध्ययन किया है, कौनसी किताबें पढ़ी हैं, वे समाचार पत्र पढ़ते हैं या नहीं, जेनरल नालेज की कौन कौन सी किताबें पढ़ी हैं। इस सबका रिकार्ड होना चाहिये और उनके द्वारा नोट्स तैयार होने चाहियें। हमने अपने देश में जनतन्त्र कायम रखने का निश्चय किया है। मैं निश्चय करना चाहता हूँ कि जनतन्त्र की बुनियाद अच्छी शिक्षा और अच्छा चरित्र ही है और अगर हमने उनका स्तर ऊँचा करने के लिए निश्चित कदम नहीं उठाए, तो यह जो करोड़ों रूपया यूनीवर्सिटियों के नाम पर खर्च हो रहा है, वह व्यर्थ जाने वाला है। अभी भी समय है। केवल कमेडिया ही बनती रहें, योजनायें ही बनती रहें, केवल यही नहीं होना चाहिए, बल्कि सरकार और यूनीवर्सिटी ग्रान्ट्स कमिशन को निश्चित रूप से कदम उठाने चाहियें कि जिन से हम शिक्षा के क्षेत्र में सुधार की और अप्रसर हो। इन शब्दों के साथ मैं आपको धन्यवाद देता हूँ।

12.45 hrs.

BUSINESS OF THE HOUSE

The Minister of Parliamentary Affairs (Shri Satya Narayan Sinha): Mr. Speaker, with your permission, Sir, I want to announce that the Lok Sabha will discuss the situation arising out of recent events in Tibet on Friday, May 8, 1959, soon after the Question Hour up to 2.30 P.M. Any items of Government Business kept for consideration according to the announcement made by me on Friday, May 1, and not concluded before this discussion, shall be taken up on Saturday, May 9, up to which the present Session will be extended in the event of the above contingency.

MOTION RE: REPORT OF THE UNIVERSITY GRANTS COMMISSION—contd.

Mr. Speaker: I shall extend the time by one hour.

Some Hon. Members: Yes.

Shri Ranga (Tenali): Mr. Speaker, I should like to say a few words in regard to the language problem that faces the universities. Recently there has been a move to give special prominence to Hindi as official language. This recent move is likely to force a number of universities to reorientate their own policies and programmes in regard to their curricula, especially their languages. I would like to sound a note of warning that it would be best for Government and for Parliament not to be in too much of a hurry to go in this direction, because there are parts of our country with huge populations to whom Hindi is not the mother-tongue.

Acharya Kripalani: To whom English is the mother-tongue!

Shri Ranga: ... and where young people would not like to be placed at any disadvantage in their competition with the other young people from other areas where Hindi happens to be either the mother-tongue or the language which can easily be acquired by them from their childhood.

If, on the other hand, these universities in different parts of the country were to lay special stress on the development and on the acceptance of their own regional languages as the primary media through which they are to impart knowledge of university standard, they run the risk also of keeping their people in parochial packets separated from the general stream of cultural unity and cultural development of the rest of the country. As between these two more or less contrary directions, it would be necessary for our universities to steer their course in a very careful manner. So, one cannot lay too much emphasis on the fact and

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on the need also for our universities not only to retain English as it is now in its important place, but also to show their affection equally to Hindi as well as their own regional language.

Shri C. E. Pattabhi Raman (Kumbakonam): Is the hon. Member aware that they have changed the medium to Tamil for Humanities in one college in Coimbatore?

Shri Ranga: That is what I was told. If we were to follow that kind of policy of giving the first place to our own regional languages and the University Grants Commission goes on encouraging that kind of tendency, the danger would be that our boys and girls would be taking the university degrees through the medium of their languages and they would have to compete with young people of other universities....

Shri Braj Raj Singh (Ferozabad): Let us change the law and let them compete in the regional languages.

Shri Ranga: It would be placing them at a very great disadvantage and I sincerely hope that the University Grants Commission will give some consideration to the future prospects of our young people.

Secondly, when the University Grants Commission Bill was on the anvil, we were given an assurance that, although no special provision was made in the Bill itself for extending equal support to mofussil colleges and the lecturers therein in the matter of raising their salaries and allowances, every effort would be made to give as much support as possible to the lecturers in the mofussil colleges. In actual practice this assurance has not been implemented satisfactorily. Therefore, I would like my hon. friend, the Minister in charge of this Ministry, to see that the University Grants Commission tries its best to implement that assurance given and, if neces-

sary, to bring forward an amending Bill in order to enable the mofussil colleges also to be ranked on the same status as the residential universities and give them as much support for their staff as possible.

Thirdly, there is this question of examination. I agree with my hon. friend, Shri Khadiikar, in what he said about this particular point. It is indeed a national waste to have to allow more than 50 per cent of our boys and girls to go back home without any degrees at all after having gone through four or five years of schooling in their colleges. On whom it is a commentary? It is not a commentary rather on the universities and lecturers and professors than on the students themselves? They have gone through the whole gamut of university education and in the end you tell them "you are no good". Therefore, you have to take every possible step in order to see that the least percentage of these university students are obliged to go back without any degrees at all after having gone through the university course

One of the means suggested by my hon. friend is that in addition to the written examination you will have to take into account the impressions formed and marks given by their own lecturers in the course of their studies. Secondly, they should also be given the advantage of a *viva voce*. I do not want these two means to be used merely as restrictive forces as against the students. On the other hand, I want them to be the additional advantages to the students so that these students who have not done so well in the written examinations might be given the benefit of these two additional opportunities— one the impressions formed by their professors and lecturers and the marks given thereon and secondly, the *viva voce*.

Then, there is an alarmingly decreasing interest shown by university students in the studies of humanities. Any number of steps can be suggested in order to remedy this defect. But some serious attention will have to be given by the University Grants Commission, by the Ministry concerned, and also by the Cabinet as a whole, in order to explore the possibilities for increasing the prospects for these young people who take to the studies of humanities. In the universities, Vice-Chancellors after Vice-Chancellors and other gentlemen also who have been delivering the convocation addresses have been laying repeatedly great stress on the need for our young people to take to humanities. At the same time, the results have been extremely discouraging. Therefore, more material attention will have to be given to this particular matter than merely expressing good wishes in favour of humanities.

Coming to the question of sciences, I would like Government to give some consideration to the kind of innovation that was made in Bangalore to start with—later on, it was followed in Andhra also—whereby local people get together, form themselves into an educational committee, then invite donations from the parents of students who are anxious to obtain technical education, so that it would be possible for them to find at least one-third of the large sums that are found to be necessary in these days to establish a medical college or an engineering college. Unless we make some resort, indeed increasing degree of resort to this kind of means, in regard to the upper middle class and middle class, to make donations in order to be able to ensure admissions for their children into these technical colleges, it would not be possible for the Government, of their own accord, to start as many technical colleges as are needed, and also for the people themselves to be able to start these colleges of their own.

Some complaint has been made by my hon. friend that even in establishing universities ordinances have to be resorted to. In closing a university, my hon. friend, the hon. Minister of Education, had to resort to an ordinance. In starting a university also I do not know why there should be so much of a hurry to think of an ordinance at all. But, anyhow, I am all in favour of the Union Government and the University Grants Commission giving the maximum possible support to their demand for the establishment of this Vikram University. But when we are going to have a Vikram University in Ujjain I do not know why we want another at Indore. In this direction there is need for more and more planning, and that is why I would like the University Grants Commission also to be consulted by the local governments before they finally decide in favour of establishing any more new universities in different parts of the country.

Coming to the question of the architectural side of our own university buildings, I find that most of them are mere imitations of the commercial buildings that you find in Bombay, Calcutta and other cities, where they are supposed to care more for economies. Actually, they are only constructing hideous buildings reminding neither of India nor of Europe, but giving us an idea as if that in India miniature U.N.O. buildings are being built up in a cardboard fashion. They are a desecration according to me and according to the conception of our architecture. I was privileged to see the Sinhala University buildings. They are a beauty. They remind you immediately that they stand for the Buddhist culture and Buddhist system of architecture. You go to Banaras. You may not like to support other things in regard to the Hindu University there but the Hindu University immediately reminds you that you are within India, India of the past as well as of the present, an India which has a message even in

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architectural beauty to the rest of the world. Now something has got to be done by the University Grants Commission, as well as my hon. friend, in order to see that buildings for educational purposes are not being built in this shameless manner.

Then, I am all in favour of establishing more and more colleges in the rural areas and it has been my privilege to encourage one of my colleagues in the rural movement in my own village to establish a college. And it is one of the few rural colleges in the whole of the country where there is full-fledged degree course. Now, similar colleges will have to be encouraged to be established in different parts of the country. My hon. friend was busy in establishing what are known as rural universities or rural institutes. They are all thinking of grandiose buildings on which lakhs of rupees have to be spent. I would like him to think in terms of humbler buildings and see that smaller sums are spent on them. But, nevertheless, these higher educational institutions will have to be taken into the very heart of our rural areas.

Then there is the question also of what is known as co-education. I do not know why even after we have given so many high places for our women in the Ministries, in the various other spheres that we have established, that we are still hankering after separate colleges for women. We have got separate colleges for women even for medical purposes. It is a sheer waste, as far as I can see. When we have adult suffrage, when we are having women side by side with males in all our Legislative Assemblies and Ministries, I do not see any reason why we should go on wasting money in this manner in having separate colleges and high schools for women. That money, if only we can avoid this waste, we can make use of for establishing separate hostels for women in all our colleges

and for giving them every possible additional facility by way of scholarships, stipends and so on.

13 hrs.

Then there is this question of the M.A. Degree courses. Different universities are pursuing different policies. Some universities wish to restrict these M.A. Degree studies only to their own residential colleges and deny this privilege to the affiliated, affiliated and other colleges in the city which are not taken as a part and parcel of the residential side of their own university gamut. I think it is a great mistake, I know for a fact that in Andhra itself more than 500 people have been obliged to go from out of Andhra begging to all other universities in order to give them admission for M.A. course. This is a mistake, I think. I hope that more and more opportunities will be given for fully equipped first grade colleges in different parts of the country to provide for M.A. studies also.

Then there is also this question of classes. The Union Public Service Commission makes it generally a point to invite for interview only those boys and girls who have attained first-class degrees. There the difficulty would arise in that some universities have some kind of a stiff standard and think that they are doing some favour to themselves and are raising their own prestige, whether it depends on the quality of their teaching or not. Therefore they try not to give first-class degrees to as many as they should, whereas there are some other universities, whether they happen to be in the South or not does not matter, which pursue a liberal policy and therefore give more first-class degrees. With what result? The result is that those universities wherefrom very few students alone are able to get first-class degrees stand at a great disadvantage when compared to the other universities where a more liberal policy is being pursued. So, some means will have

to be adopted by the authorities concerned to see that inter-university examinations are held so that the same standard would be maintained. Whether the first-classes are few or more would depend upon the quality of education given in the colleges of the students and on the students own intellectual abilities. These people would be getting first-class degrees and, you know, wheresoever from they may be coming, a first-class man would always be found to be a first-class man throughout India. There need be no disqualification at all in favour of one university as against another.

Lastly, they have introduced this pre-university course. They based it upon the Commission's Report. It is true, but they do not seem to have gone into the economic side of it. They said that they did, but at the same time they were going to introduce it in an experimental manner. With what result they have been introducing it? The result is that fewer and fewer people are to be found going to the colleges and to the Universities. That is one of the results also that they wanted to achieve. But is that a right thing to do? You are not able to provide employment because you find more and more of these people who have taken the degrees are coming and asking for jobs. You are not able to provide them jobs. You want to stop these people coming at all with the necessary qualifications and so you have introduced these new methods and new standards in order to prevent young people taking their degrees and thus qualifying themselves for a job in any of your offices. That is a wrong way to go about it. In fact, this is a method which the British people themselves had been mooting when they were ruling over us. It is most unfortunate that we have come to introduce it with the result that quite a large number and an increasing number of colleges are now coming up against financial difficulties. The strength of the students

is going down and they do not know how to make both ends meet. So, they come to depend upon the universities and the University Grants Commission for these grants-in-aid to be given to them in order to be able to maintain themselves. This is going to be an uphill task for the Government themselves and I hope the Government will begin to reconsider this particular problem and consider it from the financial point of view and also from the point of view of students' welfare itself and try to reach some solution which would not be so difficult to be implemented as the present position.

Shri Thanu Pillai (Tirunelveli): Mr. Speaker, Sir, this Report is very well timed for consideration when experiments on education are going on at a rapid pace in many States. Now in our anxiety to change to an Indian language for our common language purposes, we have been giving importance in the political and other fields to all the fourteen regional languages. There is such a haste in changing over the medium from English to the respective regional languages. But this Report contains very salient recommendations that even when the medium is changed, English should be taught on a very high degree of efficiency. They have realised the mistake of having conceded that the medium may be changed to ever so many media in this country. I am wondering what will happen to this country if all the universities will change over the medium of instruction to all the fourteen languages. Will we have for the common purpose and the Central purpose in India, interpreters between engineers and engineers, between doctors and doctors? Will we have interpreters for the judges of the Supreme Court? It is a very serious question to be considered.

In our haste to change over from English to something national, we have forgotten the difficulties of changing from English to the Indian

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medium. In our anxiety to make people recognise that the Indian language, Hindi, alone should be the common language, we have allowed too much of importance to the regional languages. No person, however great and howsoever educated he might be, will think of love, affection and pathos in any language except in his mother tongue. The teaching of mother tongue does not need a teacher. It does not need a university professor. It does not need grammar to be taught. Our children are not taught grammar and they do not speak a wrong language or an ungrammatical language when they speak in their mother tongue. But the importance that has been given to it has created such a frenzy in the country that we have begun to think in absolutely linguistic ways and not in the national way. The re-organisation of the States on linguistic basis, was said to be for administrative purposes, but whatever the excuses be, the facts are that we were not able to resist certain developments that had taken place during the freedom movement wherein we wanted to give more impetus to the national language and the national sentiments and created a certain kind of antipathy towards English which happened to be the rulers' language in those days. The consequence of that is that we were not able to resist the re-organisation of the States on a linguistic basis plus a language medium in the universities, the law colleges and the courts. No other material is needed but a little push here and there, if there is a weak leadership at the Centre for the country to go to pieces. That is the picture which comes before me when I think of the university medium being changed into regional languages. There may be people, who still, after ten or twelve years of independence, cannot forget the past rulership of our foreign rulers, but I submit to this House to consider that even after twelve years, we have not realised as to what extent our unity and our

strength of emotional integration has developed or has deteriorated. I would like this House to honestly think and judge for itself whether there has been more and more emotional integration or more and more forces of disintegration have been let loose. Therefore I submit that, whatever might be the importance to be given to English in our national set-up, in the educational set-up we must cry halt to this rapid change because the languages of the regions, that is, all the fourteen languages—maybe, some languages might be well-advanced, even with that, they are not so advanced as to replace English at the moment; there is such a tendency in the minds of certain leaders in the regions, certain pandits who have formed themselves into committees, to coin words in the regional languages, to remove all common words derived from English, Sanskrit, Urdu or whatever it is. That regionalism, that type of approach of coining exclusive, unilingual words will remove the small contacts which we are now having in trying to introduce the language media.

If we could have a common terminology for scientific, technical, legal and other terms, the use of a regional language on a mother tongue as a medium of instruction may not create much hardship. But we have not been able to evolve a terminology which fits into all languages; and whether in Tamil or in Hindi, the words that are being coined are becoming unintelligible even to the people who know the language; because the pandits who are entrusted with the work are so parochial and narrow-minded that they have a philosophy that unless they eschew completely what all other languages have contributed to their language or kill all other languages, their languages cannot exist.

Shri C. B. Pattabhi Raman: For instance, Sir, the word *bhasha* is

gudai and Krishnan is Kitnan in Tamil.

Shri Thana Pillai: Therefore, I wish that the University Grants Commission and the Education Ministry will think very deeply before they agree to this reorganisation of education not only in the Indian media but also in the exclusive languages of the regions.

Coming to the other aspects of the recommendations of the Commission, they are entrusted with the work of supplementing the economic or the financial status of universities. Now, the Madras Government has put in a stipulation that when the language medium is changed from English to Tamil, those colleges which do not fall in line will not get grants. There was a difference of opinion between the UGC Chairman and our Education Minister. The explanation of the Government has been that it is already being followed in the High School stage and that it is only an extension to the university. It is no answer to the opinion of the Chairman of the UGC that there is economic sanction indirectly

What is the fate of such colleges which in their wisdom think that switching over to a regional medium is not in the best interests of the country? Will the Central Government or the University Grants Commission give those grants to such colleges which want to retain the medium of instruction in the common language of India, the current common language and the future common language of India? Let us look at English and Hindi as current common languages and future common languages, and not look at the one as an alien language and the other as the national language. That is my approach. I would like to know whether Government would give encouragement to such people who are responsible for administration of colleges and schools affiliated to universities. Let them give courage to them that they must be wise men, think hard before they

switch over, for the sake of a few thousands of rupees, from one medium to another, irrespective of the consequences which flow from such change.

We have already been experimenting too much with our children. We have spoiled the study of English and are trying to introduce better methods of teaching English now. Therefore, let us not experiment in the university stage also and commit the mistake and then recover lost ground by some special impetus being given.

In the university three-year course which has been adopted in Madras and many other States, the pre-university course is at the moment attached to the colleges. Now there is a move to make this pre-university course as the eleventh standard in the High Schools. Then all the High School boys from different schools, one with the regional language as the exclusive medium and another with English as the medium, will all cluster together in the university and no one would understand anything. Now, the pre-university course being attached to the college, the boys from the various High Schools coming there have one year's training in the medium of instruction which is going to be the language in that college, and there is a special sort of training and co-ordination. But if you remove the pre-university course from the college and attach it to the High Schools, what will happen? The High Schools are different and not of the same calibre and standard. The mofussil High School is rather weaker than the city or the metropolitan High Schools, and the standards will vary. The co-ordinating aspect of the pre-university course should not be forgotten.

Coming to the grants by the University Grants Commission, the Commission has stipulated that it will give fifty per cent of the difference in pay to fit into the new scales of pay granted by the University Grants Commission. The Madras University says that

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It is not prepared to give that grant. They have not sanctioned it as yet I am connected with a college, a college which in spite of its poverty has thought it fit to give a higher salary to its teachers. We have sanctioned the 25 per cent contribution by the college. The other 25 per cent which has to come from the State Government is not granted. The University Grants Commission in their first communication said that in spite of the States not granting it, they will give the fifty per cent grant. So we thought that with their fifty per cent and our twenty-five per cent contribution, if not the hundred per cent higher salary they would get at least the benefit of 75 per cent. Subsequently the University Grants Commission have said that they would not give the grant of fifty per cent unless the State gives the twenty-five per cent grant. This is another kind of economic sanction. The State pleads inability and we that contribute from private funds are not allowed to take the benefit.

When I had a talk with the Education Minister of our State he said that there are one or two boys in certain classes and asked whether we expected a professor and assistant professor to be employed for the two boys to be taught there.

Dr. M. S. Aney (Nagpur): Can you manage the college affairs with your 25 per cent and the fifty per cent grant from the University Grants Commission even if you do not get the 25 per cent grant from your Government?

Shri Thanu Pillai: Yes, instead of becoming 300 it will become at least 175 and we will be happy about it.

But the Minister's arguments are that there are fewer number of students and therefore it would not be economical. If that be the reason, even the Central funds should not be dissipated that way.

Let the University Grants Commission and the universities come to a decision as to the strength of the class and the number should be stipulated to entitle a professor to earn this or a college to get affiliation for that branch of study wherein professors of this salary scale can be appointed and would entitle themselves to draw this. But instead of giving any such suggestion, there is a sort of tension going on between one party and the other. The Centre and the State do not want to discuss and settle matters.

To the poor teacher who has been crying about his low pay, you have given a sort of hope that he would be getting a better salary, and the management also has passed a resolution. The teachers are then told that they will not get that pay. It reminds me of a proverb we have in the South, namely, to wake up a man who is sleeping and tell him that he has no food! The teachers were already suffering, they would have continued like that. We wake up the teacher and tell him that we are going to give him something, and then say we have no funds. He is suppressing his hunger and sleeping; you wake him up, incite his hunger and then say there is no food. That sort of attitude is not good.

Dr. M. S. Aney: Give the proverb in the original.

Shri Thanu Pillai: "*Thoongaravane ezhuppi sappadu illai enru sonnanam*".

Now, my hon. friend Prof. Ranga spoke about discipline. It has to be co-ordinated from all stages. But what are the stages of our teachers? Our teachers in the elementary schools and Higher elementary schools are paid such poor salaries which are less than the salary of peons in the offices. A Central Government Class IV man gets Rs. 90. A Higher elementary school teacher gets Rs. 25 or Rs. 30. A gangman, sweeper, everybody gets Rs. 80 or 90. The State Government

pleads inability. I do not know what the Pay Commission's finding is going to be. If there is not going to be this co-ordination between the Central pay structure and the State pay structure, especially in the educational institutions, there is going to be a great danger. The guardians of the future generation of this country are very poorly paid and a frustrated mind is the cause of many of the evils and indiscipline. A wrong doctor will kill a few people. A wrong engineer may destroy a few buildings. But a wrong teacher will destroy a nation by wrong teaching. That indiscipline grows from his poverty, from his hunger. When a man is so poor and hungry, when he sees people with inferior qualifications, with much less education, living better and getting a better remuneration, is it wrong for that frustrated man to neglect his responsibility and think wrongly? We have been responsible for that. We have not discharged our responsibility. We cannot expect them alone to discharge their responsibility. Not that I endorse whatever wrong may be done there. But, we have not taken courage to rectify those defects in the pay structure of the elementary and higher elementary school teachers.

The University Grants Commission is looking after the Universities. I would appeal to the Education Ministry to take the High schools and elementary schools also into consideration and make some arrangements with the States as regards the pay structure of the teachers. I would submit that the teacher of a smaller child should be more efficient than even the teacher of a grown up boy. In the Universities, we are not teaching, but helping the boys to learn and study. But, in the early stages, you have to give them the right training and the right type of teaching. That requires a better teacher.

I would, in this connection, submit that the standard of the qualification of teachers for the elementary schools is low. Now, even a Third form or

Fourth form student can become a teacher after one or two years' training. I would submit that P.U.C. or a Secondary School Certificate course should be the minimum qualification for even elementary school teachers. I would suggest this approach and a certain amount of restraint in our haste for change from the foreign to the national as some people put it or from the current common language to the future common language medium. Let us not be hasty in our decision. Let us take wisdom from the past experience of many mistakes that we have committed in the field of education, of changing from one thing to another. We had optional subjects and it was changed to all subjects being taught in the High School. Again, they have switched over to the study of optional subjects. Let us not go on experimenting. Let us experiment in the laboratory and not in the schools and colleges in the country as a whole on these vital matters, and thereby jeopardise the strength, capacity and calibre of the future generation of this country.

श्री बजराम सिंह : अध्यक्ष महोदय, मुझे दुख है कि इस सदन के कुछ माननीय सदस्यों और विश्वविद्यालय प्रमुदान प्रायोग दोनों ने शिक्षा के माध्यम के सवाल को राजनैतिक सवाल बना दिया है। अगर इस को एक राजनैतिक सवाल न बना कर एक प्रमली तरीके से लिया जाता तो हिन्दुस्तान के भविष्य के लिए और बच्चों की शिक्षा के लिए अच्छा रहा होता। मुझे आश्चर्य है कि किस तरह से लोग एक चलतकड़नी पैदा करना चाहते हैं कि हम किसी विदेशी भाषा के स्थान पर किसी देशी या राष्ट्रीय भाषा को शिक्षा/का माध्यम बना कर कोई चलती कर रहे हैं। मैं तो यहां तक दूंगार हूं कि यदि कोई ऐसी भाषा है, जो हिन्दुस्तान में अब तक नहीं पढ़ाई जाती है और उस भाषा के जरिये शिक्षा का प्रसार और प्रसार इस देश में जल्दी/ और आसानी के हो सकता है, तो उसी भाषा में

[श्री बजरत्न सिंह]

शिक्षा की जाये और उन्हीं के द्वारा शिक्षा का प्रसार किया जाये। लेकिन प्रश्न यह नहीं है। प्रश्न तो यह है कि जिस भाषा की इतनी बकायत की जाती है अंग्रेजी भाषा की, इस देश में उस को डेढ़ सौ साल तक पढ़ाए जाने के बाद भी आज कितने लोग ऐसे हैं, जो कि उस भाषा में अच्छी तरह से काम कर सकते हैं? मैं शिक्षा मंत्री महोदय से कहना चाहूंगा कि वह इस तरह के प्राकट्य इकट्ठे करने की/कोशिश करे कि कितने विद्यार्थी भाषा भी अंग्रेजी भाषा में फेल होते हैं और दूसरे विषयों में फेल नहीं होते हैं। यह रट लगायी जाती है—महले यूनिवर्सिटी ग्रांट्स कमीशन लगाता है और उस के बाद यहाँ पर माननीय सदस्यगण लगाते हैं—कि हमें शिक्षा का माध्यम अंग्रेजी से प्रादेशिक भाषाओं में या हिन्दी में नहीं करना चाहिए। इस सबब में मैं यह जानना चाहता हूँ कि क्या शिक्षा मंत्री महोदय या हिन्दुस्तान की सरकार की तरफ से यूनिवर्सिटी ग्रांट्स कमीशन को कोई दायरेकशन दी गई थी कि वह शिक्षा के माध्यम के बारे में कोई जाच-पड़ताल करे। जहाँ तक उस एक्ट का सवाल है, जिस के मुताबिक यूनिवर्सिटी ग्रांट्स कमीशन अपना काम चलाता है, उस में कहीं यह नहीं कहा गया है कि यूनिवर्सिटी ग्रांट्स कमीशन यूनिवर्सिटीज में शिक्षा के माध्यम के सम्बन्ध में कोई जाच-पड़ताल करेगा। उस में बहुत सी बातें कही गई हैं, लेकिन कहीं पर भी यह नहीं बताया गया है कि यूनिवर्सिटी ग्रांट्स कमीशन इस सम्बन्ध में कोई जाच-पड़ताल करेगा कि यूनिवर्सिटीज में शिक्षा का माध्यम क्या हो। यूनिवर्सिटी ग्रांट्स कमीशन एक्ट, १९५६ की दफा २७ में यह कहा गया है—

"In the discharge of its functions under this Act, the Commission shall be guided by such directions on questions of policy relating to national purposes as may be given to it by the Central Government."

शिक्षा के माध्यम का सवाल एक ऐसा सवाल है, जो कि अखिल भारतीय नीति का सवाल है—वह एक महत्वपूर्ण सवाल है। क्या इस सम्बन्ध में यूनिवर्सिटी ग्रांट्स कमीशन को केन्द्रीय सरकार ने कोई आदेश दिया कि भाषा इस की/दिए और यदि नहीं दिया, तो मैं पूछना चाहता हूँ कि यूनिवर्सिटी ग्रांट्स कमीशन को इस तरह राजनीति में अपना दखल देने की और शिक्षा के माध्यम के सवाल को इतना महत्वपूर्ण बनाने की क्या आवश्यकता थी। कमीशन के चेयरमैन महोदय के बारे में बहुत सी बातें कही गई हैं और कहा गया है कि उन्होंने बहुत सेबायों की हैं। मैं उन में नहीं जाना चाहता हूँ। अगर उन्होंने सेबायों की हैं, तो अच्छा किया है। हर एक नागरिक का यह फर्ज है कि वह देश की सेवा करे, लेकिन वह चेयरमैन महोदय ने सिर्फ शिक्षा का माध्यम अंग्रेजी बनाने की कोशिश एक कमेटी बना कर करते हैं, बल्कि सारे मुल्क में एक राजनैतिक नेता के रूप में भाषण करते फिरने हे कि यूनिवर्सिटीज में प्रादेशिक भाषाओं या हिन्दी को शिक्षा का माध्यम बना/कर हम चलती करोगे और अंग्रेजी को बहुत समय तक जारी रखने की जरूरत है। उस को कितने समय तक जारी रखने की जरूरत है, वह एक अलग प्रश्न है लेकिन मैं यहाँ पर एक नीति का सवाल उठाना चाहता हूँ। हिन्दुस्तान की सरकार के/द्वारा और हम पार्लियामेंट के द्वारा जो एक्ट बनाया गया है, उस एक्ट पर अमल करने के लिए जो अधिकारी रखे गए हैं, क्या उन को यह हक हासिल है कि वह उन नीति के विरुद्ध प्रचार करते फिरें? हिन्दुस्तान के सचिवान के प्राटिकल १३४३ में कहा गया है —

"The official language of the Union shall be Hindi....."

उस के बाद बहुत सी बातें कही गई हैं, जिन में यह भी कहा गया है कि पत्र-पत्रक तक अंग्रेजी का प्रयोग रूप के उपयोग किया जा सकता है। मैं जानता हूँ कि इस बयान की

वह अधिकार हासिल है कि वह इस व्यवस्था को बदल सकता है और अगर वह बदल देगा, तो मैं उस को मानने के लिए तैयार हूँ, लेकिन जब तक हिन्दुस्तान का संविधान बचला नहीं जाता है, सब तक हम को वर्तमान व्यवस्था को मान कर चलना होगा। मेरे मित्र श्री एम्बनी कहते हैं कि अंग्रेजी भाषा को छाठवें शिबमूल में शामिल कर लिया जाये। मुझे उस में कोई एतराज नहीं है। प्रोफेसर रंगा और श्री पिल्ले कहते हैं कि इस विषय में परिवर्तन धीरे धीरे किया जाय। श्री पिल्ले ने यह भी कहा कि अंग्रेजी कामन लैंग्वेज है और वह शायद बहुत समय तक—पीढ़ियों तक कामन लैंग्वेज रहेगी। वह एक राजनैतिक व्यक्ति है और इस लिए उन को अपनी राय जनता में प्रकट करने का पूरा अधिकार है। लेकिन संविधान की धारा ३४३ के रहते हुए और यूनिवर्सिटी ग्रांट्स कमीशन एक्ट, १९५६ में ऐसी कोई व्यवस्था न रहते हुए और केंद्रीय सरकार द्वारा इस तरह की कोई इयोरेशन न दिये जाने पर भी यूनिवर्सिटी ग्रांट्स कमीशन एक कमेटी बनाता है। किस सिद्धांत—उन कमेटी के विषय में कहा गया है—

"The Committee appointed by the Commission to examine the problems connected with the question of "medium of instruction" and recommend measures to ensure an adequate proficiency in English at the University stage submitted its report, and thus has been accepted by the Commission."

मैं यह पूछना चाहता हूँ कि यह किस नीति के मुताबिक किया गया है। इस के पीछे, 5
अध्यक्ष महोदय, एक बहुत बड़ा वडयंत्र चल रहा है और वह वडयंत्र यह है कि हिन्दुस्तान के कुछ लोग—मुश्किल से एक प्रीसदी लोग—चाहते हैं कि वे हमेशा हमेशा के लिए हिन्दुस्तान की राजनीति पर कब्जा किए रहें और उन लोगों को किसी तरह से भी राजनीति में हिस्सा लेने का अधिकार न दिया जाये, जो कि बेड़

तो बर्षों की अवधि में भी अंग्रेजी में योग्यता प्राप्त नहीं कर पाए हैं और अविष्य में भी उसमें योग्यता प्राप्त नहीं कर सकेंगे। मैं समझ नहीं सका हूँ कि किस तरह मेरे मित्र एम्बनी साहब या प्रोफेसर रंगा साहब या श्री पिल्ले साहब यह कहते हैं कि किसी प्रादेशिक भाषा में किसी रिजल भाषा में यूनिवर्सिटी स्टेज पर पढ़ाई नहीं हो सकती है, उसको मीडियम आफ इंट्रूषन नहीं बनाया जा सकता है। यह कहा जाता है कि किस यूनिवर्सिटी में मीडियम प्रादेशिक भाषा होता है तो कमिशन उसकी प्रांट को रोक दे, यह किस आधार पर कहा जाता है, मेरी समझ में तो घाता नहीं है। मैं अपने माननीय सदस्यों से पूछना चाहूँगा कि क्या रिजल लैंग्वेज में, प्रादेशिक भाषाओं में/चाहे वह कोई भी हो, तमिल हो, कन्नड़ हो, बंगला हो, उडिया हो, पंजाबी हो, कोई भी हो, उसमें पढ़ाई आसानी से हो सकती है या किसी ऐसी भाषा में हो सकती है, जो कि हमारी मातृभाषा नहीं है। मेरा अंग्रेजी से कोई रोष नहीं/कोई गुत्सा नहीं है। लेकिन मैं जानना चाहता हूँ कि क्यों मेरे मित्र यह कहते हैं कि जो टेक्नालाजिकल वर्क है, जो टेक्नीकल वर्क है वे प्रादेशिक भाषाओं में नहीं है या हिन्दी में नहीं है, क्या उनमें उनको बनाया नहीं जा सकता है? मैं उनसे पूछना चाहता हूँ कि क्या कस ने जो (सूतनिक को) आविष्कार किया है और चन्द्रमा तक भेजा है, क्या वह अंग्रेजी के माध्यम के द्वारा भेजा है? मैं जानना चाहता हूँ कि जर्मनी में जो आविष्कार हुए हैं, क्या उन्होंने वे काम अंग्रेजी का माध्यम ले कर किये हैं? मुझे यह सुन कर अफसोस हुआ है कि आज भी यह कहा जाता है कि सारे का सारा काम अंग्रेजी के माध्यम के द्वारा ही हो सकता है। लेकिन मुझे तो आज ऐसा लगता है कि यह सवाल नहीं है कि किस माध्यम से काम होना है। असल बात यह है कि जिस राष्ट्र की भाषा समृद्ध होती है जो राष्ट्र बलवर्धी होता है, जो राष्ट्र अस्तित्वात्मी

[श्री राजराज सिंह]

होता है, जित राष्ट्र की राजनीति चलती है, उसी की भाषा को लोग स्वीकार करना चाहते हैं, कुछ लोग उसकी भाषा को अपनाना चाहते हैं, उसी के द्वारा काम करना चाहते हैं। एक शक्त या जब ब्रिटेन दुनिया पर छाया हुआ था और उसकी बजह से अंग्रेजी का प्रभुत्व बढ़ा। इसी तरह से आज रूसी का या चीनी का प्रभुत्व भी बढ़ सकता है और उसके साथ साथ इन राष्ट्रों का प्रभुत्व भी बढ़ सकता है और बढ़ रहा है। ऐसी हालत में हिन्दुस्तान के नागरिक ही नहीं, हिन्दुस्तान की पार्लियामेंट के माननीय सदस्य यह कहें कि कुछ समय के लिए नहीं बल्कि बहुत बहुराज्यसमय तक क लिए अंग्रेजी भाषा या किसी और भाषा को माध्यम रखना पड़ेगा, तो यह खेदजनक बात ही होगी।

मैं कहना चाहता हूँ कि कमिशन को अीडियम भाषा इन्टरनल के बारे में शिक्षा के माध्यम के बारे में कोई समिति नियुक्त करने का तथा/उसके द्वारा कोई निश्चय करवाने का कोई अधिकार नहीं था और जब कभी इस तरह की कोई बात कही जाती है तो मैं कहूँगा कि सरकार को ऐसे कमिशन के खिलाफ कोई कार्रवाई करने की कोशिश करनी चाहिये। लेकिन सरकार कहती है कि वह उसने/खिलाफ कुछ कर नहीं सकती है। डा० श्री साहब ने राज्य तथा मैं हुई बहस का उत्तर देते हुए कहा था कि कमिशन स्वतंत्र है, वह कुछ भी कर सकता है। मैं कहना चाहता हूँ कि जब हम देखते हैं कि हिन्दुस्तान के सचिवान की धाराओं के खिलाफ या पार्लियामेंट द्वारा जो सन् १९५६ में एक्ट बनाया गया था, उसकी धाराओं के खिलाफ कमिशन कोई काम करता है या हमारी घोषित नीति के खिलाफ काम करता है, तो क्या यह हमारा कर्तव्य नहीं है कि हम इसके खिलाफ कोई कार्रवाई करें? मुझे तो यह पड़व्यम मालूम पड़ता है जब यह कहा जाता है कि अंग्रेजी भाषा को हमेशा

हमेशा के लिए हिन्दुस्तान पर जोये रखना चाहिये, अंग्रेजी भाषा के वर्चस्व को बनाये रखना चाहिये। मैं यह नहीं कहता कि अंग्रेजी भाषा का ज्ञान लोग हासिल न करें, या रूसी या चीनी भाषा का ज्ञान प्रजित न करे। उनको जितना ज्ञान हो सकता है प्रजित करना चाहिये और न केवल अंग्रेजी का बल्कि जितनी भी भाषाओं का हो सकता है प्रजित करना चाहिये। लेकिन अगर कमिशन इस तरह का व्यवहार करे कि जो यूनिवर्सिटी अंग्रेजी भाषा का प्रयोग करती है उसे ज्यादा ग्रान्ट दी जाएगी और उसके बारे में हिन्दुस्तान की सरकार के मंत्री यह कहें कि हम देख नहीं दे सकते हैं, जिस तरह से वह चाहे काम कर सकता है, तो यह सोचने वाली बात हो जाती है। मैं कहना चाहता हूँ कि यह चीज हिन्दुस्तान की पार्लियामेंट द्वारा निश्चित तथा सरकार द्वारा घोषित नीति के खिलाफ है और इसके ऊपर कार्रवाई की जानी चाहिये।

मैं समझता हूँ कि यूनिवर्सिटी ग्रान्ट्स कमिशन ने इस बात को कह कर तथा अपनी सिफारिशों करके कि

That the change from English to an Indian language as the medium of instruction at the university stage should not be hastened.

ठीक नहीं किया है। इसके साथ ही साथ उसने करीब १५ और सिफारिशों भी की हैं और उन से यही दिखाई देता है कि कहीं पर कोई ऐसी बात न हो जाए जिस से कि अंग्रेजी का महत्व कम हो जाए। मैं जानना चाहता हूँ कि आज अंग्रेजी से इतना प्रेम क्यों है। अंग्रेजी का प्रयोग चलता रहे तो थोड़े से लोग शासन में रह सकते हैं या राजनीति में रह सकते हैं, क्या इसलिए यह प्रेम है? मैं जानना चाहता हूँ कि जिन लोगों को कमेटी में लिया गया था जिसने अीडियम भाषा इन्टरनल के बारे में अपनी सिफारिशों की थीं,

उन में से साहित्य के कितने ज्ञाता थे, चाहे बंगला साहित्य के हों, पंजाबी साहित्य के हों, अल्वाली साहित्य के हों, कन्नड़ साहित्य के हों या और किसी भाषा के साहित्य के हों। यह बात सर्वविदित है, सर्वमान्य है कि हिन्दुस्तान को भाषाओं में सब से ऊंचा और सब से अच्छा साहित्य बंगला भाषा का है। मैं जानना चाहता हूँ कि कितने माननीय सदस्यों को बंगला साहित्य का पता था और क्या कलकत्ता यूनिवर्सिटी में बंगला भाषा के माध्यम के द्वारा शिक्षा नहीं दी जा सकती है? लेकिन यह सब नहीं किया जायगा। इस के कोई भी व्यक्ति इंकार नहीं कर सकता है कि हिन्दी भाषा के साहित्य से बंगला भाषा का साहित्य अच्छा है और वह कोई भी बता सकता है कि जो साहित्यिक हो या जिस को साहित्य के बारे में कुछ ज्ञान हो। लेकिन यही रट लगाते रहना कि भारतीय भाषाओं का साहित्य अच्छा नहीं है, इस वास्ते उन को शिक्षा का माध्यम नहीं बनाया जा सकता है और अंग्रेजी को हटाया नहीं जा सकता है, मेरे विचार में बिल्कुल गलत है। मेरा निवेदन यह है कि एक बहुत बड़ा षडयंत्र चल रहा है और यह हल्के तरीके से लेने की बात नहीं है। यह भी एक प्रकार के षडयंत्र है कि जब कोई कहता है कि अंग्रेजी को भाठबे चौड़यूल में शामिल कर लिया जावे। एक तरफ तो भाठबे चौड़यूल में शामिल करने की बात की जाती है और दूसरी तरफ साथ ही यह भी कहा जाता है कि इसको सी सान तक हिन्दुस्तान में रखा जाए का समर्पण नहीं कर सकता हूँ। ऐसी बात नहीं है कि मेरा अंग्रेजी से विरोध है या उस से मेरी दुश्मनी है। लेकिन यह कहना पड़ेगा कि हिन्दुस्तान की शिक्षा और राजनीति इत्यादि किस भाषा में चल सकते हैं। क्या उसी भाषा में चल सकते हैं जो भाषा के षेड़ सी साल तक यहा पर चली और तन्नाम कोशिशों के बाद भी एक परसेण्ट से अधिक लोग इस को सीख नहीं सके हैं? क्या आप हिन्दुस्तान में हमेशा हमेशा के लिये अधिका को कायम रखना चाहते हैं, हमेशा हमेशा के लिये लोगों में ज्ञान का प्रसार

नहीं करना चाहते हैं? क्या हम यह चाहते हैं कि हम कूपमंडूक बने रहें। अगर अंग्रेजी भाषा के माध्यम से आधिष्कार हो सकते हैं तो भारतीय भाषाओं के माध्यम द्वारा भी हो सकते हैं। भाषाओं भावनाओं को प्रकाशित करने के लिये होती है। जब भावनायें नहीं होंगी तब कोई काम नहीं हो सकता है। मुझे लगता है कि हमारे विद्यार्थियों को यूनिवर्सिटी स्टेज पर, कालेज स्टेज पर अंग्रेजी के द्वारा पढ़ने पर मजबूर करके, हम उन की भावनाओं की हत्या कर रहे हैं। हमारे विद्यार्थियों को मौका नहीं मिलता है कि वे कोई शोध खोज का काम कर सकें, भावनाओं का प्रकाशन कर सकें। उन को हमेशा इसी बात की फिक्र रहती है कि कहीं वे अंग्रेजी गलत तो नहीं बोल रहे हैं या लिख रहे हैं। कहीं वे "ही" के स्थान पर "धी" या "द्वज" के स्थान पर "भार" तो नहीं लिख रहे हैं या प्रयोग कर रहे हैं। इस तरह इस से उन के दिमागों त रा दिनों में हीनता की भावना पैदा होती है और उस का परिणाम यह होता है कि उन की भावनाओं का एक्सप्रेसशन नहीं हो सकता है।

जहा तक यूनिवर्सिटी ग्रान्ट्स कमीशन की नीति का सम्बन्ध है, यह बहुत महत्वपूर्ण बात है कि हम देखें कि वह अपनी चार दीवारी में रह कर ही काम कर रही है, अपने दायरे से बाहर तो नहीं जा रही है, जो हम ने मंचिषान बनाया है, उस को चाराओं का उल्लंघन तो नहीं कर रही है जो एकट पास किया है, उम के खिलाफ काम तो नहीं कर रही है। मैं कहना चाहता हूँ कि कितना ही महान् पुरुष इस का बेयरमैन हो कितने ही महान इस के मैम्बर हो, आज जो हमारे प्रधान मंत्री हैं, कल चाहे वे ही क्यों न इस कमीशन के बेयरमैन हो जायें, लेकिन उन सब को कानून के मानहन रह कर काम करना होगा, इस सदन द्वारा निर्धारित की गई नीति के अर्थात् काम करना होगा और इस के खिलाफ अगर कोई काम किया जाता है,

[श्री बजरंग सिंह]

तो इस सदन को बहुत ही सक्त दृष्टिकोण अपनाना होगा और सोचना होगा कि क्या कुछ किया जा सकता है ।

मैं समझता हूँ यहाँ कई विदेशी शक्तियाँ कार्य कर रही हैं और वे चाहती हैं कि अंग्रेजी हमेशा हमेशा के लिये हिन्दुस्तान की छाती पर नवार रहे । ब्रिटिश काउंसिल लगातार इस बात का प्रचार करती है कि अंग्रेजी हिन्दुस्तान से न जाय, हमेशा ही शिक्षा का माध्यम बनी रहे ।

कई बार नौकरियों की बात भी उठाई जाती है और कहा जाता है कि जिस ने शिक्षा तामिल में या कन्नड़ में या मलयालम में पाई है या किसी और भाषा में पाई है उस को कैसे नौकरी मिल सकती है । अभी तक तो नौकरी का सवाल नहीं है । लेकिन जब उठे तब मैं चाहूँगा कि ऐसा किया जाय कि जो लोग हिन्दी नहीं जानते हैं, हिन्दी में उत्तीर्ण नहीं हो सकते हैं, या नहीं हो सके हैं, दूसरी भाषा जानते हैं और उस में उत्तीर्ण हुए हैं, उन को नौकरी मिल जाय । लेकिन अभी यहाँ नौकरी का सवाल नहीं है । मैं कहना चाहता हूँ कि जहाँ तक विचारधारा का सम्बन्ध है, क्या आप उन को आज भी अंग्रेजी का गुलाम बनाये रखना चाहते हैं ? अगर नहीं तो क्या कारण है कि हमेशा हमेशा के लिये अंग्रेजी के माध्यम से शिक्षा देने की बात की जाती है ? यह कह कर कि प्रादेशिक भाषाओं को नहीं अपनाया जाना चाहिये हम गुलामी को हमेशा के लिये कायम रखना चाहते हैं, ऐसा मैं समझता हूँ । इस बास्ते मैं कहना चाहता हूँ कि कमीशन द्वारा समिति का बनाया जाना और उस समिति द्वारा की गई सिफारिशों को स्वीकार किया जाना ठीक नहीं था और उस के खिलाफ मैं जोरदार शब्दों में ६६५५ टोच व्यक्त करता हूँ और मैं चाहता हूँ कि केन्द्रीय सरकार उस पर विचार करे और जो कमीशन द्वारा या समिति द्वारा मत व्यक्त किया गया है, उस को नामजूर कर दे

और कह दे कि हम इस को मानने के लिये तैयार नहीं हैं ।

आप देखें तो आप को पता चलेगा कि करीब बीस यूनिवर्सिटियाँ इस तरह की हो सकती हैं कि जिन में शिक्षा का माध्यम हिन्दुस्तान की राष्ट्र भाषाओं हो सकती है जिन का जिक्र सविधान में किया गया है । लेकिन केवल एक सागर यूनिवर्सिटी ही ऐसी है जिस के बारे में कहा गया है कि उस का माध्यम हिन्दी है । इस रिपोर्ट के ऐपेंडिक्स सी पेज २६ में बताया गया है कि किस किस यूनिवर्सिटी को कितनी कितनी ग्रान्ट दी गई है । इस को देखने से पता चलता है कि सागर यूनिवर्सिटी को सब से कम ग्रान्ट मिली है । मैं पूछना चाहूँगा कि क्या सागर यूनिवर्सिटी को इसलिये सब से कम ग्रान्ट मिली है कि वहाँ पर हिन्दी शिक्षा का माध्यम है और दूसरी यूनिवर्सिटीज को इसलिये अधिक ग्रान्ट दी जा रही है कि वहाँ पर शिक्षा का माध्यम अंग्रेजी है । अगर यह वजह नहीं है तो मैं जानना चाहूँगा कि क्यों उस को कम ग्रान्ट दी गई है ? मैं यह भी पूछना चाहता हूँ कि क्या कमिशन ने कोई हम तरह के नियम बनाये हैं, कोई इस तरह की नीति निर्धारित की है कि किस यूनिवर्सिटी को किस आधार पर और कितनी ग्रान्ट दी जायेगी ? मैं यह भी जानना चाहूँगा कि जहाँ तक अलीगढ़ यूनिवर्सिटी का ताल्लुक है उस को पिछले साल में टोटल ग्रान्ट ५१ लाख ५४ हजार ४१८ रुपये मिले हैं, और उस के मुकाबले में बनारस यूनिवर्सिटी को जहाँ पर कि तीन सड़ें तीन गुना उस से विद्यार्थी हैं केवल ५४ लाख २४ हजार ७६० रुपये ही मिले हैं इस का क्या कारण है ? अगर आप के पास इस के बारे में कोई नियम नहीं है तो मैं कहना चाहूँगा कि हिन्दुस्तान के नागरिकों की गाढी कमाई का बीस करोड़ रुपया जो हम ने यूनिवर्सिटी ग्रान्ट्स कमीशन के जिम्मे सौंपा है, उस को हम इस तरह के बरबाद होते नहीं देख सकते हैं । सिर्फ अपना

मनमानी पर जिस को जितना चाहा दे दिया, यह नहीं हो सकता। इस के लिये स्पष्ट नीति निर्धारित होनी चाहिये। यह काम किन्हीं हाथों में इस तरह से सुपुर्न नहीं किया जा सकता कि जिस को जितना चाहा दे दिया। इस में पक्षपात हो सकता है। हम ने यदि यह रूपया यूनिवर्सिटी ग्रांट्स कमीशन के अधिकार में न दिया होता तो बहुत सी यूनिवर्सिटीयों ने उत्तर भारत में अपनी शिक्षा का माध्यम हिन्दी कर दिया होता। मद्रास और दक्षिण भारत की बहुत सी यूनिवर्सिटीयों ने अपने यहां अपनी प्रादेशिक भाषाओं को शिक्षा का माध्यम बना दिया होता। प्राज एक हमला चल रहा है कि किसी तरह से प्रादेशिक भाषाओं को या राष्ट्र भाषा को शिक्षा का माध्यम न बनने दिया जाय और इस हमले को लगातार प्रायं बढ़ाया जा रहा है इसलिये कि कुछ विदेशी शक्तियां यह चाहती हैं कि हमेशा के लिये उन की भाषा यहां चलती रहे और हम गुलामी की प्रवृत्ति में बने रहें। तो मैं कहूंगा कि इस तरह बहुत सक्ती से कार्यवाही करने की जरूरत है। इस देश की भाषा को प्रचलित करने के लिये इस पार्लियामेंट ने जो नीति निर्धारित की है, हमारे देश के सविधान ने जिस भाषा को प्रचलित करने का आदेश दिया है और जिस के लिये एक्ट बना है, उस उद्देश्य को पूरा करने वाली हमारी नीति होनी चाहिये।

एक बात यूनिवर्सिटी ग्रांट्स कमीशन ने यह कही है कि हमें विद्यार्थियों के दाखिले को सीमित करना चाहिये। यह कौन सी नीति है। एक तरफ प्राप चाहते हैं कि शिक्षा का प्रचार और प्रसार होना चाहिये और दूसरी तरफ प्राप चाहते हैं कि विद्यार्थियों का दाखिला सीमित किया जाय। इस के माने क्या है। क्या प्राप बर्ग विशेष को ही शिक्षा देना चाहते हैं। कुछ वर्गों को तो शिक्षा अभी भी नहीं मिल रही है। होना तो यह चाहिये था कि इस प्रकार की सिफारिश की जाती कि ऐसे वर्गों को जिन को शिक्षा नहीं मिल रही है

सरकार की सहायता से शिक्षा दी जाये। लेकिन अब कोशिश यह हो रही है कि शिक्षा के क्षेत्र को ही सीमित कर दिया जाये। मैं कहना चाहता हूँ कि यह सिफारिश करने में यूनिवर्सिटी ग्रांट्स कमीशन ने गलत दृष्टिकोण अपनाया है। इस से तो शिक्षा का क्षेत्र सीमित होगा, शिक्षा का प्रसार कम होगा। हमें तो शिक्षा का अधिक से अधिक प्रसार करना है ताकि अधिक से अधिक नागरिक अपने को विद्वान बना सकें।

Mr. Speaker: Shri D. C. Sharma. He is a professor of English.

Shri N. R. Munisamy (Vellore): Is there any chance for us?

Mr. Speaker: Every one will have a chance. I will call him.

Shri Mahanty (Dhenkanal): This side also.

Mr. Speaker: This side, I have already given opportunity to the Communists. Very well, I shall try.

An Hon. Member: How long will this go on?

Mr. Speaker: We started at 12. I will call upon the hon. Minister at 2.30. I have extended it by one more hour. We had to close at 2 o'clock or four minutes to two. We will close it only at 3 o'clock.

Shri Panigrahi: So that we will get an opportunity.

Mr. Speaker: I will try to see how many can be accommodated.

Shri D. C. Sharma (Gurdaspur): At the very outset I offer my tribute to Shri C. D. Deshmukh, Chairman of the University Grants Commission. He has tried to stabilise the universities and also to reform university administration and other matters connected with the universities in a very enlightened way.

[Shri D. C. Sharma]

I would submit very respectfully that looking at the members of this Commission, I find that the element of the representation of the public is kept very, very low. At the same time, the persons who constitute this Commission are over-worked persons. The Ministry of Education has come to acquire a kind of vested interest, and there are some persons who are to be found on every commission and every committee that the Ministry of Education forms. I believe that in the interests of the proper functioning of these committees and commissions, some persons should not be over-loaded with too many duties and with too much of work.

I would also submit that the University Grants Commission should not be a body that is monopolised by the Vice-Chancellors of the universities of India. I think there are some very enlightened professors in our country who are in no way inferior to the Vice-Chancellor of any university, and I do not see any reason why some of those professors should not find a place on this Commission. I would therefore submit that the whole composition of this Commission should be looked into, and it should be given a new look in conformity with the new needs of our country.

There are some Ministries which are making a habit of sending people abroad. I do not know which Ministry of the Government deserves the first prize in this respect, but we are sending too many persons abroad for study, for investigation, for other things. I do not understand why the Secretary of this Commission should have been out of the country for ten weeks. I also do not understand why the Development Officer for Science should have been out of this country for seven weeks. I do not object to their going out of the country, but I would submit very respectfully that if these two top-ranking officers are out of the country for 17 weeks, I do not know how this Commission is go-

ing to function. I would say that if it is necessary to send some persons abroad, and perhaps it is necessary, it should be done, but we should not make a habit of sending so many persons abroad and for such long periods. I say this in view of the fact that we are not able to derive proportionate advantage from the visits of these persons abroad. We are getting more ideas from abroad than we can assimilate. We are not able to put into effect all that these persons bring from abroad. Therefore, in this matter I must submit very respectfully that we should not follow a very go-ahead policy. We should not permit our officers to go abroad in one connection or other so often.

The next point I want to make is that this Commission, more than any other body formed by the Ministry of Education, has done good work. It has extended the scope of its activities and I feel very happy about it. Instead of confining its attention only to the Central Universities—to the chartered Universities—it has also come to take a very wholesome interest in the fortunes of the affiliated colleges and also of the teachers working in those affiliated colleges. I would, therefore, say that in the interest of our academic standards, in the interest of the keeping up of the morale of the teaching profession, especially in private colleges—affiliated colleges—it is necessary that the Commission should devote more attention to this than to any other body. The Central Universities are in a very happy position.

13:52 hrs.

[MR. DEPUTY-SPEAKER in the Chair]

They are the first charge on the finances of the Central Government so far as education is concerned. The other State Universities are also in an equally happy position; they get money from State Governments and other sources. But when I come to the private colleges, I feel that they

are in a very very unfortunate position. They do not get any money from State Governments, or if they get something, it is very meagre. At the same time, all sources of private donation are drying up. Private donations which used to keep these institutions going at one time are not forthcoming now. Therefore, these private colleges have to be looked after. This can be done only if the University Grants Commission devotes some attention to them. They should not be looked upon as orphans of the academic world, as they have been looked upon so far.

When I go to my own State, I find that a great deal of money is spent upon government colleges. I do not say that government colleges are not doing good work, they are doing good work. But the money that is spent on the government colleges is out of all proportion to the numbers they educate, whereas the money given to these private colleges is absolutely inadequate to their needs. Therefore, I would suggest very humbly to the members and Chairman of the Commission that they should look after the interests of the affiliated colleges and of the teachers working in those colleges much more generously, much more graciously and much more adequately.

Now, the University Grants Commission has prepared a schedule of salaries for these college teachers. It is not a very generous schedule, but it is an improvement upon what they are getting at present. But there are some States which are not even putting into effect this kind of schedule. So if the University Grants Commission were to take up this work a little more wholeheartedly, I am sure the conditions of teachers in affiliated colleges will improve.

Another point I want to make is that the University Grants Commission should not give grants for buildings. Unfortunately, we have acquired a great deal of passion for having big buildings now. We used to have

this kind of desire formerly, but these days this disease has grown beyond any limits. My feeling is that the Commission should care more for the human material that is to be found in our Universities, human material in terms of teachers and students, than for material in terms of brick and mortar. So far as buildings are concerned, there are many persons keen on having them. But so far as teachers and students go, they do not receive much encouragement at the hands of so many persons. Therefore, I would say that whatever money is to be given to these buildings should be diverted to the welfare of teachers and students.

I find that in this Report reference has been made to the problem of indiscipline in Universities. In my humble opinion, the less we talk of indiscipline in Universities, the better it will be for us. We have been overdoing this kind of thing. Everyone is talking about the problem of indiscipline in Universities. Sometimes you aggravate the situation by talking too much about it, sometimes you aggravate the disease by pinpointing it too much. That is what is happening so far as discipline among students is concerned. We are paying inordinate attention to it. It has become the fashion to talk about it.

As I said, there is some reference to it in the Report also. I would say that instead of talking about discipline among students, we should now talk about student welfare. I find that there is an item about student welfare also in the Report. But student welfare has to be taken in hand in a more constructive and generous fashion. The first charge on the University Grants Commission will, of course, be the Central Universities; the second charge may be the other Universities; but I would say that the third charge on the Commission should be the problem of student welfare. If there is one thing which is promoting indiscipline, it is the lack of accommodation, it is overcrowding. We do not have enough of hostels. This is not

[Shri D C Sharma]

the story only about Calcutta, this is not the story only about big cities, but it is the story to be found in every place I can say this about Jullundur, Ludhiana, Hoshiarpur and all those places where we have academic life. Therefore, so far as student welfare is concerned, we should give the students proper accommodation in hostels. We should also provide those hostels with some kind of amenities, not the usual type of amenities but those amenities which have a socio-intellectual content. If that is done, I am sure the University Grants Commission will go a long way in promoting student welfare.

At the same time, I would stress that the health of the students has got to be looked after. For that also, the Commission should make handsome grants.

Now, a great deal has been said about the University Grants Commission's views on the medium of instruction. What will be the medium of instruction in our Universities? Whatever you may say whatever your personal feelings may be, whatever your reactions may be, the regional languages are going to be the medium of instruction at these Universities.

Shri M. C. Jain (Kaithal) The sooner the better.

Shri D C Sharma. We cannot get away from that. Every State, every University, is making some kind of approach to the solution of this problem. Some will solve this problem much more easily and sooner than others. But it is also the function of Universities to foster the national spirit. No doubt, there should be regionalism in the matter of languages, but there should also be some concession to what I call the national spirit, the emotional integration of the country. I say with due respect

and due submission that the emotional integration of the country will come through the cultivation and propagation of the study of our Rashtra Bhasha, Hindi. You cannot get away from that, and I do not think any university can function properly if, by making provision for the regional language, it does not do something for what you call the Rashtra Bhasha. It cannot function like that.

14 hrs.

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

Shri D C. Sharma: Now, it is very difficult to talk about English, without raising passions. It is very difficult to talk about English without putting up somebody's back against it. I would say that you cannot discard English. At the same time, it does not mean that we are going to be perpetually in debt to English. We have got to step up the development of our own regional languages and of Hindi. In the meantime, we have got to see to it that English is replaced not only as a medium for the study of the humanities but also as a medium for the study of those sciences which are essential. How can we arrive at the result? How long will it take? I cannot say that. But I know that this thing has got to be done. Therefore, if the University Grants Commission has given us the three-language formula, I do not think it has gone beyond the terms of reference. I do not think it has done something which is against the Constitution or against anything I think it is within its scope.

I would submit very respectfully that whereas the University Grants Commission is doing many other good things, there are one or two things which I would like to emphasise. That is, the Commission should give us very judicious, objective and unbiassed reports about the educational problems that are confronting our country. It is also one of the functions of

the University Grants Commission. I may say that, speaking as a humble student of English, the report which the University Grants Commission published about English was just something needed in that field. While the function of the University Grants Commission is to serve as a brain-trust of our university life, while its function is also to be like the *Kama-dhenu* of our universities—we look to it for grants, etc it is also the function of the Commission to look to the welfare of the students, and also to investigate into problems and to find solution for them.

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

Shri D. C Sharma: I know that the Commission is moving in this direction. I hope it will advance more in this direction, and with the advantage of more finances it will increase its usefulness.

Shri Mahanty: Mr Deputy-Speaker, Sir, the report of the University Grants Commission for 1957-58 covers a very wide ground—from the place of English in our academic life to student indiscipline in the universities and other educational institutions. But the time at my disposal being short, I cannot possibly devote my attention to all these issues of outstanding importance which have been highlighted in this report. What I would propose, therefore, is to address myself to one or two points which I consider to be of great importance.

But before I do so, I would like to say that after having gone through this report, I have come to the painful conclusion that the University Grants Commission not only lacks in a sense of perspective and vision but also in the sense of purposeful co-ordination. I would like to know from the hon Minister what the University Grants Commission have done which a junior Under Secretary could not have done under guidance from the Minister himself. The Commission has been reduced to the status of a bureau of the Education Ministry

lacking reason, lacking imagination and lacking purposeful thinking.

In this context I would like to invite the attention of the Minister and also of the House to the observation of the Commission regarding the place of English. The Commission says that the change-over from English to the regional languages should not be hastened. The Commission has no information at its disposal nor has it given us any information as to whether sufficient amount of literature has been produced in the regional languages in the universities which have proposed to change over from English to the regional languages. We do not know what the University Grants Commission have done in sponsoring the growth of a volume of literature in different subjects which are so essential for having a particular regional language as the medium of instruction. Yet, it is said that about a dozen universities have decided to change over to Hindi. That is a different issue. I do not wish to go into that controversy at the moment. But my only grievance is that the University Grants Commission ought to have taken the Parliament into confidence and could have stated that the universities like Agra, Allahabad, Banaras, Baroda, Delhi, Lucknow, Nagpur, etc, which are now proposing to switch over to Hindi have produced that body of literature both in the cultivation of the Indian language concerned as medium of expression for learned purposes and by preparation of a sufficient body of learned literature in that language in all subjects of study. That is my only grievance.

This report has been produced in a most unimaginative way. Possibly it has been drafted by some assistant in the Secretariat to which all these dignitaries have appended their signature.

I now come to the question of English. I could fully appreciate the sentiments which have been expressed against English. That is bound to be

[Shri Mahanty]

so. The country having attained independence, it is really galling to its national pride to own a language which is not its own and which was only grafted into this country nearly a century ago. Without any prejudice about my views on English either as the State language or a national language, I would like humbly to submit that even now we will not be able to eschew English from our academic life; English has come to stay more and I am glad of that. I only hope that English should come to stay more in so far as our academic life is concerned. There is allergy against English, but there is a lot of allergy against English in China and Russia than in India. In the Chinese universities today, their boys are welcoming and they are learning English more and more. In the Russian universities the boys are learning more and more English because English is a language which no one small nation can claim as its own. It is an international language. About 40,000 words out of a total number of 80,000 words in the Chambers's Dictionary have been taken from all over the world and almost all languages. There are Indian words; there are Portuguese words; there are words of all varieties, kinds and description. English is an international language. Therefore, while we consider English and its place in our national life, in our political life, we should not confuse it with the broader issue of having the English language in our academic life.

I am reminded of the big controversy that had been raised in the country in the last century. It is an irony of history that it was the Englishmen, the English administrators, who had opposed teeth and nail the introduction of English in our educational institutions and universities. In the last century, when the British administrators were first considering the educational set up in this country and its curricula that should be followed in our educational institutions they had thought fit for their own reasons to eschew English.

The earliest educational institutions which were established in this country in Calcutta and elsewhere under the aegis of British administration were either a Urdu Madrasa or a Sanskrit patasala. But at that time, who were the champions of English? The champions of English were the leaders of Indian renaissance like Raja Ram Mohan Rai, Eastwara Chandra Vidyasagar and a host of other leaders of Indian renaissance who made a political issue that English should be brought into our academic life, because if we look into the history of our regional languages, we find their development dates after the 19th century and that too after the advent of the British in this country.

Therefore, if it is suggested that the shutters should not be thrown open, then of course I have no objection if regional languages are still continued as medium of instruction in our universities. If we want to drift in the wider stream of education and academic knowledge, possibly we cannot entertain this kind of unfounded allergy against English. The issue should be separated from English as a national language, from English being included in the schedule of the Constitution to be recognised as a national language, from English as a State language. But English has its honoured place and I am glad that the Commission and the Government have also come to the conclusion that English should continue.

There is another thing. When we switch over to the regional languages, what do we find? There must be a certain amount of uniformity in our scholars. There should be a certain amount of standard in our scholars and academicians. Supposing a gentleman takes his M.A., Ph.D. in History from Utkal University, in the medium of the regional language Oriya, and he makes some original contribution to some dark period of Indian History; suppose he is an authority on this subject. But to what avail his scholarship would be to the people all over India? Here we find a variety

of languages; all the linguistic States have languages of their own. Can his scholarship be put to greater use all over India, say, if he goes to Madras? He will be a deaf and dumb man in spite of his scholarship. In this context, it is unrealistic to compare what is obtaining in China or Russia or even in Israel with what is happening in India. The fact has to be remembered that in China, of course, after the present change-over in all the universities, not only Humanities, but also sciences are being taught through the medium of Chinese and Russian language. But the fact has to be remembered that the Han-speaking people constitute 90 per cent of the total population of China. But here what is the percentage of each regional language-speaking population?

Therefore, it would be absolutely disastrous to the cause of our university studies in India if in a sense of false patriotism, we change over from English to the regional languages. Of course, in time to come, if we have got one national language for this country, I will accept that language should also be our language for the universities. Until that happy time comes, I only wish English is continued (*Interruptions*). I am sorry, I had no intention to say so, but that happy time will come if only the Hindi enthusiasts try to bring some elegance to the Hindi language itself. So long as 'enquiry' is translated as पञ्चताक्ष certainly I will be the last person to welcome Hindi even to any respectable society for conversation. So far as 'lobby' is translated as गोष्ठीकक्ष certainly there is need for heart-searching of the Hindi enthusiasts. Why cannot they accept a word, if it is an international word into their vocabulary? Why should they create such linguistic oddities and crudities like पञ्चताक्ष? Why not hall 'enquiry' अनुभवज्ञान? I would like to say in all seriousness that so long as Hindi enthusiasts continue this habit of creating linguistic oddities in their enthusiasm, certainly they cannot influence and impress others who have

no opposition to Hindi, who only welcome Hindi; because, after all what is Hindi? The mother of all language is Sanskrit. Even the Telugu language has got 80 per cent. Sanskrit words.

An Hon. Member: What about Tamil?

Shri Mahanty: I cannot say about Tamil, because Tamil ante-dates Sanskrit. But Sanskrit has also infiltrated into the fortress of Tamil. Malayalam has got a large basis of Sanskrit. Regarding Bengali, Rabindranath wrote more in Sanskrit than in Bengali. All these languages had no respectability of their own because they are all derived from the various dialects of Sanskrit. So, if Sanskrit today is made the State language or national language, we will also welcome it to be the language of the universities. That is a different issue. But if Hindi today in the present context, with all its linguistic crudities and oddities, claims also that it should be the language of instruction in the universities, that will be a very unfortunate day for the academic life of our country.

I would like to say something about student indiscipline. Going through this report, I come to the painful conclusion that this august body of eminent educationists are merely prescribing mud-pad cure for high blood pressure. What I at least associated with this Commission, I find seriously lacking in this report. While in this country today we are thirsting for more and more education, the Commission proposes that we must place an embargo on the admission of students to universities for what? Because we lack resources. Are you going to keep the next generation in bondage of ignorance because you lack resources? If that is so, let it be told. I am sorry the Education Minister is not here. I thought his lunch..... (*Interruptions*).

An Hon. Member: The hon. Deputy Railway Minister is here.

Shri Mahanty: That is the unfortunate thing in this country. Railways

[Shri Mahanty]

are considered more important than human material. Anyway, I am not interested in drawing his eager attention to what I say.

Mr. Deputy-Speaker: The Education Minister has gone out for a short while and he will be coming back. But at least those who represent him at this moment ought to attend

Shri S. M. Banerjee: The Education Minister has got no Deputy Minister and no Parliamentary Secretary

Shri Mahanty: Even though he listens to me very eagerly, I am sure his interest lies in लोहा लकड़ and not in human material. He will be thinking of his rolling wheel. I am not keen about it nor do I make a grievance of it. This has become the habit of this Government

Mr. Deputy-Speaker: There is short time available to him

Shri Mahanty: Are we going to place the next generation in bondage of ignorance because you lack resources? If that is so let it be told. Why cannot we have shifts in the various educational institutions? I have had occasion to give evidence before a body of persons who were conducting this particular investigation and I said that if we have the three-shift system in educational institutions with limited laboratory and other library facilities, we can impart education to three times the number of students

Shri N. E. Munisamy: Like an industry

Shri Mahanty: Industry? Of course, life has become like an industry, there is no escape from that fact. I had occasion to visit three universities in China—Tsing Hua, Peking and Wuhan Universities. I found they have not built a single building on their campus. These

campuses remain as they used to be about a hundred years ago. Yet, the student population has increased twice. Here there is emphasis on buildings, for whom? Buildings for contractors, not so much for the students. Why cannot we think of some system by which we can impart education among more number of students? This is most reactionary and retrograde this antediluvian attitude to say that because of lack of resources, we must restrict the expansion of education. To that extent, I feel very strongly and while replying, let not the hon. Minister take umbrage under the excuse of lack of resources, lack of cement, steel, etc. to say that we are going to put an embargo on the spread of education. Coming to student discipline, personally I would welcome more indiscipline.

Mr. Deputy-Speaker: I should have expected better discipline

Shri Mahanty: Let me not be misunderstood before I conclude. I say I do not believe in intellectual dishonesty. I am perfectly honest in admitting that I welcome student indiscipline the more the Government behaves in an indisciplined manner. The other day while we were discussing the Banaras Hindu University what did we find? The students of the Ayurvedic college took the lead in the indiscipline, because they were idling—no professor, no teaching facilities, no laboratory, nothing. Can you tell me what they should do? In the various educational institutions what do we find? You will find in Calcutta students have been living at sub-human levels. The late Dr. J. C. Ghosh, the Vice-Chancellor of the Calcutta University had occasion to go into the question and he was of the opinion that the living conditions of the students must be improved. And until we do that, and until we assure their tomorrow, until the fear, the ghost of unemployment waiting outside the university campus which haunts their minds and

imagination disappears, it will be unrealistic not to expect student indiscipline.

But, nonetheless, I would suggest before I conclude that all the parties and men of eminence in our public life should put their heads together to solve this problem and there must be a convention in this country so that the students do not take part in unruly politics. And in this context I take the opportunity of thanking the Kerala Government, the present Kerala Ministry, for I understand they have promoted a legislation banning the students from taking part in politics.

An Hon. Member: They have withdrawn it.

Shri Mahanty: If they have withdrawn it, that is a calamity, and that is the most unwise step they could have taken. With these words I conclude.

Mr. Deputy-Speaker: Shri Radha Raman. He is not here, nor any other member from Delhi. Now I call Shri N. R. Munisamy.

Shri N. R. Munisamy: At the outset I should express my appreciation of the magnificent services that this commission has done. At the same time, I will be failing in my duty if I do not, in fact, make certain observations regarding their omissions and commissions and other defects. In this connection, I may be pardoned when I say that this Commission has equated itself with a Government institution. A Government institution has got the capacity to make policies and again change the policies. It has got the capacity to dole out patronage. But the Commission as such is autonomous and has an entity of its own. So far as the educational activities are concerned, it cannot have a policy of its own, but can't change a policy. It can only have one policy.

So far as its activities are concerned, of which many Members have

given expression of their opinion, I might be pardoned if I refer to some of its own activities inside the Commission's administration. I find that some officers here, instead of attending to their normal work, attend to some other work. For example, in the case of the Secretary, I find that in a month on not less than 15-20 days he is away from duty. Big dignitaries and Vice-Chancellors pay a visit to his office to get directions and instructions.

But they are amazed to find that the Secretary himself is absent from the office. Evidently, he wants to discharge more onerous duties than those which are enjoined on his own office. When a dignitary comes to his office with a view to take some instructions as to a uniform policy to be adopted in his own university, he finds, that the Secretary is not there and he has to go to the administrative officer or some other officer. In that case, he will return with a sense of frustration that he is not able to get the same sort of advice that he is able to get from the Secretary.

Regarding the other two officers, I find that the administrative officer is giving very efficient service, though that officer is not very much qualified in the sense that on expert matters when he is asked to give advice he cannot give competent advice. I think that this administrative officer is not even an M.A. He may be an efficient man, a graduate having very good knowledge. At the same time, I would respectfully say that this Commission must have an administrative officer of a better rank and status so that when people approach him for expert advice he will be in a position to give advice. I find that he is asked to give certain advice, certain directives, to the universities. When he himself is not qualified, he will not be competent to give proper advice. So, we must have experts for doing that work. There is one other development officer who is doing his job very finely. I am told

[Shri N. R. Munisamy]

that he has been given an increment also. I quite appreciate that.

But, unfortunately, many of the transactions relating to doling out of money to the universities have been questioned by Audit. Since the inception of the University Grants Commission there has been only one Audit, which is the subject matter of discussion now. The Audit has taken serious objection to the grant of certain sums to the universities when the universities had not spent even their earlier grants. Audit have stated that many of the grants given to the universities remain unutilized still. They have not been able to take advantage of those grants. When that is the position, there is no meaning in giving more grants to the universities. First of all, they do not seem to have any plan. Then why give them more grants? That is why it has been objected to by Audit and they have said that it is a questionable transaction.

Here I am not casting any aspersion on the officers. I am only submitting that the grants given to the universities have not been spent in the way they ought to have been spent. I would say that before money is granted to a university they should satisfy themselves that there is a good plan. There must be blue prints prepared by the universities as to how they are going to spend the money. If they are not able to prepare blue prints, if they are not able to give proper data regarding the expenditure, there is no sense in sanctioning more money to them. Giving money without going into all these things is something which is not expected of the Commission. We have entrusted the Commission with some money. If the money is to be distributed properly then proper care should be taken. If, on the other hand, it is being distributed in the way it is being done now, it will not be discharging the duties entrusted to them satisfactorily. To that extent, I say that Audit has done a

right thing in pointing out these defects and so they have to be seriously considered by the Government. I do not think this is a spatter which can be ignored.

Now I shall deal with the other aspects which have been touched by other friends. I shall not refer to languages in detail, because that is a debatable point and there have been many different opinions expressed about it. I will make only one observation with regard to language. I am quite aware that we should have a language of our own. It is being said that English is a foreign language; I agree to that, because it is not a language of our soil. But we have to bear one thing in mind, so far as language is concerned. It must be taken above politics. We cannot take the language within the political region; it has no region at all. Of course, English happened to be our official language for the last 200 years, if not more, and, as my hon. friend, the previous speaker has also stated, there cannot be a better substitute for it. Here I may say that neither the word "national" nor the word "regional" is mentioned anywhere in the Constitution or Eighth Schedule to the Constitution. Neither of the words is there. We are only importing the word "national" into it. In that context when we are referring to the national language we are only referring to the official language. As a matter of fact, the Prime Minister has once stated that all the languages included in the Eighth Schedule are national languages. I take it for granted that what he guardedly stated actually was that India, which is a sub-continent, is not one nation, but it consists of several nations; and that is the reason why he said that there are fourteen national languages (*Interruptions*) I am only developing a certain idea here. I am not saying anything against my friends, because I am much more allergic to all these things. I am only going into what is contained in our Constitution. There

I do not find the word "national". Take, for example, Tamil. Tamil is a national language; Urdu is a national language. The word "national language" is not there in article 351 either. So, when we talk about national language, we have not one national language but 14 national languages. I do not think there is any quarrel about it.

Some of my friends have stated that Sanskrit is the mother of all languages. I say that Tamil is not the daughter of Sanskrit in the sense that there are many words in Tamil which were not taken from Sanskrit. Further, Tamil is 5,000 years old. So, it has come earlier than Sanskrit. I am speaking only in that sense.

Then, as regards the centenary grants, I want to say something. Now, Sir please do not look at the time, because I will finish within time. Now, as regards the centenary grants, I find that Bombay, Calcutta and Madras have been sanctioned about a crore of rupees each. But the actual money granted is Rs 40 lakhs to 45 lakhs. In the case of Bombay and Calcutta they have not submitted any blue-prints as to how they are going to spend the money and all that.

Though to some extent Madras I could say—not that I am very highly biased towards it—has been doing something in a methodical way, even that is not satisfactory according to me. So what the University Grants Commission should have done is that they should have asked the premier universities to submit to them a blue-print, what they are going to spend and how they are going to spend and not that without asking for anything they are very liberal because it is not their money that is in their hands but it is the Government of India's money and so come and take the money away Rs 1 crores or Rs 2 crores like that. What actually happens is that they do not function properly as they are expected to do.

So, in such cases I would request that they should not be so liberal without going into the question of how they are spending. They must see whether they are able to spend the money that they give to them or spend the money in the way in which they expect to do or they spend the money for the purpose for which it was granted.

As regards the other aspect, as I said the Development Officer has been given the charge of science and technology as well. Money has been granted to the Kerala University to the tune of Rs 7 lakhs. What have they done? They have not done anything so far and they have been given all that money in that way without getting any assurance from them that they would do the job. There is no meaning in our giving away the money like that.

Then we are having affiliated colleges and I find that several other colleges are run by private institutions. But the way in which they impart education to all these students is different from the way of other universities. So unless we have got a common basis on which they should develop—we have to see that they develop in the same common way and on an equal basis—there is no meaning in giving discriminatory treatment in that way. So far as private institutions are concerned, they must be asked to impart only such type of education as is in the curriculum. There is no meaning in our doing it like that. We must, as a matter of fact, have a common pool where all the professors and teachers must be there and from that common pool the universities must say to the colleges, 'You must take only that teacher or that professor', so that they can have the same and uniform quality. Otherwise, they do not have a uniform quality.

As regards the upgrading of teachers' salary in West Bengal about which Shri Mukerjee also made some observation, I have to say something.

[Shri N. R. Munisamy]

I find also in newspapers that there is a grievance of the teachers in West Bengal and, as a matter of fact, we have been agitating over this matter that all the teachers must be given extra money and their scales must be upgraded. I could understand the way in which they have dealt with it but unfortunately I find that it has not been properly done. There has been a discrimination while upgrading the salary of teachers because they have not carried out the rules and regulations which they ought to have carried out so far as teachers' salaries are concerned. Some teachers have been given extra pay, like head teachers at certain level. It has not been done uniformly. There has also not been much co-operation from the colleges.

I find that I am going beyond the time limit allotted to me. But before you ring the bell, I would make one more observation and with that I am done.

So far as the product coming out of the colleges and schools is concerned, it is below the standards. The reason is the change-over of the language. All along English has been the medium of education. Now, in our enthusiasm, to develop our own regional languages and the official language, we are losing much of the efficiency. I am afraid, in the long run instead of having a better and efficient substitute, we may be having a substitute which may only be an apology for efficiency. I would only request that instead of going in a precipitate way, hesitancy is better in these circumstances. We must have a hesitant policy so far as language is concerned. So, instead of running and falling in a pit, it is better that we go slow, cautiously and consolidate the position that we have already secured. Instead of consolidating, do not throw the net wide and get yourself lost. Therefore, I would request that so far as introduction of the language is concerned, we must go slow and not in a precipitate manner.

Mr. Deputy-Speaker: The hon. Minister.

Shri M. C. Jain: I would request you to give me five minutes.

Mr. Deputy-Speaker: I am very sorry. The hon. Minister was to be called at 2.30. That was the announcement that the hon. Speaker made. I am extremely sorry.

श्री भक्त वर्मन (गढ़वाल): मुझे भी ३ या ४ मिनट दे दिये जायें।

Shri M. C. Jain: I want to say something about Kurukshetra University. In three or four minutes I will finish. I am not going to make any other point.

Shri Panigrahi rose—

Mr. Deputy-Speaker: There is a demand from my left also. There is a similar demand from this side also.

Shri M. C. Jain: I do not think any other.....

Shri Panigrahi rose—

Mr. Deputy-Speaker: He might say a few words if he is so persistent.

Shri M. C. Jain: Mr. Deputy-Speaker, Sir, the University Grants Commission, in its Report, has remarked that some new universities have been started and Kurukshetra University has also been mentioned there. Indirectly the Commission says that these universities were started without obtaining their consent. So far as the Kurukshetra University is concerned, the Rashtrapati laid its foundation and I do not think the University Grants Commission claims a status greater than that of the Rashtrapati.

Shri Hem Barua (Gauhati): That is no argument.

Shri M. C. Jain: That certainly means that if the Rashtrapati lays the foundation stone of a university, that university has the approval of the Rashtrapati.

Mr. Deputy-Speaker: All universities, I suppose, have the approval of the Rashtrapati. Nothing is done against his wishes.

Shri M. C. Jain: If that be the case, why did the University Grants Commission remark that such and such universities are opened without their consent? That remark, I think, is without any meaning.

The Minister of Education (Dr. K. L. Shrimall): That is absolutely correct.

Shri M. C. Jain: So far as this particular university is concerned, when this University was opened its Chancellor, the Governor of Punjab, remarked—I am quoting one paragraph only from his speech—

“The establishment of this University does not mean merely the addition of another University to those already in existence. Nor does it mean only that a new centre for studying Sanskrit is being brought into existence today. Our idea is to make this seat of learning basically different from others in the country. It will look not only to the material side of education, but also to its spiritual and cultural aspects. The purpose will be achieved by making the study of Sanskrit and Indian culture compulsory for all students, even science students. We may even make Sanskrit medium of education at a suitable stage. The aim will be to turn out graduates, who, besides being well-versed in the usual University subjects, should be true Indians, proud of their heritage and torch-bearers of their cultural traditions—and above all, who will have complete confidence in themselves and who could under varying conditions be dependable. The new University, will, thus, provide a corrective to the imbalance which thoughtful men have noticed in our University education.”

This University has been started more as a corrective to the defects in

our educational system. I am sorry that the University Grants Commission has not uttered a single word so far as the improvement in our education system is concerned and when there is a university which is established to improve that system, not a single pie is given to that university. I believe and I hope that the Education Ministry and the University Grants Commission will take care and grant as much money as they can. They should even make up the deficiency which they created last year.

Mr. Deputy-Speaker: The President's name should not be used to influence the debate.

Shri Panigrahi may also have three or four minutes.

Shri Panigrahi: I will just refer to the question of students' welfare. The University Grants Commission has devoted merely Rs 50,000 so far as students' welfare is concerned. In the Calcutta University a survey was carried out and it was found that students today are suffering both from malnutrition and lack of text-books. All the difficulties are there. The University Grants Commission should have taken the trouble of also carrying out or encouraging such research or survey in all the other universities in India and they should have really ascertained the difficult position of the students so that proper discipline could have been enforced.

The survey reveals that 53 per cent of the students live on diets of subsistence level. 43 per cent of the students are never able to buy text-books. These are the problems and I would like to know from the hon. Minister what really has been done during all these years, since the establishment of this University Grants Commission in 1953. What positive steps have been taken to see that proper medical facilities were afforded to students, those students who have no means to buy text-books were provided with them and better accommodation and other facilities were also provided to students?

[Shri Pamgrahi]

Secondly, the University Grants Commission has started a students aid fund. But whatever fund is given to the university, the university or college will be in a position to utilise only if it shares some expenses under that. But I can tell you that so far as universities like Utkal and others are concerned, their financial position is not very strong. I would therefore suggest that whatever funds the University Grants Commission is going to allow, let it be given to the universities and there should be no such sharing principle.

I would also urge upon the hon. Minister that the question of matching grants should be completely discontinued, and whatever funds are at the disposal of the University Grants Commission so far as the welfare of students is concerned and so far as improvement of university education is concerned, must be directly given away to the universities without waiting for the sanction of the State Government or without waiting for the permission or agreement of the universities or colleges concerned, when these sums are going to be advanced. It is because of this principle that many of the universities are not in a position to utilise the funds which are allotted to them.

Mr. Deputy-Speaker: Mr. Bhakt Darshan may say a few words.

Some Hon. Members rose—

Mr. Deputy-Speaker: But so far as new entrants are concerned there would be difficulty.

श्री भक्त दंडान उपाध्यक्ष महोदय, विषयविद्यालय अनुदान आयोग की रिपोर्ट पर विचार करते हुए मुझे यह देख कर बड़ा आश्चर्य हुआ कि हमारी शिक्षा का माध्यम क्या हो इस पर काफ़ी मतभेद के साथ विचार प्रकट किये गये। भारत की स्वाधीनता के बारह वर्ष बाद भी यह प्रश्न हमारे सामने इस तरह रक्खा जाये कि हमें माध्यम बदलना चाहिये, या नहीं बदलना चाहिये, प्रश्न

बदलना चाहिये तो किस तरह बदलना चाहिये, यह केवल भारत में ही सम्भव है जहाँ पर कि गुलामी के बत्ते जाने के बाद भी गुलामी के सींग धरती तक बरकरार मालूम पड़ते हैं।

स्वयं इस रिपोर्ट में बताया गया है कि उन्होने जो अपनी उप-समिति नियुक्त की थी डा० कुजूरू के समापित्व में, उन ने यह निष्कर्ष की है, और जितने भी कर्मिष्ठान भर्षों तक बैठे हैं सब का विचार रहा है, कि जब प्रादेशिक भाषाओं में शिक्षा का माध्यम हो जायेगा तो उस के बाद भी अंग्रेजी एक अनिवार्य भाषा के रूप में जारी रहेगी। कुछ मित्रों ने यहाँ यह आशंका प्रकट की है, जैसे हमारे बिना श्री थाने पिल्ले साहब ने, कि प्रश्न भाषा का माध्यम या शिक्षा का माध्यम बदलना है ता उमे प्रादेशिक भाषा न हो कर के जो हमारी अखिल भारतीय भाषा हो, यानी हिन्दी या अंग्रेजी जो आज चल है, वह ही रहने दी जाये। मैं समझता हूँ कि वे समय प्रवाह के विरुद्ध नहीं जा सकते। राज्यों के अन्दर प्रश्न हम लोगों को मना सकते हैं तो इनो तरीके में कि वे अपनी प्रादेशिक भाषा के माध्यम के द्वारा शिक्षा पायें और साथ ही यह ही कि विश्व-ज्ञान के नाम पर जहाँ वह एक अनिवार्य विषय के रूप में, अंग्रेजी को जारी रखें वहाँ सांदेशिक भाषा के रूप में हिन्दी को भी जारी करे। इसी प्रकार से धीरे-धीरे आज जा हमें कर्म मान्म हानी है, उन की हिन्दी की शिक्षा के द्वारा पूति हो सकती है। कालांतर में, पाच या दस वर्ष में, जो हिन्दी की कड़ी है वह सारे भारत को मिलाने में सफल हो सकेगी।

मैं यहाँ पर श्री खाडिलकर साहब को बड़ी श्रद्धा की नजर से देखता आया हूँ। लेकिन उन की दो बातों मेरी समझ में नहीं आयी। कल भाषण करते हुए उन्होने चीन में जो शिक्षा की प्रगति हुई है उस के साथ इसी भाषा का उल्लेख किया। मैं उन ने पूछना चाहता हूँ, और मेरे जो भाई चीन हो आये हूँ

बे कृपा कर के बतलायेंगे, कि क्या चीन में रूसी भाषा के माध्यम से शिक्षा दी जाती है या चीनी भाषा के माध्यम से दी जाती है ? रूसी भाषा उन लोगों को विषय के ज्ञान और विज्ञान की जानकारी करा सकती है, यह दूसरी बात है, हम चाहे हिन्दी के पक्षपाती हो या भारतीय भाषाओं के पक्षपाती हो, लेकिन हम यह चाहते हैं कि अंग्रेजी द्वारा जो सारे विषय के ज्ञान की कुर्जी है उसे भी अपने हाथ में रखें हम उस की खिडकी को खुली रख कर उस के द्वारा ज्ञान प्राप्त करना चाहते हैं । लेकिन उस की दासता हम बदरित नहीं कर सकने ।

दिल्ली विश्वविद्यालय के उपकुलपति, डा० बी० के० आर० वी० राव, ने अभी हाल में घोषणा की है कि दो तीन वर्षों में दिल्ली विश्वविद्यालय में हिन्दी के माध्यम के द्वारा शिक्षा दी जायगी । इस बात को लेकर उन्होंने उनके ऊपर अब्जिन आक्षेप किया । डा० राव हमारे देश के उन बड़े अर्थ-शास्त्रियों और शिक्षा-शास्त्रियों में से हैं, जिनका भारत में एक ऊचा स्थान है और उन्होंने एक अहिन्दी-भाषी होते हुए भी दिल्ली विश्वविद्यालय में हिन्दी के प्रचलन की जो व्यवस्था की है और कर रहे हैं, उसके लिये वह हमारी बधाई और धन्यवाद के पात्र हैं । जहा तक मुझें बताया गया है, यह निर्णय कोई नया नहीं है । इस रिपोर्ट में स्वयं बताया गया है कि दिल्ली विश्व-विद्यालय ने हिन्दी माध्यम को स्वीकार किया है । केवल यह निर्णय दो तीन वर्ष से लागू नहीं किया जा रहा था । डा० राव ने यह किया कि साहस बटोर कर देश की जनता की पुकार सुन कर इस बात का निर्णय किया कि अब इस को लागू किया जाना चाहिये । इस बात पर उन पर आक्षेप करना मैं उचित नहीं समझता हू ।

अभी कलकत्ता विश्वविद्यालय का कुछ मित्रों ने उल्लेख किया । प्रोफेसर मुर्कौं ने भी उसका उल्लेख किया । कलकत्ता विश्व-विद्यालय की सीनेट ने जहा यह भाग की है

कि अंग्रेजी को छाठवें शिद्युल में शामिल कर दिया जाये, वहा उसने यह भी प्रस्ताव किया है कि बंगाली के माध्यम के द्वारा शिक्षा देने की हमको तैयारी करनी चाहिए ।

चूकि समय कम है, इस लिये एक छोटी सी बात की तरफ माननीय शिक्षा मंत्री का ध्यान दिला कर मैं अपना वक्तव्य समाप्त करूंगा । सब मित्रों ने कहा कि प्रादेशिक भाषाओं में शिक्षा देने के लिये अचछी पाठ्य पुस्तकों की जरूरत है । माननीय शिक्षा मंत्री जी के प्रति क्षमा-याचना करते हुए मैं कहूंगा कि शिक्षा मंत्रालय ने इस सम्बन्ध में बहुत शिथिलता और अकर्मण्यता का परिचय दिया है । आज से कई वर्ष पहले हमारी टर्मिनालोजी बन जानी चाहिये थी और हमारी पुस्तकें तैयार हो जानी चाहिये थी । सविधान में १९५० के बाद पांच बरों का समय इसी तैयारी के लिये रखा गया था, लेकिन उस बीच में कुछ नहीं हुआ । आज आठ नौ वर्षों के बाद हम तैयारी कर रहे हैं और इसी वजह से ये प्रश्न पड रही है । मैं उन से अनुरोध करता हू कि देर प्रायद दुस्त प्रायद—शाम को भी अगर कोई भूला भटका वापस आ जाय, तो यह बड़ी गनीमत होगी । उन को बरों उस्ताह के साथ इस पर ध्यान देना चाहिए ।

उपाध्यक्ष महोदय, मैं अन्त में केवल एक ही बात कहना चाहता हू । वह यह है कि जो टर्मिनालोजी बनाई जाये, उस के सम्बन्ध में मेरी व्यक्तिगत राय यह है—मैं हिन्दी का सेवक और विनम्र समर्थक हू, लेकिन मैं समझता हू कि हिन्दी को जल्दी खाने के लिए अगर अन्तर्राष्ट्रीय पारिभाषिक शब्दों को ले लिया जाय, तो मैं उसके विरुद्ध नहीं हू । इसके दो लाभ होंगे । जितनी प्रादेशिक भाषायें हैं, उन की भी पारिभाषिक शब्दावली—लेकिनकल टर्म्स—एक हो जायगी और बाब में आपस में बैठ कर हम नए शब्द गढ़ सकते हैं । इस लिये उनको जरूर ले लिया जाये ।

[श्री भक्त दर्शन]

जब शिक्षा मन्त्रालय के अनुदान पर बहस हो रही थी, तो हमारे भादरणीय मित्र, सेठ गोविन्द दास जी, ने हमारे प्रान्त मन्त्री पर एक प्रारोपण कर दिया था। मैं उनका सेवक और समर्थक होने हुए भी मैं उनके इन शब्दों का विरोध करना अपना कर्तव्य समझता हूँ, जो उन्होंने उस दिन प्रधान मन्त्री जी के बारे में कहे थे। शायद बम्बई की बात है कि "प्लेटेरियम" शब्द का अनुवाद वहाँ के एक मन्त्री जी ने "कृत्रिम नमो मडल" किया था। उन सबब प्रधान मन्त्री जी ने कहा था कि ऐसा कठिन शब्द क्यों रखा गया है, सरल शब्द रखा जाये। प्रधान मन्त्री जी ने कोई गलत बात नहीं कही थी। जितने हम सरल शब्द बना सकते हैं उतने बनायें और जहाँ पर सरल शब्द नहीं बन सकता है, वहाँ पर हमको अन्तर्राष्ट्रीय शब्दावली फिलहाल ले लेनी चाहिए। बाद में हम नए शब्द गठते रहें। मेरी तो अपनी यह दृढ़ सम्मति होती जा रही है कि इन शब्दों के जाल में पड़ कर हम हिन्दी की प्रगति को रोक रहे हैं।

अन्त में, उपाध्यक्ष महोदय, मैं केवल यह कहना चाहता हूँ कि इस रिपोर्ट में यह बताया गया है कि सागर विश्वविद्यालय और उस के बाद कई विश्वविद्यालयों में शिक्षा का माध्यम हिन्दी कर दिया गया है। हमारे तमिल-भाषी लोग कहते हैं कि हमारी भाषा दो हजार वर्ष पुरानी है।

एक माननीय सदस्य पाच हज़ार।

श्री भक्त दर्शन पाच हज़ार। चलिए, संस्कृत से भी पुरानी है। बंगाली भाई कहते हैं कि हमारा साहित्य बहुत ऊँचा है और हम उसकी कद्र करते हैं। मराठी भाषी लोग भी यही समझते हैं। मैं यह निवेदन करना चाहता हूँ कि जब हिन्दी के माध्यम के द्वारा बारह-बारह विश्वविद्यालयों में शिक्षा दी जा सकती है, तो तमिल और बंगाली और मराठी के द्वारा क्यों नहीं दी जा सकती, जिनका साहित्य

हिन्दी से ज्यादा सम्पन्न है और जो हिन्दी से प्रागे बढ़ी हुई है। मैं यह कहना चाहता हूँ कि हिन्दी को माध्यम बनाने का मतलब और भाषाओं को प्राधात का पहुँचाना नहीं है, बल्कि जिस तरह बड़ी बहन का काम है छोटी बहनो को मार्ग दिखलाना, उसी तरह हिन्दी को माध्यम बनाने से प्रादेशिक भाषाओं की भी प्रगति होगी। छोटी बहनो को भी प्रागे बढ़ना चाहिए—प्रादेशिक भाषाओं के द्वारा भी शिक्षा दी जानी चाहिए हिन्दी ने उनका मार्ग प्रशस्त कर दिया है। शर्त इतनी है कि भारत की एकता के लिये हिन्दी को अनिवार्य भाषा बनाया जाय और सारे ससार का ज्ञान प्राप्त करने के लिये अंग्रेज़ी को भी रखा जाये।

Dr K. L. Shrimali: Mr Deputy-Speaker, in the first place I should like to thank the hon Members who have participated in this debate They have made very valuable suggestions on various aspects of university education in our country, and I am sure the Commission will give full consideration to the views that have been expressed by the Members

Before I come to the main issues that have been raised in the course of the debate, I should like briefly to touch one point which was raised by Shri D C Sharma In my opinion it was very unfortunate He said that the members of the Commission have developed vested interests If you look at the list it consists of outstanding educationists in our country and public men who have rendered great service to the cause of education

Mr Deputy-Speaker: He wanted professors to be included and not only Vice-Chancellors

Dr. K L. Shrimali: But he said something about vested interests also We have three distinguished Vice-Chancellors—Prof Sidhanta, Shri G C Chatterjee and Dr. Mudahar.

Then we have one distinguished scientist, Dr. Krishnan. We have a distinguished Member of Parliament, Dr. Hriday Nath Kunzru, and another educationist, Diwan Anand Kumar. And there is the Education Secretary and Finance Secretary.

An Hon. Member: They are over-worked.

Dr. K. L. Shrimali: They may be over-worked, but they are all conscientious people and I think their being in the Commission has been of great value and benefit to the country, and they have made a great contribution to the development of university education.

The main question which has been raised and I think rightly raised, is with regard to the medium of instruction at the University stage. Extreme views have been expressed on this subject and I think, the views that have been expressed in this House also reflect the general trend of opinion in the country. There is a section of society in our country which thinks, that English should continue for ever and Hindi and regional languages should never take its place. There are time to come, English should continue to occupy the same position which it had, done in the past. There is another section in our society which thinks that whatever may be the consequences, we must switch over to the regional languages immediately. I think these are both extreme positions. As far as the Government of India and the University Grants Commission are concerned, they both reject these extreme positions. I do not think any country can continue to have a foreign language as the medium of instruction for all time to come. The University Education Commission which went into this question thoroughly gave its decision and made its recommendations which the Government had accepted, that, ultimately, the regional languages or the federal language must be the medium of instruction at the University stage.

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Having said this, I must also, at the same time, explain the position which has been taken by the University Grants Commission in this matter. Three of the recommendations of the Kunzru Committee are:

"That the change from English to an Indian language as the medium of instruction at the University stage should not be hastened.

"That the change to an Indian language should be preceded by an adequate preparation both in the cultivation of the Indian language concerned as medium of expression for learned purposes and by preparation of a sufficient body of learned literature in that language in all subjects of study.

"That even when a change in the medium of instruction is made English should continue to be studied by all University students."

These three main recommendations of the Kunzru Committee which have been accepted by the University Grants Commission and by the Government of India clearly explain the position which has been adopted by the Government and the University Grants Commission in this matter. They have not said anywhere that they are opposed to regional languages becoming the media of instruction in course of time. They envisage and their very recommendation envisages that in course of time, regional languages should take their due place in our scheme of education.

Shri M. C. Jain: At a very distant date.

Dr. K. L. Shrimali: It is no use saying that we are ready now to switch over to Indian languages. Is there anybody in the country who is interested in the development of the country, who seriously thinks that we are ready today to teach medicine, surgery, technology and higher sciences in the regional language?

[Dr. K. L. Shrimali]

ages? Are there any original books written by our scientists?

Shri M. C. Jain: That is exactly our grievance that the University Grants Commission has not prepared any books,

Dr. K. L. Shrimali: It is not the function of the University Grants Commission to prepare books, I must say. It has certain functions which it is discharging. It is no use getting excited in this matter.

Shri Shree Narayan Das: I would like to have one point explained. The hon. Minister says that so long as books are not ready in the regional languages, it will be impossible to make the regional language the medium of instruction in the Universities. I would like to know how such books will be written. Unless education is given in that language, how will people come forward and write such books? English-knowing persons have not been able to produce any such books in their mother tongue which they have not read. I would like just to have an explanation how it would be possible to prepare such books. Who will prepare such books?

Mr. Deputy-Speaker: Order, order The hon. Minister may be allowed to proceed uninterrupted.

Dr. K. L. Shrimali: Books are written not by order of the Government, but by great writers, by great scientists, by people who have made original contribution to knowledge. Therefore, I think, at this stage, when we are interested in developing the sciences and technology in this country, when we are anxious to raise academic standards in our country, it is necessary that we take a dispassionate view about this whole question.

Language is an instrument for achieving a certain purpose, it is not an end in itself. At the present moment, when we are so anxious to

develop our industries, our sciences and our technology in this country, I would like to submit most respectfully that the recommendations that have been made by the University Grants Commission are sound, that we must make the necessary preparation, and we must create the necessary climate for switching over to the regional languages before they become the media of instruction. How is this to be done? This has to be done by continuous arduous work in the Universities by great writers. They will have to write original books on Sciences. It is not a question of mere translation of books.

Sometime back we had arranged an exhibition of scientific and technological books in Hindi. There were about 1000 books. Most of the books that were written were text books for the matriculation and under-graduate standards. There were hardly any books for the graduate standard. We have to look at this problem in a realistic manner. I love my languages like any other Member of the House. But we are at present thinking of the future of our country and the future of our country is linked up with the future development of sciences and technology in this country. We should not take any risks as far as the development of science and technology is concerned. It is not merely by being emotional, but by hard and sustained work that we shall develop literature in science and technology in this country. I am all for regional languages and I look forward to the day when we have regional languages as the media of instruction in the Universities. But, before we can switch over to the regional languages, adequate preparation will have to be made and a proper climate will have to be created.

Shri Radhela Vyas: And grants will have to be made for that.

Dr. K. L. Shrimali: As far as the University Grants Commission is concerned, I think, they have taken a

very sound and balanced view in this matter. They have rejected both the extremes. If anybody says that the University Grants Commission is opposed to the development of regional languages or accepting them as media of instruction, I think they are mistaken and they are not fair to the University Grants Commission. The University Grants Commission also do not think that they are ready now and immediately to adopt the regional languages as the media of instruction. They have given a sound advice to the Universities. We shall do well to accept this advice in the interests of our country, in the interests of the growth and development of our sciences and technology.

Shri H N Mukerjee (Calcutta—Central) Could I ask one question? Since books, original or translations would not spontaneously appear in the Indian languages and since it is necessary to have some planning about the publication of original books and translated books in all Indian languages may I know if with due respect to the autonomy of the Universities, the University Grants Commission has any programme regarding the publication in the near future of the books that we need badly and which we can commission our scholars to write.

Dr. K L Shrimali: That was the point raised by Shri H N Mukerjee in his speech and I was coming to that point. Before we get books in science and technology, it is very necessary to have a proper terminology not only in Hindi, but one which would be acceptable to all the Indian languages. I think it would be most unfortunate for this country, if each regional language develops its own scientific terminology. I think we have to develop a terminology in this country which would be acceptable to all the regional languages.

15 hrs.

Shri M K. Gbesh: (Jamshedpur) Why not accept the international

terminology for all the regional languages?

Dr K L Shrimali: As far as the translation work is concerned, the spade work has been done. And I am happy that by the end of the Second Five Year Plan, all the work with regard to the terminology will be finished.

Shri Shree Narayan Das (Darbhanga) In regard to terminology I think every language will accept gladly the English terminology, there is no objection on that point. Whether it be Hindi, Gujarati or Marathi, every language will accept it (Interruptions).

Dr Melkote (Raichur) I just want to say one thing. I come from Hyderabad where this kind of translation has gone about in a fanatical manner and not in the way in which it should have been done. The result was a kind of hybrid text-book which could not be read by any student, and all the teaching was done in English in the name of Urdu which never came about. I personally feel that the recommendation of the Commission has been a sound one, and what the hon Minister has said is perfectly correct.

Dr K L Shrimali: I am very glad that my hon friend has supported me in this matter. As I said, the spade work has been done.

Mr. Deputy-Speaker: I find that those Members who have had the chance to speak have stiff something more to say, and those who have not spoken are really anxious to say something which they have in their minds. In this way we may not be able to finish this debate. We have to listen to the hon Minister patiently now, and allow him to proceed uninterrupted.

Dr. K L Shrimali: Another question which was raised was with regard to the funds of the commission. My hon friend Shri Harish Chandra

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Mathur was vehement in his criticism that the Ministry of Education had not shown vitality and vigour in placing the funds at the disposal of the commission. I wish he had made a little more careful study of the whole situation. In 1956-57, there was a budget provision of Rs. 3.50 crores. The University Grants Commission spent Rs. 3,41,55,135. In 1957-58, there was a budget provision of Rs. 4.17 crores, while the University Grants Commission spent Rs. 3,49,79,000. In 1958-59, there was a budget provision of Rs. 6,08,40,000, and the University Grants Commission spent Rs. 5,95,19,980. This clearly shows that there has been a shortfall of expenditure, as far as the actual expenditure incurred by the University Grants Commission is concerned. Of course, there was a certain situation under which it could not be helped. I am not laying the blame on the University Grants Commission in this matter. But I am only telling the actual position to my hon friend, who was very vehement in his criticism and said that the Ministry was not placing the funds at the disposal of the commission, which it required for the development of the universities.

When the question of the revision of the Plan came, naturally, there was some cut, but I would like to inform the House that I have not allowed the University Grants Commission to cut down any of their schemes. The University Grants Commission passed a resolution on the 8th and 9th July, 1959 wherein they demanded Rs. 19 crores. They thought that considering the rate at which they were spending money, it would not be possible for them to spend Rs. 27 crores; therefore, the total amount which they required was only Rs. 19 crores.

Shri Panigrahi: Can they spend that?

Dr. K. L. Shrivall: The allotment that was made was Rs. 18.63 crores

or thereabouts. They wanted nearly Rs. 37 lakhs more, and we told the commission that that amount would be placed at their disposal. Over and above that, we are trying to get an additional crore of rupees for the University Grants Commission; and the Finance Ministry has been sympathetic to this whole proposal. It was, therefore, quite unwarranted on the part of Shri Harish Chandra Mathur to have said that the Ministry was not taking into account the needs of the commission and was rather niggardly in placing the funds at the disposal of the commission. We have given the highest importance

Shri Tangamani (Madurai): What about the requirements of the universities and institutes? The University Grants Commission says that they were not able to get the materials.

Dr. K. L. Shrivall: After all, the whole responsibility is not that of the University Grants Commission. I am coming to that point.

Some of the speeches made by hon. Members gave me the impression as if the University Grants Commission had taken the whole responsibility of developing all the Indian universities. The University Grants Commission has direct responsibility as far as the Central universities are concerned. But to say that they should not expect any matching funds from the State Governments would really be tantamount to saying that the University Grants Commission should take over the whole responsibility for all the universities. I think under the Constitution, education is a State subject. The University Grants Commission has taken upon itself a limited responsibility of developing our universities. They are giving grants for certain specific purpose, and they expect the State Governments also to play the game and find matching funds for those schemes in which they are interested.

Unfortunately, as the commission has pointed out, the universities and

the State Governments were not able to find matching funds, and this created a real difficulty before the commission to make any progress. We are at present exploring the possibilities of canalising the State funds for higher education through the agency of the University Grants Commission, so that the University Grants Commission has at its disposal all the funds which it needs for the development of the universities, the Central share as well as the States' share; if this materialises, it would greatly facilitate the development of our universities. No final decision has been taken in this matter because we shall have to consult the State Governments also, and this is a matter in which naturally a unilateral decision cannot be taken. But we are trying to find ways and means how this difficulty of finding matching contributions can be solved. But I must respectfully differ from the Members who suggested that the State Governments should not contribute their share. I think it would be a very sad day when we begin to feel that the State Governments may be interested in anything else except education and that the Central Government and the University Grants Commission alone should take the responsibility of university education.

Then, many hon. Members had raised the question of the affiliated colleges. The University Grants Commission has been fully seized of the problem, and has already taken some steps to develop the affiliated colleges and the constituent colleges. Shri Harish Chandra Mathur said that the University Grants Commission was giving a stepmotherly treatment to affiliated colleges. Though the affiliated colleges were not within the purview of the University Grants Commission, yet the commission has gone out of its way to frame regulations so that it can give grants to the affiliated colleges also; and grants are being given for the development of those colleges, not only for the increment in the teachers' salaries, but also for developmental purposes, as for

example, the development of the libraries and laboratories.

Another point that was raised was with regard to student numbers. Many of the hon. Members suggested that the Commission should not put any restrictions on admissions. There is some force in that argument because as we develop our elementary and secondary education, it is obvious that larger and larger number of students will be seeking admission to the universities.

Shri Eadhelal Vyas (Ujjain): Have some more universities.

Dr. K. L. Shrivastava: But if our resources are limited, if we find that we do not have adequate funds for opening new universities, is there any justification for crowding the existing universities? That is the point which the Commission is considering. And the Commission is definitely of the opinion that we should not allow the universities to be crowded, we should reduce the pupil-teacher ratio, we should provide the tutorial system, we should create conditions under which the students will be allowed to carry on research and study in a proper atmosphere. These conditions do not exist in our universities and the main reason is that the universities are at present overcrowded. And so the Commission has two alternatives: either it should open more universities in the country so that this overcrowding may cease and we may cater for a larger number of pupils, or it should put a restriction on numbers. The House is aware that at the present moment the resources of the State Governments are also limited. In fact, many of the State Governments are finding it difficult to maintain the existing universities properly. The teachers are not getting proper salaries, there are no proper laboratories and equipments, there is no hostel accommodation for students, and if the Commission had not gone to their rescue, many of the universities will not be able to maintain

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themselves today This is the hard reality which we have to face.

Many hon. Members have suggested that we should not put any restriction on numbers. It is a very good suggestion, it is a very pious idea, but we have to look at it in the context of the present social and economic situation. At the present moment I think as far as university education is concerned, the need is to consolidate and not to expand, and expansion should come only when we have the proper financial resources. As long as we do not have proper resources, there is no point in opening third rate universities and producing third rate graduates.

Shri Mahanty: May we know what will happen to those students who may not be able to seek admission to the universities? What is going to happen to them?

Dr K. L. Shrivall: The answer is that we must provide other avenues. Universities are not meant for all the students. Universities are meant for students who can derive benefit from higher education, that is those who have talent who have ability to derive the benefit. No country provides higher education on the same basis as it provides elementary or secondary education for example.

Shri C. K. Bhattacharyya (West Durgapur). I want to make a suggestion to the hon. Minister. If the Government lowers the educational requirements for entrance to the services, the crowd in the universities will grow less.

Dr. K. L. Shrivall, I am grateful to the hon. Member for the suggestion but the whole point is . . .

Mr Deputy-Speaker: And if no educational qualifications are required for the services, then no man will go to the university!

Shri C. K. Bhattacharyya: If you allow me to say so, a committee appointed by the Government themselves including Prof N. K. Siddhanta and some others, I do not exactly remember their names, have made the same suggestion for reducing the overcrowding in the universities. I merely repeat their suggestion to the hon. Minister.

Dr. K. L. Shrivall: So the whole question has to be examined in the context of the economic situation of the country. Here are the State Governments which do not have at present adequate resources for opening new universities. And look at the condition of the universities which exist at present. The professors are poorly paid, the laboratories are ill-equipped, hostel accommodation does not exist, and the students are living in environment which is not congenial for their intellectual and moral growth. Is there any sense in having such universities in the country?

Therefore, the Commission has made a very realistic approach to the whole problem, that considering our total resources at the present moment, we should attempt at consolidation and not expansion. If I may submit most respectfully, this is the correct approach at the present moment. It is no use opening third-rate universities and producing third-rate graduates. We must attempt at raising the academic standards of our universities, and that is the approach which the Commission is making. Therefore, I think it would be necessary to restrict the number of students in the universities.

Some hon. Member pointed out that at present in our universities there are 50 per cent of failures. That is true. It is a tragedy, I think it is a waste of human talent, and we have to do something to ensure that only those boys will proceed to the universities who can derive benefit from higher education. Higher education is not meant for each and every one.

Another hon. Member raised the question as to what is going to happen to the other students who are not to go to the universities. That is a broad question which we have to tackle. We have to create employment opportunities for these students who go out of the high and higher secondary schools, and it is only in that way that the problem can be solved.

I think it was my hon. friend Shri Mahanty who raised the question with regard to the amenities for the students. I would like to inform him that we are at present giving loans to affiliated colleges for the construction of hostels, and the total amount of loan which was given during the last three years, 1956-57 to 1958-59, for the construction of hostels to affiliated colleges is Rs. 46.12 lakhs. They have given a loan of Rs. 18.86 lakhs to the Universities and the constituent colleges of Delhi University for hostels and staff quarters. Grants have also been given by the University Grants Commission to the universities and colleges for construction of hostels, to the extent of Rs. 49.48 lakhs approximately. The Commission has given a high priority to the construction of hostels because if we really want to develop community life among the students, we must build proper halls of residence where the students will develop the corporate spirit and the community life. Therefore, the Commission is giving high priority to the building up of these hostels. I hope in course of time the loans will be repaid and we shall be able to have more and more hostels. In fact, we would like to expand the scope of this scheme.

I think I am already exceeding the time-limit which you have set, but you will forgive me because I have had some interruptions.

In the end I would like to submit that the road of educational reconstruction is long and arduous. We cannot expect any quick results. It is a long process, but I have no doubt that the efforts that are being made

by the Government and the Commission will produce results in course of time. The results in education cannot be produced within a day or a month or a few years. It is a question of generations, but I have no doubt that in course of time the efforts that are being made are bound to produce good results.

I should also like to say here that it is true that our standards are low, and everybody criticises the educational system, but we must also remember that many of our engineers, scientists and teachers who are coming out of our universities are of a very high calibre.

Shri Hem Barua: It is to the credit of India that so far as individuals are concerned, she has outstanding individuals. But so far as our performance collectively is concerned, our standard is lower.

Dr. K. L. Shrivastava: I am saying that even collectively many of our young boys coming out of Universities are of a very fine calibre. Today, as far as our economy is concerned, we are self-sufficient in manpower (An Hon. Member. No.). These people are of a high calibre. If they are given better opportunities, I have no doubt that they would be worthy of this great country.

Lastly, I would like to say one thing. With regard to the relationship between the University Grants Commission and Government, some questions were raised. I would like to tell the House that we are very happy to set up this University Grants Commission. We have had the most cordial relationship. The Government on the one hand, the University Grants Commission on the other and the Universities have all worked in a spirit of co-operation. There has been cordial relationship. Nobody has felt ever that something was being imposed on them. Whenever the Government wanted to formulate any policy or programme, they consulted the University Grants Commission. There has been frequent

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consultation between Government and the Commission, with the result that today we have set up an institution which, on the one hand, is a guardian of the autonomy of Universities and, on the other, is implementing the national policies and programmes of the State.

I do not like to take more time of the House. I am grateful to the hon. Members who have participated in this debate.

Mr. Deputy-Speaker: The question is:

"That this House takes note of the Report of the University Grants Commission for the period April, 1957—March, 1958 laid on the Table of the House on the 17th February, 1959".

The motion was adopted.

15:22 hrs.

DEMANDS FOR SUPPLEMENTARY GRANTS—RAILWAYS

Mr. Deputy-Speaker: The House will now proceed with discussion and voting on Supplementary Demands for Grants in respect of Railways for 1959-60.

Motion moved:

DEMAND No. 2—MISCELLANEOUS EXPENDITURE

"That a supplementary sum not exceeding Rs. 3,00,000 be granted to the President to defray the charges which will come in course of payment during the year ending the 31st day of March, 1960, in respect of 'Miscellaneous Expenditure'."

DEMAND No. 15—CONSTRUCTION OF NEW LINES

Mr. Speaker: Motion moved:

"That a supplementary sum not exceeding Rs. 18,00,000 be granted to the President to defray the charges which will come in course

of payment during the year ending the 31st day of March, 1960, in respect of 'Construction of New Lines'."

There are also several cut motions tabled. Cut motion No. 1 is out of order. We cannot bring in new things to the new services for which money is being asked for, not a new line in Orissa. Cut motions Nos. 2 and 4 are in order. No. 3 is out of order; so are Nos. 5, 6 and 7, as also No. 10.

So the numbers of the cut motions permitted to be moved are: 2, 4, 8, 9, 11 and 12.

Need for a bigger provision for survey of the proposed new Diva-Panvel-Uran Section

Shri Naushir Bharucha (East Khandesh): I beg to move:

"That the demand for a supplementary grant of a sum not exceeding Rs. 3,00,000 in respect of 'Miscellaneous Expenditure' be reduced by Rs. 100."

Need to expedite construction of the new Diva-Dasgaon railway line

Shri Naushir Bharucha: I beg to move:

"That the demand for a supplementary grant of a sum not exceeding Rs. 18,00,000 in respect of 'Construction of New Lines' be reduced by Rs. 100."

Non-inclusion of survey work regarding the construction of a Railway Diva-Panvel Uran-Dasgaon line

Shri Assar (Ratnagiri): I beg to move:

"That the demand for a supplementary grant of a sum not exceeding Rs. 3,00,000 in respect of 'Miscellaneous Expenditure' be reduced by Rs. 100."