

have to be done. There is some difficulty, I think, because certain parts have to be implemented by the State Government.

I may inform the House that Justice Bhagwati, father of the present Judge of the Supreme Court had submitted a report to the Bombay Government about legal aid. That came to the Government of India on the basis of that report, the Government of India had sent a circular suggesting to the State Governments that legal aid should be given because administration of law and justice is a State subject. Thereafter, the present Mr. Justice Bhagwati who is now in the Supreme Court as Chief Justice of the Gujarat High Court prepared a comprehensive report about legal aid and he has enforced it in one taluk in each District in Gujarat. I have discussed the whole matter with him. He also appeared before the committee and advised the committee and after considering all these aspects, the committee has submitted a report. As I submitted, it is a voluminous report. It is under examination. As soon as the examination is over, that part which has to be implemented by the Central Government will have to be taken up by the Central Government and those parts for which the State Governments are responsible will be sent to them and an effort will be made to comply with and see that the legal aid is given to persons who are in need of it.

Sir, I once again thank the hon. Members for their support and request that the Bill be accepted by the House unanimously.

MR. CHAIRMAN: The question is:

"That the Bill further to amend the Code of Civil Procedure, 1908, as passed by Rajya Sabha, be taken into consideration."

The motion was adopted.

MR. CHAIRMAN: There are no amendments. I will put all the clause to the vote of the House.

The question is:

"That Clauses 2 to 4, Clause 1, the Enacting Formula and the Title stand part of the Bill."

The motion was adopted.

Clauses 2 to 4, Clause 1 the Enacting formula and the Title were added to the Bill.

SHRI NITIRAJ SINGH CHAUDHARY: I move:

"That the Bill be passed"

MR. CHAIRMAN: The question is:

"That the Bill be passed"

The motion was adopted

16.14 hrs.

MOTION RE. ANNUAL REPORTS OF UNIVERSITY GRANTS COMMISSION FOR 1970-71 AND 1971-72

MR. CHAIRMAN: Now the House will take up the consideration of the Annual Reports of the University Grants Commission for 1970-71 and 1971-72 for which the time allotted is four hours.

The hon. Minister.

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN): I beg to move:

"That this House do consider the Annual Reports of the University Grants Commission for the years 1970-71 and 1971-72, laid on the Table of the House on the 1st June, 1972 and 13th August, 1973, respectively."

It was exactly two years ago to-date, on the 19th November 1971 that I had the honour to move a similar resolution before this hon. House in respect of the Report of the University

[Prof. S. Nurul Hasan]

Grants Commission for the year 1969-70. I deeply regret that I was not able to secure the guidance of the hon. House and to know the suggestions of the hon. Member with regard to the functioning of the University Grants Commission last year. The Annual Report for the year 1970-71 was received by the Ministry in May, 1972 and the required number of copies were sent to Lok Sabha on May 31, 1972. These were tabled in the House on June 1, 1972. Notices for consideration of the Report were sent on August, 1972, November, 1972- February 1973 July 1973 and November 1973.

SHRI P. G. MAVALANKAR (Ahmedabad): On a point of order, Sir, I am sorry to say this, but I would like my esteemed friend the Minister of Education to say what he wants to say before at least a duly constituted House. We are not even 20 Members present here. On an important subject like this when we are discussing matters relating to higher education and development of this nation, we should have a strength of at least 53 Members. I request that you may kindly order for quorum bell to be rung.

MR. CHAIRMAN: Quorum bell is being rung.

Now there is quorum. He may continue.

PROF. S. NURUL HASAN: I was submitting that I sent notices for the consideration of the Report at the beginning of every session of this House since then. But unfortunately it was not possible for the honourable House to give it time for consideration. Therefore the two reports are taken up for consideration together. Since I came to the House regarding the report of the University Grants Commission last time the Chairman of the University Grants Commission Dr. D. S. Kothari and his colleagues have retired. I

would therefore like to take this opportunity of paying my tributes to Dr. D. S. Kothari for the distinction with which he served the cause of higher education in the country and the manner in which he raised the prestige of the University Grants Commission. I would also like to pay a tribute to the Members of the Commission and to the officers of the Commission who have tried to cope with an extremely difficult problem, namely, on the one hand the number of student, the number of colleges, and the number of universities has been going up and on the other hand it was not possible for the Government to place before the Commission adequate funds, so that they could discharge their duties properly.

I would not like to make a speech at this stage, but I would like to hear the views of the hon. Members and, at the end of the discussion, I shall make some observations.

SHRI BIREN DUTTA (Tripura West): Mr. Chairman, Sir, while participating in this discussion the first thing that I have to say is that the University Grants Commission has failed to advance proper direction and guidance for the development of our mother tongues. It makes me sad to say that except our country all other countries in the world have earned the right to use their mother tongues in all fields of scientific and technical studies. They are conducting research in various fields through the medium of their own mother tongue. But in a country like India which can boast of a very old civilisation and a rich cultural heritage, there is no proper opportunities for the people speaking different languages to progress in various fields of technical and scientific studies through their own mother tongue. The Government has not paid enough attention to this aspect. Sir, the present system of education was not founded

*The original speech was delivered in Bengali.

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with the object of helping our people to progress in various fields of education. This was founded by the British Imperialists with the primary object of creating a class of people who will serve their interests and with the object of using this close to suppress and subjugate the people speaking different languages. This philosophy of the British imperialists who devised the present system of education has been mentioned by Prof. Nurul Hasan himself in many of his speeches. In spite of that the same system of education is being continued today with the same object of creating and maintaining different classes of people. The primary responsibility of providing opportunities to the people speaking different languages to study in their own mother tongue has been totally neglected by the Government. We can boast that the number of colleges have gone up. Even this report says that in comparison with the last report, 744 more colleges have been established to impart education in art, science and commerce. 45 new colleges have also been established for medical education. But Sir, in spite of so many new colleges being established have the people speaking different languages become more keen and anxious for higher education. Not at all. On the other hand, we find that a great anarchy and disillusion prevails in the matter of securing admission to the various educational institutions and also in the field of getting opportunities for advancement after finishing education. There are very little opportunities for all the students to establish themselves properly in life. We increase the amount of grants etc., and increase the number of colleges but what is the result? Instead of progressing in the sphere of education and creating a good and healthy climate for education we only find that anarchy and unrest is spreading every day in all the educational institutions. Even today perhaps the students of Delhi University have given a strike notice. In West Bengal the students have

burnt and destroyed even libraries and laboratories. Why is it so? If the education was based on sound and well thought foundations the students would not have adopted to destroy their own future by destroying these libraries and laboratories etc., they would never have thought of taking such steps if the education policy was on sound foundations. They cannot abandon this system of education as no other course is available to them. At the same time, after receiving education under the present system, the students find themselves faced with utter frustration and they are totally disillusioned.

In this report it has been stated that more funds are being allocated to colleges and universities for constructing more hostels. But if we look to the ratio between the number of students and the number of hostels what do we find. There are many hostels in Calcutta which are said to be veritable hells. They are in very bad shape and may collapse at any time. The problem of getting admission in various institutions is very acute. Have we been able to solve it through the grants of the U.G.C.? In the matter of getting admission the sons and daughters of the rich people are only considered to be fit under the present system of education. The poor people have no place here. Only those students who have money, high connections and other advantages can gain admission to good colleges. But the poor students are denied admission to good institutions however brilliant they may be in studies. The U.G.C. had recommended at one place and they deserve our thanks for this, that in the matter of running the University administration the cooperation and participation of the students should be obtained. This was a very noble counsel. But how is that counsel being implemented! In West Bengal we have seen that the ‘Chhatra Parishad’ is invited to participate in the University administration. But if there

[Shri Biren Dutta]

is another organisation of the students who are either independent of subscribe to any other ideology, they will not find any place and will be neglected. Actually this is not being done for the real purpose advancement of education or a better climate for education. This sort of politics is spreading to other states also, where the students subscribing to the ideology of the authorities are only allowed to participate in the University administration. At every stage of education like, drawing the syllabus and curriculum, prescribing books, providing accommodation etc. the real representatives of the students should have been consulted. That would have helped to reduce to a great extent the disturbances and unrest that we find today among the students. But that is not being sincerely done. The students should be represented on the admission committees. For appointment of teachers, the teachers should also be represented. Here also we have failed to make much headway. The education policy requires some fundamental changes to reorganise the same on sound footing. Even those steps that were assured will be taken by the hon. Minister in this direction have not yet been implemented. Had they been implemented, we would have made some headway in making our education people-oriented in future. I would request the hon. Minister to pay attention to this. Sir, we have some special problems in a backward area like Tripura. In Tripura there are colleges but they are affiliated to the Calcutta University. In the colleges in Tripura were allowed autonomous status and were equipped to provide education in scientific subjects and post-graduate courses, many students could benefit from that. But no such facilities are being provided. There is no provision for medical or legal education in Tripura. The Government is speaking about development of backward areas. Some in-

dustries are also sought to be established in the backward areas. In this atmosphere I had expected that the U.G.C. would also come forward with special plans for development of educational facilities in the backward areas. But I am frankly disappointed in this regard. In the end I will say that unless effort is made to reorganise the present system of education from the roots, we will be faced with an explosive situation in the near future. In West Bengal such a chaotic situation has been created that students after reaching class X find that proper syllabus has not been drawn and books are not available. Their future courses are uncertain. The teachers, the students and their parents are all panicky and disillusioned. These type of uncertainties should be removed immediately. With that I conclude my speech.

श्री सधाकर पांडे (बंदीली) : समापति महोदय, विश्वविद्यालय अनुदान आयोग के पद-धिकारियों, कार्यकर्ताओं तथा शिक्षा मंत्री महोदय को उनके सहायों के लिये मैं वशई देता हूँ। शिक्षा की समस्या राष्ट्रीय समस्या है और सभी लोग शिक्षा में आये दिन क्रान्ति की बात करते हैं सभी पक्षों के लोग करते हैं किन्तु शिक्षा की क्या दशा हो, क्या भावी रूपरेखा होगी गत वर्षों में विश्वविद्यालय अनुदान आयोग ने ही सितमिने के साथ इस सम्बन्ध में कुछ विचार किया है। उनमें से बहुत विचार कान्तिदर्शी रहे हैं, क्रान्तिकारी भले ही न रहे हों लेकिन सबसे बड़ी समस्या है जो इन रिपोर्ट को पढ़ने से पता चलता है धन के अभाव की ल.मी सबके ऊपर सवारी कर बैठी है। साधन के अभाव में सिद्धि की सरस्वती विलुप्त हो गई है तथा कोई

रास्ता दिखाई नहीं पड़ता है कि किस प्रकार शिक्षा के क्षेत्र में क्रान्तिकारी उन्नयन किया जाये। जहां भी कटौती करनी होती है, जब भी कटौती करनी होती है तो दुर्गा के मन्दिर में बलि का बकरा बेचारा शिक्षा विभाग बनता है और उसी की बलि चढ़ाई जाती है। सारी चीजों के भाव बढ़ गये हैं किन्तु आदमी बनाने का जो साधन है उसका भाव गिर गया है और उसके वाद भी हम प्रगति की बात करते हैं और चाहते हैं कि अधिक गति से प्रगति करेंगे—मैं समझता हूं यह विडम्बना मात्र है, वस्तु-स्थिति नहीं है।

पिछले समय जब बहस हो रही थी मैंने मुक्त विश्वविद्यालय, (प्रोपेन यूनि-वर्सिटी) के सम्बन्ध में चर्चा की थी और मुझे संतोष है कि उस क्षेत्र में शिक्षा मंत्रालय काम कर रहा है किन्तु गति बड़ी मंथर है। इस मंथर गति से शिक्षा के क्षेत्र में क्रान्ति करने की बात अगर सोची जाये तो वह एक स्वप्न होगा जिसको साकार करने में कम से कम नरुलहसन साहब और मेरा जीवन समर्थ नहीं होगा, आने वाली पीढ़ियां उसका दर्शन करेंगी किन्तु तब तक शिक्षा बहुत आगे बढ़ जायेगा और हम पिछड़े के पिछड़े ही रह जायेंगे। पिछले समय जब मैंने चर्चा की थी तो वर्कर्स यूनिवर्सिटी की बात कही थी परन्तु उसके सम्बन्ध में शायद कोई काम नहीं हुआ। मैं मानता हूं कि वर्कर्स यूनिवर्सिटी की आवश्यकता जितनी इस देश को है वह शायद कम ही देशों को होगी। यहां पर

वर्कर्स यूनिवर्सिटी के क्षेत्र में भी शीघ्र काम किया जाना चाहिए।

जहां तक पिछड़े क्षेत्रों का सम्बन्ध है, वैसे तो सभी क्षेत्रों में पिछड़े हुए क्षेत्र हैं किन्तु जब शिक्षा की बात आती है तो शिक्षा के क्षेत्र में कोई भी पिछड़ा हुआ क्षेत्र शिक्षा मंत्रालय की दृष्टि में नहीं है। सभी क्षेत्रों को समान रूप से या अद्वैतवादी रूप से नूरुलहसन साहब देखते हैं। एक क्षेत्र में जहां सैकड़ों मील तक कोई डिग्री कालेज नहीं है और दूसरे क्षेत्र में जहां एक मील पर डिग्री कालेज है, दोनों के लिए अनुदान की शर्तें एक हैं। जहां पर शिक्षा 80 प्रतिशत है उनके बारे में भी वही नियम है और जिनके यहां शिक्षा दो प्रतिशत भी नहीं है उन क्षेत्रों में भी यू० जी० सी० और शिक्षा मंत्रालय के नियम एक हैं। मैं निवेदन करूंगा कि जो क्षेत्र पिछड़े हुए हैं शिक्षा के क्षेत्र में उनको अपने नियमों से बंधनमुक्त करिये क्योंकि नियम आदमी के लिए हैं, आदमी नियम के लिए नहीं है। आपके मंत्रालय में नियम के लिए आदमी है यह वही स्थिति है जिसको यदि कहा जाये कि बड़ी भारी विडम्बना है तो कोई अत्युक्ति नहीं होगी।

उच्च शिक्षा की जब बात आती है तो यह देख कर मुझे आश्चर्य होता है कि हमारे पी० एच० डी० प्राइमरी पाठशालाओं में पढ़ा रहे हैं। एम० ए० में जितने विद्यार्थी नहीं पढ़ते हैं मानव की विषयों में उससे अधिक रिसर्च स्कालर्स हैं। हिन्दी का मुझे ज्ञान है, हजारों रिसर्च स्कालर्स यूनिवर्सिटियों में

[श्री सुधाकर पांडे]

पड़े हुए हैं और जो खोज कर रहे हैं, यदि खोज न करें तो शायद ज्ञान का सत्य बचा रह जाये किन्तु उनके प्रबन्ध के पहले वाक्य से अंतिम वाक्य तक कितना उसमें शुद्ध है उसे न तो परीक्षक देखता है न गाइड देख पाता है। उपाधिक सम्बन्ध नौकरी से जोड़ देने के कारण एक विडंबना हो गई है। मैं चाहता हूँ कि डिग्रियों को सब नौकरियों से अलग करने की व्यवस्था के सम्बन्ध में यू०जी०सी०को कुछ सोचना चाहिये क्योंकि अगर पी० एच० डी० नहीं होगी तो उस वक्त तक विश्वविद्यालय में नौकरी नहीं मिलेगी चाहे एम०ए० और बी०ए० प्रथम श्रेणी में ही क्यों न पास किया हुआ हो। बी०ए० और एम०ए० की परीक्षाएँ कैसे होती हैं यह नुरुलहसन साहब भी जानते हैं और मैं भी जानता हूँ। जो विभाग का अध्यक्ष है वह जिस को चाहेगा वह प्रथम श्रेणी में पास हो जाएगा। यह बड़ी भारी विडम्बना है कि प्रोफेसरों के लड़के तथा लड़कियाँ सारे हिन्दुस्तान में प्रथम श्रेणी में पास होते हैं, अगर कोई होता है तो यही होते हैं। भगवान को ऐसी प्रतिभा सब को उपलब्ध हो। कुछ और लोग हैं जो पढ़ते लिखते हैं। पर प्रथम श्रेणी उन्हें नसीब नहीं। मैं समझता हूँ कि परीक्षा में भी सुधार करने की आवश्यकता है। मैं तो यह मानता हूँ कि हाई स्कूल पास करना आज के युग में बड़ा कठिन है लेकिन एम०ए० पास करना बड़ा आसान और सरल है।

साथ ही आप देखें कि आज पाठ्यक्रमों

का जो बोझ है वह बहुत ज्यादा है। अगर सारी किताबों को पाठ्यक्रमों की उठा कर ले जाना हो तो उनको उठा कर ले जाना भी मुश्किल होगा। नोट्स के आधार पर आज पढ़ाई इस लिए हो रही है, टीचर्स भी नोट्स के आधार पर पढ़ा रहे हैं और लड़के भी उनके आधार पर पढ़ रहे हैं। परीक्षाएँ भी नोट्स के आधार पर दी जा रही हैं। नकल के लिए परीक्षा भवनों में ले जाए गए बंडल जब पकड़े जाते हैं उन में भी वही नोट्स होते हैं जो 24 घंटे में पास कराने के लिए बने हुए होते हैं। सिलबस का जो बोझ है, पाठ्यक्रमों का जो बोझ है इसको भी आप कम करें। थोड़ा ही पढ़ाएं लेकिन पूरा पढ़ाएं, बहुत अधिक न पढ़ाएं, जितना पढ़ाएं सही पढ़ाएं।

जो किताबें विदेशों में छपती हैं उनको आप बड़ी सहायता करते हैं उनके आप सस्ते संस्करण छपवा देते हैं किन्तु जो टैक्सट बुक्स इस देश में छपती हैं और जिनके दाम पहले पांच रुपये हुआ करते थे वे आज पंद्रह रुपये की हो गई हैं। विद्यार्थी वहाँ से उनको खरीद सकते हैं। इसके वारे में भी आपको कुछ सोचना होगा। मेरा नागरी प्रचारिणी सभा से कुछ सम्बन्ध है। मुझ मालूम है जो किताब पहले आठ रुपये में मिलती थी आज 24 रुपये में कम उसका लागत मूल्य नहीं पड़ता। अमरीका में या रूस में जो किताब छपती है उसके सस्ते संस्करण आप छपवा रहे हैं। मैं जानना चाहता हूँ कि आपने यहाँ छपी हुई

कितारों के भी आप मन्ने संस्करण क्यों नहीं छत्रवाने हैं ? मेरे पूर्व वक्ता ने बताया है कि मातृभाषा में शिक्षा की व्यवस्था होनी चाहिये । सिद्धान्ततः तो इपको हर कोई स्वीकार करता है कि मातृभाषा में शिक्षा दी जानी चाहिये । किन्तु मेरा विश्वास है कि यू०जी०सी० में एक भी ऐसा सदस्य नहीं है जो अपनी मातृभाषा में पढ़ा सके । जब वह अपनी मातृभाषा में नहीं पढ़ा सकता है तो कैसे इसकी कल्पना की जा सकती है कि हिन्दी या बंगला या गुजराती के माध्यम से पढ़ाई भी सम्भव हो सकती है । मैं सुझाव देना चाहता हूँ कि जब यू०जी०सी० की नई संरचना हो तो उस में ऐसे नवयुवकों को भी आप रखें जिन्होंने अपनी भाषा के माध्यम से पढ़ा हो और जो मातृभाषा के माध्यम से पढ़ा सकते हों ।

एक बड़े अनाचार की ओर मैं आपका ध्यान आकर्षित करना चाहता हूँ । आपके नव्वे प्रतिगत लड़के डिग्री कालेजों या एफिलिएटिड कालेजों में पढ़ते हैं । उनको ग्रान्ट शायद दस बारह या ज्यादा से ज्यादा पंद्रह प्रतिगत दी जाती है । मैं इसको जोड़ नहीं सका हूँ । लेकिन इनने वह अधिक नहीं होगी । यह बड़ी भारी ज्यादाती है । उनकी मुविद्याओं और उनकी तनख्वाहों में भी आप बड़ा भेदभाव करते हैं ।

इसी तरह से केन्द्रीय विश्वविद्यालयों के एफिलिएटिड कालेजों में भी आप दोहरी नीति बरतते हैं । दिल्ली विश्वविद्यालय से जो कालेज एफिलिएटिड हैं उनमें काम 2184 LS—11

करने वाले टीचर्स को तो बड़ी मुविद्याये तथा तनख्वाहें देते हैं किन्तु काशी हिन्दू विश्वविद्यालय के जो एफिलिएटिड कालेज हैं उन बच्चरों की क्या दृगति है इसको आप देखें । उनको उत्तर प्रदेश के ग्रेड मिलने हैं उनकी नौकरी की सुरक्षा उस प्रकार की नहीं है जिस प्रकार की काशी विश्व विद्यालय में काम करने वाले टीचरों आदि की है, उनकी नौकरी की सुरक्षा की व्यवस्था करें जो कालेज जिस यूनिवर्सिटी से एफिलिएटिड हैं उन में काम करने वाले टीचर्स को भी वही मुविद्याये आदि मिलनी चाहिये जो उस यूनिवर्सिटी के टीचर्स को मिलती है ।

पिछले अवसर पर मैंने डीम्ड विश्वविद्यालयों की चर्चा की थी । उन बच्चरों को आप मुक्त करें और प्रान्तीय सरकारों से कहें कि उनको वे यूनिवर्सिटियां बना दें । या फिर डीम्ड नाम बदल कर उनका कोई ऐसा नाम आप रखें जिससे यह तो मालूम पड़े कि वे कम से कम पूरे आदमी तो हैं । ऐसा नहीं दिखाई पड़ना चाहिये कि वे कटे हुए या टूटे हुए हैं । या संतप्त हैं । वे भी वही शिक्षा देते हैं जो दूसरे विश्वविद्यालय देते हैं ।

मैं यह भी चाहता हूँ कि आप अधिक से अधिक स्वायत्तशासी कालेज खोलें जो अपनी डिग्रियां दे सकें । आपकी डिग्रियों का मूल्य बराबर गिरता जा रहा है । एफिलिएटिड कालेजों के रिजल्ट यूनिवर्सिटी से अच्छे होने हैं । यहां के लड़के भी प्रथम श्रेणी में आते हैं । मुझे काशी हिन्दू विश्वविद्यालय का अनुभव है । दिल्ली के विश्व

[श्री सुधाकर पांडे]

विद्यालय का भी यही अनुभव है। इस वास्ते क्यों नहीं आप उनको बढ़ावा देते हैं ? क्यों यूनिवर्सिटी में देश की सारी सम्पदा आप केन्द्रित कर देना चाहते हैं।

आप लगभग 3 करोड़ 60 लाख रुपया देते हैं दिल्ली के एफिलिटिड कालेजों को और सारे देश के कालेजों को आप केवल नौ करोड़ ही देते हैं। यह कौन सा न्याय है, कौन सा समतावादी का सिद्धान्त है। आप इनके साथ भी न्याय करने को सोचें और थोड़ा थोड़ा इस दिशा में पग बढ़ाएं।

मैं श्री नुसलहसन साहब की मार्फत केन्द्रीय सरकार से अनुरोध करना चाहता हूँ कि आप रोटी दाल में कटीती कर लें लेकिन शिक्षा की मद में कटीती न करें। अगर आपने ऐसा किया तो जैसा मेरे मित्र ने बताया ये विश्वविद्यालय पढ़ने के अड्डे नहीं रह जाएंगे बल्कि उत्पात के अड्डे होंगे और इन में लोग जिम तरह से हिस्सा अदा करते रहे हैं करते रहेंगे और इसी तरह से उत्पात करते रहेंगे। भविष्य का बोझ बहुत बड़ा है और यह बोझ शिक्षा के माध्यम से ही उठाया जा सकता है, किसी और प्रकार से नहीं।

इन शब्दों के साथ मैं यू०जी०सी० के सत्कार्यों की प्रशंसा करता हूँ और विश्वास करता हूँ कि इसके कार्यों में गति आएगी।

SHRI SURENDRA MOHANTY (Kendrapara): Sir, going through the report of the University Grants

Commission for 1971-72, I find a sense of frustration and despondence looms over it. Before I offer my remarks on the report, I would like to draw the attention of the minister to one of the penultimate paragraphs at page 42 of the report:

“In recent years, there have been serious disturbances in some institutions involving violence, clashes with the police, burning of buses and cinema houses, walk-out from class rooms and examination halls, etc. These are due to a variety of causes, e.g., the uncertain future facing the educated unemployed leading to a sense of frustration, the mechanical and unsatisfactory nature of some curricular programmes, inadequate facilities for teaching and learning, poor student-teacher contacts, want of imagination and tact combined with firmness on the part of authorities, increasing polarisation between teachers, students and administration and the influence of socio-political conditions on the university system.”

Exactly for obviating all these ills which have crept into our academic system and to give a new dimension to our academic life, the UGC had come into existence. In all humility and without the least fear of contradiction, I make bold to say, the UGC has not achieved any of the objectives, barring giving doles and grants and that too in a very inequitable manner between institutions and institutions, between universities and universities. A time has come when there should be really hard thinking whether we are going to have an institution like the UGC or do away with it. If we want to have it, certainly it must serve its purpose. I remember to have read sometime back one of the members of the UGC making a grievance in public that a university like Toronto in Canada has more funds at its disposal than the entire UGC of India. Whenever we go

through the report, we find grandiloquent plans and schemes are being bandied about right from the minister to the members of the UGC and I have sampled a few of them. One of these plans was a dual media plan for the universities. It is true that 60 universities in this country are imparting their degree courses in the regional language. I am one of the most enthusiastic advocates of making the regional language the media of instruction even in the degree stages. But the reality has to be reckoned with that one who passes the degree course through regional languages loses the inter-State mobility in finding out employment. Therefore, for finding out employment and for opportunities for gainful employment in areas outside his own home State, the student must also have proficiency in English. In that context, the dual media plan had been conceived by the Planning Commission and the Planning Commission had made much of it. May I ask whether that has been implemented?

Then, the University Grants Commission has taken a decision to scrap the present system of examination and base it on continuous and correct evaluation of students's work. Has any step been taken in that direction? Then, coming to autonomy of colleges, we have heard a lot about the autonomy of colleges and the University Grants Commission has promised that at least ten per cent of the colleges during the Fifth Plan period will be given autonomous status. But has the formality for granting autonomy to the institutions been worked out? Has any clear shape emerged? The UGC also mouthed another platitude that the educational system must adapt itself to the changing mores of the people. Has the Educational system been recast according to the changing mores of the people?

Similarly, we have heard about the question bank and the UGC had as-

sured us that there was going to be a question bank. Where is that question bank?

Then, time and again, right from the Minister to the members of the UGC, we have been told that there is going to be a radical reform in our education. Have the UGC ever spelt out the dimensions of those radical reforms? Nothing has been done. The UGC has got bogged down in the mire of merely giving out grants and doles. Therefore, in all humility, I would beg of the hon. Education Minister, who himself is an educationist of great repute, that he must pay some attention to these matters, instead of giving some promises and spinning some yarn in this Annual Report and have an annual debate here, which becomes a part of the parliamentary ritual, and then forget about it.

There is another aspect to which I would like to draw the attention of the hon. Minister and of the House. I am grateful to the hon. Minister for at least one pronouncement, which I have read some time ago, wherein he has stated, he has assured, that a moratorium should be placed on highly-developed areas and States in the matter of higher education and that more attention should be given to areas which are economically depressed and also educationally depressed. Orissa is one of those backward States. I can tell you that for the people of Orissa this report is a document of disappointment. I ask him whether a single University centre of post-graduate studies has been established during the year under review in Orissa? Has a single adult education scheme been implemented in any of the universities or educational institutions of Orissa during the period under review? Has any single institution got the benefit of opening correspondence courses in Orissa? Has any area study-scheme been implemented in any of the educational institutions in Orissa? Has

[Shri Surendra Mohanty]

any single centre in Orissa been developed for the area study scheme? Not a single centre of advanced studies, either in science or humanities, has been set up in Orissa during the period under review.

I ask in all humility how the Minister's pronouncement conforms to the actual realities, actual facts, which are obtaining there. Therefore, as the previous speaker from the Congress Benches has said, the backward areas and States are being given a raw deal, as in other matters, in the matter of university education also.

There is another aspect to which I would like to invite the attention of the House. The hon. Minister might be knowing that some States like U.P. and Madhya Pradesh are having their own university grants commissions. The Madhya Pradesh Government has already moved a Bill for setting up of a university grants commission for Madhya Pradesh. The ex-Chief Minister of U.P., Mr. Kamalapati Tripathi, had openly expressed that Uttar Pradesh should have a university grants commission to look after the problems of higher education in the State. In that event, when every State is going to have its own university grants commission because of the realisation that the University Grants Commission at the Centre is not paying an adequate attention to their own specific problems of higher education in their States, what is the rationale for having the University Grants Commission at the Centre. Education is, of course, in the Concurrent List. Either the Central Government must stop the States like Madhya Pradesh and Uttar Pradesh from having their own university grants commission or the University Grants Commission at the central level must undergo a change.

Today the problem is that the number of universities has increased from 90 in 1950 to 4000 in 1972. The

student enrolment has increased from 4 lakhs in 1950 to 13 lakhs in 1972. The universities are on the increase; the student enrolment is on the increase. What is the qualitative standard of education that is being imparted in the name of higher education? These are some of the moot points which should confront any university grants Commission.

I had expected that the University Grants Commission in its Report would have devoted some attention to these aspects of the matter, namely, the removal of disparity in higher education; secondly, the qualitative improvement of the academic standards in the universities; thirdly, the setting up of higher centres of learning spread over the different States of the Union and, lastly, the specific and concrete steps to implement some of the promises which the University Grants Commission had given out in the past.

I find the University Grants Commission has merely repeated those parrot-like platitudes and no step has been taken to implement the assurances which have been given in the past. In that context, I cannot help in expressing my disappointment over the Annual Reports of the University Grants Commission for 1970-71 and 1971-72 and, I hope, under the dynamic leadership of the Education Minister, something better would be presented to the House in the coming years.

< SHRI Y. S. MAHAJAN (Buldana):
Mr. Chairman, Sir, I welcome the two Reports of the University Grants Commission for 1970-71 and 1971-72. I appreciate the great work that the Commission has done during all these 16 years of its existence.

Some people have a misunderstanding about the nature of the work of this body. They think that it is merely a grant-disbursing body. It

is not so. Its main functions are to determine the standards and to co-ordinate the work of the universities all over India. Towards the achievement of these objectives, the University Grants Commission has strengthened our university system and improved the buildings and equipment of colleges. It has also done its best to improve the scales of salaries to teachers in colleges and universities and the amenities available to the students. All the constituents of the higher education system have improved as a result of the University Grants Commission's work.

Now I will turn to some of the problem which still remain unsolved. At present we have 95 Universities including the institutions deemed to be Universities and between them they have 32,62,000 students. The number of students is increasing at the rate of about 13 per cent, i.e. 2.5 lakhs every year and in the next five years it has been estimated by the Education Ministry that the number of additional entrants to the Universities will be 16 lakhs. I shall not be surprised if the number turns out to be greater.

With such a terrific increase in the number of entrants into the university system, I believe that we are not following a dynamic policy in establishing new universities. The University Grants Commission is rather conservative in according its concurrence for new proposals to start Universities. On the 23rd July, 1973 the hon. Minister said that there were 12 proposals for consideration by the University Grants Commission and so far we have not heard of any new universities having been established during these six months.

I think if you take the number of students and their increasing numbers, you will find that some of the Universities will soon be so big as not to be able to manage their affairs. Take the case of the Calcutta University. It is in a very deplorable condition. The

number of students in the University is 2,46,000. It is such a huge and sprawling university that no Vice-Chancellor, however able he might be, can possibly regulate or control its affairs satisfactorily. The result is that in the Calcutta University often there are morchas, processions and vandalism of all kinds by the students. Same is the case with regard to Madras, Kerala and Bombay universities. The Kothari Commission had said that the establishment of new Universities was inevitable and that the metropolitan cities like Bombay, Calcutta, Delhi and Madras, should have two Universities each by the end of the 4th Plan. As regards the new proposals also I suggest that the University Grants Commission adopt a forward-looking attitude. The Gajendra-gadkar Committee has also said:

"Generally speaking, the number of colleges affect qualitatively the character of a University and its organisation. Where, for example, a university has a very large number, say over 100 affiliated colleges, it is obvious that there can be no effective participation and involvement of the colleges in policy making and the governance of the university."

It says further:

"The university then ceases to be a complex with an essential unity of purpose and coherence. It would be no more than a chaotic aggregate."

I suggest that if you want the University to be a community of teachers and students, then you must put a limit on its size. There is some optimum size beyond which it becomes merely conglomeration and ceases to be a community. I hope the Education Minister and the University Grants Commission will apply their mind to these problems seriously.

The next serious problem in the field of higher education is the problem of examinations. We are still following the conventional, old-fashioned method of holding an annual external examination, the burden of

[Shri Y. S. Mahajan]

which on the young minds is so great and also the anxiety caused by it that some students are tempted to resort to all sorts of unfair means. Every year this resort to fraudulent means and copying takes place on such a large scale that the students have come to regard it as a matter of right. The whole system is collapsing under its own weight. It is time, therefore, that we do something to reform the system of examinations. The University Grants Commission has itself said:

"We are convinced that if we are to suggest any single reform in University education, it should be that of examination."

So, this burden of the University examination should be reduced. In any such reform, I believe the main ingredients would be (1) the adoption of the semester system, a system under which the students will be compelled to apply his mind to the study during the term.

17.00 hrs.

The teachers are also compelled to cover the whole portion during semester. Then, secondly we should adopt the system of assessment of term work and periodical examinations and considerably reduce the importance of external annual examinations. Today what happens is this. Suppose one student gets 59 marks and the other gets 60 marks. The first gets second class and the second gets a first. This is a pretentious thing; it is not possible to assess answer papers so accurately. What I should therefore suggest is that there should be a grading system as is followed in America. Then I suggest that there should be a limit to the amount of examination work which is undertaken by a teacher. I have known many instances where examiners managed to get examinership in various universities and did their work in a very negligent and slipshod manner.

The UGC has just issued a report on examination reform and I hope that action will be taken in pursuance of it.

I will now deal with other difficulties in the organisation of higher education. As soon as a young lad passes his MA or MSc in 2nd class he can be appointed as a lecturer and he begins his full load of work from the very first day.

SHRI VAYALAR RAVI (Chirayinkil); Provided he gives money. He has to provide money to secure employment.

SHRI Y. S. MAHAJAN: Maybe, in some parts of the country. I say, this is a wrong method. If you have to become a teacher in secondary school you have to take the B.Ed. Degree but for teaching in a college, nothing is required. Some orientation courses are necessary for training junior lecturers in methods of pedagogy. They should also be taught educational psychology, and methods of evaluating the work of the students. The Kothari Commission has even suggested that senior teachers supervise the work of the junior lecturers and help them in preparing their lessons.

Regarding affiliated colleges the Report says that in 1970-71, there were 3896 colleges, accounting for 87.3 per cent of the total students in the universities and colleges. There were 1.16 lakhs teachers in the affiliated colleges as against 22,842 in the universities. That is to say the affiliated colleges account for 85 per cent of the teachers in higher education. The total expenditure on the affiliated colleges is only Rs. 9 crores. The maintenance grants to Central universities and colleges in Delhi come to Rs. 11 or Rs. 12 crores and then there are development grants in addition. This means, institutions looking after 87 per cent of the students get barely Rs. 9 crores whereas four or five Central universities among them got more than Rs. 12 or Rs. 13 crores. I think that is a very unequal distribution of our

resources. I would like to make a suggestion in this regard. At present, UGC gives maintenance grants to Central Universities out of its allocation. I suggest that maintenance grants be given to these varsities by Education Ministry directly out of its own resources and that the UGC should confine itself to development grants only to all the universities and affiliated colleges.

This will enable it to make a much better allocation of resources between the universities and colleges. The standard of education in India depends essentially on the standards in the affiliated colleges. I hope much greater attention will be paid to them in future.

17.06 hrs.

[SHRI S. A. KADER in the Chair]

SHRI P. G. MAVALANKAR: Mr. Chairman, Sir, you will please recall that I have been pressing this hon. House, particularly, the Government, to have an early debate, and at least we should have one debate every year, on this important subject, namely, the functioning of the University Grants Commission.

It was sad that during the last session we had no time to discuss that. But 'better late than never'. I am glad that this time we have got four hours for discussion of these two reports. But, in the bargain, we have been put to some disadvantage. Instead of analysing only one report we have to analyse two reports and, perhaps, at the same time. I shall do my best within the limited time allowed to me.

May I say that I have gone through these two reports for the years 1970-71 and 1971-72 with considerable interest and care. I must say that these two reports are good in parts and encouraging in some respects and reassuring in general terms that money that is voted by this House and allotted to the U.G.C. is, on the whole, well-spent. This is a useful

and helpful account, because the report contains factual information, interesting charts and graphs and appendices and many revealing points about the state of affairs of the higher education in our country. I wish, however, the reports were a little more imaginatively produced, especially in terms of style and writing. If you compare the two reports and take them together you will find hardly any difference between the two even in paragraphing, heading, composition, facts etc. It is a routine thing. I do not want to go into details of it. I can only say that our educational fields have become stereotyped. Year in and year out the same sort of reports are produced.

I must however congratulate the Universities Grants Commission for making it possible for them to give amenities in higher education. During the past five years, I find that the overall progress made by them in the educational field is good. I should congratulate both the U.G.C. and the Minister of Education as also the Government. But, I wish to submit that these reports are missing in several respects because they seem to omit several valuable aspects connected with our universities and colleges.

Before I come to some of these omissions, may I say a word or two about the autonomous functioning of the U.G.C. As is well known, Parliament has, by an Act, created this institution and this institution is functioning well; in so far as the spirit of autonomy—*atmosphere of autonomy*—and the functioning of the institution is concerned, I have a feeling that although the U.G.C. by and large has a fairly good scope for functioning, the Commission, because of the general overall conditions in the country, is becoming a stereotyped body. This body, the U.G.C., is set up by a Parliamentary statute. Its autonomy is not being fully utilised by the U.G.C.

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I want to suggest that like the U. G. Committee in Britain here too the University Grants Commission must function as independently as possible of Government agencies and even of Government advices. The state of affairs in the field of higher education in our country is not quite satisfactory. Of course, the number of colleges and universities is increasing every year. I believe in the previous Report, the U.G.C. mentioned that a new University in Cochin was being established. The following year's report says that they propose to establish a university at Pondicherry. More universities are going to come up; more colleges are also going to come up. The score is a bit on the higher side. In the report for the year 1970-71, on page 11, you will see that the number of colleges functioning in this country is about 3,604 and 307 new colleges were established during the year. This, I am afraid, is a bit high score, almost a college a day! Have we got really enough in terms of teachers, enough in terms of facilities, and enough in terms of general academic requirements that we can afford to have this mushroom growth of colleges in our country? All the same, I shall not deal with those points now. In fact, one can talk a great deal on this subject of university education, and the U.G.C.'s report covers so many aspects of this higher education, but I know you will not give me more time, and, therefore, I shall restrict myself to only some of the point in these reports.

I would suggest that all is not well with our institutions and individuals, students and teachers, in our colleges and universities. I would submit that this climate which is far from healthy is not reflected in the reports of the commission. When one looks at these reports, one hardly finds anything by way of this fact, namely student rest, another fact, namely teachers' discontent. a third fact namely non-

teaching staff in great difficulty, the fourth fact that not much valuable education is being given or offered to the students. These are not found in these reports.

I should have thought that student unrest or student power or influence is something which we should value, provided, of course, student unrest and student power are channelised into constructive waters, and that this would have found a place in these reports. I do abhor violence and destruction. But the point is whether our colleges and universities are able to use or utilise this vast reservoir of student power which is created out of legitimate, and sometimes not so legitimate, student unrest. The report hardly makes any mention of our campus unrest. University politics, and self-defeating agitations are also not reflected on the pages of these reports.

Now, I come to another aspect. I want the UGC to take initiative in the following matters. Firstly, I would like the commission to do something by way of strengthening student participation, especially because I feel that youth can play a great part in higher education. It is from that point of view that I was rather struck by one sentence in the second report, that is, of 1971-72, which occurs at page 29 of the report where the commission have very correctly said that:

"A university or a college is not a barren ante-room to life. It is a part of life and the student's stay there should be a happy and stimulating experience."

But unfortunately these are only words which are to be seen and read in the report and never to be seen actually being implemented. One never sees the students happy and the students and teachers feeling stimulated by what they do and what they hear and what they listen to in the various

college and university campuses. So, I hope the UGC will do something more. Particularly, I hope that the UGC will see to it that the moneys which go to the various colleges and universities are spent in such a way that our whole programme is directed towards the youth and a dialogue is established between the teacher and the taught. As recently as this month, what we see today in the case of the Institute of Technology at Pilani in Rajasthan is nothing else but this that there is a total lack of dialogue between the university authorities or the institution authorities or the teachers on the one side and the students on the other. The students are wanting to be cared for; they want affection; they want to have understanding and they want to be treated as adult citizens with full consideration and courtesy. But all this is not happening, because most of the time we find that students are lectured at but they are never taken into confidence, and the teachers and lecturers do not talk with them. What is wanted is that they should talk with them and not talk at them or talk to them merely. The days of preaching and giving advice freely are gone. So although I am glad that the UGC is spending mere money proportionately. I hope and trust that not only the UGC but even the hon. Minister will agree with me that what needs to be done more is spending more on student programmes, particularly, for example, in implementation of the Gajendra-gadkar Committee Report on student participation in various academic activities. Let students play their part in this sphere; then I am sure it will really be a place of happiness and stimulation for them.

Secondly, I want to suggest that the UGC should do something with a view to improving the quality of teachers, the salaries and facilities given to them. What is more important, the teachers in universities and colleges should have the freedom to think, express and experiment always and

critically! If this is not done, the universities and colleges may have very little purpose to fulfil. Therefore, I feel the UGC ought to go a long way in these matters of strengthening the teachers. The book allowance programmes of various college teachers and university professors should also be stepped up.

In the earlier Report of 1970-71. there is a very interesting quotation on page 17 from the Report of the University Education Commission of 1949. It reads:

"...the success of the educational process depends so much on the character and ability of the teachers, that in any plan of university reform, the main concern must be for securing an adequate staff with qualifications necessary for the discharge of its many-sided duties."

The UGC themselves have quoted the Radhakrishnan Commission of 1949 by describing teachers as "the corner-stone of the arch of education". But I am sorry to say that this 'corner-stone of the arch of education' is, by and large, neglected. Teachers are poorly paid and less respected than their counterparts in other parts of the world. Important as the recruitment of teachers is, equally important is the retention of good teachers. In our country, although in some places, good teachers have gone into colleges and universities, we have not been able to retain them partly because of poor salaries, but mainly because of lack of facilities for them in regard to freedom of experimentation. That is one of the major reasons why man like Khurana and Narlikar had to go abroad. There is a brain drain from this country of people who go outside and become excellent there. They do not become excellent over night. The quality is good. But unfortunately, the soil have does not give them the necessary climate for freedom and experimentation.

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In the First Report, of 1970-71, on page 21 there is a mention of national lecturerships. I am glad to find that 27 scientists and scholars were invited by UGC to go round various universities and lecture. But I do not like the idea of these lecturers being selected only on the basis of nominations received from the universities. Why not the UGC themselves also select some of them? I am not saying that the universities should not nominate them. By all means let them. But over and above that, the UGC themselves should nominate or select a few people with genuine and competent research to their credit. There may be individuals who may occasionally be *persona non grata* with their own universities; a very great scholar because of his eccentricities may be *persona non grata* in his own university and his name may not be selected by his own university for being sent to the UGC office for selection.

PROF. S. NURUL HASAN: It is both ways. Any university may recommend the name of any one on its own staff. Apart from that, any university may say that they would like to have such and such teacher of any other university. Such people can also be nominated. Out of these nominations both ways, the UGC finally makes selections.

SHRI P. G. MAVALANKAR: I am glad to have this further clarification. But I wanted an additional channel to be opened at the UGC level itself, at the all-India level because they have a better view, an all-India perspective. Inevitably, a university will select from its own restricted angle whereas the UGC will be able to do it from a larger angle. Anyway, this was only in furtherance of my main point that the corner-stone of the universities which is the university teacher and college professor should be strengthened; otherwise,

the arch may collapse one after another. One of the major reasons for student unrest in this country, or for that matter in any country of the world, is that teachers are not well-paid, they are not quite well-qualified, they are not competent.

Then I would suggest, briefly and quickly, that the UGC should also do something by way of promoting standards of excellence. I remember Dr. Kothari and also Dr. C. D. Deshmukh, two of the esteemed former Chairman of this Commission, repeatedly making this point about standards of excellence being raised, about peaks of excellence being attained. But one hardly finds peaks of excellence; one only finds deterioration all over the place. Therefore, the University Grants Commission should spend proportionately more money on producing these peaks of excellence.

I also want the University Grants Commission to do something with regard to the upgrading of non-teaching staff in the various colleges and universities. The UGC should also start Research Cells. This should be done because the University Grants Commission is a good and right agency to do it, because it is independent of Government and because of the large amount of autonomy it enjoys.

Now, I do not want to take more time as I am afraid I am overstepping the limit. You Mr. Chairman, Sir, will kindly give me a few more minutes. The point is that it is no use spending money, in a country like ours where the resources are in any case limited, merely on the ground of having more colleges and more universities. The trouble is that the University Grants Commission will go on telling us every year that "we have spent more money and have opened more colleges and more universities" in their reports.

Instead of that, I want the University Grants Commission to spend more money on the existing colleges and existing universities and make them better and give better salaries to the teachers. I want to say that if the University Grants Commission's assistance is not diverted to strengthening the quality of the existing universities and the colleges, and the teachers and the students, then, I am afraid the very purpose for which all education stands will be defeated. Therefore, I would say, let the University Grants Commission go all in all for the general physical facilities but let them spend more on these aspects also.

MR. CHAIRMAN: Now please sit down.

SHRI P. G. MAVALANKAR: In the end,—as you have rightly pointed out to me to sit down—I would suggest only two things. I am glad that today the Minister of Education gave me a reply to a written question about the autonomy of colleges, and the reply says that there is a note which has been circulated by the University Grants Commission to the Universities on the criteria, guidelines and pattern of assistance to autonomous colleges. That is good. I do not want to go into the details. It is a good reply by and large. But, at the same time, I am bound to invite the attention of the Ministry, and more particularly of this House, to a serious lapse in academic freedom. I have a case before me, of a Professor of Demography in the University of Bombay who was prevented from going abroad.

He was invited to read a paper at an International Economic Conference abroad, and although he made an application in May this year—this conference was to take place in September—he was not given permission to go by the Ministry of Education, because, strangely and surpri-

singly, a new rule seems to have come up, that if any University expert or scholar wants to go abroad and read a paper and make contributions there, he must first get a clearance certificate from the Ministry of Education. This is highly objectionable, because it comes definitely in the way of autonomy of colleges and the autonomy of universities. I do not want any Government of any democracy to say which professor should go abroad and which professor should not go abroad, as long as the professor of that particular country is invited by a reputed institution outside. The department of education has no business—whether it is the department of education in a State or whether it is at the federal level—to decide whether it is good or right to send the professor abroad. I want the Minister to reply to this, whether that professor was prevented from going. The irony of the situation is, he was told—the Indian Embassy in Washington told our Ministry—that this conference which is being convened by somebody—its financial status is not properly investigated and, yet, at the same time, some Government agencies and other people have gone to that very conference. This is very strange. I have no words to condemn this kind of action by any Government. No professor worth his name, no professor worth the scholarship, would like to go at the mercy of the Government. If he has scholarship enough and if he is academic enough, he will be able to go on his own, and therefore, when the Ministry of Education and the University Grants Commission talk about university autonomy and scholarship, I would like them to see that that autonomy is respected.

Finally, I would end my speech with a quotation from a book by an American professor, Robert L. Gaudino. In his book entitled, *The Indian University*, this Professor has given a detailed analysis of the whole thing. He has given credit to

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the University Grants Commission also. But this is what he has to say:

"The tasks of innovating, planning, reforming, invigorating, devising the appropriate techniques, motivating the novel actions take place outside of the university. Rather than leading or innovating, the university is often assigned tasks by those who do. Right or wrong, proper or not, this is a fact. It affects the university's own conception of itself, rubs against its confidence, abuses its pride."

I hope the University Grants Commission, in the couple of years ahead, during this very decade of the seventies, will see to it that instead of merely expanding the physical spheres of university education it stabilises what we have done, spend more money on teachers and students' programmes, make them involved, so that our students and teachers who are by no means inferior to anybody in the world, will be able to deliver the goods. What they lack is partly facility, but mainly the courtesy, consideration and timely help in matters which are academic and scholarly.

PROF. NARAIN CHAND PARASHAR (Hamirpur): Sir, I rise to support the reports of the UGC for 1970-71 and 1971-72. It is an irony of fate that we talk so much about education but we are discussing the reports for two years together. Actually every year there should be a discussion on the UGC report so that the country may know that some urgent consideration is being given to the task of education. The first impression one gathers by glancing through the pages of these reports is that there is a huge expansion but that is hardly worth noting because expansion has taken place mostly in areas where there is already a sufficiently large number of institutions. If I am able to analyse the present position in the sphere of education

in the country to which the UGC is expected to give some serious thought and have some effective say it is this: There is a contradiction between the two approaches. One approach is, that there should be peaks of excellence, for raising which you need money, you can pile up money for the peaks and the peaks can rise higher. This is one approach—providing facilities in the universities which are already there, spending more money on research etc. There is another approach. Sometime or other some big academic scholar rises up and says, for the sake of peaks of excellence, let us not open any more universities in future; let us stop opening more colleges.

This is a vast country and here I find a situation parallel to the situation mirrored by Tennyson in his poem *Lady of Shalot*, where the lady looks at reality through a mirror and not directly. Instead of looking at the fields, flowers, gardens, deserts, rivers and mountains directly she looks at them through a mirror. Our Minister for Education and the UGC look at the educational scene through the wisdom of old ages. If we examine the composition of the senates, courts, academic councils and what are called decision-making bodies of universities, we would find a preponderance for old age in them. Looking through old age, like looking through the mirror at the reality, is hardly sufficient to give any effective direction or healthy coordination to the activity that is called education in our country. The bodies should have the majority of young men and workers to grasp the realities of the situation.

I have one very big worry about what is ailing our universities at the moment. The UGC examines the requests for opening new universities. Today in answer to the Unstarred Question 1061, the Minister has said that two central universities are coming up, one at Hyderabad and the other at Pondicherry. Similarly,

there are some other universities for which the States are pressing. Does the UGC conduct a survey of the entire country and feel for the areas which are neglected and backward, which are hilly and far beyond the touch of a university? Why should our universities be an ivory tower and the UGC a point at that ivory tower, so that it does not touch any thing and it does not have a dynamic outlook? I would like the UGC to take the initiative in the matter and try to determine things for itself. These things can be discussed with the State Governments and other people who are responsible for running the universities. At present, we are suffering from a sense of delay, a sense of deferred priorities, a sense of postponement. The Central Pay Commission has submitted its report and the Government has considered it. A large number of Central Government employees are going to get a bigger pay packet from 1st December. But our Government has not been able to take a decision on the recommendations of the Sen Committee. In answer to Starred Question 116 today—it was not taken up due to lack of time—the Minister has said that the report has been received and it is being considered. So, how long precisely is the consideration? Is it longer than that the Government took for considering the report of the Central Pay Commission? Are teachers so unimportant that they can be given this stock reply that the report of the experts committee appointed to consider their pay scales is still being considered. We want a quick decision to be taken on this report.

MR. CHAIRMAN: He may continue his speech the next day.

17.31 hrs.

HALF-AN-HOUR DISCUSSION
QUALITY AND QUANTITY OF RICE
SUPPLIED TO KERALA

MR. CHAIRMAN: We will now take up the half an hour discussion.

SHRI VAYALAR RAVI (Chirayinkil): Sir, may I make a submission? My name could not come in the ballot and I have been left out. Since some of the hon. Members who have given their name may be absent, you may kindly give me a chance to ask a question.

MR. CHAIRMAN: We will see.

SHRI C. K. CHANDRAPPA (Tellicherry): Sir, I am raising this half an hour discussion due to two reasons. First of all, the answer given to Unstarred Question No. 88 contained information which was not fully correct and in fact some of the statements made were obviously wrong. This is the reason why I am raising this half an hour discussion.

During the last session of Parliament the question of the food situation in Kerala was brought in this House, again by way of a half an hour discussion, and then the Minister promised that the Government are doing their best to save Kerala from a food crisis. But if you go through the statement made by the Minister, it is clear that the total quantity of rice and wheat supplied to Kerala at no time did exceed 85,000 tonnes. In October it was 45,000 tonnes of rice and 30,000 tonnes of wheat making a total of 75,000 tonnes.

Normally after the harvest in Kerala the rice price comes down. It should be noted that this year the price in the open market has not come down appreciably even after the harvest. The price in the open market is still Rs. 3 to 3.50 per kilo while in the neighbouring State of Tamilnadu it is Re. 1 to 1.50. Why is it so? It is precisely because the Centre failed miserably to keep up its promise in regard to the supply of the food requirements of Kerala after the food zone was abolished. In this context, I would like to quote what the Chief Minister of Kerala had said in an official publication "Three