

12.53 hrs.

**BUSINESS ADVISORY COMMITTEE
THIRD REPORT**

THE MINISTER OF PARLIAMEN-
TARY AFFAIRS AND LABOUR
(SHRI RAVINDRA VARMA): I beg
to present the Third Report of the
Business Advisory Committee.

SHRI HARI VISHNU KAMATH
(Hoshangabad): Sir, on a point of
clarification. Please refer to para-
graph 7 of the Report which has been
submitted to the House. It is a very
curious and rather intriguing para. It
says:

"The Committee noted in this
connection the 14th Report of the
Committee on Private Members'
Bills and Resolutions (Third Lok
Sabha) was adopted by the House
on 8th March 1963."

—that is, fourteen years ago. But the
successor Committee...

MR. SPEAKER: On what is he
speaking?

SHRI HARI VISHNU KAMATH:
On the Report of the Committee on
Private Members' Bill and Resolutions.

MR. SPEAKER: This is the Report
of the Business Advisory Committee.

12.54 hrs

**MOTION RE ANNUAL REPORT OF
UNIVERSITY GRANTS COMMISS-
SION FOR 1975-76—Contd.**

MR. SPEAKER: We will now take
up further consideration of the Annual
Report of the University Grants Com-
mission. Shri Lakkappa will continue
his speech.

SHRI K. LAKKAPPA (Tumkur)
Mr. Speaker, Sir, this is a good op-
portunity for me to congratulate you

on your elevation as Speaker. It is a
matter for pride not only for Karna-
taka but for the entire country. I
wish you all success.

When I was speaking on this very
important subject, my hon. friend,
Shri Mavalankar, interjected me.

The other day I was referring to
the functioning of the Business Man-
agement Institute at Bangalore. The
demand is fully justified that it should
come within the purview of the Uni-
versity Grants Commission as the
Education Ministry is spending crores
of rupees on this Institute, and there
is need to control the squandering of
money by this Institute. I have got
all the relevant record with me. I
hope this Ministry would exercise
diligence and prudence to probe into
this matter immediately.

There is one Director, Mr. Ramas-
wamy, who is the head of this In-
stitute to which the Education Minis-
try provides Rs. 18 lakhs. The Karnata-
ka Government has given them Rs.
30 lakhs as developmental grants,
together with 100 acres of land free.
As this is taxpayer's money, the
Director of the Institute cannot act
according to his whims and fancies,
by-passing the rules and regulations
of the Institute.

Corrupt practices are prevailing
there. More than Rs. 5 lakhs have
been squandered out of the building
fund by way of hiring of buildings
and showing patronage to a few peo-
ple. Irregular and illegal procedures
have been followed. Bangalore is a
naturally air-conditioned city, but Rs.
3.35 lakhs have been spent there on
air-conditioning the residence and
office, and Rs. 2.771 have been paid as
rent to a building without occupying
it. Rs. 1.3 lakhs have been advanced to
the landlord, and Rs. 8,000 has been
charged as brokerage; Rs. 2.32 lakhs
have been paid for a temporary build-
ing and rented premises, while the
actual cost is only one-third of this
amount.

[Shri K. Lakkappa]

Is there any provision that has been made by you for distribution of liquor? Their liquor and entertainment charges come to Rs. 59,000. There are three guest houses and a huge expenditure is incurred on them. On the plea that the doctor is not available, reimbursement is made merely on the basis of a certificate signed by Mr. Ramaswamy. His steno spent Rs. 1900/- on cigarettes. Mr. Morarji Desai is very much opposed to smoking. There is a tax on bidi, tobacco and cigarettes. But this gentleman is freely indulging in these things. All the money has been spent on liquor and cigarettes. The Director's secretariat consists of 12 people. Furnishing his residence i.e. bed-spreads have cost Rs. 4600/-. Items worth lakhs of rupees have been purchased without quotations. There is a fleet of Ford cars. Where is the necessity for Ford cars? There are jeeps, mini-buses, 2-wheelers and auto-rickshaws and what not.

MR. SPEAKER: Mr. Lakkappa, how much more time are you likely to take?

SHRI K. LAKKAPPA: I had requested for half-an-hour.

MR. SPEAKER: You will have 5 more minutes. The House now stands adjourned for lunch, we will re-assemble at 2 o' clock.

13.02 hrs.

The Lok Sabha adjourned for lunch till Fourteen of the Clock.

The Lok Sabha reassembled after Lunch at Five Minutes past Fourteen of the Clock.

[SHRI TRIDIB CHAUDHURI in the Chair].

MOTION RE. REPORT OF UNIVERSITY GRANTS COMMISSION, 1975-76-Contd.

SHRI K. LAKKAPPA (Tumkur): Mr. Chairman, Sir, yesterday, I was referring to the corruption prevailing in the Indian Institute of Management, Bangalore. Of course, I was not casting any aspersion on the present Minister. But, I think, he has seen the situation prevailing there and I hope that he would take all possible precautions and measures to remove this corruption. Previously, he was also doing something about it. An enquiry was ordered against the Director of that Institute. In order to cover up that enquiry the person who was holding that enquiry, his daughter was offered a seat in the MBBS course in the Institute. Therefore, the enquiry was washed away. So, such things are prevailing in the education institutions.

In order to enable that Institute to run smoothly, certain guidelines have to be issued. Why can you not take

it over under the UGC's control? Why should there not be a separate body for this because a lot of public money is being wasted? Useful suggestions have been made in the Report of the UGC, including that of bringing normalcy and discipline in the institutions. If at all anything that has been done by the previous Government is that a certain amount of discipline was brought in 1975-76. Certain radical reforms have been suggested. These reforms should reflect the socio-economic conditions prevailing in this country.

This country should be able to justify the type of education that we require. In this connection, I would like to invite your attention to the universities which are in States. We have to understand the purpose of our education and then a comprehensive programme has to be drawn up through universities. Nowadays, we have been seeing that there is no aim

and object for which they are coming up and absolutely there is no sanctity attached to them. There are no norms, no guidelines have been proposed. The administration is not running properly. I quite appreciate the eminent persons who head the UGC.

My friend on the other side was talking about the Card-holder. I strongly protest against this. That is not the spirit in which the Janata Party is expected to talk. I think even the Janata Party, those who supported the so-called total revolution, know how the students in Bihar are treated by the present Government. It is very shocking. I have received a copy of a letter written to the Home Minister, Mr. Charan Singh, about the conditions of the students in Bihar. They have narrated their story in this letter earnestly and frankly. It is said in the Memorandum:

"THE HUNDRED DARKEST DAYS IN ANY REGIME SINCE INDEPENDENCE.

"It is shocking and surprising that the Janata Party which championed for freedom and which claimed that freedom is there for people and in particular youth which stood by you in bad days... Please do not forget this, you can never suppress the student community in this country. In your hundred days you have not protected the journalists and the Harijans, labour has been shot dead for demanding their rights and now you have arrested 800 doctors in Bihar.

This is in Bihar where Janata Party is in power. My friend, Mr. Karpoori Thakur is the Chief Minister there, and under the very nose of Mr. Charan Singh, these things are happening 800 doctors have been arrested in Bihar. The memorandum further says:

"We demand withdrawal of all the cases against doctors and release from jail within three days."

They have further said:

"In your manifesto you have promised 'the right to recall'. Please introduce it immediately. Failing to comply with this request, the Chatra Sangharsh Samiti will give a call to the youth and students of this country to paralyse the functioning of this Government...."

Not only this, they have demanded President's rule in Bihar. This is the situation about the student community 800 doctors have been arrested and detained without assigning any reason.

MR. CHAIRMAN: Please try to conclude.

SHRI K. LAKKAPPA: Sir, I come to the affiliated colleges. In my State there are a number of such colleges, engineering colleges and medical colleges which are run by the private people and which are affiliated to the University. Is there any check or control over them, over the malpractices prevailing there? There is the capitation fee. There is the students' unrest. Even in educational institutions para-military organisations are operating. Parochial, communal and all sorts of chauvinistic tendencies have been engineers through these institutions which are controlled and patronised by one community. That is why I have brought a Bill for abolition of caste system in the country. Bihar, Uttar Pradesh and even my State are among the caste-ridden States. Under these circumstances, how can you bring about the so-called total revolution which you are talking about? It is very necessary that the parochial atmosphere and the tendencies which are regional in character should be done away with. In educational institutions, para-military organisations should not be encouraged. What happened in the Banaras Hindu University? There was a student unrest. This giving of political patronages and commercialisation of universities should be stopped. The University Grants Commission has

[Shri K. Lakkappa]

made certain suggestions. On the basis of those suggestions, I want to know, whether the present Government is thinking of giving any guidelines about the quality of education, about the standard of education, about bringing discipline among students and about appointing good professors and lecturers. In affiliated colleges, lecturers belonging to their own community have been appointed. You can make an inquiry into that. All these things are there. There have been political appointments of Vice-Chancellors. Whether the previous Government did it or whether you are doing it, it matters little. We do not agree with that sort of thing. Freedom in the academic sphere is very necessary; that free atmosphere is very necessary.

The Kothari Commission's report has been by-passed. Nothing has come out so far. Will the Minister say something on that?

Another point is about the weaker sections of this country. They are having a dual standard in education. The people belonging to the weaker sections do not get justice. Only the affluent class get admission in the universities. Universities should be established in the rural areas. There has been a mushroom growth of universities only in big cities. What will happen if you start universities in rural areas? By starting universities in rural areas, you can encourage the Harijans, minorities and other people belonging to the weaker sections. Can you show me one university where a Harijan is the Vice-Chancellor?

I would therefore respectfully submit that the hon. Minister, who is a new Minister, should not play a 'Padmanabha' role (that is, of helplessness) in the Ministry but should take a dynamic attitude and make a dynamic approach and see that the guidelines which are there are mercifully implemented. At the same

time, if you want to give other guidelines for revamping and restructuring the whole atmosphere of the University, it can be done: it is very necessary that new dynamic guidelines should be issued by the Janata Government

I hope the Minister will do all that this necessary. With these words, I conclude.

PROF. DILIP CHAKRAVARTY (Calcutta South): I consider that in laying the Annual Report of the U.G.C. and making any submission on the University Grants Commission as a very useful body, mention must be made of the services rendered by Shri C. D. Deshmukh and Prof. D. S. Kothari.

I have to draw the attention of the House to our previous performance. It seems to me, as a teacher, that education, teachers and students often seem to be a forgotten factor—and this can be applied to the previous House which did not discuss the Annual Report of the UGC for the years 1973-74 and 1974-75 and did not discuss the University Grants Commission's affairs at all for the whole year of 1976. Of course, this is what can be expected of the Indira Government: Possibly they were too busy propagating to the world outside that Lokamanya Jayaprakash Narain and others who were put behind bars were traitors and they had therefore no time to apply their mind to the problems of teachers, the Universities and the students.

Section 12 of the University Grants Commission Act suggested, amongst the functions of the Commission (in fact, these are the major functions) the promotion and coordination of University Education and determination and maintenance of standards of teaching, examination and research in the Universities. If one looks at the functioning of the Universities in this country, there are two types of universities in our midst. A large number of them happen to be State Universi-

ties and the others are Central Universities. If one goes deep into the problem and considers the per capita expenditure on students in the State and the Central Universities, one would find an appalling discrimination going on in educational matters in this country for the last 30 years. No steps have ever been taken nor, I believe, ever been suggested by the former government to remove the disparities between the State and Central Universities. I consider that the UGC and also the Government of India, in the Ministry of Education, should apply their mind to this situation. The University Grants Commission's latest pay-scales are supposed to be in operation in this country since January 1, 1973—of course it was delayed by the Union Ministry of Education and they could announce it only two years after the recommendations were submitted to the Government of India—but even today many States are yet to accept these new pay-scales. Some States have already accepted them but only in principle and just a few of the States in India have started implementing the same.

You will be surprised to hear that the teachers of Assam were sent to jail for demanding the implementation of the UGC pay-scales as accepted by the Government of India. Some of them had to spend more than two years in jail. Prof. Ajit Sharma, who was my co-worker, while laying the foundation of the Assam College Teachers Association, was in jail long before the emergency and he could come out only in February, 1977. What was his crime? He had demanded the implementation of the University Grants Commission scales as recommended by the Government of India for the teachers of Assam. The situation was allowed to deteriorate. This was the position in many States, not only in Assam.

As regards the recommendations themselves, while making these recommendations for the new scales, they made certain innovations. While giving some financial benefits, they took away the right of the teachers, even

the competent ones among them, to serve upto the age of 65 years. No amount of persuasion could work with either the University Grants Commission or the Union Ministry of Education including the then Minister of Education, Shri Prof. Nurul Hasan—I will come to him later—who was always talking of maintaining standards. They could never listen to the logic of the situation. Even in the case of teachers who were recognised as good teachers and who had proved beneficial to the students, the tenure of their services was cut to the tune of five years.

I would also like to point out the plight of the teachers amidst us who were political sufferers and freedom fighters. In many of the Government departments as also Public Undertakings, persons who were political sufferers are given an extra benefit of time in their respective jobs upto a maximum period of five years. This has, however, not been done in the case of teachers all over India in spite of our repeated reminders both to the University Grants Commission as well as to the Union Ministry of Education. I would request the hon. Minister for Education to consider this aspect of the problem also.

I would now like to touch on the point of security of service of teachers and non-teaching staff. It is only in three States in India where the State Governments have enacted legislation concerning security of service. Though these are defective legislations, yet there are legislations in three States including West Bengal. I would suggest that similar legislations should come into being in all the States of India, if we really mean business, if we really desire that the teachers should give of their best to the youngmen under their care.

While considering or recommending the pay-scales for teachers, the University Grants Commission along with the Union Ministry for Education were required to consider the pay-scales for Librarians and Physical Instructors, but our appeals to them in

[Prof. Dilip Chakravarty]

the past have failed to elicit a clear-cut positive recommendation upto now of new pay-scales concerning the Librarians and Physical Instructors.

Further, Sir, it is appalling to note that there are States, where the University Grants Commission pay-scales which were announced as early as 1957 have yet to be implemented and the teachers are always in arrears in getting their dues. There are teachers, who do not receive their salaries regularly. I believe the teachers are the only lot in our midst who go without receiving their monthly pay packets regularly. It is no good to suggest that people are not aware of these problems, but as we think of the soldiers only in time of war we think of the teachers only at the time of convocations. Now, one more day has been added, that is, the 5th September, the birthday of our ex-President, Shri Radhakrishnan. On that day we invite to distressed teachers, demonstrate them from the dais and offer them some pittance of Rs. 500 or Rs. 1000. I would submit to the House—create a situation so that not a single teacher is called upon to come for this type of begging. I remember a tussle with one of the former Education Ministers of India. I had come with 10,000 teachers on the streets of Delhi demonstrating and demanding new pay-scales in the year 1966. I was told that teachers should not give expression of their protests through demonstration as this might lead to indiscipline. I reminded the then Union Education Minister that a teacher who fails to protest against wrongs done is a teacher who is not fit to educate our young hopefuls, is not fit to instil character in them. We are not supposed merely to teach on the basis of the syllabi proposed but also to teach something else and that this protest demonstration was in the context of a firm written commitment by the then Government of India that the pay-scales of teachers would be revised. It was not done on the plea of insufficiency of funds. At the same time, the pay-scales of Class I administrative service-holders in the govern-

ment were revised. That is an old story. I need not repeat and waste my time and the time of the House.

Now, regarding the management of private colleges, these colleges are there all over the country. There is one college at least the authorities of which spoilt more than a crore of rupees. There are colleges like that spread all over the country. Inquiries in depth must be undertaken so that we can know and really change the situation. While the teachers, and educational workers and the non-teaching staff are allowed to starve, there are persons who, by taking advantage of the great traditions of some of our institutions, have become academic traders. They are neither educationists nor academicians. They deal with academic trading. This should be given a go-by as the teachers cannot live merely on a diet of promises.

There is a lot of corruption and wastage in the field of education, not emanating from the teachers nor from the students but from a class of people, specially interested in exploiting education, without doing anything for education.

Now, I would point out to the conditions of one of our oldest universities in India. That is the Calcutta University. You are aware that the Calcutta University caters to one-tenth of our student population in the country. The total student population at the moment will be around 24 lakhs or a little more than that. The student population for which the University of Calcutta caters is more than 2,30,000. A few years ago, on behalf of the University of Calcutta, we came in a deputation to the University Grants Commission and also the then government. A committee was formed with the concurrence of the Government of India, Ghani Committee which went into the problems of the University of Calcutta. Now, something remains to be done both from the side of the University Grants Commission as also from the side of the Union Ministry of Education. Otherwise, we cannot stop this morass which is now enveloping the University of Calcutta, one of our premier

universities, and implement the recommendations of the Ghani Committee.

About the Jawaharlal Nehru University, it is a Central University. Yesterday figures were mentioned and it was quoted from this book. I also can quote them but not to waste the time of the House, I am not quoting them but I should like to mention that the per capita expenditure of a student in the Jawaharlal Nehru University is the highest in India. Figures were quoted yesterday. I am not quoting them again but all of us know how this University, the favourite child of the former government of India is functioning. Before going into the details, I would refer to clause 28 of the second schedule of the Jawaharlal Nehru University Act.

Clause 28 reads—

“Notwithstanding anything contained in statute 27, the Executive Council may invite a person of high academic distinction and professional attainment to accept a post of Professor or Reader in the University as the case may be on such terms and conditions as it deems fit and on person agreeing to do so, appoint him to the post.”

It is something like our former Education Minister Prof. Nurul Hasan chosen as a Professor of Delhi on a salary of Rs. 3,000, in a supernumerary post without passing through any selection committee and this gentleman was presiding over the destinies of education of India for quite a number of years. It was through this Clause 28, nearly 200 appointments had been given to the Jawaharlal Nehru University.

My friend, Shri Mishra, from our side yesterday pointed out certain things. He referred about the political affiliations of certain persons. I am not interested in mentioning the political affiliations of any person. But I am interested in the capacity of a person who can deliver lectures from which the students can benefit. There should be no other consideration there this.

Jawaharlal Nehru University, taking advantage of this clause, giving a

go-by to Clause 27, have appointed nearly 200 teachers, professors, Readers, etc. And obviously people with poorer qualifications have been appointed. My hon. friend Shri Mishra is right. They took into consideration political affiliations and all that. Shri Sathe is not here. I brought for him many more documents. I wish he should have been here. These things have to be looked into.

I have great respect for the University Grants Commission, but the University Grants Commission also failed to point this out. They were approving partners.

There is great corruption in the Jawaharlal Nehru University. Government of India allotted nearly Rs. 4 crores for construction of buildings, etc. How have these constructions taken place? Most of the money has already been spent. The Kaveri Hostel, for example, and the Dining Hall for the students of the Jawaharlal Nehru University collapsed within one year after its construction was complete.

A protesting voice also came from my friend Shri Lakkappa. He is also absent. Here is a genuine grievance of the students. They gave representation and memorandum to the Government, to the U.G.C. demanding an enquiry. This is a fit case to institute an enquiry and the Chief Engineer, who was in charge of all these constructions has built up a big house in West Patel Nagar. Let the veracity of this statement be verified by making a sifting enquiry. The Chief Planner of all this is a notable person. He is demanded to visit abroad—foreign countries twice or thrice a year. Everybody is acquainted with him—Shri Munish Raja.

I started by saying that I have great respect for the performance of the University Grants Commission. But I would like to state one particular experience and then I shall resume my seat.

There is a good scheme of the University Grants Commission known as C.O.S.I.P. (College Science Improvement Programme). There was a sub-committee attached to the U.G.C.

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known as College Committee. I was made a Member of the College Committee and I had the honour to attend only one meeting—the first meeting of the College Committee. Myself along with some others raised the question of extending the benefits of C.O.S.I.P. to Humanities also in colleges all over the country. And that was one of the recommendations but the College Committee never met for the second time. This is wastage of public money. There were many more recommendations which, I believe, were never considered. I wish to draw the attention of the hon. Minister and, through him, to the U.G.C. Where there are many excellent officers who have had many problems and, possibly they would like to do many things if they were permitted to do them. That is how things move. At least there are certain aspects of the problem under their charge.

I started by saying that the students along with their teachers seemed to be forgotten factor; the U.G.C. tried to do something to help our students including the weaker sections amongst them. I know it. But, the same should be strengthened. Otherwise no real benefit can accrue to the students.

Sir, it is interesting to note that my friends from the opposite side were angry. On the last occasion, when our Finance Minister stated that the State Governments squandered away Rs. 400 crores all over the country. And they became angry when my friend Dr. Subramaniam Swamy pointed out to them that during the emergency or during the Indira regime, it had made little economic progress. Prof. Hasan spoke on the U.G.C. last time as Education Minister on 6th August 1975. He said that he supported the report of the U.G.C. and informed that the rate of admission of students has outstripped the rate of economic growth which was very slow. When Mr. Sathé from that side Yesterday tried to make out his case there was objection to the introduction of the new pattern of education (10+2+3) and

he was lamenting and asked: wherefrom the finance would flow?

It was not this Government which introduced this scheme; it was not this Government which promised large financial allocations to the States. Many times the former Deputy Minister, Shri Arvind Netam both inside the House as well as outside promised large allocations from time to time and promised that large funds would be available to the States if they only agreed to the introduction of the new pattern. But, now, we are already in the midst of it. The hon. Minister of Education can suggest how to get out of this.

MR. CHAIRMAN: I want to tell you one thing. Here I have many names with me. But, I am placed with a difficulty: The Business Advisory Committee recommended the time for four hours for the discussion of this Report of the U.G.C. We have now nearly exhausted the balance of time. Also the Minister has to reply. He has indicated that he will require about 45 minutes.

SHRI VAYALAR RAVI: (Chirayinkil): You can extend the time.

PROF. P. G. MAVALANKAR (Gandhinagar): May I make a small submission to the House? When the discussion on the report of the U.G.C. was going on, unfortunately it was interrupted by a number of other things and so, we could not have a sustained, good and continuous debate. This is an important debate. And if, the whole House agrees we may extend it upto 5 O'Clock. I hope the Government will be agreeable, this being an important subject.

SHRI K. S. CHAVDA (Patan): Sir, the House Committee has already fixed four hours for discussion of this report of the U.G.C. If he wishes of the House are to extend this by half-an-hour, that can be done.

PROF. P. G. MAVALANKAR: No, No. We want more time for this.

SHRI K. S. CHAVDA: Or else, fortyfive minutes can be given.

THE MINISTER OF EDUCATION SOCIAL WELFARE AND CULTURE (DR. PRATAP CHANDRA CHUNDER): I will take half an hour and let them get 15 minutes from my time.

SHRI K. S. CHAVDA: If you extend this by one hour, the other business can be taken up.

SHRI VAYALAR RAVI: Sir, we may go upto 5.30 P.M.

MR. CHAIRMAN: Is it the pleasure of the House that the debate on UGC report may continue upto 5.30 P.M.?

SOME HON. MEMBERS: Yes.

MR. CHAIRMAN: So, it is agreed that the debate on UGC report will continue upto 5.30 P.M. The Minister will reply to the debate at 4.45 PM.

SHRI C. K. CHANDRAPPAN (Cannanore): Sir, the discussion on the UGC report given an opportunity to this House to discuss the problems of higher education. Within the limited time at my disposal, I would like to bring some of the important problems, which I think the higher education in our country is facing today. If you talk in absolute terms, namely, in terms of admission of students in the universities and the great number of universities and colleges, I must say, the performance was good.

One of the very important problem to which I would like to draw the attention of the Minister is that we have a lopsided approach in deciding the priorities in our education. It is not only in the matter of higher education but, I think, the Minister will also agree that after Independence the country failed to provide any opportunity of education to large sections of people who are still illiterate.

Then there is the problem of drop-outs. When you come from the Higher Secondary stage to University Stage, you find that a very few fortunate elites in the society get an opportunity to have university education. This is the reality in our

country today. I know that some have-nots get a chance for school education but if you take the figure of such students in the university their number is very very low. It is in this background that I want to say that the Central universities are squandering public money.

Since there is lack of time I am not going into the details. I find that on a student of the Jawahar Lal Nehru university, the country spends nearly Rs. 10,000 per student, whereas a student in Ranchi University in Bihar gets Rs. 145 only. I do not think this is a very good distribution of public money for education and the Minister might explain it like this that for the Central University, the whole expenditure will have to be borne by the Union Government. That is an argument he may put forward. But my point is not against the Central University. These Central Universities if they become seats of learning, centres of academic excellence, then there is a point in spending money. But I think, as it is today, the Central Universities cannot claim that credit. So, I think a second look is necessary in regard to the functioning of the Central Universities. I do not say: scrap them altogether. But make them centres of academic excellence by improving their standards, etc.

Now one thing which is worrying me and I am sure the country also, is the commercialisation in the field of education. I find certain values get distorted. For example, a student who wants to get an admission in the Engineering College or in the Medical College learns first to give bribe to the management and you cannot expect him to be gentleman after coming out with a Degree Certificate. He will try to earn that money—as capitation fee—by any means. I am not suggesting any drastic step that you should immediately nationalise all these institutions. But this commercialisation business in the educational field should be stopped. Then the role of the private management should be gone into in all the seriousness it deserves.

[Shri C. K. Chandrappan]

Another problem is that a wide gap is developing between the education in the rural areas and in the urban sector. Perhaps, the example which I have cited—the expenditure of a student in JNU and that of a student in the North Bihar University—indicates that this gap should be bridged. There is another very important question, that is, educated unemployed. It shows the purposelessness in the attitude of the students which may result in frustration and ultimately it may lead to a lot of problems in the country. Then, there is no use of accusing that the students are indisciplined and they are irresponsible to the country. So, for the

problem of educated unemployed, a solution should be found and the priority in the Government's plan should be given to this and the Ministry should come forward so that there should be proper manpower planning and that manpower planning in relation to the overall planning in the country.

The other problem is about the language—the medium of instruction. It is unfortunate even today in the higher seats of learning, our mother-tongue is not getting its proper place. I am not a fanatic to say that students should learn only in their mother-tongue and no other foreign language or the national language should be learnt. That is not my point. My point is that if you want to impart knowledge to a student, then the best way would be to impart him that knowledge through his own language, the language which has the smell of the earth, where he has been born—will make him understand the subject that he wants to learn. But at the same time we must give proper place to a foreign language as a library language and then the national language, surely Hindi, will have its own place. But the three-language formula should be implemented with all earnestness so that not only it will improve the quality of education but it will contribute to the strengthening of national integration.

I think university education can play an important role in this. Another thing I should like to say is about students and their democratic rights. After the Janata government came to power and after the emergency had been withdrawn, there was a fair chance that the students should be given full democratic rights in the educational institutions. I am sorry that it is not yet being done. So, the students' union should be allowed to function properly. India is one of the countries in the world having no national union of students. In almost all the countries there is a sort of a national union at students. It is not a union sponsored by any political party; unions come together and form a federation of unions which will represent the whole student community and their interests. I think the government will take some steps in that direction and set up a national union of students, in our country.

Coming to the last point, I know there is dearth of funds, I need not go into figures. What was allotted by the Planning Commission was much less than what was needed to meet the requirements of education. There should be more funds. There is no use asking me: where is the fund? It is the responsibility of the government to find funds and we in Parliament will extend you full support in your fight for more funds for education. You should also take into consideration the problems in a place like Delhi. In the capital itself students who get themselves promoted from the secondary schools find nowhere to go. There is no place. This perhaps shows the inadequacy of the funds for providing more colleges for the students and so this matter should receive the hon. Minister's attention.

DR. SUBRAMANIAM SWAMY (Bombay North-East): The country and the university campuses are in somewhat greater peace, now that we have a distinguished and able Education minister. I am not one of

those who are easily satisfied but I must say that the functioning of the Minister of Education is cause for great satisfaction of all of us.

The points I am making today are to suggest areas where action is needed and I shall not repeat the points made so far. It is clear that the UGC caters only for higher education as most speakers have said but its pattern of operation has been consistent with the congress party policy of perpetuation of privileges, ignorance, exploitation and tyranny. The UGC has been part and parcel of this perpetuation and has functioned as its instrument and that has led to the situation where a major crisis is looming in the horizon and the coming academic season is going to be a turbulent one. Facts and figures are being given sectionally. I should like to place before you some overall facts which will bring this out clearly and this is highlighted by the allocation of funds by the UGC for perpetuation of privileges. There are five central universities and they serve 1.7 per cent of the students but they get 20 per cent of the amount. State universities serve nearly 12.4 per cent of the students and they get 44.1 per cent of the grants. And the remaining 48 which account for 86 per cent of the student population, got only 36 per cent of the total grant. It is a clear case of a lop-sided distribution of funds, and it will obviously go not only to perpetuate the inequalities that are there in our society, but also actually to aggravate them. Along with this, instead of higher education reaching wider sections and deeper into the rural areas, we find the narrowing of this going on. For example, in the 60's the rate of growth of enrolment in higher education was 14.5 per cent per year. During the Emergency, this growth rate dropped to 2.5 per cent. Why was there such a sharp and steep fall in the rate of enrolment? It may be because Mr. Sanjay Gandhi never had higher education. This may have been part of the 20-point programme, and a part of a plan to bring the entire

population to that level. I do not know. But this is a serious issue. (Interruptions) Why this is important is this; the amount of money spent for educating one person for a Master's degree is equal to the amount spent to educate 21 persons through the primary school. Clearly this means that higher education is a very expensive process. Therefore, the equal allocation between all the sections of the population would have been very important; but yet we find that the Minister himself has sold in a number of places that the number of illiterates has actually gone up, and has increased to 23 crores. I know that during the Emergency we saw a large number of illiterates becoming decision-makers; but, unfortunately, I never thought that the rate of growth of illiteracy would be so high. This lop-sided financial priority should have meant that the UGC should have functioned with a great deal of circumspection. But on the contrary, on an examination of the UGC, we find that indeed not only did the UGC not function with circumspection, but it functioned in a manner in order to prefer its favourites and in a pre-determined manner. We have already discussed how supernumerary posts were created, and how UGC's chairman was first promoted by the Education Minister, and then in turn, the UGC created the post for the Education Minister to take. This was a glaring example.

15.00 hrs.

PROF. DILIP CHAKRAVARTY: The thesis of Mr. Nurul Hasan was on the courtiers in Moghul courts. He knew the art of being a courtier in Indira's court. He got the prize.

DR. SUBRAMANIAM SWAMY: This kind of partial functioning was highlighted by the case of J.N.U. My friend here, Prof. Chakravarty is a very distinguished professor. He has brought to light many facts about the JNU. The question is: what was JNU conceived for? For education? Obviously not, because the qualifica-

[Dr. Subramaniam Swamy]

tions of the professors he mentioned clearly show that education was not the primary objective. Obviously, it was a sanctuary for all discredited persons with a particular political line of thinking, those who take their cues from the holy city of Moscow; and they were given preference in this university. Academic integrity and qualifications never were the factors.

Prof. Chakravarty quoted the statutes which allowed them to make appointments as professors and Readers without referring to or consultation with a selection committee. 44 such professors posts were made—and about the total number, he himself referred to 200 such appointments. There are other bounties. I do not know whether the question of merit was ever considered; it is for the Minister to tell me. The UGC chairman's wife also got appointed in the process, in the university. It was a very convenient tool for distribution of patronage. Of course, we also know that Maneka Gandhi is a student or may be she is a professor; she is quite qualified to be a professor of JNU. She is now in the German Centre. Dubious characters were assigned Rs. 3.5 lakhs to write the history of Communist Party of India. This was done at the suggestion of two people, Mr. P. N. Haksar and Dr. S. Gopal, both of whom were appointed in a special Committee by the UGC. We know the academic qualifications of Mr. Haksar. We know that Dr. Gopal is the famous time-capsule Gopal, whose time-capsule is giving a lot of indigestion to the whole nation.

How can you have Rs. 3.5 lakhs to write a history of the Communist Party of India? How can you spend so much amount to write the history of discredited party which is growing smaller, smaller and smaller and which is burning with jealousy at the growth of the other Communist party, the CPM? (Interruptions) The voice of Moscow is always sweet to hear.

SHRI C. K. CHANDRAPPAN: Is it wrong to have a history of the Communist Party of India written?

DR. SUBRAMANIAM SWAMY:

This is not a factual point. It is a question. (Interruptions) I do not want to spend Rs. 3.5 lakhs on the history of the Jana Sangh at all. The kind of education given in the JNU is this: the only book-stall in the campus of JNU is a book-stall run by the People's Publishing House. It happens to publish only books of interest to people, viz. books on Lenin, Stalin etc.—I do not know whether you now publish books on Stalin—and books on Brezhnev and Brezhnev's fiery speeches on Asian Collective Security. I have myself been to the book-stall and found not a single book on Mahatma Gandhi or Jayaprakash Narain but only books published during Emergency on Emergency. (Interruptions) Mahatma Gandhi was called a traitor by you in 1942. (Interruptions).

SHRI C. K. CHANDRAPPAN: Your hands are stained with his blood. You are glorifying him now.

DR. SUBRAMANIAM SWAMY: The People's Publishing House being the only book-stall is a commentary on the state of affairs in JNU.

I want to know from the Education Minister why such discredited people like Dr. Nag Chaudhri should be allowed as vice-chancellor. The less said about him the better. He is a man who, on March 12 with other so-called intellectuals got a petition signed laying that academicians and intellectuals should vote for Mrs. Indira Gandhi, who supported the 42nd Amendment and who is known to have a reputation for being a man with an unacademic persuasion such as being frequently drunk in Embassy parties. A man like him, of Paunar variety, such a person should not be allowed to continue as a vice-chancellor even for one day. I know that the present Education Minister is a person who is very keen to maintain proper processes of law; but 3 or 4 months have elapsed; and if Dr. Nag Chaudhri does not have any shame and does not resign of his own accord after the public had rejected—

and the intellectuals by and large had rejected—his advice to vote for Mrs. Gandhi and the 42nd Amendment, he should be told very gently—if not more harshly; I am sure a person with a legal skill, like our Minister would be able to find a way. The Chancellor of this university happens to be a very educated person, viz. Mrs. Indira Gandhi. She is the chancellor, but by what right? What gives her the right of being the chancellor of this university in Delhi? It is a Central university, totally financed by it. In no other place in any other part of the country, with this kind of Central assistance, does a person like her occupy the position of Chancellor. I think that if she does not resign of her own accord, the statute should be changed. She was appointed under a statute. The statute can be changed by a law in Parliament; and I think it is high time that we got rid of Mrs. Gandhi, because the students want it; the teachers who are genuine teachers there, they want it. The employees, the non-academic staff, they too want this... (*Interruptions*).

I would like, in conclusion, to bring one more thing to the notice of the Education Minister. Not only Jawaharlal Nehru University, but there are other educational institutions which are functioning like concentration camps. Take, for instance, an institution like the Indian Council of Social and Scientific Research. Have a look at the amount of money that is being distributed by the Indian Council of Social and Scientific Research. I think this institution needs a thorough check up. It has allotted a vast sum of money to a Congress-sponsored intellectual, and fellow with pretensions to learning, namely, a man called Shri V. P. Dutt, who has been nominated by the President as a Member of the Rajya Sabha, who formed the National Forum for Teachers, which functioned as police informers.....

SHRI K. P. UNNIKRISHNAN (Badagara): Sir, he is referring to a member of the other House.

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DR. SUBRAMANIAM SWAMY: I am referring to him as a teacher and not as a Member.

SHRI K. P. UNNIKRISHNAN: Mr. Chairman, on a point of order. The hon. Member has been referring to a number of people who are not members. Well, if it was relevant and permitted by the Chair, he can. But now he is referring to a member of another House. I would strongly urge you to rule whether it is right to discuss here the members of the other House.

MR. CHAIRMAN: He is not referring to Dr. V. P. Dutt in his capacity as a member of the other House. He is referring to him in his capacity as an academician. So, he can do that.

DR. SUBRAMANIAM SWAMY: I think he has to be educated on parliamentary rules... (*Interruptions*).

MR. CHAIRMAN: Since there is absolute paucity of time, I would request hon. Member to cut down his observations as much as possible and other hon. Members to cut down their interruptions.

DR. SUBRAMANIAM SWAMY: I want to bring to the attention of the Education Minister the role of the so-called academician, who formed the National Forum of Teachers during the emergency which, according to us, functioned as an agency of police informers in the campus as to who is to be arrested or not to be arrested. This agency, this person, has been given a huge grant by the Indian Council of Social and Scientific Research to call an international conference on China some time in January 1978. This is not going to be a conference on China. Going by the names of people invited, it is quite clear it is going to function as a lobby for the Soviet Union in this country to create a climate against China, to create hatred against China in this country. So, I would like the Minister to have a thorough probe into this question of the allocation of Govern-

ment money for the purpose of convening such a hack conference under the aegis of a person who was thoroughly discredited and who was thoroughly associated with all the excesses under the emergency.

We have talked so much of physical torture and physical excesses during the emergency. But in the University there was mental torture and mental excesses, and this is a much more difficult area which needs a great deal of attention. I am quite sure, with the present Minister, we are going to get a good deal of justice in the matter. I have brought these few facts to his attention so that he can take action in these matters.

SHRI JYOTIRMOY BOSU (Diamond Harbour): I would like to draw the attention of the hon. Minister to a community whose educational problems have not been adequately taken care of during the last 30 years. I am talking about the minority communities, especially Muslims. I have been dealing with this subject recently, and I find that the cases of Muktabs, Madrasas and Islamic cultural centres have been totally neglected during the last 30 years. Whatever they had till 1947 have been decaying very fast, and in many States they have come to the end of the road. Teaching of Arabic and Persian is today very vital for the country because we have got very affluent oil-producing countries where Arabic and Persian will take us a long way: I know that they want to recruit from this country people who know Arabic and Persian, but they are not getting enough people. What sort of educational system do we have? The thing that was so prevalent here in this country has been done away with during the last 30 years. It is a matter of great pity.

It has been mentioned that some over-energetic Vice-Chancellors and executives in the universities during the emergency connived with the police to get people arrested and to unleash a reign of terror in the university campuses and among the stu-

dents, and J.N.U. in Delhi is a very distressing instance before us. Can we afford to allow those Vice-Chancellors and executives to continue, because they do not command respect from the students any more? How can you instal a Vice-Chancellor who does not command respect from the students?

Again, the students are now agitating. You are a gentle person. Kindly give a patient hearing to them, and do what they want. After all, universities are not meant for Members of Parliament or Professors, they are meant for students. If the students do not want somebody, please get rid of him. I do not know how you would get rid of him. That is your wisdom.

Look at the crisis that 30 years of Congress rule has produced. Today in Delhi boys and girls getting 75 per cent marks cannot get admission in the colleges. That is the information that I have got. On the other hand, illiteracy has gone up by leaps and bounds. I can give you the figures, but I will not give you today.

Two very well known colleges, including Miranda House, started admission before the publication of the merit list. This is a thing which is prohibited. I want to know from the hon. Minister how this was possible, and what steps have been taken against them.

There is discrimination between privileged and non-privileged universities. It has been elaborated upon. I do not want to go into the question.

We have inherited the legacy of the British colonial system, of the Governor becoming a decorative figure in the form of the Chancellor of a University. I have seen such Chancellors who will not be able to write two sentences correctly. We want to do away with this system. We want to have eminent educationists as Chancellors. There are many professors of merit who can be brought to the universities as Chancellors. We

had a very respected Member in this House, Prof. Hiren Mukerjee. The present system certainly cannot continue.

In the last 30 years of Congress rule we have been all the time talking of the gap between promise and performance. It is longer than the Sone bridge. The lowering of standards in college, university and school education is something which causes worry to every right-thinking person in the country.

On the question of the recognition of our degrees, the hon. Minister got away by saying that it was a matter of opinion, but it is not a matter of opinion. I want him to tell us precisely, if possible today, in how many cases and the number of countries and the universities therein where our degrees, including medical degrees have been de-recognised during the last ten years. I want to know what value our degrees carry in the international market. We would like to have the fullest details about this. The universities and colleges have become hotbeds of nepotism and favouritism and education has become the last object. Everything is there excepting education. Therefore, I leave it in the hands of the Education Minister to ensure and convince the House that things are moving ahead now.

SHRI VAYALAR RAVI (Chirayinkil): I was surprised to find that a tirade has been unleashed against the intellectuals of this country like Dr. Nagchaudhari and the Chairman of UGC and others. They are critical of them because they want to instal their own men in their places in order to grind their own axe. The criticism against the Chairman of the U.G.C. is that he believes in Marxian philosophy. What is wrong in believing Marxism? Moreover, the Janata Party is honeymooning with Marxist Party.

One of the Members objected to the appointment of the wife of Chairman, UGC in the J. N. University.

She has done her doctorate and she is first class in her subject. She has been selected with proper interview. If you want to criticise her simply because she is the wife of the Chairman, that is unfair. Why should we drag her name unnecessarily?

Something was said about Dr. Nagchaudhari. I know him and I can say that his integrity cannot be challenged. This is the House in which Mr. Subramaniam Swamy represents a political party, the Jan Sangh, who were the murderers of Mahatma Gandhi. (Interruptions)

DR. SUBRAMANIAM SWAMY: Jan Sangh was founded in 1951 and Mahatma Gandhi was assassinated in 1948. So, please correct your dates.

SHRI VAYALAR RAVI: I stand corrected. It was the RSS which is the backbone of Jan Sangh.

DR. SUBRAMANIAM SWAMY: The judicial commission says that it has nothing to do with that.

SHRI VAYALAR RAVI: Dr. K. N. Raj was the Vice-Chancellor of Delhi University. He is one of the leading economists in the country. The same people who have dragged his name, had forced him to quit. Dr. Subramaniam Swamy thinks that he is the only doctor in the country today.

About the history of Communist Party of India, I do not know the reasons for objection. Sir, I don't know the date of birth of Mr. Subramaniam Swamy but I may remind him that Communist Party of India has its own history in the country even before he was born. It is a part of history of India. History of our country of this century is the history of the Congress and the history of freedom struggle is a part of the history of Congress. I am proud of that. Many people who are sitting on the other side, have made their contributions in this Party. I have contributed very little in this. You may not like it. But it is a fact. One can write the history of Jan

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Sangh. But it is only post-Independence history. You must write the history of RSS which was discredited in the country for the murder of the Father of the Nation....

DR. SUBRAMANIAM SWAMY: Have you got any evidence? (*Interruptions*)

SHRI VAYALAR RAVI: You look at the history. It is very unfortunate that even people like Mr. Subramaniam Swamy close their eyes at the history of RSS in the country.... (*Interruptions*)

SHRI JYOTIRMOY BOSU: I only ask one question. A person who was arrested after Gandhiji's murder and then released because he had got money behind him was awarded Padma Shri or Padma Vibhushan, I do not know, by Mrs. Indira Gandhi. I do not want to mention the name.

He was Mr. Hansraj Gupta. (*Interruptions*)

SHRI VAYALAR RAVI: I can only sympathise.... (*Interruptions*)

श्री उपसेन (देवरिया) : माननीय सभापति जी, मैं निवेदन करना चाहता हूँ कि ये अपने विषय पर बोलें। ये गांधी जी की हत्या की बात कर रहे हैं, क्या ये भूल गये कि 1942 में आजादी की हत्या किसने करायी? वे लोग 1942 के आन्दोलन के समय हमें गिरफ्तार कराते थे। क्या अब इन सब बातों का जिक्र करने से काम चलने वाला है ?

श्री नाथू सिंह (दौसा) : सभापति महोदय, समय पहले ही कम है, ये अपने विषय पर बोलें, ये विषयान्तर कर रहे हैं।

चौधरी बलबीर सिंह (होशियारपुर) : इन्दिरा गांधी ने कहा था कि मेरे इर्द-गिर्द जो लोग हैं, वे सब बेईमान हैं, मुझे तो सिर्फ संजय गांधी पर विश्वास है। (*व्यवधान*)

SHRI VAYALAR RAVI: Coming to the UGC Report, the Children of this country have been subjected to experiments for a long time. The most sufferer today is the children of this country. I am afraid, for the last 30 years we are lacking a political leadership as regards education in this country. This is a book which my son is studying in the IInd Standard. This is the Mathematics book. My son is only seven years old. Please look at the book. I do not know how to teach him. This is what has been imported by people like Mr. Subramaniam Swamy who visit America often. This is an infiltration and invasion to the academic institutions by the United States. These systems been rejected by America. But this has been copied for the children of our country....

श्री उपसेन : यह किताब नुरुल हसन साहब ने चलायी थी।

SHRI VAYALAR RAVI: What nonsense is he speaking? (*Interruptions*)

DR. BALDEV PRAKASH (Amritsar): On a point of order, Sir. He has said, "What nonsense is he speaking?". He should withdraw these words.

SHRI VAYALAR RAVI: All right; without sense. (*Interruptions*)

श्री उपसेन : हम लोग जेल से छूट कर सीधे यहाँ चले आ रहे हैं; क्या हम यह बकवास सुनेंगे? (*व्यवधान*) हम यह बकवास सुनने नहीं आये हैं (*व्यवधान*) यह जनता पार्टी ने किताब नहीं चलायी है, यह नुरुल हसन साहब ने चलायी थी।

चौधरी बलबीर सिंह : इन्हें बोलने का तो सलीका आना चाहिए। (*व्यवधान*) ये कल के छोकरे आ गये हैं।

श्री उग्रसेन : हम भी 14 साल तक बिधान सभा में रहे हैं और पार्टी के नेता रहे हैं। ये अपने को पुराना मेम्बर समझते हैं, इन्हें तो ये शब्द 'नानसेंस' नहीं बोलने चाहिए।

मैं चाहता हूँ कि इम्तहान हो जाए कि कम्युनिस्ट ज्यादा पढ़े हैं या उग्रसेन ज्यादा पढ़े हैं। मैंने बम्बई में लेबर में कई साल काम किया है। जैड० ए० अहमद साहब उस बात को जानते हैं। आप क्या जानते हैं। आप कल के छोकरे हैं, बच्चे हैं। मैं सभापति महोदय की व्यवस्था चाहता हूँ। मैं मानता हूँ कि नूरुलहसन साहब के पास डिग्री है और मेरे पास नहीं है। जब उन्होंने डिग्री ली तब मैं 1942 में जेल में था।

MR. CHAIRMAN: You just now conclude your speech.

SHRI VAYALAR RAVI: I am happy that I do not know what they say. If they object to my speech, I am not threatening. But the minister also will find it difficult to reply. When they criticise us, let them have the patience to listen to our criticism also. Do not get upset when we criticise you.

This is the book, which I hope the Minister will see and listen to what I say because this is a matter which concerns every child. My point is that this kind of experiment is being made over the children year after year and two generations have been spoiled by this experiment. Now, we are experimenting 10 plus 2 plus 3 system.

Some of the important points are made in the Report about the functioning of the UGC and other things. In my opinion, there is nothing to be worried about. There were speeches from your side, from your Party, with an intention to instal the people of your own choice, people of your political choice and so on. That will

mean that the UGC and other institutions today subject to politicking and creating more tension in the universities.

Look at this important point. Only 2000 colleges get money out of 4000. It means 50 per cent of the colleges are out of the purview of getting more money. Then the Janata Government is emphasising on rural development. It means development in all sphere. What does the University Grants Commission Amendment Act say? On page 2, it says:

"The universities had been informed that under Section 12(A) of the UGC amended Act, no university or college established after 17th June 1972 would be eligible for assistance from the Central Government or from any other organisation receiving Central Government funds unless the Commission had declared such institutions to be fit to receive central assistance."

This is the provision. You will not get assistance. How can you start colleges in the rural area? In connection, I have to point out one example of Kerala where we have started junior colleges for the students to complete their pre degree and then get admission in the universities for degree course. But they are not getting aid.

Then there is a point regarding the salary and emoluments of the staff. This is a very important point. In Kerala, this is a very big problem. On page 3 of the Report, it is clearly stated about the mal-practices. It says:

"On occasions, complaints have been received by the Commission regarding mal-practices in the payment of salaries to teachers. Since the Commission does not have any authority to interfere in the internal affairs of the colleges, such complaints have invariably been referred to the

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universities concerned for such action as they may like to take."

It means no action has been taken. So the government has to act in this regard to end this malpractice.

Then they have considered measures to improve the standard of colleges. It is a hopeless statement, if I quote. This is on the Section IV on page 37. It says:

"No improvement of standards in the real sense of the term is, therefore, possible unless the conditions of teaching and learning in the colleges are improve substantially."

They further say:

"Nearly 50 per cent of the colleges have an enrolment of below 400. Colleges with small enrolment find it difficult to become viable either financially or academically."

This is the problem. The standard is very low in these colleges. Because they are not better-staffed, because they are not better equipped, they have not been able to maintain a proper standard.

Now I come to the introduction of UGC scales all over the country. Mr. Biju Patnaik is here. He will not agree with me if I ask for introduction of the UGC scales all over the country. Because the different States are financially poor, they are not in a position to implement the UGC scales; they need Central assistance to implement the UGC scales. I would request the hon. Minister to look into this problem of implementation of the UGC scales in different States.

So far as the standard of education is concerned, it has to be improved. You have to give education to the maximum possible extent. Now what is the pattern of education that you see today? For example, if you make

a study of the students coming to the IAS, IFS and other cadres, you will find that 70 to 80 per cent of the students coming from public schools get recruited to these all-India cadres. That means, we are ignoring completely the other section of people. There are two sections in the country today. One is the rural poor, the poorer sections, who get just ordinary education, which is very meagre, just to learn reading and writing, nothing more; and the other section is the upper strata of the society who enjoy the facility of getting a better standard of education. I do admit that this has been pattern all these thirty years. This is not the first time that I am speaking on this. Whenever I had spoken in the past, I had pointed this out to the Government and the government officials. We have not been able to make any change so far. On this occasion I only make this appeal to the Minister—because the UGC has done something and it has to be improved—that he should see that politicking is avoided—politicking because of pressure from his own political party; that will only create more tension and more problems in the universities. He should try to improve the standard.

Lastly I come to the three-language formula. Language is a very sensitive problem. I have got here a copy of the letter from the Prime Minister to Shri M. G. Ramachandran, Chief Minister of Tamil Nadu, on the language issue. It has been reported in the papers. The Prime Minister has expressed his unhappiness over the statement of Shri M. G. Ramachandran in the Tamil Nadu Legislative Assembly—while replying to the debate on Governor's Address—where he has said that he two-language formula will be continued. The different States have different problems. The people who do not know Hindi have been surprised and shocked to hear what the Chief Minister of Bihar, Shri Karpoori Thakur, said the other day. He said: 'I will use only Hindi and Hindi alone, and no other lan-

guage'. We have the three-language formula, and the three-language formula is the best solution. If you cannot find a solution to this problem, then the country's future will be in danger. The Prime Minister has said that it was a matter to be discussed privately. I disagree with him completely in this. It is a matter to be discussed publicly; it is a public issue; without the support and the acceptance of the people, we cannot implement any language formula. The three-language formula is the best basis to maintain the national integration and integrity. Nobody should turn fanatic. The language fanaticism will only spell danger for the unity of this country. I am for the three-language formula. But unfortunately the South Indian languages like Malayalam, Tamil, Kannada and Telugu and also Bengali are not being taught in any of the colleges or universities in the northern part of this country. When you are not implementing the three-language formula in this part of the country, in the northern part of this country, you have no right to ask Mr. M. G. Ramachandran to implement it in that area, in south. I humbly make this appeal to you: please see that the three-language formula is implemented in the real sense of the term and in all its spirit. That is the only way by which we can achieve national integration. I only wish to remind you this: You may belong to the ruling party here, but you are surrounded by States and people who do not belong to you.

With these words, I conclude.

श्री नाथ सिंह (दोसा) : सभापति जी, मुझे खुशी है कि हमारे वर्तमान शिक्षा मंत्री जी शिक्षा के बारे में बहुत जागरूक हैं और उनके जो वक्तव्य आये उनसे समूचा शिक्षा जगत ही नहीं, विद्यार्थी ही नहीं, बल्कि पूरे देश को एक आशा की किरण नजर आयी कि शिक्षा के क्षेत्र में क्रान्तिकारी परिवर्तन होगा। यू० जी० सी० की 1975-76 की जो रिपोर्ट छपी है, उसके प्रथम पृष्ठ पर ही लिखा गया

है कि इस वर्ष विश्वविद्यालयों और कालेजों में बहुत शांति रही। लेकिन इस 'शांति रही' शब्द पर मुझे कठोर आपत्ति है और इसे इसमें से निकाला जाना चाहिये। क्योंकि यह शांति किस कीमत पर रही? हजारों विद्यार्थियों और शिक्षकों को जेलों में भेजकर वह शांति रही। यहां तक कि विश्वविद्यालयों के कई अधिकारियों ने उन्हें पड़कवाया।

दिल्ली विश्वविद्यालय की ही बात लीजिये, वहां के 230 शिक्षकों को जेल में बन्द कर दिया गया। विद्यार्थियों की संख्या तो हजारों में थी। इन विद्यार्थियों और शिक्षकों को जेल के सीखचों में बन्दकरके इस रिपोर्ट में लिखा गया है कि इस वर्ष शांति रही मुझे इस पर कठोर आपत्ति है और आशा है कि शिक्षा मंत्री जी इस पर ध्यान देंगे और जो गलत व निराधार बात है, उसे इसमें से निकालेंगे। क्योंकि यह रिपोर्ट 1975-76 की जिस समय की है उस समय वर्तमान शिक्षा मंत्री शिक्षा मंत्री के पद पर नहीं थे बल्कि आज जो प्रोफेसर हैं, वह उस समय कांग्रेस पार्टी के शिक्षा मंत्री थे। तो इस रिपोर्ट में से ये शब्द निकाले जाने चाहियें, यह रिपोर्ट सरासर गलत ब्यानी कर रही है।

इस रिपोर्ट में यह भी लिखा गया है कि इस वर्ष छात्रों की संख्या में 2.5 प्रतिशत की बढ़ोतरी हुई। कामर्स में यह बढ़ोतरी अधिक हुई और साइन्स में कम हुई। मुझे इसमें कोई आपत्ति नहीं है कि छात्रों की संख्या में बढ़ोतरी हुई, लेकिन इस प्रवेश में ही बढ़ोतरी होने से कुछ लाभ नहीं होगा, जब तक कि हम शिक्षा के टीचिंग मैथड को सामाजिक, आर्थिक आवश्यकताओं के अनुरूप नहीं बनायेंगे। क्योंकि कामर्स का शिक्षक जो एकाउन्टेन्सी पढ़ाता है, उसको स्वयं एकाउन्टेन्सी का पता नहीं होता। जो कानून को पढ़ाता है, उसको कानून के ब्यावहारिक पक्ष का पता होना चाहिये। केवल छात्रों की संख्या में बढ़ोतरी से हमें संतोष मिल

[श्री नाथू सिंह]

जाये, इससे मैं सहमत नहीं हूँ। मेरे कहने का तात्पर्य यह है कि शिक्षक ऐसे होने चाहियें जो सोशियो-इकनामिक रीयलिटी को समझें, ऐसे नहीं जैसे हमारे नूरुलहसन साहब थे। अच्छे शिक्षकों को विश्वविद्यालयों में एम्पाईट किया जाना चाहिये।

स्टूडेंट्स वेलफेयर के बारे में मैं यह कहना चाहता हूँ कि यह किसका वेलफेयर कर रहे हैं? आपातकालीन स्थिति के दौरान, मेरी समझ में नहीं आता, कि डीन आफ स्टूडेंट्स वेलफेयर थे या डीन आफ इन्दिरा वेलफेयर थे। क्योंकि विश्वविद्यालय में डीन आफ वेलफेयर ने विद्यार्थियों में गुटबाजी की और उनको लड़वाया और बीस सूत्री व 5 सूत्री कार्यक्रम के प्रचार के लिए उन्होंने क्या नहीं किया। इसका एक उदाहरण मैं आपको देता हूँ। इस विश्वविद्यालय के श्री ए० एस० शुक्ला तिहाड़ जेल में श्री मुरली मनोहर शिक्षक का डैटारोगेशन करने के लिये गये। तो डीन आफ स्टूडेंट्स वेलफेयर इस तरह से विद्यार्थियों का वेलफेयर कर रहे थे। इस बात को कई लोग अच्छी तरह से जानते हैं।

मेरा सुझाव यह है कि डीन आफ स्टूडेंट्स वेलफेयर की पोस्ट को परमानेंट न करके इसे बाई-रोटेशन किया जाना चाहिये। साथ ही विश्वविद्यालयों में कैरियर गाईडेंस ब्यूरो की स्थापना होनी चाहिये और एम्प्लायमेंट इन्फार्मेशन एंड एडवाइजिंग ब्यूरो की भी स्थान-स्थान पर स्थापना होनी चाहिये।

एग्जामिनेशन रिफार्म के बारे में इस रिपोर्ट में बड़े फ़रक के साथ कहा गया है कि ब्रेडिंग सिस्टम और एसेसमेंट की व्यवस्था को लागू कर के इस सम्बन्ध में बहुत क्रान्तिकारी परिवर्तन लाया गया है। लोकनायक श्री जयप्रकाश नारायण के नेतृत्व में एग्जामिनेशन रिफार्म के सम्बन्ध में काफी प्रयास हुए और समय-समय पर यू० जी० सी० की सुझाव

भी केंजे गये। लेकिन श्री जयप्रकाश नारायण को प्रतिक्रियावादी कह कर उन सुझावों पर विचार नहीं किया गया। मेरा अनुरोध है कि उन सुझावों पर विचार किया जाना चाहिए

माननीय सदस्य, श्री स्वामी, ने पांच केन्द्रीय विश्वविद्यालयों का जिक्र किया है। यू० जी० सी० के द्वारा केन्द्रीय विश्वविद्यालयों को समान रूप से ग्रांट नहीं दी जाती है—एक यूनिवर्सिटी को बहुत अधिक और दूसरी को बहुत कम; मैं आप के सामने तीन केन्द्रीय विश्वविद्यालयों के आंकड़े रखना चाहता हूँ। दिल्ली विश्वविद्यालय में एक विद्यार्थी पर एक साल में केवल 383 रुपये खर्च किये जाते हैं, जब कि अलीगढ़ विश्वविद्यालय में 5,221 रुपये और जवाहरलाल नेहरू यूनिवर्सिटी में 7,013 रुपये खर्च किये जाते हैं। कांग्रेसी और कम्युनिस्ट भाईयों ने कहा था कि हम देश में समाजवाद लाना चाहते हैं। शिक्षा के क्षेत्र में जो समाजवाद लाया गया है, उस का नमूना आप के सामने है।

जवाहरलाल नेहरू यूनिवर्सिटी को नेहरू जी के नाम पर इन्दिरा जी ने न जाने कितनी एड दी और उस यूनिवर्सिटी को* उस एड को नानप्लान ग्रांट कहा गया है। जो प्लान ग्रांट दी गई, वह अलग है।

राज्यों के अन्तर्गत जो विश्वविद्यालय आते हैं, उन में एक विद्यार्थी पर बहुत कम खर्च किया जाता होगा। इसलिए यह आवश्यक है कि सब विश्वविद्यालयों को केन्द्र के अधीन लाया जाये और उन्हें समान रूप से अनुदान दिया जाये।

यू० जी० सी० की रिपोर्ट के चौथे सेक्शन में कहा गया है कि कालेजों और

*Expunged as ordered by the Chair.

विश्वविद्यालयों के लिए पैसे को बढ़ा दिया गया है । लेकिन विश्वविद्यालयों और कालेजों में दाखिलों में गड़बड़ होती है । देखा जाता है कि फर्स्ट क्लास स्टूडेंट को विश्वविद्यालय में प्रवेश नहीं मिल पाता है, जब कि सैकण्ड क्लास स्टूडेंट को प्रवेश दे दिया जाता है । मेरे सामने इंजीनियरिंग कालेज, पंजाब का एक उदाहरण है कि 70 परसेंट वाले विद्यार्थी को भी दाखिला नहीं दिया गया । पूरे देश के सम्बन्ध में इसी तरह के उदाहरण दिये जा सकते हैं । दिल्ली में सेंट स्टीफनज कालेज और जीसस एंड मेरी कालेज में भी छात्रों के प्रवेश के बारे में इसी तरह के घपले हुए हैं ।

इस रिपोर्ट में खेल-कूद पर बहुत पैसा खर्च करने की बात कही गई है । बताया गया है कि 32 विश्वविद्यालयों और 85 कालेजों को खेल-कूद के विकास के लिए सहायता दी गई है । लेकिन वह सहायता किस काम की है ? हमारा खेलों का स्तर दिन-प्रति-दिन गिरता जा रहा है । किसी समय हाकी के क्षेत्र में संसार भर में हमारा ऊंचा स्थान था । लेकिन आज हाकी और क्रिकेट की क्या हालत है ? हम किसी भी खेल में दूसरे देशों के साथ कम्पीटीशन नहीं कर सकते हैं । आलिम्पिक्स में हम एक भी खेल में दुनिया के स्तर पर नहीं आ पाये । तो इसके लिए एक जांच होनी चाहिए कि ऐसा क्यों हुआ और इस पर ध्यान दिया जाना चाहिए । मेरा इसमें एक सुझाव है कि डायरेक्टर आफ फिजिकल एजुकेशन की तनख्वाह एक प्रोफेसर के बराबर होनी चाहिए ताकि वह उसमें अधिक रूचि ले और ठीक ढंग से कार्य कर सके ।

15.45 hrs.

[SHRI SONU SINGH PATIL in the Chair]

रिपोर्ट में कहा गया है कि कारस्पोंडेंस कोर्स जो शुरू किया है उसके अन्दर विद्यार्थियों

की संख्या दिन-प्रति-दिन बढ़ रही है और उसके ऊपर बड़ा गर्भ अनुभव किया है । मुझे खुशी है कि इनकी संख्या बढ़ी है और इन्होंने जो बात कही है वह ठीक है । लेकिन हमारे जैसे गरीब देश में जो लोग कारस्पोंडेंस कोर्स की फीस नहीं दे सकते, उसमें जा कर नाम नहीं लिखा सकते, उनके लिए कुछ व्यवस्था होनी चाहिए और मेरा सुझाव है कि ओपन यूनिवर्सिटी की स्थापना इस देश में होनी चाहिए जैसे दूसरे देशों में हैं जहां कोई व्यक्ति जब चाहे किसी भी कक्षा की परीक्षा में बैठ कर उसे उत्तीर्ण कर सकता है । ऐसी व्यवस्था यहां होनी चाहिए प्रो० नरूल हसन साहब इस के बारे में बहुत बातें किया करते थे लेकिन मुझे दुःख है कि इसके लिए कुछ कर नहीं पाये । इस मांग पर ध्यान देना चाहिए और ओपन यूनिवर्सिटी हमारे देश में स्थापित की जानी चाहिए ।

दूसरी चीज यू० जी सी के द्वारा पैसा खर्च करके जो लोगों को विदेश में भेजा जाता है उसकी तरफ मैं ध्यान दिलाना चाहता हूँ । एक हमारे नरूल हसन साहब के बड़े अच्छे मित्र हैं सतीश चन्द्र जी । उनकी नियुक्ति गलत हुई है, सब लोग जानते हैं इस बात को । अब तक जिन लोगों को विदेशों में भेजा गया है वे या तो इनके रिश्तेदार या इनके बहुत बड़े चमचे रहे हैं जिनको पैसा दे कर भेजा गया है ।

एक माननीय सदस्य : ये चमचे क्या होते हैं ?

श्री नाथू सिंह : जिस तरह इन्दिरा जी के कांग्रेस वाले सब चमचे थे ।

मेरा मतलब यह है कि जैसे इन्डो-ब्रिटिश यूनिवर्सिटी के प्रोग्राम में अभी हाल ही में फर्स्ट क्लास एप्लीकेंट्स को रोक दिया गया केवल यह कह कर कि आपकी उम्र कम है । ये जो घपले हैं इनकी जांच होनी चाहिए

[श्री नाथू सिंह]

और जो इसके लिए दोषी पाये जायें उनको दण्ड निश्चित रूप से मिलना चाहिए। केवल निकालना ही काफी नहीं होगा बल्कि उन्हें दण्ड भी मिलना चाहिए।

जो डिग्री दी जाती है एम फिल व एम लट वगैरह की, उसके लिए टीचर्स फेलोशिप दी जाती है। यह ठीक है। मुझे इसके लिए खुशी है लेकिन इसका स्कोप बढ़ाया जाना चाहिए ताकि वे लोग अपना वास्तविक काम करें और उसका अनुभव प्राप्त करें।

1947 में या उससे पहले हमारे छात्र आंदोलन को दबाने के लिए अंग्रेज तो प्रयत्न किया ही करते थे लेकिन इस कांग्रेस सरकार ने भी छात्र आंदोलनों को दबाने के लिए छात्र संघों को भंग करवा दिया और उनको कुचल दिया। मुझे विश्वास है कि जनता पार्टी की सरकार हर विश्वविद्यालय और कालेज में छात्र-संघों की स्थापना करवायेगी, उन्हें छात्र संघ बनाने की पूरी छूट दे। आज जो छात्र संघ बनते हैं वे अपने पैसे से वह बनाते हैं। 2-2 रुपये या 5-5 रुपये इसके लिए इकट्ठा करते हैं। मेरा निवेदन है कि यू०जी०सी० को मैचिंग ग्रांट के रूप में 50 प्रतिशत अनुदान उसके लिए देना चाहिए और उनकी बिल्डिंग इत्यादि बनवाने के लिए सहायता दी जानी चाहिए।

शिक्षा की आमूल-चूल परिवर्तन की बात बहुत की जाती है। सब लोग यह कहते हैं, यू०जी०सी० भी कहती है, इसके बारे में कई बार रिपोर्ट भी रखी गई लेकिन अभी तक कोई परिवर्तन शिक्षा में नहीं किया गया। . . . (व्यवधान)। मैं सबसे छोटा संसद सदस्य हूँ और सबसे कम उम्र का हूँ इसलिए मुझे 2-1 मिनट ज्यादा दे दीजिये।

शिक्षा में परिवर्तन के लिए मैं शिक्षा मंत्री जी से मांग करूंगा कि एक नेशनल एजुकेशन कमीशन बैठायें जो कि इसमें

आमूल-चूल परिवर्तन करे। जयप्रकाश जी की क्रांति में जो इश्यूज आये हैं उन पर भी ध्यान दिया जाये। 6 महीने के अन्दर उसकी रिपोर्ट आ जाय और फिर उसको कार्यान्वित किया जाये।

इन्हीं शब्दों के साथ अन्त में मैं यह निवेदन करूंगा कि यू०जी०सी० के द्वारा अब तक जितने भी पपले किये गये हैं उनकी जांच करवाई जाये और दोषी व्यक्तियों को दण्डित किया जाय और जो गलत नियुक्तियां विश्वविद्यालयों में की गई हैं उनके बारे में शिक्षा मंत्री जी कोई कमीशन बैठायें जो इस बात की जांच करें कि उनकी नियुक्ति किस तरह से की गई। आगे से विश्वविद्यालयों में नेता लोग घुस जाते हैं या राजनीति घुस जाती है उसे हटाकर एडमिनिस्ट्रेशन के प्वाइंट आफ व्यू से नियुक्तियां न करके एकेडेमिक प्वाइंट आफ व्यू से नियुक्तियां की जायें यह मेरा मुझाव है। आपने मुझे समय दिया उसके लिए धन्यवाद।

SHRI J. RAMESHWARA RAO (Mahboobnagar): I did not wish to interrupt my hon. colleague because he was making a maiden speech. I followed his speech very carefully. There is a particular phrase which he used. That is an un-parliamentary phrase. I would request you to have the speech examined and have that particular phrase expunged.

MR. CHAIRMAN: What is that phrase?

SHRI J. RAMESHWARA RAO: I shall repeat it provided that is also expunged.

इन्होंने कहा *

यह अन-पार्लियामेन्ट्री फ्रेज था। मात्र कीजिये, मैं हिन्दी समझता हूँ, काफ़ी अच्छी समझता हूँ। आप जैसी हिन्दी यहां पर बोलते हैं, वैसी हिन्दी मैं भी बोल सकता हूँ। तो यह जो फ़्रेज यूज किया गया, यह अन-पार्लियामेन्ट्री है। चूंकि माननीय सदस्य

*Expunged as ordered by the Chair.

पहली बार बोल रहे थे, इस लिये मैं उनको इन्टरप्ट नहीं करना चाहता था। मैं चाहता हूँ—वह फ्रेज़ भी एक्सपंज किया जाये और मैंने जो उसको रिपीट किया है, वह भी एक्सपंज किया जाये।

विदेश मंत्री (श्री अटल बिहारी वाजपेयी) : अगर आप मुझे निवेदन करने का मौका दें तो मैं कहना चाहूंगा कि हम लोग इस विवाद में न जायें कि वह शब्द पार्लियामेन्ट्री था या ग़न-पार्लियामेन्ट्री था। मेरा निवेदन है कि संसद् में ऐसी भाषा का प्रयोग होना चाहिए जो किसी के चित्त को दुखी न करे। मेरे नौजवान मित्र इससे सहमत होंगे और मैं उनसे आग्रह करूंगा कि वे शब्द वापस ले लें।

श्री नाथू सिंह : मैंने जो शब्द कहा है, उस सम्बन्ध में आप मेरी भावनाओं को समझने की कोशिश करें।

सभापति महोदय : उसमें भावनाओं का प्रश्न नहीं है।

श्री नाथू सिंह : मेरा मतलब था कि इस पर किस प्रकार से पैसा खर्च किया जाता है—मैं उन शब्दों को वापस लेता हूँ।

MR. CHAIRMAN: That may be expunged.

SHRI J. RAMESHWARA RAO: What I have said may also be expunged.

MR. CHAIRMAN: That also goes along with it. That may also be expunged.

PROF. P. G. MAVALANKAR (Gandhinagar): This discussion on the U.G.C. Committee's Report is valuable. I feel it must lead to some healthy and sane action with regard to reforms in the universities in our country. Reform in education, particularly higher education, is crucial to a developing democracy like ours. Unless we have a university pattern of education on the right and healthy lines and in the right direction, I am

afraid, we shall not be able to get advantages and benefits of a number of developmental projects which we may otherwise have because of the industrial advancement of our country.

At the outset I may also say that I find in this discussion which is about to conclude, a few individual references have been made to this and that scholar. I do understand that the feeling is very high, and some people do deserve to be criticised. But my friend Dr. Subramaniam Swamy need not have been harsh on Dr. S. Gopal—the distinguished son of his late distinguished father, Sarvapalli Radhakrishnan. I know for certain that he was harassed in times of emergency. If we behave with or talk about, the scholars like this, it is not going to do us good.

I want to ask this House as I am asking this question to myself—what is the U.G.C. for? After all, why do we want the University Grants Commission? As I understand, its role is that of a bridge between the Universities on one side and the Government on the other. If the U.G.C. were to become a Government Department, it defeats the purpose. If, on the other hand, U.G.C. becomes only a university and does not have a governmental administrative, financial bearing on the affairs and functioning and management of the universities, then also U.G.C. is not doing its functions.

U.G.C.'s function is therefore a kind of bridge between the universities on the one hand and the Government on the other. By Government—I have used it deliberately—I mean Central Government mainly. If that is so, then Mr. Chairman, I feel that the U.G.C. must be like a helpful and cementing bridge between the two. It must also see that it makes available larger and larger funds to the various universities according to the priorities set by the national needs as fixed by Parliament. The U.G.C. cannot arbitrarily decide that a large share will go to a minority of universities even

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though they may be doing good work. I am not saying anything at the moment about the working of the universities as such. Even if they do good work, the national needs demand that the money will be spent more equitably and not one or two universities getting a lion's share. Of course, funds must be made available. The U.G.C. must go on stressing it before the Education Minister that unless the U.G.C. gets more funds every year it will not be able to disburse the amount to various universities adequately and properly in our country.

I want to say one thing at the outset before I go to some broad and important points. The U.G.C. must remember that it is not bureaucracy. I am sorry to say this. But my feeling is that over a period of years, the U.G.C. in our country is functioning more and more as a bureaucracy. That is partly because of the fact that there is bureaucratisation everywhere in our country. We are doing everything and asking everything to be done by the State. The moment it is done, what happens is that everything leads to more bureaucracy, and then the bureaucracy gets an upper hand. I do not want the U.G.C. to become another bureaucratic department of the Government of India. I want that it should function as an independent, vigorous and critical institution or agency which will act as a meaningful bridge between the universities on the one hand and the Government on the other.

Having said that, I feel that the functions and responsibilities of the U.G.C. are very important. About the pattern of higher education in our country, particularly, in the last three decades, we have seen that it does give rise to a number of trends, stresses and strains. What one sees and witnesses in the university campuses in the last thirty years is of course very disturbing. That is partly because of this fact that our universities have been established so

quickly and they have expanded also very quickly in a short time.

In 1857, we had only three universities in Calcutta, Bombay and Madras; in 1887 we had the Allahabad University; in 1916, we got 2 more universities—Banaras Hindu University and Mysore University; when Independence came in August 1947, we had only 16 universities, and now in thirty years' time, what is the picture that we see? We find 102 universities plus 9 institutions deemed to be universities, and many more are in the offing. I am not saying that we should not develop more universities. I am not unmindful of the regional claims for more colleges and universities; their claims are to some extent legitimate and justified for the establishment of new colleges and universities, although I am happy that the U.G.C. has put a stop to further growth of new universities for the time being. Even if you want one new university, what I am pointing out to this Hon. House is that for the last thirty years we have seen the number already rising from 16 to 102. These universities which are under the auspices and supervision of the U.G.C. have led to a tremendous burden on the U.G.C. and that has also led to certain problems. I will only mention a couple of points one by one in one sentence or two, because my time is limited. As regards the number of colleges in India, I find that upto at least the report of the U.G.C., it comes to 4,508 and the student population comes to 24,26,109.

Of course, we see that there are more colleges, and that more students are going to the colleges. But I must ask the question. One must have the courage to ask; in the interest of democracy and education both, are we to have merely more colleges or are we to have better and more colleges? In our enthusiasm we want to have more and more colleges; so we are also getting more and more sub-standard colleges. There is a mushroom-growth of colleges. As a pro-

fessor of a college in Ahmedabad for 19 years and as a principal for 8 years, I know how difficult it is to run a good college efficiently and how much time, talents and resources are required for raising the standards of education, the quality of education for producing scores of young men and women students for the betterment and future of the country.

I feel that the sub-standard colleges and the mushroom growth of the colleges must be stopped. I am glad that the U.G.C. has got a scheme what is called, a College Development Council.

16.00 hrs.

Then coming to the teachers, I feel that their salary-scale, their self-respect, their service conditions—all must be properly looked into and implemented honestly and fully. That is not being done. As an ex-Professor—as I do not have a formal position, so I call myself an ex-Professor—I do teach at various places including some colleges and universities occasionally, and I find that the professors need good salaries and good conditions. These are two things. One is the freedom to teach and the other the freedom to experiment, the freedom to do research, and may I say also that the U.G.C. must be more generous in terms of book allowances, etc. for the professors and the teachers. They should have their own private or home libraries. As regards students, I feel that students must start a campaign of "teach well" because they must expect their teachers to teach them well, not just teach but teach them well, and not dictate notes but talk and lecture in such a way that the students are able to think independently and depend less and less on their teachers. The examination fees and the tuition fees, library fee, laboratory fee, etc. which the students have to pay should not be too high. In the U.K. there were in all 17 universities in 1945. Today it has got 44 universities. The U.G.C.—the University Grants Committee as they call it in the UK—makes it a point to see that

the students fees are not proportionately raised to such an extent that it becomes impossible for economically poorer students to get into the colleges and universities. Therefore, the fees in terms of revenue must not be proportionately high. In other words, the Central Government must come forward to give funds to the universities so that the students fee does not become an attractive sum or a tempting proposition to get revenue for the colleges. Then, of course, admission problems, attention to students' needs and the students personal services are also the areas which have to be improved. Looking at the reports and looking at the various journals of the U.G.C., I find they have also got quite a few publications, quarterly journals, bulletins and many other publications which are good, and can, of course, be improved, while some of them are good, they are of good quality and substance. I am glad to know that the University Grants Commission has got plans and programmes, and have been implementing them, about the examination reform, continuing education, seminars, etc. They had seminars in Hyderabad and Pune recently. They are very much concerned about the syllabi, revision and strengthening them. They are doing a lot regarding the capital development projects, buildings, laboratories, Libraries, Hostels, residential units for teachers; they are also active about students' participation, summer schools, centres of advanced studies, research programmes, faculty improvements, etc. and also in using the services of experienced retired teachers by offering them visiting teaching fellowships, etc. So far so good.

I want to conclude by saying that unless you have the wider horizon in the whole thing, you cannot do well in the university education in this country. Here I have two suggestions to make. One is: let us have an open university as early as possible. In Britain, during Prime Minister Herold Wilson's Administration, Lord Robbins and others had taken the initiative in having what is called the

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Open University which was set up in 1971 at Milton Keynes. The students and the general public, were thrilled, they were more joyful at learning again, and they came back to the open university through correspondence courses, through radio, through TV and through other media. That kind of open university must come in a country like India where formal education through university colleges is impossible for many, and it must therefore be conducted through the open university. So the open university is one thing which I would suggest.

Secondly, we must also have some thing very quick, something very concentrated with regard to the raising of the standards of college education by encouraging a few institutions as autonomous colleges. Unless we have a few autonomous colleges, we cannot do much by way of college and university education improvement. Therefore, Sir, what we need in education is direction and dedication. Leadership, is lacking. That lacuna must be removed by having good Vice Chancellors good Principals, good teachers, not politicking but teaching the students. If that is done, I am quite sure that the education as an instrument, education as an end, will be used purposefully and meaningfully so that we can survive the future, no matter how dark it may look at this moment. Thank you.

*SHRI P. S. RAMALINGAM (Nilgiris): Hon. Mr. Chairman, Sir, I am grateful to you for giving me an opportunity to participate in the discussion on the Report of the University Grants Commission for the year 1975-76. On behalf of my party, the All India Anna Dravida Munnetra Kazhagam, I would like to express my views on this Report of the U.G.C.

At the outset I would like to raise certain posers. Thirty years after achieving our Independence, what do

we witness in the field of education? Has our educational policy enabled us to solve the manifold miseries of our masses? Has our educational policy created additional job opportunities in the country? Unfortunately, to our dismay, we find that we have not made any appreciable progress in education; in fact, I should say that we are slipping back into primitive period. So far education has been confined to bulky books and the educated youths have not proved useful to the society. What is their contribution to the evolution of modern society in our country? Sir, it has become a matter of dispute and discussion. The graduates are groping in the dark. Their education has proved futile to the needs of the nation. They have not been able to contribute substantially to the social, cultural and economic growth of our country. The utility of higher education in India lies in its utter futility. I would like to emphasise that education should be a potent instrument for bringing out the latent talents of the blossoming buds of humanity for the very survival of human society.

In this background we should have a look at the 1975-76 Report of the University Grants Commission. Even a superficial scrutiny shows that there has been inequitable distribution of grants among the Universities in our country. You know, Sir, that there are 105 Universities in our country, out of which 7 are under the aegis of the Central Government, euphemistically called the Central Universities. Out of the total amount of Rs. 36 crores available at the disposal of the U.G.C., five Central Universities were given a sum of Rs. 17.21 crores in this year. The remaining hundred Universities were to remain content with the balance of Rs. 18.79 crores. I would like to know from the hon. Minister of Education why such a step-motherly approach should have been adopted by the U.G.C. towards the 100 Universities.

*The original speech was delivered in Tamil.

Sir, we go about bragging that India is an agricultural country and agriculture contributes 70 per cent of the national income. It is indisputable that the majority of our people are dependent upon agriculture for their livelihood. Yet, we have done very little for the progress of agricultural education in our country. I have to painfully point out that in the existing scheme of things lion's share of money is allocated to educational institutions imparting arts and science education, and agricultural education is to rest content with Lilliputian share. I have to bemoan and bewail that, in all the Five Year Plans that have gone by, agricultural education received very scant attention in the hands of our Government. The agricultural Universities are the distant cousins of the U.G.C. I am constrained to quote from page 150 of the U.G.C. Report for 1975-76 that the Agricultural University in Tamil Nadu got a pittance of Rs. 2083 as plan allocation. I hope that at least in the coming years the Janata Government would give the prime of place for agricultural education and allocate adequate funds for Agricultural Universities enabling them to produce agricultural graduates and scientists who can take agriculture to the commanding heights of our economy.

I have to regretfully point out that partly sums were spent during this year for Library Books and Scientific equipment for laboratories. You cannot contradict me if I say that educational standards would be only below par in Colleges which do not have good libraries and laboratories. In 1975-76 a sum of Rs. 2.42 crores was allocated for library books and Rs. 3.63 crores for scientific equipment. As library and laboratory are the essential ingredients of higher education, the U.G.C. should not be stingy in allocating funds for this purpose.

I would like to recall that the father of our nation, Mahatma Gandhi and our late lamented leader Arigner Anna used to emphasis repeatedly the

necessity of teaching the young and the youth of the country in mother-tongue. Even after three decades of our Independence, we do not have text books for higher education in mother-tongues. Consequently, the standard of education has gone down steeply. It is of paramount importance that text books for higher education must be brought out in mother tongues. Here, the U.G.C. has a vital role to play. Sir, the Universities alone can be entrusted with this onerous task of bringing out collegiate text-books in regional languages. It is a fact that the Universities do not have unlimited resources to undertake this work. The U.G.C. should formulate a plan of financial assistance to the Universities for this work of national importance. In 1975-76 the U.G.C. has not allotted any money for translating the collegiate text-books in regional languages. Sir, the hon. Minister of Education known for his dynamism must ensure that the U.G.C. works out a scheme for extending financial assistance to the Universities for the purpose of translating text books for higher education in regional languages.

With these words I conclude my speech.

डा० रामजी सिंह (भागलपुर) : बहुत अच्छा हुआ कि साठे साहब आ गये हैं। उन्होंने यू०जी०सी० के बारे में कल यह कहा था कि 1975-76 का वर्ष अनुशासन का वर्ष था। हमारे उन महानुभावों ने जिन्होंने भारतवर्ष में फौलाद का अनुशासन पर्व लगाया था उनको यह मालूम होना चाहिए कि यह वर्ष अनुशासन का वर्ष नहीं था बल्कि आतंक का वर्ष था, सुशासन का नहीं दुशासन का वर्ष था। विश्वविद्यालयों के इतिहास में आपको कभी भी पढ़ने को नहीं मिलेगा कि इतना आतंक फैलाया गया हो। शिक्षा मंत्री जी ने अभी अपने वक्तव्य में बताया है कि इसी राजधानी में दो सौ शिक्षक दिल्ली के एक विश्वविद्यालय के बन्दी बनाए गए थे।

[डा० रामजी सिंह]

इस तरह की जो राज्य सत्ता है उसको एक मिनट भी गद्दी पर रहने का हक नहीं होना चाहिए था। समुचय देश में क्या हालत हुई होगी इससे आप उसका सहज ही अनुमान लगा सकते हैं। मैं साठे साहब से कहना चाहता हूँ कि मैं किसी राजनीतिक दल का सदस्य नहीं रहा हूँ। अब आया हूँ यहां आपकी कृपा से। मैं शुद्ध शिक्षक था। यह कहना कि यू०जी० सी० की रिपोर्ट का वह पन्ना जिसमें यह कहा गया है कि शान्ति का वर्ष था सचमुच में बिल्कुल झूठ से भरा हुआ है। यह अनुशासन का नहीं आतंक और बिल्कुल दुशासन का वर्ष था। इस वास्ते यू०जी०सी० की रिपोर्ट में सुधार की आवश्यकता थी।

यह भी कहा गया है कि यह जो यू०जी० सी० की रिपोर्ट है यह स्वतंत्र रिपोर्ट है। मैं कहना चाहता हूँ कि इस वर्ष में भारतवर्ष की विद्या पर जितना बड़ा कुठाराघात हुआ है उतना बड़ा पहले कभी नहीं हुआ। विद्या के सम्बन्ध में हम जानते हैं "सा विद्या या विमुक्तये"। जो कुठाराघात इस पर इस वर्ष हुआ उस प्रकार का पहले कभी नहीं हुआ। विद्या सत्ता और सम्पत्ति की दासी रहती है तो वह निस्तेज और निर्वीर्य हो जाती है। इसीलिए 1975-76 के वर्ष में भारत की शिक्षा पद्धति शासकों की चरण धूलि का वंदन करती थी और इसीलिए वह शिक्षा शिक्षा नहीं रही बल्कि उसका सारा जो ध्येय था वह ही समाप्त हो गया।

तीसरी बात यह है कि यू०जी०सी० सचमुच में भारत वर्ष की शिक्षा पद्धति के साथ और भारतवर्ष की जनता के साथ विश्वसघात कर रहा है। 1650 करोड़ रुपये में से केवल तीन सौ करोड़ रुपये प्राथमिक शिक्षा पर व्यय होते हैं और बाकी सारे विश्वविद्यालयी शिक्षा पर खर्च कर दिये जाते हैं। सचमुच में यह मास एजुकेशन नहीं है यह क्लास एजुकेशन है। यह विशिष्ट वर्ग के लिए है और विशिष्ट वर्ग बनाने का

एक सचमुच में नक्शा है। इससे कोई लाभ नहीं होने वाला है। जितनी यूनिवर्सिटियां आप बना रहे हैं, जितने कालेज आप खोल रहे हैं ये केवल बेकारों की फौज खड़ी करने के कारखाने हैं। इस वास्ते सचमुच में यू०जी०सी० पर जो खर्चा हो रहा है वह कम से कम होना चाहिए।

गांधी जी ने यूनिवर्सिटी के विषय में क्या कहा था? अभी अन्ना डी०एम०के० के साथी तमिल में बोल रहे थे। यह बड़ा प्रिय लगा। उन्होंने गांधी जी का कोटेशन दिया। गांधी जी ने स्पष्ट कहा था कि उच्च शिक्षा पर देश का सारे का सारा धन इस देश में नहीं दिया जाना चाहिए। उच्च शिक्षा में ऐसे ऐसे विद्यार्थी होने चाहियें जो अपने पुरुषार्थ से कुछ कमा कर दे सकें। अगर उच्च शिक्षा को जल्दी से जल्दी स्वावलम्बी नहीं बना सकेंगे तो राष्ट्र के बच्चों को अशिक्षित बना कर के, राष्ट्र के स्कूलों पर छत न दे कर के शिक्षा के विकास का घमंड करना देश के साथ एक प्रकार का विश्वासघात है। जब देश में 70 प्रतिशत लोग अशिक्षित रहें तब कुछ लोगों को शिक्षा देना और उनको बेकार रखना यह शिक्षा सिद्धान्त के बिल्कुल खिलाफ है। अगर समय होता तो बापू के उस उद्धरण को आपके सामने रखता जिसमें उन्होंने कहा है कि उच्च शिक्षा पर इस प्रकार का बेकार खर्चा नहीं होना चाहिए, और सारा का सारा खर्चा बिल्कुल सरकारी कोष से तो जाना ही नहीं चाहिए।

एक बात और यू०जी०सी० में है। यह ग्रान्ट्स कमिशन है, अनुदान आयोग है। लेकिन अनुदान में जितना असंतुलन अनुदान आयोग ने किया है, उतना किसी ने नहीं किया। क्या कारण है कि जवाहर लाल नेहरू विश्वविद्यालय और दिल्ली विश्वविद्यालय को ही सारा धन दे दिया जाय। क्या इन दो विश्वविद्यालयों ने ही सम्पूर्ण भारतवर्ष की शिक्षा

का ठेका लिया है? परिणाम यह हो रहा है कि जो छोटे-छोटे विश्वविद्यालय हैं वह मर रहे हैं अनुदान के अभाव में। भारतवर्ष केवल दिल्ली और जे०एन०यू० से जीने वाला नहीं है। इसलिये अनुदान आयोग को मैं स्पष्ट करना चाहता हूँ कि संतुलित अनुदान दे। असंतुलित अगर शिक्षा नहीं हो सकती है तो असंतुलित अनुदान भी नहीं हो सकता है।

मुझे तो आश्चर्य हुआ जब हमारे कुछ शिक्षक मित्रों ने विश्वविद्यालय अनुदान आयोग के सम्बन्ध में कुछ अच्छाइयाँ देखीं। लगता है उन्हें शिक्षा का स्पर्श हुआ है, लेकिन शिक्षा में क्रान्ति का स्पर्श नहीं हुआ है। मालूम होना चाहिए कि भारतवर्ष में जो उच्च शिक्षा की परम्परा है वह ऑक्सफ़ोर्ड और कैम्ब्रिज की परम्परा है, और औपनिवेशिक शिक्षा में जी रहे हैं। यह कोलोनियल एजुकेशन की देन है। ऐसी शिक्षा से भले ही हम कुछ एडमिनिस्ट्रेटर्स या सरकारी नौकर निकाल सकते हैं, लेकिन आज एम०ए० पास करके कोई स्वावलम्बी नहीं हो सकता। ऐसी शिक्षा जो स्वावलम्बन की शिक्षा न दे सके वह बेकार है। इसीलिए आज जब हम इस रिपोर्ट पर बहस कर रहे हैं तो हमें क्रान्तिकारी ढंग से विचार करना चाहिए, और औपनिवेशिक पद्धति में जो ऑक्सफ़ोर्ड और कैम्ब्रिज की शिक्षा पद्धति है वह इस देश में चलने वाली नहीं है। वह साम्राज्यवादी देश की शिक्षा पद्धति थी। हमारे यहां 65 करोड़ जनता है जिसमें से 13 करोड़ लोग बेकार हैं और ऐसी स्थिति में हम यहां ऑक्सफ़ोर्ड और कैम्ब्रिज की शिक्षा दे करके अपनी बुद्धि का दिवाला दिखा रहे हैं। इसलिये इस रिपोर्ट के सम्बन्ध में किसी व्यक्ति विशेष के बारे में मैं कुछ नहीं कहना चाहता, वह चाहे सतीशचन्द्र हों या और कोई दूसरे हों, सतीशचन्द्र जी कोई ऐसे विद्वान नहीं हैं जो कोठारी के समकक्ष रखे जा सकें,

जो भारतवर्ष में उनको कोई जानता हो। ऐसे ऐसे सैकड़ों लोग एक एक यूनिवर्सिटी में रहते हैं। वह तो "निमित्त मात्र भव सब्य साचिन," वह तो राजसत्ता के निमित्त और उपकरण थे, और कोई खास उनकी हैसियत नहीं थी, और न उन्होंने कभी स्वतंत्रता से चिन्तन किया। इसलिये उनके विषय में कह कर मैं शिक्षक का अपमान नहीं करना चाहता। वह राजनीति के उपकरण थे, वह खास उद्देश्य से आये थे कि विश्वविद्यालयों में सचमुच इन्दिरा की परतंत्रता को परिवेष्टित किया जाय। और यही कारण है कि एक एक विश्वविद्यालय के उप-कुलपति, खासकर के बिहार में एक एक कुलपति इन्दिरा के 20 सूत्री कार्यक्रम का उद्घोष करते रहे। माननीय साठे कहते हैं कि शान्ति थी। मैं हजारीबाग जेल में था, भागलपुर विश्वविद्यालय के लड़कों ने कहा एक क्वेश्चन पेपर के सम्बन्ध में कि वह क्वेश्चन आउट आफ सलेबस आया, उन्होंने कहा कि हम परीक्षा नहीं देंगे। तो 4 लड़कों को मीसा में ले आया गया। इसको अगर आप शांति कहते हैं तो इस मरघट की शांति में हिन्दुस्तान कभी नहीं रहना चाहता। इसलिये आज हमें विश्वविद्यालय अनुदान आयोग और विश्वविद्यालयों के सम्बन्ध में सोचना है।

श्री बसन्त साठे (अकोला) : प्रिंसिपल लोगों और वाइस चांसलरों को. . (ध्यवधान)

डा० रामजी सिंह : हम क्या कहना चाहते हैं, यह श्री इनमें सुनने का साहस नहीं है।

यूनिवर्सिटी ग्राण्ट्स कमीशन की रिपोर्ट में एक जगह पर लिखा है कि यह रूल वायस है। मैं जानना चाहता हूँ कि यह कहां रूल वायस है? इसमें ग्रामीण विश्वविद्यालयों की कहां रचना है, गांव के विश्वविद्यालयों के लिये कहां धन दे रहे हैं? लेकिन सचमुच में

[डा० रामजी सिंह]

रूल वायस की चर्चा ही होती है, गांव के विश्वविद्यालयों में, ग्रामीण क्षेत्रों के विकास, कृषि विश्वविद्यालयों के विकास आदि के लिये कोई ठोस कदम नहीं उठाया गया है ।

सबसे बड़ी बात तो यह है कि विश्वविद्यालय अनुदान आयोग भारत का तो कुछ लगता ही नहीं है । शिक्षा का अग्रर भारतीयकरण नहीं होगा तो देश का भारतीयकरण नहीं हो सकेगा और इस तरह से हम भारत में भी अग्रभारतीय होकर ही रह सकेंगे । इस लिये विश्वविद्यालय अनुदान आयोग की यह रिपोर्ट सचमुच में भारतीयकरण की दिशा के विपरीत है । मैं इस बात की मांग करूंगा कि आगे आने वाली विश्वविद्यालय अनुदान आयोग की रिपोर्ट भारतीयकरण की दिशा में होनी चाहिये ।

इस विश्वविद्यालय की शिक्षा से जो सबसे बड़ी चीज निकलती है, जिसका मैंने जिक्र भी किया है, वह है बेरोजगारी । यह बेरोजगारी दिन-प्रतिदिन बढ़ती जा रही है । हजारों करोड़ रुपया विश्वविद्यालयों पर खर्च करके अग्र बेकारी बढ़ती है तो वह खर्च करना बिल्कुल गलत है । यह अलग बात है कि यह रिपोर्ट आपकी नहीं है । यह विश्वविद्यालय अनुदान आयोग की रिपोर्ट जनता पार्टी के प्रशासन के अन्तर्गत बनी हुई नहीं है । चूँकि एक औपचारिकता है, इसलिये हमें इसे पास करना है । हमारे ऊपर यह एक दुखान्त उत्तरदायित्व है । विश्वविद्यालय अनुदान आयोग की इस तरह की रिपोर्ट किसी की भी हो सकती है, लेकिन जनता पार्टी की नहीं हो सकती है ।

दो, तीन दिन पहले हमारे माननीय शिक्षा मन्त्री जी ने कह दिया था कि पब्लिक स्कूल रहेंगे । हम लोगों ने इसकी चर्चा की थी, हमारे प्रधान मन्त्री ने आश्वस्त किया हम लोगों को । इस प्रकार के अक्रान्तिकारी और प्रतिक्रियावादी कदम को हम और बर्दाश्त नहीं कर

सकते । लेकिन यह ठीक है कि जब तक शिक्षा पद्धति में बिल्कुल परिवर्तन न कर लें, तब तक यह चलेगी । लेकिन अन्ततः पब्लिक स्कूल नहीं चल सकते । जब हम समाजवाद की चर्चा करते हैं तो पब्लिक स्कूल और प्राइवेट स्कूल नहीं चल सकते हैं । रात्रि में बिहार के सदस्यों के साथ हमारे माननीय प्रधान मन्त्री जी की चर्चा हुई, उसमें उन्होंने हमें आश्वस्त किया है । इसलिये हमें पूरा विश्वास है कि हमारे शिक्षा मन्त्री जी, जो एक आदर्श शिक्षक हैं, सौम्य हैं वह इस तरफ ध्यान देंगे । मैं चाहूंगा कि इनकी सौम्यता के साथ क्रान्ति का समन्वय हो । अग्र क्रान्ति का संस्पर्श नहीं किया जायेगा तो इनकी सौम्यता गगन विहार करके रह जायेगी । भारत में विद्यार्थी समाज की ज्वालामुखी जब फूटेगी, तब उसमें सब समाप्त हो जायेगी ।

प्रो० शिवनलाल सक्सेना (महाराजगंज)
माननीय सभापति महोदय, 16 महीने तक यू० जी० सी० का कोई चेयरमैन नहीं था । 28-9-74 को डा० जोजफ रिटायर हुए थे और श्री सतीशचन्द्र वाइस चेयरमैन मुकरंर थे । उनको कहा गया था कि वह चेयरमैनी भी करें । 21-1-76 को 16 महीने बाद उनको चेयरमैन बना दिया गया, यानी 16 महीने तक कोई चेयरमैन नहीं रहा, केवल इसलिये कि श्री नूरुल हसन की मंशा थी कि सतीशचन्द्र जी ही चेयरमैन रह जायें । मैं समझता हूँ कि यह बहुत ही गलत बात थी । एमजैसी के टाइम में उनको इस तरह चेयरमैन बना देना बहुत बेजा बात थी, गलत बात थी । वह कभी वाइस चांसलर तक नहीं रहे और फिर भी उनको यू० जी० सी० का चेयरमैन बना दिया गया । इसी तरह से जो उनके बारे में कहा गया है कि उन्होंने अपनी बीबी को जवाहरलाल नेहरू यूनिवर्सिटी में प्रोफेसर बनवा दिया है, बहुत बेजा बात है और घोर मिसकान्डक्ट है । मैं आशा करता हूँ कि प्रो० सतीशचन्द्र स्वयं ही इस्तीफा दे देंगे, नहीं तो उन्हें रिमूव कर देना चाहिए ।

उनकी एचीवमेंट क्या है ? उनकी एचीवमेंट यह है कि देश के लगभग 46 सौ ऐफिलिएटड कालेजों को इस साल 3.60 करोड़ रुपये की ग्रांट दी गई है, जब कि डा० कोठारी के समय में 8.24 करोड़, 8.39 करोड़ 9.96 करोड़ और 12, 15 करोड़ रुपये की ग्रांट्स उनके टैन्थर के चार सालों में दी गई थीं ।

इसकी तुलना में 1976 में जवाहरलाल नेहरू यूनिवर्सिटी को 2.19 करोड़ रुपये की प्लान ग्रांट और 1 करोड़ रुपये की नान-प्लान ग्रांट दी गई है । गोरखपुर यूनिवर्सिटी में लगभग 59 हजार स्टूडेंट्स पढ़ते हैं, लेकिन उसको सिर्फ केन्द्रीय सरकार से 11 लाख रुपये की ग्रांट और यू० पी० सरकार से 5 लाख रुपये की ग्रांट दी गई है, जबकि जवाहर लाल नेहरू यूनिवर्सिटी को 3.19 करोड़ रुपये की ग्रांट दी गई है, जहां सिर्फ दो हजार स्टूडेंट्स पढ़ते हैं । मैं निवेदन करूंगा कि मन्त्री महोदय इस पुराने इंटरनेशनल ग्रान्ट डिस्ट्रीब्यूशन सिस्टम का अविलम्ब खत्म करेंगे ।

हमारे देश में यूनिवर्सिटीज और कालेजिज में एनरोलमेंट 24,26,109 है, जिसमें से 113 यूनिवर्सिटीज में 3,67,581 और लगभग 46 सौ ऐफिलिएटड कालेजिज में 20,58,528 है । इन 113 यूनिवर्सिटीज का एनरोलमेंट इतना कम होते हुए भी उन्हें लगभग 24 करोड़ रुपये प्लान ग्रांट और 37 करोड़ रुपये नान-प्लान ग्रांट, अर्थात् कुल 62 करोड़ रुपये दिये गये हैं, जब कि कालेजों को सिर्फ 3.60 करोड़ रुपये दिये गये हैं । मुझे इस बात पर बहुत अफसोस है और मैं आशा करता हूँ कि आईन्दा ऐसा घोर पक्षपात नहीं होगा ।

कमीशन को इस बात का घमंड है कि उसने रेट आफ ग्रोथ को कम कर दिया है । यह शर्म की बात है । मैं गोरखपुर का रहने वाला हूँ । वह बहुत बड़ा जिला है और

उसकी आबादी करीब 32 लाख है । मेरी कांस्टीट्यूएन्सी में लगभग 11 लाख की आबादी है, और वहां करीब आठ लाख लोगों के पीछे एक एक डिग्री कालेज है । जब मैंने वहां एक नया कालेज खोलने की दरखास्त दी, तो मुझे सूचित किया गया कि नये कालेज खोलना मना है । मैंने डा० नरुल हसन से बात की, तो उन्होंने कहा कि बैंकवर्ड एरिया में कालेज खोलना मना नहीं है । उन्होंने मुश्किल से यह लिख कर मुझे दिया । लेकिन फिर भी वहां खोले हुए कालेज को मान्यता गत वर्ष नहीं दी गई । क्योंकि यू० पी० गवर्नमेंट का कहना है कि उसके पास नये कालेज खोलने के लिये पैसा नहीं है । एक तरफ जवाहरलाल नेहरू यूनिवर्सिटी को तीन करोड़ रुपये से ज्यादा रकम मालाना ग्रांट में दे दी जाती है, मगर दूसरी तरफ बैंकवर्ड एरियाज में कालेज खोलने के लिए सरकार के पास पैसा नहीं है । मैं निवेदन करना चाहता हूँ कि कम से कम बैंकवर्ड एरियाज में, जहां शिक्षा का प्रसार कम है, नये कालेज खोलने के लिये केन्द्रीय सरकार इमदाद दे । मैं चाहता हूँ कि हाउस की एक कमेटी जवाहरलाल नेहरू यूनिवर्सिटी के बारे में छानबीन करे कि वहां पर क्या होता है । पिछले दस सालों में वहां कितना खर्च हुआ है और उसकी क्या एचीवमेंट्स हैं ।

एक तो नये कालेज खोलने पर जो बैंक है, उस को हटा दिया जाये, और दूसरे, जो कालेज इस समय चल रहे हैं, उन में नये सब-जैक्ट्स की पढ़ाने की व्यवस्था करने के लिए सहायता दी जाये ।

टीचर्ज को जो नये स्केल दिये गये हैं, उन्हें लागू करने के बारे में यह निश्चय किया गया है कि पांच साल के लिए सेंट्रल गवर्नमेंट खर्च का 80 परसेंट देगी और 20 परसेंट स्टेट गवर्नमेंट देगी, और पांच साल के बाद स्टेट गवर्नमेंट सब खर्च बर्दास्त करेगी । मेरा कहना है कि स्टेट गवर्नमेंट के लिए

[प्रो० शिबन लाल सक्सेना]

यह पूरा खर्च बर्दास्त करना असम्भव होगा । अगर सेंट्रल गवर्नमेंट ने अपना 80 परसेंट कान्ट्रीव्यूशन बन्द कर दिया, तो फिर बहुत से कालेजों में टीचर्स को नये स्केल नहीं मिल सकेंगे । इसलिए यह आवश्यक है कि सेंट्रल गवर्नमेंट पांच साल के बाद भी अपने 80 परसेंट कान्ट्रीव्यूशन को लगातार जारी रखे ।

मुझे अफसोस है कि इस 1975-76 की यू० जी० सी० की रिपोर्ट के अन्दर हाउस को मिसलीड करने की कोशिश की गई है । 1972-73 और 1973-74 में एक टेबुल अप्रेंडिक्स 11 दिया था जिसमें बताया गया था कि डवलपमेंट के लिए नान-प्लान मद में और प्लान-मद में हर केन्द्रीय व स्टेट विश्व विद्यालय में कितना कितना खर्च किया गया है । 74-75 एवं 75-76 की रिपोर्टों में वह टेबुल गायब है ताकि वह मालूम न हो सके कि कितना रुपया कहां खर्च हुआ है । यह बहुत बेजा बात है । मैं चाहता हूँ कि रिपोर्ट ऐसी बनाई जाये जो एनलाइटनिंग हो, छिपाने वाली न हो । छिपाने वाली रिपोर्ट एक क्रिमिनल कार्यवाही है । मैं आशा करता हूँ कि यह सब बातें आइन्दा नहीं होगी और जो रिपोर्ट आएगी वह ठीक होगी और उसमें सारी बातों का व्योरा होगा ।

श्री भगतराम (फिल्लोर) : सभापति महोदय, यूनिवर्सिटी ग्रांट्स कमीशन का काम विश्वविद्यालयों में तालमेल रखने, शैक्षणिक मूल्यों को ऊंचा उठाने तथा विश्वविद्यालयों एवं कालेजों को सहायता देने का बताया गया है । परन्तु अफसोस है कि यूनिवर्सिटी ग्रांट्स कमीशन ने देश के भिन्न-भिन्न क्षेत्रों में और समाज के भिन्न-भिन्न वर्गों में असन्तुलन पैदा किया है । यूनिवर्सिटी ग्रांट्स कमीशन का ध्यान खास कर धनी वर्ग की तरफ और शहरी क्षेत्रों की तरफ ज्यादा रहा है । शहरों में ज्यादा कालेज खोले गये हैं । उसके मुकाबले में ग्रामीण क्षेत्रों में बहुत कम

कालेज खोले गये हैं । यूनिवर्सिटी ग्रांट्स कमीशन कालेजों का विकास करने के लिए जो सहायता देता है उसमें उसने यह कंडीशन लगाई है कि लड़कों के कालेज में बी० ए० की क्लास में कम से कम 400 छात्र संख्या होनी चाहिए और लड़कियों के कालेज में कम से कम 300 होनी चाहिए । यह बड़े अफसोस की बात है क्योंकि जो ग्रामीण क्षेत्र हैं, उनमें जो कालेज है उनमें छात्रों की संख्या बहुत कम है, इसलिए ग्रामीण क्षेत्र के कालेज इससे बहुत ज्यादा प्रभावित हो रहे हैं । उनके बहुत से कालेज बन्द हो रहे हैं और नये कालेजों का विकास भी नहीं हो रहा है । इसलिए यह जो कंडीशन लगाई गई है इसको कम किया जाये । सारे कालेज की जो स्ट्रैथ है उस पर यह चीज निर्भर होनी चाहिए और उसकी जो गणना है वह 250 छात्र की होनी चाहिए । तभी ग्रामीण क्षेत्रों के कालेज आगे विकास कर सकते हैं । क्योंकि ग्रामीण क्षेत्रों के कालेजों में गरीब किसानों और खेतिहर मजदूरों के लड़के पढ़ते हैं जिनके पास साधन नहीं होते, जिनके लड़के शहरों में नहीं जा सकते । इसलिए मैं आपसे प्रार्थना करूंगा कि ग्रामीण क्षेत्र के लोगों की शिक्षा पर ज्यादा ध्यान देना चाहिए और जो ग्रामीण क्षेत्रों के कालेज हैं उन में पोस्ट ग्रेजुएट की क्लासेज बहुत कम खोली गई हैं । मैं प्रार्थना करूंगा कि आने वाले समय में पोस्ट ग्रेजुएट क्लासेज ग्रामीण क्षेत्रों में खोलने की तरफ ध्यान दिया जाय ।

यू जी सी ने ब्रेतनमान के संबंध में जो सिफारिश की है वह 1-1-73 से लागू करने के लिए है । लेकिन देश के बहुत से भागों में उन सिफारिशों को लागू नहीं किया है और जहां लागू भी किया है वहां उस डेट से नहीं किया है । खास कर जो प्राइवेट कालेज हैं उन में नाम मात्र के कालेजों में वह ग्रेड दिया है । मेरा निवेदन है कि देश के सारे भागों में जितने भी कालेज हैं

उनमें यू जी सी के ग्रेड उसी डेट से लागू होने चाहिए और जो प्राइवेट कालेज हैं उनमें भी ऐसा प्रबन्ध करना चाहिए कि व ग्रेड वहां भी लागू हों। अगर उनको कोई कठिनाई है तो आप उनके साथ बातचीत कीजिये और उनको सहायता दीजिये ताकि उनमें पढ़ाने वाले टीचरों को कोई नुकसान न हो और विद्यार्थियों को भी नुकसान न हो।

यू जी सी की सिफारिशों में लाइब्रेरियन और फिजिकल एजुकेशन के डाइरेक्टर के साथ बड़ा अन्याय किया गया है। पहले उनको लेक्चरर के बराबर ग्रेड दिया जाता था लेकिन इसमें नहीं दिया गया है। मैं प्रार्थना करूंगा कि उनको भी इनके बराबर ही ग्रेड देना चाहिए ताकि उनके साथ न्याय हो सके।

इसके अलावा जो लड़कियों की शिक्षा है उस पर भी सरकार को खास ध्यान देना चाहिए। इस सम्बन्ध में मेरा सुझाव है कि जब तक लड़कियों की शिक्षा लड़कों की शिक्षा के बराबर नहीं आ जाती तब तक उसको फ्री कर देना चाहिए। खास तौर से जो हरिजन और वीकर सेक्शन की लड़कियां हैं उनके लिए जरूर शिक्षा फ्री कर देनी चाहिए। इसके अलावा जो वजीफा हरिजनों को मिलता है उसको और बढ़ाना चाहिए। इसके साथ ही मेरा सुझाव है कि ग्रामीण लड़कियों के जो कालेज हैं, चूंकि उनको दूर-दूर इधर उधर से आना पड़ता है इसलिए यू जी सी को चाहिए कि उन कालेजों को बसेज खरीदने के लिये ग्रांट्स की व्यवस्था करे ताकि लड़कियां आसानी से वहां आकर शिक्षा ग्रहण कर सकें।

इसके साथ ही मुझे यह भी निवेदन करना है कि बहुत सी यूनिवर्सिटीज के जो वाइस चांसलर हैं उनके खिलाफ भ्रष्टाचार के आरोप लगाए गए हैं। मैं आपको बताना

चाहता हूं कि पंजाब की जो यूनिवर्सिटी है उसके वाइस चांसलर के खिलाफ इसी पार्लियमेंट में आरोप लगाए जा चुके हैं और बहुत से पार्लियमेंट के मेम्बर्स ने इस सम्बन्ध में इन्क्वायरी करने के लिए कहा है। जो पंजाब के एम एल एज हैं उन्होंने भी शिक्षा मन्त्री जी से इन्क्वायरी करने के लिए कहा है। बड़े अफसोस की बात है कि अभी तक कोई इन्क्वायरी नहीं की गई है। यूनिवर्सिटियों में जो बड़े बड़े घाघ बैठे हैं जिन्होंने यूथ कांग्रेस के नाम पर और सरकार के कहने पर अपने यहां गुण्डा एलिमेंट को भर्ती किया और स्वतन्त्र विचार रखने वाले विद्यार्थियों को दाखला नहीं दिया, बल्कि उनको तंग किया, उनके खिलाफ जल्दी से जल्दी इन्क्वायरी होनी चाहिए अगर यह सरकार वहां से भ्रष्टाचार को समाप्त करना चाहती है। इसके अलावा यू जी सी के खिलाफ भी आरोप लगाए गए हैं कि वह भ्रष्टाचार का घर बना हुआ है। यू जी सी को भी इस तरह से ठीक करने की जरूरत है कि वह प्रजातांत्रिक ढंग से काम कर सके और साथ ही जो यूनिवर्सिटीज और कालेज हैं वहां पर ठीक ढंग से शिक्षा दी जा सके। इसके लिए हमें टीचर्स और विद्यार्थियों का सहयोग लेना चाहिए। ऐसा करने पर ही ठीक ढंग से शिक्षा चल सकेगी और उसका विकास हो सकेगा।

और अधिक समय न लेते हुए अन्त में मैं यही निवेदन करना चाहता हूं कि तभी हम इस देश में शिक्षा ठीक ढंग से चला सकते हैं जब हम उसको ज्यादा से ज्यादा प्रजातान्त्रिक बनायेंगे।

श्री राम सेवक हजारी (रोखड़ा) : सभापति महोदय, हम आज यहां पर विश्व-विद्यालय अनुदान आयोग की रिपोर्ट पर चर्चा कर रहे हैं। रिपोर्ट में बहुत सारी बातें आई हैं लेकिन समय की कमी की वजह से हम उन सारी बातों का उल्लेख नहीं कर सकते हैं। इसमें कहा गया है कि छात्रों की संख्या में

[श्री राम सेवक हजारी]

इस वर्ष केवल 2.6 प्रतिशत की वृद्धि हुई है यह विवादास्पद है। यह भी कहा गया है कि छात्रों की संख्या में नियन्त्रण किया जा रहा है। तो यह दोनों बातें एक साथ नहीं चल सकती हैं। मैं माननीय शिक्षा मन्त्री जी से कहूंगा कि आप एक तरफ नियन्त्रण करना चाहते हैं तो फिर दूसरी तरफ जो माध्यमिक शिक्षा प्राप्त छात्र बैठे हैं उनके लिए आपने क्या सोचा है? आखिर यह युवा शक्ति देश में किस तरफ जायेगी? इस बात की तरफ मन्त्री जी को ध्यान देना चाहिए। जब आपने नियन्त्रण की बात उठाई है तो आप गम्भीरतापूर्वक इस बात को भी सोचें कि माध्यमिक शिक्षा प्राप्त कर जो नौजवान बैठे रहेंगे उनका क्या होगा?

इसमें यह कहा गया है कि शिक्षा में वृद्धि हुई है। मैं कहना चाहता हूँ कि 1970-71 से ही निरन्तर उच्च शिक्षा के छात्रों की संख्या में ह्रास होता चला जा रहा है। 1961 से 1970 तक 14.5 प्रतिशत वार्षिक वृद्धि होती थी लेकिन 1970-71 से 9 प्रतिशत हानी शुरू हुई जो कि घटते घटते 2.5 प्रतिशत तक आ गई है—यह क्या है? आप एक तरफ शिक्षा की बात करते हैं, लेकिन दूसरी तरफ यह जो गिरती हुई स्थिति है, यह क्या संकेत करती है? विश्वविद्यालय की शिक्षा में बहुत ज्यादा गिरावट आई है और जैसा कि हमारे माननीय सदस्य श्री हुकम देव नारायण यादव ने कहा था—जिस तरह से वर्ण-व्यवस्था है, उसी तरह की वर्ण-व्यवस्था आज शिक्षा के क्षेत्र में पैदा हो गई है। पटना यूनिवर्सिटी को लीजिये, मिथिला यूनिवर्सिटी को लीजिये, जिसका नाम अब ललित नारायण मिश्र, विश्वविद्यालय है और दूसरी तरफ अलीगढ़ यूनिवर्सिटी को लीजिये, दोनों में कितना अन्तर है। मैं चाहता हूँ कि इस गिरावट को दूर किया जाय और इन विश्वविद्यालयों के स्तरों में दूसरे विश्वविद्यालयों के मुकाबले में समानता लाई जाय।

यदि आप शिक्षा के क्षेत्र में एकरूपता लाना चाहते हैं तो सभी विश्वविद्यालयों में एक रूपता लानी होगी।

मुझे आज यह कहते हुए तनिक भी हिचक नहीं है कि जो विरोधी पक्ष में बैठे हुए लोग हैं—उन्होंने इस अन्तर को दूर करने का प्रयास नहीं किया। आज तक यह होता रहा कि जो सीमित लोग हैं, नेता हैं, अफसर हैं, उनके बच्चे पब्लिक स्कूलों में जाते थे, लेकिन आम जनता के बच्चे, किसान का बच्चा, मजदूर का बच्चा ऐसे स्कूलों में जाता था जिसमें न दीवारें थीं और न छप्पर था, आसमान के नीचे बैठ कर पढ़ता था। आज देश की 60 करोड़ जनता हमारी जनता सरकार से यह अपेक्षा रखती है कि वह शिक्षा के क्षेत्र में एकरूपता लायगी, एक चौकीदार का बेटा, एक मजदूर का बेटा और राष्ट्रपति का बेटा एक ही विद्यालय में पढ़ेगा, एक तरह की शिक्षा प्राप्त करेगा, देश में एक तरह के शिक्षा संस्थान होंगे। मैं आप से आग्रह करना चाहता हूँ कि आप इस तरह की व्यवस्था लायें।

विश्वविद्यालय में जो गिरावट आई है उसका एक कारण यह भी है कि उन में जातीय आधार पर, दल के आधार पर नियुक्तियों की गई है। आज जो वाइस चांसलर नियुक्त किये जाते हैं उन को दलगत आधार पर नियुक्त किया जाता है, जातीय आधार पर नियुक्त किया जाता है। मैं आप को एक उदाहरण दूँ दरभंगा में ललित नारायण मिश्र विश्वविद्यालय है, वहाँ एक राजपूत न नियुक्त के लिये आवेदन पत्र दिया था, लेकिन उस की नियुक्ति नहीं हुई। जहाँ राजपूतों का प्राधिपत्य है, वहाँ ब्राह्मण की नियुक्ति नहीं होती है। और जहाँ ब्राह्मणों का प्राधिपत्य है वहाँ राजपूतों की नियुक्ति नहीं है। आप से आग्रह करना चाहता हूँ कि आप इन सारी बातों को देखें और एक रूपता लायें, न जातीय आधार पर और न दल के

आधार पर, बल्कि इन से ऊपर उठ कर नियुक्तियां होनी चाहिये। हम ने जमींदारी खत्म कर दी है, लेकिन आज शिक्षण संस्थाओं में इस तरह की जमींदारी बढ़ रही है। शिक्षा के मामले में आप आई० ए० एस० की नियुक्तियों को उठा कर देख लीजिये, किन के बच्चे आज आई० ए० एस० बनते हैं? किसी किसान का बेटा, किसी किरानी का बेटा, किसी मजदूर का बेटा आई० ए० एस० नहीं बनता है, केवल बड़े लोगों के बच्चे आई० ए० एस० बनते हैं जो मोटी-मोटी तनख्वाहें पाते हैं, ऊंची कुर्सियों पर बैठते हैं। जब तक इसमें एकरूपता नहीं लायेंगे, हमारे देश में समाजवाद नहीं आ सकेगा। मैं आप से आग्रह करना चाहूंगा कि देश में ऐसी शिक्षा पद्धति चलायें जिस में दरिद्र का बेटा, चौकीदार का बेटा, चपरासी का बेटा, राष्ट्रपति और मंत्री का बेटा एक ही संस्थान में एक ही तरह की शिक्षा प्राप्त कर सके।

आप की इस रिपोर्ट में अनुसूचित जनजातियों की चर्चा की गई है और उन के लिए 20 परसेन्ट आरक्षण किया गया है, लेकिन साथ ही यह भी कहा गया है कि इस आरक्षण की पूर्ति नहीं हुई है। क्यों पूर्ति नहीं हुई? आज हरिजनों और आदिवासियों में जो सक्षम है, योग्य है, जिन की बहाली हो सकती है? उन की नियुक्ति नहीं होती है। वहां पर जो पदाधिकारी होते हैं, वे अपने लोगों को बहाल कर लेते हैं, इन लोगों की तरफ ध्यान नहीं दिया जाता। मैं आप से आग्रह करता हूँ कि आप थोड़ा मजबूती से काम लीजिए और हरिजन और आदिवासियों के लिये जो आरक्षण किया गया है उसे समुचित रूप से पूरा कराइये।

अन्त में मैं एक बात और कहना चाहता हूँ—आप ने जवाहर लाल नेहरू

विश्वविद्यालय खोल दिया। जवाहर लाल जी ने जो ख्याति दुनिया में प्राप्त की, वह इस देश की गद्दी पर रह कर प्राप्त की और इसीलिये इस देश के लोगों ने उन को इतना प्यार दिया। लेकिन इस देश में कुछ ऐसे लोग भी हुए हैं जैसे—प्रभावती जी, हमारे लोकनायक जय प्रकाश नारायण जी की धर्म-पत्नी जिनका स्वर्गवास हो चुका है वे बापू के बहुत नजदीक थीं, देश के स्वतन्त्रता संग्राम में उनका बहुत महत्वपूर्ण स्थान रहा, इसी तरह बाबू सूरज नारायण सिंह थे, जिन्होंने देश के स्वतन्त्रता संग्राम में बहुत महत्वपूर्ण स्थान पाया, ऐसे लोगों ने देश के लिये बहुत कुर्बानियां दी हैं, हमें खुशी होती यदि ऐसे लोगों के नाम पर आप विश्वविद्यालयों को खोलते। लेकिन ऐसे लोगों के नाम पर जो सत्ता में रहते हैं, विश्वविद्यालयों का नामकरण नहीं होना चाहिये। विश्वविद्यालयों का नामकरण आप ऐसे लोगों के नाम पर कीजिये जिन्होंने कुछ त्याग किया हो और देश के लिये कुछ काम किया हो और जिन के प्रति देश के लोगों की आस्था हो, विश्वास हो। मैं आशा करता हूँ कि पटना विश्वविद्यालय या ललित नारायण विश्वविद्यालय जिस का नाम रखा हुआ है, उस का नाम प्रभावती विश्वविद्यालय यदि कर दिया जाये, तो हमें बड़ी खुशी होगी।

मैं आशा करता हूँ कि शिक्षा मंत्री महोदय इस पर विचार करेंगे।

श्री मल्ली चन्द्रावती (भिवानी) : चैयरमैन साहब, यूनिवर्सिटी ग्रांट्स कमीशन की जो रिपोर्ट हमारे सामने आई है, उस पर मैं कुछ बोलने के लिये खड़ी हुई हूँ।

वह ठीक है कि हमारे देश में यूनिवर्सिटियों की संख्या बढ़ी है लेकिन उसके साथ-साथ उन का जो स्टैण्डर्ड है, वह घटा

[श्रीमती चन्द्रावती]

घटा है। इसी के साथ साथ कई यूनिवर्सिटियाँ ऐसी हैं जो कि राजनीति का अखाड़ा बन गई हैं। उन में एम्पलायमेंट भी उसी आधार पर होते हैं मुझे पंजाब और कुरुक्षेत्र की यूनिवर्सिटियों का पता है। पंजाब में एक वाइस चान्सलर थे। उन का सपना राज्यपाल बनने का था और हर दूसरे तीसरे दिन किसी न किसी वी० आई० पी० को बुलाते रहते थे। इस तरह से उन्होंने सारी यूनिवर्सिटी को चौपट कर दिया। उन्होंने यह सोच रखा था कि इस तरह से बड़े लोगों को बुलाने से वे राज्यपाल बन जायेंगे पंजाब यूनिवर्सिटी का किसी जमाने में बहुत अच्छा स्टेन्डर्ड माना जाता था, लेकिन उनके वहाँ जाने से वह चौपट हो गया। कुरुक्षेत्र यूनिवर्सिटी का कहना ही क्या है। जस्टिस लाम्बा की डेथ हो गई। किस तरह से एक तहसील के लाइयर को एडवोकेट जनरल बनाया गया और उन को जज बना दिया गया और सीनेट का मेम्बर बनाया गया। बंशीलाल का जो लड़का सुरेन्द्र सिंह है, पता नहीं वह भी अब सीनेट का मेम्बर हैं या नहीं। वह थर्ड डिवीजनर है। इस तरह के लोगों को सीनेट में रखा जाता है और जब इस तरह की बातें होती हैं तो कैसे यूनिवर्सिटियों की हालत सुधर सकती है। तो मैं आप के द्वारा सरकार से यही कहना चाहती हूँ कि हमें अच्छी नालिज, ज्ञान वाले लोगों को रखना चाहिये। यूनिवर्सिटियाँ ज्ञान के मन्दिर होने चाहिये न कि इस तरह के नालायक लोगों पर किसी न किसी तरह पहुँचाया जाय और राजनीति का अखाड़ा बनाया जाय क्योंकि इन पिछले कुछ सालों में काफी चीजों का डीजेनरेशन हुआ है। जब हम इतिहास पढ़ते थे यह तो सोचते थे कि पता नहीं किस तरह से नालायक आदमी अच्छी पोस्टों पर पहुँच जाते हैं लेकिन हम पीछे यही देखते रहे हैं कि नालायक से नालायक आदमी भी वाइस चान्सलर बन जाता है।

कुरुक्षेत्र यूनिवर्सिटी का एक ऐतिहासिक नाम था और उस को बदल दिया गया उसका नाम चक्रवर्ती यूनिवर्सिटी कर दिया। श्री चक्रवर्ती और वंशी लाल ने जैसे हरियाणा को लूटा है, मैं आप को बया बताऊँ। चक्रवर्ती के ऊपर भी अगर एक कमीशन बैठाया जाये, तो बहुत सी बातें पता चलेंगी उस की मौत पर भी लाखों रुपया खर्च किया गया। उस की मौत पर रुपया खर्च कर के उस को कुरुक्षेत्र लाया गया। मैं यह इसलिये बताना चाहती थी कि किस तरह से उस यूनिवर्सिटी के ऐतिहासिक नाम को बदल कर दूसरा नाम कर दिया गया। खैर इन को अकल आई और जाते जाते नाम ठीक कर दिया, नाम को बदल दिया, शुक्र है।

हाउस में अंग्रेजी और हिन्दी की चर्चा हुई। हमारे साउथ के भाइयों ने इस बारे में कुछ कहा लेकिन मैं तो यह कहूँगी कि अंग्रेजी को साउथ के भाइयों ने नहीं रखा बल्कि नार्थ के जो अंग्रेजीवाँ हैं उन लोगों ने रखा है। आज स्थिति यह है कि यहाँ पर 9 कोस के बाद भाषा बदल जाती है और जो कामन आदमी है, 9 कोस के बाद दूसरी बोली बोलने लगता है। इसलिए अंग्रेजी कामनमैन की भाषा नहीं हो सकती। वह आज एफ्लुयेन्ट लोगों की ही भाषा है। हिन्दुस्तान का जो कामन मैन है, किसान है, मजदूर है, या मैं कहूँ छोटे छोटे मुलाजिम हैं, उनकी भाषा अंग्रेजी नहीं है। मुझे अंग्रेजी साहित्य पढ़ना बहुत पसन्द है। लेकिन मैं आपको बताऊँ हिन्दुस्तान में कुछ लोगों को छोड़ कर सभी राइटर्स जो अंग्रेजी में लिखते हैं उनकी अंग्रेजी न अच्छी है न वे रोचक लिखते हैं। क्योंकि जिस भाषा में हम सोच नहीं सकते उस भाषा में लिखने की बात तो दूसरी है।

हम लाखों रुपये की रायल्टी विदेशी लेखकों को देते हैं। मैं समझती हूँ कि साउथ की भी एक भाषा सभी को पढ़ाई जाए। जो भी भाषा पसन्द हो वह

भाषा पढ़ाई जाए। अगर हम इन भाषाओं की लिपि देवनागरी कर दें तो इससे देश में इमोशनल इन्टेंशियन होगा। जो हम आजकल अलग अलग नजर आते हैं वह अलग अलग नजर नहीं आयेंगे।

मैं एक बात यह कहना चाहूँगी। शिक्षा के महकमे में आजकल वे लोग आते हैं जिन्हें दूसरी जगह नौकरी नहीं मिलती। इससे हमारे देश की शिक्षा समस्या का समाधान नहीं होगा। लोग इन लोगों से अपने बच्चों को पढ़वाना नहीं चाहते हैं। अगर शिक्षा के महकमे में अच्छे से अच्छे लोग आयेंगे तो देश में अच्छे अच्छे नागरिक पैदा होंगे। इसलिए मैं चाहती हूँ कि अच्छे से अच्छे लोगों को शिक्षा के महकमे में लाया जाए। स्कूलों, कालिजों और यूनिवर्सिटियों सभी जगहों पर अच्छे से अच्छे लोग रखे जाने चाहिए।

एक बात मैं पब्लिक स्कूलों के बारे में कहना चाहती हूँ। पब्लिक स्कूल में एक बच्चे पर एक महीने में इतना खर्च होता है कि जो गांव के एक स्कूल का साल भर का बजट होता है। मैं यह नहीं कहती कि इन स्कूलों को बन्द कर दिया जा जाए। जब तक आप अच्छे स्कूल नहीं बनाते तब तक जो अच्छे स्कूल चल रहे हैं उन्हें बन्द करना ठीक नहीं है। लेकिन गांव के स्कूलों का स्टैण्डर्ड भी आप ऊंचा करें तभी देश का भविष्य बनेगा। शिक्षा जैसे विषय पर सबसे ज्यादा बहस होनी चाहिए, इस पर सब से ज्यादा पैसा खर्च होना चाहिए और सब से ज्यादा इसे मान्यता मिलनी चाहिए।

श्री एम० रामगोपाल रेड्डी (निजामाबाद) :
सभापति जी, अभी मैं अपनी बहन का भ्रूषण चुन रहा था। उन्होंने कहा कि उत्तर के लोगों को दक्षिण के लोगों की कोई भाषा सीखनी चाहिए। उत्तर के लोग दक्षिण की कोई भाषा सीखते हैं तो बहुत अच्छा है,

लेकिन अगर नहीं सीखते हैं तो हमें कोई परवाह नहीं है। फिर भी हम हिन्दी सीखने के लिए तैयार हैं। यह कोई व्यापार नहीं है। यह कहना कि थ्री लेंग्वेज फारमूला ठीक नहीं है, यह सही नहीं है। जिसको साउथ में जाकर काम करना होगा उसे साउथ की भाषा सीखनी होगी। इसी तरह से हिन्दी को हर आदमी को सीखना होगा। यूनिवर्सिटी ग्रांट्स कमिशन का सब से पहला काम यह होना चाहिए कि वह सबको हिन्दी सिखाये। दक्षिण के जो लोग हिन्दी का विरोध करते हैं वे राजनीति के कारण विरोध करते हैं। मैं आपको बताऊँ कि मैं एस्टीमेट कमेटी के साथ तमिलनाडु गया था। उस समय इस कमेटी के चेयरमैन श्री भागवत झा आजाद थे। वहाँ पर बहुत बड़ी मीटिंग हुई। भागवत झा साहब अंग्रेजी में भाषण देने लगे। जैसे ही वे अंग्रेजी में बोलने लगे तो सभा में गड़बड़ी हो गई और लोग कहने लगे कि आप तो हिन्दी के कवि हैं, आप हिन्दी में बोलिये। सभा में से एक बच्चा उठा और उसने उनके सारे भाषण का तमिल में तर्जुमा कर दिया। मद्रास में जाकर आप देखें। वहाँ सिनेमा का चार रुपये का टिकट उस सिनेमा के शुरू होने के एक महीने के बाद भी नहीं मिलता है। अगर मेरी यह बात गलत सिद्ध हो जाए तो मैं इस्तीफा देने के लिए तैयार हूँ। हिन्दी पिकचर देखने वहाँ लखनऊ से कोई नहीं जाता है। वहीं के लोग देखते हैं। हिन्दी जानने वाले दक्षिण में बहुत हैं, मद्रास में बहुत हैं। जो यहाँ हिन्दी के बारे में उनको लेकर कहा जा रहा है यह बिल्कुल पोलिटिकल और राजनीतिक दृष्टिकोण से कहा जा रहा है।

राजनीति बहुत हो गई है। मेहरबानी करके शिक्षा में आप राजनीति को न लाएं। आंध्र में छः यूनिवर्सिटियाँ हैं। 1942 में मैंने अंग्रजेशन किया था। आज तक जितने वहाँ इन विश्वविद्यालयों के वाइस चांसलर

[श्री एम० रामगोपाल रेड्डी]

हुए हैं किसी को भी उनके बारे में शिकायत करने का मौका नहीं मिला। अब हर वाइस चांसलर पर कीचड़ उछाली जा रही है। यू जी सी का मुझे भो थोड़ा बहुत तजर्बा है। जितने भी पत्र उनके पास जाते हैं उनका तुरन्त जवाब आ जाता है, ग्रांट फौरन दे दी जाती है, बिल्डिंग फंड देना हो तो फौरन दे दिया जाता है। सब काम वहां ठीक हो रहा है। जवाहरलाल ने यूनिवर्सिटी का भी मुझे तजर्बा है। वहां के वाइस चांसलर के बारे में भी आपको ऐसी बातें नहीं कहनी चाहिए थीं। हमारे विद्यार्थियों में अभी भी बहुत इंडिसिप्लिन है। आप लोग स्वामन्वाह और ज्यादा उनमें इंडिसिप्लिन पैदा कर रहे हैं। पार्लियामेंट में वाइस चांसलर के बारे में इस तरह से गालियां देना अच्छा नहीं है। उनके खिलाफ कुछ कहना हो तो जरूर कहें लेकिन मंत्री जी के चेम्बर में जाकर उनसे कहें। यहाँ भाषण देंगे तो वह चीज पूरी प्रेस में जाएगी। लोग उसको पढ़ेंगे तो अच्छा नहीं होगा। हमारे यहां अंध्र में छः यूनिवर्सिटियों में कोई भी वाइस चांसलर अभी तक खराब नहीं निकला। एक से एक बढ़ कर अच्छा निकला है। नार्थ की यूनिवर्सिटियों में भी कोई खराबी नहीं है। दिल्ली यूनिवर्सिटी का स्टैण्डर्ड पूरे देश की यूनिवर्सिटियों में सब से बढ़ कर है। जवाहरलाल नेहरू यूनिवर्सिटी का स्टैण्डर्ड देश में सब से ऊंचा है। अंध्र के लोग यहां आकर बहुत से पढ़ रहे हैं। यह कहना कि यह और वह खराब हुआ है ठीक नहीं है। अगर कुछ खराब हुआ है तो हम लोगों का दिमाग खराब हुआ है।

16.58 hrs.

[MR. SPEAKER in the Chair]

THE MINISTER OF EDUCATION
SOCIAL WELFARE AND CULTURE
(DR. PRATAP CHANDRA CHUN-
DER): Mr. Speaker, Sir, when I

moved this Motion, I did not take any time in any introductory speech because I wanted to listen to the observations of the hon. Members. In fact, this report is for the year 1975-76 and it does not relate to the period that this present Government has been in power and I have been in-charge of the Ministry of Education. In fact, I am holding somebody else's baby; the baby may be good, beautiful or it may be ugly, but it depends on the attitude of the onlooker. Everybody looks at his own baby as good and beautiful and not at the other's.

Anyway, there are certain matters in this report, which actually deal with certain principles which have to be scrutinised by this august House and through this scrutiny, the present Ministry may find some guidelines. That is why, I consider this report to be very important and the discussions that have taken place are certainly of a great magnitude.

In course of the discussion, I am rather sorry to find that some extraneous matters have been brought in, but as they are of somewhat important nature, I should like to deal with them in brief because I do not have much time to deal with the problems of the universities in general, and the university Grants Commission particular. For instance, one hon. Member yesterday pointed out that Maulana Azad's book had some confidential portion; this portion was located in the National Archives and their confidential portion is missing. Now I got it checked up through the Director of archives and the reports to me that this allegation is not true. He says that the packet with the seals intact is still there in the personal custody of the Director of Archives himself. In fact he rushed to the Archives last night to find out whether the allegation which was made here was true or not and he found that the seals were intact. So I assure this hon. Member that the seals are intact...

17.00 hrs.

SHRI VAYALAR RAVI: It was Mr. Janeshwar Mishra. He is not there.

DR. PRATAP CHANDRA CHUN-
DER: . . . and the confidential portion is there.

I would only request hon. Members that whenever they make such allegations concerning my Ministry, they may kindly bring these matters before me first so that I can personally request the officers concerned to check up the point and if they are not satisfied with the answer, only then that matter may be brought before this House. That will certainly save much time for this House and embarrassment for the officers.

Another matter was very forcefully placed before this House by hon. Member, Shri Lakkappa. He was telling us about the difficulties, corruption and other matters concerning the Indian Institute of Management. In fact he was annoyed with me because I had attended the convocation meeting of that institution. Of course, convocation is meant for giving proper honours to the students. It has nothing to do with the internal management of the institution. So, I wanted to meet the students and take part in the convocation. No, while the ceremony was going on, there were certain demonstrations by some outsiders. I am glad to say that I did not find any student participating in that demonstration. So, I met their representative and I have assured them, as I assure this House, that whatever points have been raised are being looked into. In fact, the points which have been raised by the Accounts Department of the Karnataka Government and the discrepancies in accounts which have been found have been referred to the management of the Institute and they are sending us their reply and if we find that any

proper case has been made out, suitable steps will be taken.

I am not in favour of passing judgment against anybody without giving him a hearing. Mr. Speaker, Sir, you have been adorning the Bench of the Supreme Court. You know that we believe in the rule of law and nobody can be punished without being given an opportunity to him of being heard. So, we are going through that process and I hope after we get the reports from the management there, proper action will be taken.

Now, as regards the report itself, we notice that it has given not only the various aspects of the Commission's working during 1975-76 but it has also indicated certain guidelines which are being continued in subsequent years and at the end also we find a large number of appendices from which the condition of university education in general and of certain institutions of higher learning in particular can be obtained.

Hon. Member Shri Mavalankar was right in pointing out the nature of the University Grants Commission. He correctly stated that it will be like a bridge between the government and the universities. In fact, when the University Grants Commission was established, in the preamble we find that its object will be to have co-ordination and determination of standards in the universities and in Section 12 of the University Grants Commission Act we find the functions of the commission very clearly defined. But if we are to judge the success or the failure of the University Grants Commission, then we are to relate its activities to the objects which have been laid down in the statute. When we compare this, we come to the conclusion that by and large the University Grants Commission has

[Dr. Pratap Chandra Chunder]

succeeded in discharging the duty which has been allotted to it. I know there is much scope for improvement. In fact the previous Government also was not satisfied fully with the workings of the University Grants Commission. Therefore, a Review Committee was set up. That Review Committee has completed its deliberation. The report has been prepared and this Report has been placed before the House. If occasion arises, on that report some discussion may be there if the House so desires. It clearly shows that there is certainly scope for improvement in the working of the University Grants Commission. But that does not mean that we should denigrate whatever it has done. It has certainly done much good for our country in bringing up the standard of education at the university level. Of course, there may be some difference of opinion.

Hon. Shri Jyotirmoy Bosu questioned my observation which I made the other day regarding standard of colleges and universities. I said that it simply depends upon the opinion of the individuals concerned. But even then we find that there has been a large advancement in the field of higher education. Appendix I itself shows that upto 146 we had 18 universities and now we have 105 universities (102 universities and afterwards three more were there) mentioned in the list and 9 institutions are deemed to be universities. So, there is a great enlargement of the scope of higher education. Of course, many hon. members criticised that there is a great deal of imbalance. To some extent we may agree with that view that there is imbalance. In fact in the first statement that I made before this august House, I stated that we ought to change the priority to some extent and in course of our discussion in this House on the question of adult education, we noted that now there are about 23 crores of people. I am talking of adults above the age of 15 years who are illiterate. So, that is a very staggering problem and we

should consider it to be a shame on our democracy. If we are to remove this shame, this calumny, then greater emphasis will have to be laid on adult education.

SHRI M. RAM GOPAL REDDY:
On family planning.

DR. PRATAP CHANDRA CHUNDER: We shall certainly try to look into this if this matter was so simple as Shri Reddy suggested. We could then remove all the population and the problems will be changed. We have to look to the realities of the situation. We have, therefore, decided to set up National Board of Adult Education and I am glad to inform the House that I have been having a dialogue with the Planning Commission. This morning I met the Vice Chairman of the Planning Commission to discuss the question of priorities in the coming Sixth Five Year Plan. This is not the first meeting that we would have. We shall certainly have more meetings to find out the priorities and allocation of funds and other matters will have to be dealt with at an appropriate time. So, we have to plan ahead so that proper emphasis might be laid on the parts where the need is the most.

It is also true that there is imbalance between the rural areas and urban areas. It is something of a part of history—historical traditions which we cannot get rid of.

Some hon. Members suggested that we should have rural universities. The suggestion is very good no doubt. But, are we able to have such rural universities in the present socio-economic context?

We are not able to have rural schools in every village not to speak of rural universities. If we have to set up schools in every village or a cluster of villages so that these schools are within the walking distance for our children in the rural areas, that would require an enormous sum and that will certainly have to

be provided by this House when, perhaps, the Sixth Five Year Plan will be discussed at some future date. But, we are not going within the constraints of the Fifth Five Year Plan and, under such constraints, we have to plan our action for the coming one year or a little more than one year. That is the position.

I have already pointed that out earlier, that is, last year, the Standing Committee of the Central Advisory Board of Education clearly mentioned that roughly Rs. 3,300 crores in the Fifth Five Year Plan had been demanded if the present system of education had to be improved. In fact, little more than Rs. 1200 crores only had been allocated so that the Standing Committee had to conclude or admit that the state of education in our country at the end of the Fifth Five Year Plan would be worse than what it was at the beginning. That is the position that we have to face.

In future, with all such constraints we have to note that we are to make the best out of what we have. In that connection, I should certainly try to bear in mind some of the valuable suggestions that have been made.

Hon. Member Shri Ramji Singh wanted that the allocation of funds for universities should be cut down because it is somewhat of an elitist education. I do not know how far that is reflecting the socialist view, I had visited many socialist countries like China, Soviet Union and similar other countries which are ruled by democracy—governed by Labour Party. Nowhere I have found that higher educational institutions have been stopped. In fact, when I visited China, I found that the admissions to higher educational institutions were absolutely limited; they were related to the capability of the students as well as the possibility of getting jobs in future.

Therefore, there is complete man power planning and on the basis of

such man power planning, the admission in universities and higher educational institutions are restricted. Now, nobody can say that China is not a socialist country because it is restricting the higher education and allowing only a limited number of students to study in the higher educational institutions. Similarly, in other socialist countries of the democratic type, as in the case of Great Britain, we find that there are higher educational institutions, there are universities and, in recent times many new universities are being set up. We cannot stop the higher educational institution because that is not real socialism.

According to my comprehension of socialism, it is not a complete egalitarianism, it is not the steam-roller equality that is desirable for the country. It really means equal opportunity to be provided for the people who are capable of going through a particular form of education. Now, if we have that idea of equal opportunity, then, even in the university stage, equal opportunity should be provided for the people who are coming from the backward communities or poorer sections of the community. We find in the pattern of University Education, that point is kept very much in view because we find that provision for scholarships has been made. I know that adequate provisions for scholarships has been made. Perhaps more provisions could have been made. But, visions could have been made. But, still, certain provisions have been made. Similarly, a reference has been made to the scheduled castes and scheduled tribes. Certainly, we find that in the matter of admissions, the topic has been taken up and discussed in greater detail and it has also been examined by the proper authorities and ultimately, we find that the limits have been put to 20 per cent. When the matter was taken up at the forty-second meeting of the Committee on Welfare of Scheduled Castes

[Dr. Pratap Chandra Chunder]

and Scheduled Tribes, it was noted that the principle had not been completely followed.

So, the University Grants Commission in the light of these observations took up this matter in April 1976 and again requested the universities to intimate the present position regarding reservation of seats in the light of instructions issued by the Government of India. Now the position as obtaining in 110 universities from which replies have been received is as follows:

49 universities are observing strictly instructions issued by the Government of India in the matter. Of these, 19 universities have indicated the provision for relaxation of 5 per cent marks for students belonging to Scheduled Castes and Scheduled Tribes. In 45 universities the reservations of seats for students belonging to Scheduled Castes and Scheduled Tribes vary from 3 per cent to 33 per cent. So, you see the average is somewhat coming nearer, but as has already been indicated, 16 universities have not provided for reservation of seats for candidates belonging to Scheduled Castes and Scheduled Tribes. But they have also indicated that no difficulties are being experienced by students belonging to these categories for admission to various courses in these universities. So, the University Grants Commission is very much conscious of this fact and it is trying to impress upon the universities that proper facilities must be given to students belonging to Scheduled Castes and Scheduled Tribes.

SHRI VAYALAR RAVI: The hon. Minister has mentioned about the representation of the Scheduled Castes and the Scheduled Tribes. I believe that is not satisfactory. Do you agree?

DR. PRATAP CHANDRA CHUNDER: I have said that there is always scope for improvement. In fact sometimes we find the difficulties even in regard to the allotment of seats.

Yesterday, Shrimati Goswami in Bengali cited certain statements and

findings of somebody in the Tata Institute. She spoke in Bengali and many hon. Members possibly did not understand. But that is also a serious problem. The problem is that where in such technical institutions and higher institutions provisions made for students of Scheduled Castes and Scheduled Tribes, and this particularly relates to the Institutes of Technology or such institutions of technical education, we find that these students are not coming up to the standards prescribed for them. Therefore, even when they are admitted, they cannot keep pace with the method of teaching. So, this generates a sense of frustration, and just to avoid that, I had called a meeting of the representatives of the Scheduled Castes and Scheduled Tribes Commissioner and the Directors of the IITs the other day and we are just thinking as to how to meet this problem. So we are thinking of giving special instructions to these students and find out some other remedy whereby these frustrations can be removed. I am citing these institutions to show that the provision may not be quite satisfactory, but there are some backlogs in our learning process which cannot be cured only in a few years time; it will take some time and this sector will have to be fostered and nurtured with the greatest degree of care that is available both at the hands of the UGC and at the hands of the authorities of the different universities and colleges.

That is with regard to the Scheduled Castes and Scheduled Tribes. I agree with the hon. Members that the position may not be very bright, but at least the problem is known and the problem is sought to be attacked from all angles possible on the part of the Government. I would certainly expect that the hon. Members will give us suggestions as to how to tackle the specific problems which arise with regard to this category of students.

SHRI B. RACHAIAH (Chamarajanagar): The Scheduled Castes and

Scheduled Tribes students are finding it difficult in following the courses in which they are admitted. In certain universities they take the total number of seats available and they make some reservations and then they admit the Scheduled Castes and Scheduled Tribes candidates to the courses for which they do not want to get admission. There are research workers, there are trained workers who can train them and make them suitable to enroll themselves for these technical courses. When you have higher qualification, for educating them as staff members naturally they require some training.

DR. PRATAP CHANDRA CHUNDER: I have understood the problem of the hon. Member and I have already told the House that special care is being taken so that they may be given special coaching. I am sorry I will not be able to meet many of the important points that have been raised; my time is running out and kindly bear with me for only ten minutes more because at 5.30 I have to close. We had general comments on growth of student enrolment. Many hon. members have made the point that there is reduction in the process. When we have noted that, some hon. Members think that it is a type of elitist education. Others say that there should be expansion of its scope. We should like to have a via media between the two. Instead of having more burden on the universities and colleges connected with them, efforts have been made to introduce non formal education and to make use of modern mass media and instruments of mass communication. We have correspondence courses. Some hon. Members rightly referred to the increase in the number of students in correspondence courses. In some universities radio and television are being used for this purpose. The idea of an open university is being examined for this purpose. We may come to a point when such an open university may be a reality. At least some steps are being taken in one university, Karnataka University and

you, Mr. Speaker, know very well that certain latitude had been given to the students who did not have their examinations in the earlier stages. We are examining the possibility of having open universities. At the present moment we are laying great stress on correspondence courses and through that we can reach a larger number of students.

In this connection the problem of Delhi University had been raised. The problem of admission is not a new problem. We have this problem every year but this year perhaps the problem has been acute. Before university admissions started, I had a meeting with the Vice Chancellor of the Delhi University in the presence of some hon. Members of this House who represent the Delhi constituencies and also the chief executive councillor of the Delhi Administration. We discussed the problem and we have indicated the guidelines to accommodate the large number of students who try to seek admission in various courses for this year. It has been indicated that there must not be any reduction in actual admission. The target was put at 33,000 last year; this should remain. It has also been decided to admit 10 per cent more students over and above to cover the dropouts. Additional 1000 seats have been provided in the regular colleges by permitting some colleges to start additional honours and pass courses in popular subjects. Seats have been increased by 1500 in the school of correspondence course and by 500 in the non-collegiate women's education course. The question of starting B. Com. (Hons.) course in the school of correspondence course is under consideration. After having provided additional seats as mentioned above, if it is found that still more seats are needed for more admissions, it is proposed to open evening classes in the existing colleges. The real problem is that perhaps after two years there may not be so much pressure for admission; because of the 10 plus 2 plus 3 system the number of students seeking admission in Delhi colleges

[Dr. Pratap Chander Chunder] may be reduced and if we open new colleges immediately they may not be viable. That is why it has been proposed to open evening classes in the existing colleges to meet the immediate problem.

About colleges in rural areas, unfortunately the picture is somewhat bleak because there are already existing colleges in rural areas in many parts of the country, but they have not been viable. The other day I had a discussion with the Maharashtra Education Minister and I have also been getting reports from the States through the newspapers. We find in rural areas there are certain intermediate and other colleges where the admissions have been so low that they are not able to make both ends meet.

SHRI M. RAM GOPAL REDDY: So far as rural area is concerned, please go to Manipal and see how it has developed economically.

DR. PRATAP CHANDRA CHUNDER: There are exceptional cases. Exception only proves the rule. The difficulty is, in some cases the system is not viable. The main difficulty has been created by the sudden imposition of the 10+2+3 system. We have noted that the Kothari Commission wanted this to be spread over 20 years, but the previous government tried to impose it all of a sudden. That has created some difficulty in large parts of the country. Many States have not adopted it. Others have adopted it in principle, but they cannot properly work it out. The result is, the +2 stage is located in schools where they do not have laboratories and other facilities, whereas the colleges which already have such facilities are starving for want of admission. Therefore, we are reverting to the suggestion of the national policy on education, which was adopted by this House in 1968, i.e. +2 stage may be located either in the school or in the college or in both according to local conditions. That will somehow solve the imme-

mediate problem, but it will not be a long-term solution. So, we are now having an exercise in looking into this system as a whole. As I said during my speech on the budget demands, a high-powered committee has been set up for looking into the content.

An hon. member referred to new mathematics, the syllabus etc. I am quite aware of it and I have been myself fighting against this particular new mathematics subject. It may be made optional. It was said by him that it had been borrowed from the USA. I might inform him that the USA more or less borrowed it from Soviet Russia. In the USA, now there is second thinking and they are trying to avoid new mathematics. We are also having a new look at the problems of new mathematics. It may remain as an additional subject. A special committee is looking into the matter.

Similarly, in regard to the +3 stage also, we know that there is the problem of the 2 year degree college, 3 year degree college and so on. It will have to be looked into very carefully and we have therefore called a meeting of the Education Ministers of the different States. This meeting will be held for 2 days, on 10th and 11th August next. Problems relating to education in general will be discussed. Naturally, problems of university education and higher education also will be discussed there.

I would conclude by appealing to the hon. members not to confuse the issue when we are discussing the problems of education. Each one of us has sworn by our Constitution, under which Education is still a State subject, although in the 42nd amendment, it has been brought into the current list. As I explained earlier, the Janata Party is committed to do away with the 42nd amendment. What will happen then I do not know. We should consider that later. But for the time being, unless and until, we pass any law here, we cannot deal with a topic which comes

within the scope of the States. Therefore, we have to take the States into confidence. In whatever improvement we would like to make in the field of education, we have to get the support of the States and their willing cooperation. And there cannot be any quarrel between the State and the Centre, whether in the case of language, university education or school education. We have, therefore, called a meeting of the Education Ministers to discuss the matter.

Before I conclude, I would like to mention one point with regard to the so-called imbalance in provision of grants between the Central universities and State universities. Hon. Members must remember that the Central universities are wholly financed by the University Grants Commission. Their day-to-day expenses as well as development expenses—everything—will have to be provided by the UGC, whereas in respect of State universities, there is a provision for matching grant, and then again, UGC gives development grants, but the recurring expenses are either met by the funds of the university and by those provided by the State Government. So, what is mentioned in the report here, does not actually reflect what amounts are being spent by the universities at the State level. Much more is being spent there, because States are providing funds to these universities. That should be borne in mind. Then again, the figures with regard to JNU or to the Delhi University may not be very correct, in their reflection of the real state of affairs. Much of the expenditure which has been criticized by the hon. Members was for the establishment of the university itself, and the construction of its houses, hostels etc. If we divide this by the number of students it would not really reflect the proper state of affairs. So we should not make that comparison.

I would like to draw the attention of the hon. Members to Appendix XII of this report from where it will

be found that under the tentative allocations indicated to the universities and institutions deemed to be universities for the 5th Plan, many of them have been clubbed together with State universities. In one column we get Rs. 50 lakhs for Kashi Vidyapeeth, K. S. Vishwa Vidyalaya at Dharbanga, Sampurnanand Sanskrit Vishwa Vidyalaya and so on. Similarly we find allocations of Rs. 75 lakhs and Rs. 1 crore for Agra and Annamalai universities, and A. P. Singh institution at Berhampur. In this way, it is shown that some of these universities were receiving amounts . . .

MR. SPEAKER: You have already encroached upon the time of the Half-Hour Discussion.

DR. PRATAP CHANDRA CHUNDER: I would like to sit down now; I thank the hon. Members for the suggestions that they have made. They will have utmost consideration on our part.

PROF. DILIP CHAKRAVARTY: Before the Education Minister concludes, I would like him to say something about the implementation of the UGC pay-scales in all these cases and about ensuring monthly pay-packets to the teachers, without which education becomes meaningless. He has mentioned nothing about it. This problem was raised, as also the problem about corruption going on in some of the Central universities.

✓ 17.34 hrs.

RESIGNATION BY MEMBER

MR. SPEAKER: I have to inform the House that I have received a letter dated the 21st July, 1977 from Shri N. Sanjiva Reddy, an elected Member from Nandyal constituency of Andhra Pradesh, resigning his seat in Lok Sabha. Although it is not the practice to inform the House of the reasons for resignation, in this particular case, I am happy to inform the House that he has resigned his seat in Lok Sabha in view of his election