

**MR. SPEAKER:** No questions. But I do not rule out any discussion later on.

**SHRI S. M. BANERJEE:** During the lock-out the employees will not get any salary. I want to know whether the Chairman will get his salary... (*Interruptions*).

**MR. SPEAKER:** No questions according to procedure after the Minister's statement. But I have told you that I do not rule out any discussion later on. I have made the position very clear.

12.10 hrs.

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

**MR. SPEAKER:** We now take up further consideration of the Annual Reports of the University Grants Commission.

Shri Dinesh Chandra Goswami to continue his speech.

**SHRI DINESH CHANDRA GOSWAMI (Gauhati):** Mr. Speaker, Sir, while discussing the U.G.C. Reports, on the last occasion I was submitting that though there has been a great deal of horizontal development in education, there has not appreciable vertical development in education. The education standard has not gone up to the desired extent.

Education has two objectives to serve, firstly, the limited objective, to equip a man to earn his livelihood and the broad objective, to equip a man so that he can contribute to and participate in socio-economic transformation of the society. Unfortunately, the present-day education system lacks direc-

tions, lacks leadership and also lacks commitment to the objectives for which we all stand. It lacks direction because, as we know, every year, thousands of boys and girls come out of the pipeline of universities but the moment they enter the world to earn their livelihood, they find themselves in an absolutely helpless position. They come with high hopes; they expect that education system will give them something by which they will be able to fight in their struggle for existence. But the moment they enter world, they find that education system which they underwent at a heavy cost has not equipped them enough.

There was a time when our parents used to tell us, "Look here, you study well. If you do well in the examinations, you will do well in your life." But today, the parents do not say so because they also do not feel that a student who will do well in the examinations will be able to do something in his life time.

Today, the country needs technicians, scientists and medical students. But the University Grants Commission's report gives a very sorry reading on this aspect. Looking at the UGC's report for 1971-72, we find that the student enrolment in arts increased from 43.6 per cent in 1969-70 to 44.3 per cent in 1970-71 and 45.2 per cent in 1971-72. But the number of students in respect of science has declined from 32.8 per cent in 1969-70 to 31.6 per cent in 1970-71 and 30.3 per cent in 1971-72; and in respect of medicine the figure has come down from 3.4 per cent in 1969-70 to 3.2 per cent in 1970-71 and 3.1 per cent in 1971-72; in respect of agriculture the figure has come down from 1.6 per cent in 1969-70 to 1.4 per cent in 1970-71 and to 1.3 per cent in 1971-72. The only branches where there have been an increase are law and humanities, i.e., arts, and in the case of

science, medicine and agriculture there has been a decline.

The need of the country today is students of science, medicine and agriculture. But we find, regrettably, that the number of students in all these branches has gone down and the number of students in only law and arts has gone up. You are a student of law, Sir, and you know that already the law courts are flooded with lawyers. Obviously, these persons who get their education in arts and law will find themselves in a very helpless position the moment they enter their life. There is, therefore, an absolute imbalance, and the time has come for the UGC to give a very serious thought to removing this imbalance because if this imbalance is not removed, I have a serious apprehension that the unemployed boys will almost erupt like a volcano. The youths of a country may be compared to nuclear energy because, if properly directed, they could be a positive force for social and economic transformation of the country and, if not properly directed, they could prove to be a source of menace. Obviously, we are standing today on a crossroad where the unemployed youths of our country may, if properly directed, go on the positive path of really uplifting this country, of bringing about social and economic transformation of the country, or these youths may, if not properly directed, rock the foundations of our society. Therefore, the Education Minister, the UGC and the education institutions should give a very serious thought to this matter. If we do not give proper direction to our students, I have got my serious apprehension that the entire social and economic structure may collapse. Therefore I would earnestly request the UGC to remove this imbalance—the number of students in science, medicine and agriculture, whom we need most, has come down and the

number only in law and arts is going up.

Today if we look around, we find that, in spite of the fact that there is huge unemployment, there are certain fields in which there is lack of students. We do not have sufficient number of stenographers; we do not have sufficient number of typists; we do not have sufficient number of students with vocational training. And no direction has been given to students to take to these branches, with the result that there is absolute imbalance in the society. The UGC report, though it merely deals with some of the aspects, does not really give any great insight into these.

There is no leadership today in the entire educational system. If we look to pages 4, 5 and 6 of the report, this becomes apparent. The UGC is not only a body which gives grants to different universities and colleges for only a horizontal progress of educational system. They should also try to uplift the standard of education. If you look to pages 4, 5 and 6 of the report, you will find that the amount of grants has risen from Rs. 360.56 crores in 1969-70 to Rs. 404.10 crores in 1971-72. You also find that the amount has increased because of the cost of staff—the cost of staff has increased from Rs. 55.73 lakhs in 1969-70 to Rs. 102.11 lakhs in 1971-72. What about equipment and books and journals which are most essential for uplifting the standard of education? You find that the cost of equipment has come down from Rs. 99.65 lakhs in 1969-70 to Rs. 83.83 lakhs in 1971-72. The cost of books and journals also has come down from Rs. 74.25 lakhs in 1969-70 to Rs. 40.17 lakhs in 1971-72. If we are spending less everywhere, on equipment, books and journals, how can we expect the standard of education to go up?

[Shri Dineshchandra Goswami]

Similarly, on page 5, we find that the cost of staff has gone up from Rs. 44.70 lakhs to Rs. 113.71 lakhs—almost three times. But on books and journals, the expenditure has come down from Rs. 62.21 lakhs to Rs. 39.01 lakhs and on teachers' training programme from Rs. 9.03 lakhs it has come down to Rs. 3.72 lakhs. If you look at page 6, on staff and maintenance it has registered a small increase but on books and journals as also on equipment the expenditure has gone down. It only indicates that there is a lack of leadership in the University Grants Commission because the UGC has taken the satisfaction that they are increasing spending money for education. But increasingly spending money for Staff or organisational aspects will not make a corresponding increase in the standard of education. For that you have to make a corresponding increase in the allocation of funds for books, journals and research.

Now, with regard to this question of research, unfortunately, there has been no proper research in this country about the educational system. Prof. Madhu Dandavate who is not here now made a reference about teaching in the Universities through the medium of regional languages. Most of the Universities have adopted the regional language as the medium of instruction and it was done at the suggestion of the Vice-Chancellors and others. But, unfortunately, I have to say that they did not take into account the complications of this question. We have seen that in many Universities this question has led to serious difficulties. I therefore, request that more time and money should be spent for research on this question of the study of various subjects through the regional languages.

Again there has been no proper study of the students' indiscipline or the causes of students' unrest to-day. We are saying that there is a lot of indiscipline among the students. We should make a study of this aspect in the context of indiscipline in various other spheres in the country. My personal experience is that the students, if properly mobilised, display a tremendous amount of discipline in moments of crisis.

There has also been a plea that the students should dissociate themselves from politics. This is another aspect in which I want that the University Grants Commission should make a serious study because my own personal feeling is that this statement that the students should keep themselves away from politics is not going to do any real good to this country. This policy of asking the students to keep themselves away from politics, in my view, is being utilised by the political parties through back-door methods to further their own interests as also for agitation purposes and the students have lost the political perspective. If we could really bring into the minds of the students a sense of political perspective, they will be able to contribute to the development of the country in a much greater measure than they are to-day.

Many of our universities have become a play-ground for the traditional forces. We know how things are going on in the Banaras University. We know the state of affairs in the Aligarh University in which you spent a great part of your career and tried to build it. The entire educational system has been very much vitiated by the political parties. We all know about the Delhi University. So, asking the students to keep away from the politics is not really doing any good to the country. In that context, I can say that in

West Bengal the students have never indulged in any regional or emotional agitations. They have kept away in spite of the fact that there is a clamour that the students may really indulge in emotional and regional issues. They have kept above these issues.

In general I have to say regretfully that the students today lack political perspective. In the Independence movement the younger generation—our great leaders are really the products of that great movement—could give a real direction to the country because of their approach to the problems with a political perspective. Therefore, I feel the University Grants Commission should very seriously consider whether this slogan of keeping students out of politics has really done any service to the country or it has done only disservice to the nation.

Today, as I have said the entire educational system has no commitment. We have been saying that there should be democracy, there should be socialism and there should be secularism. But did our educational system teach any one of us as to what is socialism, what is democracy and what is secularism? We are still maintaining the curricula of the British days and what is their curricula? That was only to create a set of clerks to run their administration.

I do not say that they did not serve any purpose because British education and Western education did give opportunity to our people to learn about western liberal thoughts. But it has passed its utility now. In Independent India, our commitment to education must change. We talk of democracy, secularism and socialism, but does our Educational system give any real insight into the concepts? Take for instance democracy itself. I had the opportunity of associating myself with number of students organisations. In most of these gatherings if 10 are on one side and 9 are on the other side the side with 10 say, we are a majority and

in democracy our views must prevail, but the spirit of democracy is that simply because somebody has a majority that does not mean that he should ignore the minority. The real essence of democracy is development of human values. The majority in a democracy must take into account the views of the minority and respect their ideas. The majority should keep an open mind and be receive to the views of the minority and be influenced by it. Our education system must teach these aspects to our students.

Let us take another aspect. Almost all our biographies start with the sentence that the person came from a superior caste. With independence our concept of caste has changed. But the textbooks do not reflect it. Even our biographies are being written in such a manner that the students reads the biography feel, I will never be able to come up to the level of that person's stature. Biographies must be written in such a manner that the students will be imbued by that spirit and he will say, Here is a life worth emulating and I can be of that type. The spirit of secularism should be preached but our textbooks are not sufficiently equipped for it and therefore I would beg to submit that there should be research done on these aspects. We should inspire the minds of our boys and girls and the younger generation.

The main purpose of education is to create a sense of confidence in them not a sense of frustration. This is very essential. If a person of the knowledge of the Education Minister is not able to give a new direction, it is with a sense of frustration that I shall have to approach the subject. Under his leadership I am sure we will be able to give a new direction to the educational life of the country.

[Shri Dinesh Chander Goswami]

And I hope when next time we will discuss the report, this report will give a picture, not only of the horizontal development of education but the vertical type of development of education in a substantial measure.

**श्री हुकम चन्द कठराय (मरेना) :**  
अध्यक्ष महोदय मदन में इतनी महत्वपूर्ण चर्चा हो रही है गणपूर्ति तो करवा दीजिए ।

**अध्यक्ष महोदय :** युनिवर्सिटी ग्रान्ट्स कमीशन पर बहस हो रही है और आप कहते हैं गणपूर्ति ही है । आपको पता है लोग बाहर गए हुए हैं और वे आ जायेंगे । इस पर बहस का तो मौका ही नहीं मिल पाता है ।

**श्री हुकम चन्द कठराय :** कम से कम 60 आदमी सुनने वाली तां होने चाहिये ।

**अध्यक्ष महोदय :** अच्छा पहले गण-पूर्ति करवा दीजिए ।

Let the bell be rung.

A very good suggestion has come that this interpretation should be accepted that while we are only discussing the quorum can be ignored, but at the time of decision the quorum must be there.

Is it all right that the hon. Member can keep on speaking and the bell will be rung?

SEVERAL HON. MEMBERS: Yes.

MR. SPEAKER: Now, Mr. Nair, you may go on. There is now quorum.

SHRI N. SREEKANTAN NAIR (Quilon): Mr. Speaker, Sir, let me first tell you that the funds that have been allotted to the U.G.C. have slightly been increased. Along with that, it may also be noted that the number of colleges and the number of students too have increased so much that there is a demand for the reform of the educational system in our country.

For 1970-71, the non-Plan expenditure is of the order of Rs. 9.83 crores but the plan expenditure is of the order of Rs. 21.79 crores making a total of Rs. 31.62 crores. For the year 1971-72 the non-plan expenditure is of the order of Rs. 10.37 crores while the plan expenditure is of the order of Rs. 24.23 crores making a total of Rs. 34.60 crores. This meagre amount of Rs. 34.60 crores is provided for the higher education in this vast country of 56 crores of people. How can the U.G.C. look after the higher education with this amount? Naturally, the work of the UGC can at best be done in a half-hearted manner. This makes it difficult for the universities to cope with the directives of the U.G.C. I may point out one instance on the question of pay scales for the college staff. New pay scales are fixed for every five year plan period very liberally and scientifically by the Chairman of the U.G.C. But, the U.G.C. is offering to shoulder 80 per cent of the increase in the emoluments on the condition that the Universities and Colleges would continue to pay the higher scales even after the five-year period. And after this five-year period, the entire burden is passed on to the universities themselves. What can the universities do as they do not have independent income of their own? Many of the universities depend on the Government's assistance or assistance from some public institutions. They cannot have indefinite source of income. The U.G.C. may offer new pay-scales every five year plan period for the teachers but they offer only 80 per cent of the increase in their emoluments. If they say that this is to be implemented by the States, how can they do it? The universities also cannot do it. The management who has got the savings in grants may perhaps do it. I say that the pay-scales suggested by the U.G.C. for the third and fourth Plan periods remain only on paper, leaving the teachers and the students discontented and restive. Where a portion of the increased burden is transferred to the students community by way of

increased tuition fees, they react violently. Whenever the U.G.C. comes forward with new proposals for increase of the salaries of the teaching staff, I request them through you and the Hon. Minister that the U.G.C. do evolve a policy of continuing the aid to pay teachers a reasonable salary. Let them not come forward with new proposals for increase in the emoluments of teaching staff over and over again if they cannot contribute their share on long-term basis.

Now I come to the question of special projects. These are some of the urgent matters which the U.G.C. and the Education Ministry must understand before they undertake such projects. In view of the great difficulties that the Universities are facing, I request that whenever the new projects are allowed every five years they see that they run for the full five years. The fact however is that grants are sanctioned for the new projects for five years but some of them continue uninterrupted for two and even three plan periods. When the project is terminated, the question of retaining the services of the staff comes up. The Universities have no budgetary provision from their own resources to pay the staff who have been recruited for the job. The moment the U.G.C. terminates the grants the employees are to be discharged, as the universities do not have any budget of their own to pay to them. Even if they try to accommodate them, there will be the inconvenient position of the teaching and other staff of the universities taking cudgels against it because their promotion avenues are thereby closed. Ultimately, what happened in the Kerala University in this regard was that hundreds of these people had to be inducted at the lowest level of the services on the lowest scales of salaries in spite of the fact that many of them had put in more than 10 to 15 years of service and were getting high salaries.

Therefore, this question of special projects must be studied and instruc-

tions must be given to the effect that only people with a permanent lien should be absorbed in such projects so that the moment the project is over they could go back to their original posts.

Thirdly, where is the question of post-graduate courses. It is a well known fact that the essence of the UGC's approach must be to develop higher education, post-graduate education and expert education. But the UGC merely tells the different universities, "These are the 10 or 12 post-graduate courses which we would like you to start and we shall help you in regard to them, but you may have as many courses as you want", so much so, there is a plethora of post-graduate courses in most of the universities without the help of the UGC or their supervision or without their laying down hard and fast rules for the admission of students. The result is that the standard of teaching goes down, and the standard of the courses goes down and the standard of coaching also goes down. Apart from the question of the autonomy of the universities, if we were to insist that no university should have post-graduate courses which involve more than a small percentage of the graduates that have passed out of that university, you will get very eminent and competent persons to undertake these post-graduate courses, and the teaching can also become more efficient.

Fourthly, the question of science teaching has been a funny problem. Many of the colleges and universities continue to teach what the professors were taught twenty years ago. Rapid changes in technology, in the scientific field and in every aspect of scientific learning and in the scientific field have been completely ignored and allowed to be by-passed. Therefore, instead of appointing an expert committee once in a blue moon, I would suggest that there must be a permanent body of experts, eminent experts, attached to the UGC so that every development can be reviewed

[Shri Shreekantan Nair]

and the syllabi can be reviewed and renewed every time a development of a major nature takes place in any part of the world.

Before I conclude, I have got to make a very strong recommendation to the hon. Minister which may not be accepted by most of the Members, and that is in regard to the question of imparting education in the regional language; I would suggest that at the university or post-graduate level, this may be put off for as long as possible, because thereby we shall be creating barriers between universities and universities and the national integration of India itself might suffer. I know that this is a thorny question, and it is not a very popular attitude which I have advocated, but it is a very serious problem which the hon. Minister and the UGC may ponder over before taking a decision.

Lastly, I would submit that feather-brained schemes like "Autonomous Colleges" should not be laid before the students. The UGC should themselves try and experiment the scheme first instead of sending circulars to all the universities that they could adopt it. Otherwise, it will bring chaos into the educational system without bringing in any good results.

MR. SPEAKER: I have seen the time schedule for discussion of the lock-out in the Indian Airlines. I do not find any time today for it, but I shall fix up tomorrow for this. We shall have this between 3 p.m. and 4 p.m. tomorrow. At 4 p.m. tomorrow, we have already fixed the discussion on the ICAR. It is a very tight programme, and this is the only time available for this discussion, and, therefore, I have fixed the discussion on the Indian Airlines lock-out for tomorrow at 3 p.m.

SHRI P. G. MAVALANKAR (Ahmedabad): The meeting with the hon. Speaker, Sri Lanka, has been fixed tomorrow at 3 p.m.

MR. SPEAKER: After all, this House must keep running. We never

stop the House. There is no other time available; this is the only time available.

श्री शुकुम चन्व कठवाय : अध्यक्ष महोदय एक घण्टा तो बहुत कम रक्खा गया है, इसको कम से कम दो घण्टे तो होना चाहिए।

अध्यक्ष महोदय : श्री कठवाय कम से कम अपनी एक बात पर तो टिका करें। उन्होंने एक घण्टा कहा उसको कर दिया। अब दूह दो घण्टे कहत हैं। बग़रहान इस को देख लेंगे। थोड़ा सा इधर उधर करके एडजस्ट कर देंगे।

PROF. S. L. SAKSENA (Maharajganj): I am fully conscious of the economic crisis faced by Government and of the various cuts that have been made in the allocations of the various Ministries. But education is the most important nation-building activity and higher education is catered for by the University Grants Commission. There has been a cut of 30 per cent in its grant for this year with the result that many affiliated colleges have to go without their most urgent needs fulfilled. I would, therefore, request Government to show some consideration to the UGC so that the most important projects which are going may be continued.

The UGC caters for university education and affiliated colleges. The number of students in affiliated colleges is much larger than in universities, the percentage being 87 in the former and 13 in the later. But the amount of money that they can spend on the affiliated colleges is very small, practically about one-tenth of the money spent on the other. Of course, I can understand that research is the main occupation of the universities, but the affiliated colleges must not be starved. They also cater for research. I would, therefore, suggest that Government must make a bigger allocation to the UGC, at least to the extent of meeting its more urgent needs. I had a talk with the Minister

this. He was sympathetic. But his hands are tied. Therefore, urgent programmes of the affiliated colleges should not be stopped and some more money should be allotted to the UGC for them.

श्री शिव नाथ सिंह (झुंझुनू) : अध्यक्ष महोदय, विश्वविद्यालय अनुदान आयोग गठन कुछ आशाओं और आकांक्षाओं को लेकर किया गया था। उस के पीछे भावना यह थी कि देश के अन्दर उच्च शिक्षा का चाहे वह विश्वविद्यालयों में हो, चाहे महाविद्यालयों में हो, ठीक तरह से प्रसार हो और हमारे देश में वह ठीक प्रकार से चले। इसी लिए हम ने विश्वविद्यालय अनुदान आयोग और विश्वविद्यालयों को बड़ी स्वायत्तता दी है। आज हमारे देश के अन्दर 80 से ऊपर विश्वविद्यालय हैं और 8 या 9 ऐसी संस्थाएँ हैं जो विश्वविद्यालय का स्तर रखती हैं। लेकिन हमें देखना यह है कि जिन आशाओं और आकांक्षाओं को लेकर उन का गठन किया गया था वह पूर्ण हो रही है या नहीं।

आज हम देखते हैं कि जहाँ शहरों में उच्च शिक्षा का विस्तार हो रहा है वहाँ ग्रामीण क्षेत्र बिल्कुल पिछड़े हुई हैं। विश्वविद्यालय अनुदान आयोग को देखना चाहिए कि क्या ग्रामीण क्षेत्रों में भी हम विश्वविद्यालयों और महाविद्यालयों का प्रसार कर सकते हैं। मुझे यह देख कर आश्चर्य होता है कि कृषि के सम्बन्ध में जितने विश्वविद्यालय या महाविद्यालय बनते हैं वह भी बड़े बड़े शहरों में ही बनते हैं। ग्रामीण क्षेत्रों की जनता के लिए उन का उपयोग नहीं हो रहा है। वहाँ के लोग उस के लाभ से वंचित रहते हैं। शहरों में, जहाँ पर बड़ी बड़ी संस्थाएँ बनाई गई हैं, छात्रों के रहने के लिए जगह नहीं होती है, उन के लिए खेती के एम्प्लॉयमेंट के लिए जमीन नहीं मिलती, लेकिन तब भी उन का केन्द्रीकरण शहरों में ही रहा है। आज देश के बड़े बड़े काने इन प्रकार के पड़े हुए हैं जहाँ उन का विस्तार होना चाहिए।

मैं शिक्षा मंत्री जी का और विश्वविद्यालय अनुदान आयोग का ध्यान इस ओर आकर्षित करना चाहूँगा कि इन का विस्तार और विकास ग्रामीण क्षेत्रों में होना चाहिए जहाँ पर लोग कृषि में लगे हुए हैं। उन लोगों को भी वहाँ रहने का कुछ आकर्षण होना चाहिए।

दूसरा निवेदन मैं यह करना चाहता हूँ कि जहाँ पर भी हम अपनी शिक्षण संस्थाओं को स्वायत्तता दे रहे हैं और बड़ी संस्थाओं का जन्म दे रहे हैं, उन से जो नतीजे मिलने चाहिए वह हमें नहीं मिल रही हैं। मैं एक उदाहरण देना चाहूँगा और वह है राजस्थान के विरला इन्स्टिट्यूट ऑफ टेक्नोलॉजी एंड सायंस का। उसको विश्वविद्यालय का दर्जा दिया गया है, और वह दर्जा दिलाया है विश्वविद्यालय अनुदान आयोग से। आप कह सकते हैं कि वह एक ऐसी संस्था है जिस के सम्बन्ध में विशेष कुछ नहीं कहा जाना चाहिए, लेकिन चूँकि यह संस्था विश्वविद्यालय अनुदान आयोग की फ्रिण्ड है, और उस को छत्रछाया में चल रही है, इस लिए इस की ओर ध्यान आकर्षित करना मेरा कर्तव्य है। यह सरकार से और दूसरी बड़ी बड़ी संस्थाओं से, विदेशी एजेंसियों से धन ले कर चलाई जाती है और इस प्रकार से दूकानदारी सी बन गई है। यह बड़े बड़े पैसेवानों के भ्रष्टाचार का अड्डा बन गई है और करोड़ों रुपयों का गबन वहाँ साल में होता है, लेकिन यह संस्था शिक्षकों के लिए बूचड़बाना बन चुकी है।

सन् 1964 में इस संस्थान को विश्वविद्यालय का दर्जा दिया गया था। उन के बाद उन संस्था का इन्तजाम इतना विगड़ गया है जिस का उद्धार नहीं है। पचासों यड़े बड़े प्रोफेसर्स को, जो देश के माने हुए प्रोफेसर हैं, निकाल दिया गया है। वहाँ पर कोई भी प्रोफेसर या लेक्चरर स्थायी नहीं है। सब के सब अस्थायी हैं। चूँकि वहाँ सब कुछ मनमाने ढंग से होता है इस लिए इस की देख कर दुःख



## [श्री शिवनाथ सिंह]

होता है। इन संस्थान को लाखों-करोड़ों रुपया विश्वविद्यालय अनुदान आयोग में दिया जाता है, लेकिन आयोग यह नहीं देख पाता है कि उन रुपये का उपयोग ठीक ढंग से होना है या नहीं। इन संस्था को फोर्ड फाउंडेशन से और गवर्नमेंट ऑफ इंडिया से रुपया मिलता है। लेकिन अब से अश्चर्य की बात यह है कि जितनी बिड़ना कॉर्पस हैं उन में से किसी से 20 लाख किरी: से 30 लाख और किसी से 50 लाख रुपया मालाना इस संस्थान को रि:र्व के लिए मिलता है, लेकिन रिमर्च के जाम पर वहां एक पैसा भी खर्च नहीं होता। सब पया बैंक मार्केटिंग या अपने काले धन को बढ़ावा देने के लिए प्रोग में लाया जाता है जिस का कोई हिस्सा बिलकुल नहीं होता। अगर मंत्री महोदय कहें कि इस के कुछ आंकड़े दिये जायें, कुछ तथ्य दिये जायें तो मैं कहना चाहता हूँ कि यदि वह जांच करने के लिए तैयार हों तो नु जे खुशी होगी और मैं तैय्य देने के लिए तैयार हूँ। मैं बतलाना चाहता हूँ कि वहां के डाइरेक्टर का अप्वाइंटमेंट बिलकुल गैर-कानूनी तरीके से हुआ है। यह विश्वविद्यालय अनुदान आयोग के देखने की बात है कि उन्होंने जिस प्रकार के नियम बनाये हुए हैं उन के हिस्से से प्राकेटरों का अप्वाइंटमेंट होता है या नहीं, उन का प्रोशन होता है या नहीं या उन का स्वायत्तकरण होता है या नहीं वहां पर डीन किस प्रकार से बनते हैं और किस प्रकार की प्रांशनी वहां चल रही है, इस की ओर मैं आप का ध्यान आकर्षित करना चाहता हूँ।

डा० लोकनाथन की चेयरमैनशिप में मीटिंग हुई थी। उस की मीटिंग में कहा गया कि डाइरेक्टर का अप्वाइंटमेंट गलत हुआ है। वहां इस बात को चेन्ज किया गया था कि डाइरेक्टर का अप्वाइंटमेंट कानून के हिस्से

से हुआ है या नहीं और इस को बिड़ना बडर्स पर छोड़ दिया गया था। उन्होंने कहा कि हमने अपने ऐडवोकेट से राय ले ली है और उस का अप्वाइंटमेंट सही हुआ है। आप ने सुना होगा कि एक महीने पहले इन्हीं बातों को ले कर, धन के गबन को लेकर, मिस-मैनेजमेंट को लेकर, डाइरेक्टर के अप्वाइंटमेंट को ले कर, प्रोफेसरों के साथ प्रांशनी को ले कर यह संस्थान करीब एक महीने तक बन्द रहा और उस के दस बारह छात्रों को पन्द्रह रोज के लिए भूख हड़ताल पर बैसना पड़ा। आखिर मैं क्यों लाठीचार्ज हुआ, क्यों युनिवर्सिटी कैम्पस में पुलिस बुलाई गई और इस तरह की दूसरी बात हुई। यह सब संस्थान के मिस-मैनेजमेंट की बजह से हुआ। बहुत से डीनों को अपनी मर्जी से हटा दिया गया। आप कहें तो मैं उन के नाम दे सकता हूँ, लेकिन चूँकि नाम देना यहां पर अच्छा नहीं होता, इस लिए मैं माननीय शिक्षा मंत्री से यह निवेदन करना चाहूँगा कि वह इन सब बातों को देख। हमारे विश्वविद्यालय अनुदान आयोग को इन बातों को देखना चाहिए, लेकिन वह अपने कर्तव्य से बिलकुल परे है। इन लिए इस प्रकार की स्वायत्त संस्था बन और बननी चाहिए, हम उन का स्वागत करते हैं। लेकिन वह बनने के बाद ठीक से काम करें यह देखना हमारा कर्तव्य है। आज इन संस्थाओं के अध्यापक और डाइरेक्टर किस प्रकार की ऐविटिविटीज में आपने आप को इन्वाल्व कर देते हैं, उस को देख कर हमें शर्म आती है। वहां देश के विभिन्न कोनों से बच्चे और बच्चियाँ आ कर पढ़ती हैं। मैं आप को बतलाना चाहता हूँ कि वहां के डाइरेक्टर ने लड़कों का स्टूडिज फेज हो जाये इस के लिए लड़कियों के पिता के नाम से टेलिग्राम दिये हैं। कोई बाप अपनी बेटी के खिलाफ इस प्रकार के लांछन दर्शात नहीं कर सकता। मैं आप को एक तार पढ़ कर सुनाना चाहता हूँ। एक गार्जियन को उस की बेटी के खिलाफ यह तार दिया गया है :

"Your daughter actively involved in smuggling boys into girls' hostels. Come immediately and take her away."

**अध्यक्ष महोदय :** मैं अपनी जानकारी के आधार पर कहना चाहता हूँ कि इस प्रकार की बात नहीं हुई। यह बिलकुल गलत बात है, लेकिन लड़कियों पर इस तरह के लांछन लगाये जाते हैं।

**अध्यक्ष महोदय :** आप युनिवर्सिटी ग्रान्ट्स कमिशन की रिपोर्ट पर बहस कीजिये।

**श्री शिवनाथ सिंह :** युनिवर्सिटी ग्रान्ट्स कमिशन जो बनाया गया है वह अपने कर्तव्य का पनाम नहीं कर पा रहा है। हम ने इस प्रकार का सफेद हाथी पाल कर रखा है, जिस पर इतना धन खर्च होता है। मैं चाहता हूँ कि वह इस पर ध्यान दें। मैं थोड़ा सा और बढ़ना चाहता हूँ।

**अध्यक्ष महोदय :** रिपोर्ट में जो बात है आप उन पर हों बोलें। एक जनरल बहस यहाँ पर लाने की बात नहीं है।

**श्री शिवनाथ सिंह :** मैं दो मिनट में समाप्त करता हूँ।

खालियर रेयोन ने बीस लाख रुपये 1972-73 में इनको दिए और यह कहा :

"Your company has contributed Rs. 20 lakhs to the Birla Institute of Technology and Science in Pilani."

मैं इसको इसलिए कोट करना चाहता हूँ कि इस प्रकार का रुपया वहाँ कम्पनी के एकाउंट में तो दिखाया जाता है लेकिन यहाँ एकाउंट्स में दर्ज नहीं होता है। इस प्रकार से करोड़ों रुपये का गबन होता है। मैं चाहता हूँ कि विश्वविद्यालय अनुदान आयोग इस और

ध्यान दे। इस शिक्षण संस्थान की जांच करके इसको ठीक किया जाना चाहिए।

**अध्यक्ष महोदय :** जितना समय इसके लिए रखा गया था उसने भी ज्यादा ले लिया गया है। मिनिस्टर साहब को कितना समय चाहिए।

**श्री श्री सभाज कल्याण तथा संस्कृति मंत्री (प्रो० देसू नरहल हसन) :** प्राधा घंटा।

**MR. SPEAKER:** There are a few Members; each may take five minutes.

**SHRI M. M. JOSEPH (Peermade):** I am really glad to take part in the discussion on the report of the UGC for the years 1971-72. Before I come to the report, may I say a word about the UGC? Our UGC was constituted in accordance with the pattern of the UGC in England. In England there are only ten universities, about 300 colleges and about three lakhs of college students whereas in accordance with the report in India there are 95 universities, 3896 colleges and 32,82,314 college students. I doubt whether one institution is sufficient to meet the needs of such a huge number of universities and colleges and the all round development of nearly 33 lakh students I have seen principals and staff of the colleges and universities from Kerala and other places in the South coming to New Delhi to meet the authorities of the UGC to get their grants and loans sanctioned and their grievances redressed. I request you to start at least two more units of the UGC, one in Madras for the South Indian Universities and another in Calcutta for the Eastern States.

Education is even now a State subject. The policies of higher education are decided by the Central Government; grants are also given by the Central Government. The State Governments are not in a position to meet the expenses on college education,

[Shri M. M. Joseph]

or to develop national education. Education upto the higher secondary should be with the State Government; higher education or collegiate education should be made a Central subject.

UGC has started a few Central Universities spending several crores of rupees. UGC has spent Rs. 12 crores over the Delhi University and the Jawaharlal Nehru University. All the Central Universities are in North India. Why not one of them at east could be started in the South India. Kerala stands first in the matter of literacy and hence I request the Government to start a Central University in Kerala. UGC is found to be partial in the matter of distribution of grants to various universities. It is reported that the UGC has given Rs. 56 crores to 74 universities. At the same time Rs. 7 crores were given to five Central Universities. The Jawaharlal Nehru university alone has been given Rs. 6.5 crores last year. It is rather painful to see the step-motherly attitude taken by the UGC towards the South Indian universities. This policy has to be changed.

The report speaks clearly that the UGC is giving more importance to quantity rather than to quality of education. According to the report of the Indian Education Commission, the total number of college students in the year 1965-66 were eleven lakhs. The Commission says that India can absorb only 22 lakhs of persons during 1975-76 and 42 lakhs in 1985-86. The wonder is that there are 33 lakhs of college students even at present, which is thirty per cent more than what we need. But the economic growth rate of our nation is only 4 per cent. This disparity is one of the causes for the violent situation prevailing in the field of higher education. The system of education should be changed in toto. The out-dated examination system also should be brought under modification.

From the report, we understand that a majority of the students are study-

ing in affiliated colleges. The grants given to affiliated colleges have increased. Well and good. The UGC is giving aid to staff quarters, teachers' hostels, book banks etc. But the amount allotted for research and teachers' training should be substantially increased. The disparity in the salary of the college teachers and university teachers should be abolished.

I hope the present U.G.C. can do a lot of improvement in the field of education. Our Education Minister is a scholar. The Chairman of the U.G.C. is an experienced man. The Commission members are also veterans in the field of education. Hence I expect a bright future for our education under the present set-up.

MR. SPEAKER: Since there are a few more members to speak, I have extended the time. I hope members will be brief and not grab the time of others. The minister will reply at 2.30 P.M.

12.50 hrs.

*The Lok Sabha adjourned for Lunch till Fourteen of the Clock.*

*The Lok Sabha re-assembled after Lunch at four minutes past Fourteen of the Clock*

[MR. DEPUTY-SPEAKER in the Chair]

MOTION Re. ANNUAL REPORTS OF UNIVERSITY GRANTS COMMISSION FOR 1970-71 AND 1971-72—contd.

MR. DEPUTY-SPEAKER: We will continue discussion on the Annual Reports of the University Grants Commission.

SHRI SHYAM SUNDER MOHAPATRA (Balarore): Mr. Deputy-Speaker, Sir, I am grateful to you for having me this time.

Sir, education can be called safely the elixir of our social life, mritasaujeevani. Here I would like to quote what our learned Minister for Education said on the 26th November 1969, in the debate on the University Grants Commission. He said:

"The University Grants Commission is not given adequate funds to play its expected role. The funds allotted to the University Grants Commission are ridiculously low."

I personally feel, the University Grants Commission today is only a disbursing authority of funds to different colleges. But it must be a policy-making body as such which should guide the policies of universities and different colleges.

If I bring your attention to the sad plight that certain universities are suffering from today, I shall refer to the University of Calcutta which is one of the biggest universities in the world. This is what Lord Curzon, hundred years before, said about the Calcutta University:

"It is not a collection of buildings; it is scarcely even a sight; it is a body that controls courses of study and set examination papers for the pupils of affiliated colleges. They are not part of it."

Hundred years after, in 1962, Sir Eric Ashby said about the same Calcutta University:

"With a few notable exceptions, they (Indian universities) remain examining bodies and their students naturally regard success in examinations as the sole end of an undergraduate career."

This is about the University of Calcutta which controls 2 lakhs of students.

If I bring to your notice a fact, the University is spread over the whole city. The main office of the Controller of Examinations is in one street called Vidhansarani: the Answer Papers section, godown, record, etc. is in Darbhanga Building;

the Diploma certificate section is in Centenary Building and the Confidential section in Hazara Road. If the Controller wants to meet the Vice-Centenary Building and the Confior more; if another officer, say, the Pro-Vice-Chancellor who is in Darbhanga Building wants to meet the Vice-Chancellor, he has to do the same thing. That is why, the Education Commission had said a few years ago that it should be a campus life where every can have mutual discussions, mutual discourses and mutual relations with one another. Dr. Kothari said in his Convocation Address at the Roorkee University students and professors should do some field work.

If I bring your attention to the present type of education which is operating in China, you will be just surprised that what Gandhi said before, that one should have some relation with basic life, what he called basic education, or Dr. Kothari said that the professors and students should have some relation with reality in life, is what is happening in China. In China, 1,50,000 students who were entering the higher course of study were asked to do at least 2-3 years work in the field with peasants and with workers. Why? Because they are the part and parcel of social life; they are the part and parcel of the economic life of the world. If they are not in touch with the social and economic life, then education becomes immaterial and incomplete.

Then we should have sufficient time to look into the Adult Education about which the University Grants Commission has also made certain recommendations. The University Grants Commission grant 75 per cent funds for Adult Education to the universities and 25 per cent is to be given by the universities. It is a very sorry state of affairs that our country has not made sufficient progress in the field of Adult Education.

[Shri Shyam Sunder Mohapatra]

Now, I would like to refer to my own State Orissa. The University Grants Commission Members had visited the Sambhalpur University, the Utkal University and the Brahmampore University. But nothing tangible has come out of their tour. So, I reiterate that the U.G.C. should not be partial to some universities and close their eyes to other universities. Probably, they are more concerned with the Jawaharlal Nehru University to which they have already granted more than Rs. 6 crores. The quantum of grant which is given to the Delhi University is also much more compared to other standing universities in our country.

Even then, when I was talking to the Dean of the Students' Welfare of the Delhi University, a few days ago, he said, "The amount is a very paltry sum." I appreciate his idea. It is really a paltry sum. That is why I say, the hon. Minister may kindly consider to put more funds at the disposal of the University Grants Commission.

One of the activities of the U.G.C. is to sponsor international co-operation. You will be surprised to know this. I am making a sensational disclosure on the floor of the House today that an Israeli professor was invited to the Delhi University only two months ago and he delivered a series of lectures. He made a political den in the campus of the Delhi University. How could it escape the attention of our special branch, of our intelligence and of our learned Minister who is heading the Education Ministry?

The position today in the country is that everybody wants to pass an examination only to get into a job. In other words, education has become job-oriented. That is why I

say that the education should be such that it brings a 'harmonious development between mind and soul' as Plato said many centuries ago. The education should be philosophical having reality with the philosophic life in India, with our culture and tradition, or it should deal with material life. Unfortunately our education today is neither traditional nor material.

I want to bring one more aspect of the U.G.C. to the attention of our Minister. The U.G.C. grants sufficient funds to certain universities to continue research. The Political Science Department of Banaras Hindu University is one such university which got more than Rs. 1,50,000 from the U.G.C. to develop research work. The person who is conducting the research there—the Head of this Department—, Dr. K. V. Rao, is now in such a sad state of affairs that he is going to resign. During 35 long years, between 1928 and 1963, the Political Science Department created only two Ph.D.s, but during this professor's time, hardly nine years, there have been 12 Ph.D.s. Now the University clique is such that such a learned professor has become a victim of conspiracy and he is going to be thrown out of the University.

Therefore, the policy should be such that it can bring about a harmonious blending between different departments, between the Vice Chancellor and the teachers and between the teachers and the pupils, so that the education given in our country today is shaped according to the demand and need of the country.

\*SHRI S. D. SOMASUNDARAM (Thanjavur): Hon. Mr. Deputy-Speaker, I am grateful to you for giving me an opportunity to participate in the discussion on the Reports of the University Grants Commission.

\*The original speech was delivered in Tamil.

During the past two and half decades, many Education Ministers have come and gone. It is common knowledge that immediately after a new Education Minister assumes Office he declares that radical reforms must be brought about in the country's educational system. I am sorry to say that such declarations have so far been consigned to national archives. The University Grants Commission, which is the apex body for higher education, has not cared to translate the declarations of the Education Ministers into action-oriented programmes. The higher education in our country still does not reflect the hopes and aspirations of the future citizens of our nation.

There are 86 Universities and 3896 Colleges in which 35 lakh students are undergoing courses of higher education. I need not repeat the growing unrest among the student community. The basic reason for this unhappy state of affairs is the uncertain future for the younger generation. After completing the higher education, the students do not know what is in store for them. Naturally they are frustrated. Consequently, they are not able to put their heart and soul in their studies. Their frustration and helplessness leads them to violent activities.

I am sorry to say that the U.G.C. has so far not gone in detail into the causes of student unrest in our country. I am afraid that the U.G.C. remains content with the disbursement of grants to the Universities and Colleges. Here also, the U.G.C. cannot derive full satisfaction of having done justice to its duties. You know, Sir, that adequate funds are not placed at the disposal of the U.G.C. by the Education Ministry. While it is claimed by the Government that the national income has gone up, the allotment to education does not seem

to increase in the same proportion as the increase in the national income. Whenever the Government propose certain economy measures, the first victim is the Demand of the Education Ministry. I would request the hon. Minister of Education that he should exert himself to get the maximum money at least in the Fifth Year Plan. I want to remind the Government that the future of the country will be bleak if adequate funds are not allotted for education. Education is the corner-stone of all our developmental activities. If the needs of the future citizens of our country are neglected, naturally the growing student unrest will engulf the entire country.

The U.G.C. should also ensure, besides disbursing the grants, that the grants are utilised properly for the purposes for which they were sanctioned. I doubt very much whether the U.G.C. has ever taken follow-up action after the grants had been sanctioned. The amenities for higher education are woefully lacking in our country. This is also one of the primary causes for student unrest. The U.G.C. will be well advised to make a thorough and complete study of the amenities that are required by the students in our country and prepare a time-bound programme for providing the minimum amenities to them. In the interest of the well-being of the nation, the Government should also unreservedly place at the disposal of the U.G.C. adequate funds.

Before I conclude, I will refer to another important point. During November 19—21, 1972, there were violent clashes between the Police and the students in Palayamkottai, Tamil Nadu. The Police atrocities resulted in the death of a student Prof. Srinivasan was also assaulted by the Police. The one-man Commission of the District and Sessions

[Shri S. D. Somasundram]

Judge which inquired into the chain of events in Palayamkottai has indicted the Police for its excesses on the unarmed students. Similarly, the Inquiry Commission which went into clashes between the students and the Police on December 2, 3, 4, 1972 in the Clives Hostel, Tiruchirappalli has held that there was no justification for the Police to enter the Clive's Hostel. Tiruchirappalli and to indulge in indiscriminate and brutal lathi-charge on the unwary students. If the U.G.C. want to acquaint itself with the problems of student community, if the U.G.C want to stand by the student community, if the U.G.C. want to protect the portals of higher education from being vitiated by the Police, a representative of the U.G.C. should be associated with the Inquiry Commissions appointed by the State Governments. Then only the U.G.C. will be enabled to formulate meaningful programmes for the entire student community in our country.

I would in the end say that the U.G.C. should convert itself into an active policy-making body for higher education, instead of remaining merely as an aid-distributing agency.

**श्री चंद्रिका प्रसाद (बलिया) :** कोई भी समाज या संस्था अच्छे, चरित्रवान और कर्तव्य परायण व्यक्तियों से बनती है और इसका आधार केवल शिक्षा ही है। शिक्षा मंत्रालय को अधिक से अधिक धन देने की व्यवस्था भारत सरकार को करनी चाहिए। अन्य मंत्रालयों से कम महत्व का यह मंत्रालय नहीं है। इसी से अच्छे नागरिक बनते हैं और अच्छे नागरिकों में ही देश उठता है।

यूनिवर्सिटी ग्रांट्स कमीशन के चेयरमैन और शिक्षा मंत्री को मैं बधाई देता हूँ। इस के कालेज देश भर में बढ़े हैं। पढ़े लिखे लड़कों की संख्या भी बढ़ी है। लेकिन दुष्ट के साथ कहना पड़ना है कि ये पढ़े लिखे लड़के नौकरी की मांग करते हैं। हम कालेज में जाने हैं ज्ञान की वृद्धि

के लिए और ज्ञान की वृद्धि के बाद अपने प्रंदर इतना आत्म-विश्वास होना चाहिए कि हम अपनी जीविका को चला सकें। इस के लिए मैं कहूंगा कि यूनियनवादी ग्रांट्स कमीशन में कि कम से कम आज जो लड़कों की भीड़ निकलती है, जो नौकरी चाहते हैं, ऐसा न हो कर के हर कालेज में इस तरह की व्यवस्था हो, उन के लैस इतने अच्छे हों, उन के टेकनिकल साधन इतने अच्छे हों, उनके अन्दर अच्छे अच्छे पुस्तकालय हों ताकि वहाँ में हजारों की संख्या में जो ऐसे पढ़े लिखे लड़के निकलते हैं उन में चार पांच भी ऐसे निकले जिन के अन्दर आत्म-विश्वास हो, जो आत्म-संप्रमी हों, जो अपना प्रोजेक्ट लगा सके क्योंकि एक भी पढ़ा लिखा लड़का अगर अपना प्रोजेक्ट लगा लेगा तो हजारों की नौकरी दे सकता है। तो ऐसे लड़कों का निकालने की जरूरत है। क्वालिटी ज्यादा बढ़ने की जरूरत नहीं है, क्वालिटी भी बढ़ लेकिन उसके साथ क्वालिटी ज्यादा भी बढ़नी चाहिये इस के ऊपर भी हमारे यूनियनवादी ग्रांट्स कमीशन को ध्यान देना चाहिये। हमारे साथियों ने कहा कि मातृभाषा में हमारी शिक्षा होनी चाहिये। मातृ भाषा में शिक्षा अवश्य होनी चाहिये। उस के साथ साथ हमारी जो भारतीय भाषायें हैं जो अपने अपने क्षेत्र में मातृभाषा है, उनकी तरफ भी यूनियनवादी ग्रांट्स कमीशन को ध्यान देना चाहिये क्योंकि मातृभाषा के अंदर हमारी भारतीय संस्कृति और साहित्य छिपा हुआ है। इसी के ऊपर जो हमारी शिक्षा आधारित होगी वह शिक्षा हमारे देश को आगे बढ़ाएगी उस के लिये चाहे बंगला हो, तमिल हों तेलगू हों और समारा जो उपेक्षित क्षेत्र है भोजपुरी का उसमें 8 करोड़ लोग भोजपुरी भाषा बोलते हैं, तो हमारी भाषा के उत्थान के ऊपर भी ध्यान देना चाहिये जिस में कि हमारे क्षेत्र की और हमारे देश की आत्मा छिपी हुई है, संस्कृति छिरी हुई है साहित्य छिपा हुआ है।

वहाँ वड़े-बड़े विद्वान हुए, राजेन्द्र बाबू हुए, जयप्रकाश बाबू हुए, डा० गणेशी हुए। उन की लाइफ से हमारे नीजवानों को प्रेरणा मिले, उन्हें इस बात का धोम हो कि उनको अंदर क्या चीज थी जो हमें नहीं मिल रही है। इसलिये यूनिवर्सिटी ग्रांट्स कमीशन को उस के ऊपर ध्यान देना चाहिये। यूनिवर्सिटी ग्रांट्स कमीशन को इसमें ऊपर ध्यान देना चाहिए यूनिवर्सिटी ग्रांट्स कमीशन की फिक्साच को हमने देखा है लेकिन उसमें इस पर कहीं ध्यान नहीं दिया गया है। दूसरी बात हमारी मान भाषा को बोलने वाले बहुत बड़ी संख्या में बाहर विदेशों में भी है। तो उन के साहित्यकारों, कलाकारों और विद्वानों को अपने यहां के साहित्यकारों, कलाकारों और विद्वानों के सम्पर्क में आने का अवसर प्रदान किया जाय जिसे में उन का आपस में इस विषय में आदान प्रदान हो सके। यह सम्पर्क उन के बीच में बन रहे इस के ऊपर ध्यान देना चाहिये नाकि देश विकसित हो और एक उन्नत देश बन सके। साथ ही साथ में यह भी कहना चाहता हूँ कि जहां यूनिवर्सिटी ग्रांट्स कमीशन ने कालिजों की संख्या बढ़ाई है, वहां हमारे संविधान में निहित जो नीति है, उस पर काम नहीं हुआ है। हमारे उपेक्षित क्षेत्रों की अभी भी उपेक्षा की गई है। आप ने नियम बनाया है कि जो कालिज खोलेंगे और तीन साल तक चलायेंगे, उन के बाद उन को ग्रांट मिलेगी लेकिन जो पिछड़े क्षेत्र है, जहां कोई साधन नहीं है, न उद्योगपति हैं और न कोई उद्योग है, वहां वे किसी कालिज को किन तरह से तीन साल तक चला सकेंगे जो विकसित क्षेत्र हैं, जो साधन सम्पन्न क्षेत्र है, जैसे कलकत्ता, बम्बई, वहां यूनिवर्सिटीज की संख्या बढ़ती चली जा रही है, लेकिन जो ग्रामीण क्षेत्र हैं वहां कोई प्रगति नहीं हो रही है। प्रदेश सरकारों के पास साधन नहीं है, वे खोलने की स्थिति में नहीं है। इस लिये भारत सरकार को ऐसे स्थानों पर केन्द्रीय विश्वविद्यालय खोलने चाहियें। उत्तर प्रदेश

के पूर्वी क्षेत्र जैसे बलिया, आजमगढ़ आदि में पटना 100 मील है, गोरखपुर 100 मील, वाराणसी 100 मील इस क्षेत्र को बहुत कठिनाई उठानी पड़ रही है। इस लिये मेरा अनुरोध है कि आप बलिया में केन्द्रीय विश्वविद्यालय खोलें, कालिजों को ग्रांट देने के संबंध में अपने नियमों को ढोला करें।

बलिया में लड़कियों का एक डिग्री कालिज खोला गया 5 वर्ष हो गये अभी तक उस को ग्रांट नहीं दी जा रही है। पूर्वी क्षेत्र लड़कियों की शिक्षा में बहुत पिछड़ा हुआ है और हम सब चाहते हैं कि स्त्री शिक्षा का प्रसार हो, फिर भी पता नहीं क्यों ग्रांट नहीं दी जा रही है जहां बाढ़ आती है। जहां अनेकों नदियां हैं, जहां बाढ़ से कालिज के भवन गिर जाते हैं। उसकी सहायता के लिये हम मंत्रालय और यूनिवर्सिटी ग्रांट्स कमीशन में अनुरोध करते हैं। फिर भी कोई सहायता नहीं मिलती। कमीशन को इस पर गम्भीरता से विचार करना चाहिये। केन्द्रीय सरकार की वालंट्री स्कीम है उस के अन्तर्गत हम सप्लाई करते हैं उस में इतनी कार्यवाही करनी पड़ती है कि तीन चार हज़ार रुपये खर्च हो जाते हैं, फिर भी कुछ नहीं मिलता, गरीब विद्यार्थियों को उस से कोई लाभ नहीं होता है। राज्य सरकारें भी इस में कोई सहायता नहीं करती हैं, उन के पास स्कीम भेजते हैं तो वे भी यूनिवर्सिटी ग्रांट्स कमीशन के पास नहीं भेजती हैं, क्योंकि उन को मैचिंग ग्रांट देनी पड़ती है। स्टेट्स के पास साधन नहीं हैं, विशेषकर उत्तर प्रदेश और बिहार के मिलने वाले उस क्षेत्र के लिए जो बाईर पर है, पिछड़ा क्षेत्र है, उन कालिजों के लिए मैचिंग ग्रांट की कठिनाई की वजह से वे रिकमेण्ड नहीं करते।

हमारे क्षेत्र में हरिजनों की संख्या अधिक है, लेकिन आज तक एक भी हरिजन छात्रावास वहां नहीं बना। सबर्बो के अन्दर उन के प्रति नफरत पैदा हो रही है, वे



## (श्री चन्द्रिका प्रसाद)

सोचते हैं कि ये लोग कैसे प्रमोशन पा रहे हैं, न पढ़े-लिखे हैं और न योग्य हैं, फिर भी इन को अवसर मिल रहे हैं। इसलिए हरिजनों को पढ़ाने के लिए, उन का जो कोटा रिजर्व किया गया है उस को पूरा करने के लिए उन को मुकाबले में लाने के लिए, उन के अन्दर योग्यता बढ़ाने के लिए हमें पूरा प्रयास करना चाहिए और इसके लिए हरिजन छात्रावास खोलना चाहिए। लड़कियों के लिए छात्रावास खोलने के नियमों में डील देनी चाहिए।

यूनीवर्सिटी ग्रांट्स कमीशन में उपेक्षित और पिछड़े क्षेत्र का कोई सदस्य नहीं है—इसलिए मेरा अनुरोध है कि एक सदस्य इस कमीशन में अवश्य लेना चाहिए, ताकि वह हमारी समस्याओं को ठीक प्रकार से कमीशन के सामने रख सके। मैं चाहता हूँ कि कमीशन में एक कमेटी बननी चाहिए जो पिछड़े क्षेत्रों, विशेषकर ऐसे प्रदेश जहाँ दो प्रदेश एक साथ मिलते हों, जैसे उत्तर प्रदेश के पूर्वी हिस्से, जो बाइंडर एरिया है, ऐसे क्षेत्रों की समस्याओं के सम्बन्ध में विचार करे और सैंटर इन को अपने हाथ में ले।

हमारे यहाँ जो एग्रीकल्चर कालिज है—उस के सम्बन्ध में आप के मुखर्जी साहब वहाँ गये थे। वहाँ पर डिग्री कालिज है, पोस्ट ग्रेजुएट कालिज है, लेकिन उसका फार्म 20 मील की दूरी पर है, क्योंकि गंगा घाघरा के कटाव के कारण वहाँ भूमि नहीं मिलती है। कालिज के लिए मर्मण में फार्म चाहिए, उसके लिए पैसा चाहिए उसका प्रबंध भी किया लेकिन आप के अफसर कहते हैं कि इस से काम नहीं चलेगा। इसी तरह में वहाँ पर किसानों के लिए बीज तथा जमीन आदि की जांच के लिए लेबोरेट्री चाहिए—इस तरह आप का ध्यान जाना चाहिए ताकि वहाँ किसानों को सहायता मिल सके।

श्री एस० एम० बनर्जी (कानपुर):  
ज्वाध्यक्ष महोदय, मैं समझता हूँ कि यूनी-

वर्सिटी ग्रांट्स कमीशन जितना काम कर रहा है, वह काफी अच्छा है, लेकिन जहाँ तक अनुदान की बात है—इतना कम रुपया उन के हाथ में रहता है कि बहुत सी दरखास्तों पर वे ध्यान नहीं कर सकते। मैंने देखा है काफी कालिजों की तरफ से उन के पास दरखास्तें आती हैं, हम लोगों ने भी बहुत सी दरखास्तें फॉर्वार्ड की हैं, वे चाहते भी हैं कि उन की मदद की जाय, लेकिन मदद कर नहीं सकते, क्योंकि पैसा बहुत कम है। इसलिए मैं मंत्री जी से निवेदन करूँगा कि अगले साल जब बजट पेश किया जाय तो वे अपने मित्रों से कहें कि पढ़े-लिखों के लिए कुछ ज्यादा पैसा दिया जाना चाहिए।

अभी हमारे बहुत से सदस्यों ने टीचरों की बात कही। मैं भी चाहता हूँ—चाहे कोठारी कमीशन की सिफारिशें हों या सेन कमीशन की सिफारिशें हों, उन को लागू किया जाना चाहिए। कोठारी कमीशन की सिफारिशें तो कहीं कहीं लागू हो चुकी हैं, लेकिन सेन कमीशन की सिफारिशों के बारे में सरकार को क्या कहना है—मैं मंत्री जी से मुनना चाहता हूँ।

सेन कमीशन ने तो टीचर्स के बारे में ही कुछ बातें तय की हैं, लेकिन जो नान-टीचिंग स्टाफ है, जो सेंट्रल यूनीवर्सिटीज में काम करते हैं, दूसरे कालिज में काम करते हैं, उनकी मुनवाई के लिए अभी तक कोई परपोस्ट नहीं निकली है। मैं मंत्री जी की माफत यूनीवर्सिटी ग्रांट्स कमीशन से अनुरोध करना चाहता हूँ—दिल्ली यूनीवर्सिटी के कर्मचारियों की तरफ से आप के पास कुछ मांगें आई हैं, केवल उम की तरफ से ही नहीं, बनारस, अलीगढ़, पटना और दूसरी यूनीवर्सिटीज के कर्मचारियों की तरफ से भी मांग आई हैं कि उनको सेंट्रल पे-स्केज जो पे-कमीशन ने रिक्मेण्ड किये हैं, मिलने चाहिये। उपाध्यक्ष महोदय, इस के बारे में काफी आन्दोलन हुए, कुछ मजाहरे भी

किये गये—यूनीवर्सिटी ग्रान्ट्स कमीशन के सामने । हम चाहते हैं कि जब ये सेंट्रल यूनीवर्सिटीज हैं तो यूनीवर्सिटीज के कर्मचारियों का हक है कि उन को भी उतना ही पैसा मिले जितना केंद्रीय सरकार के कर्मचारियों को मिलता है । मुझे खुशी है दिल्ली विश्वविद्यालय की तरफ से एक कमेटी भी बनी है, जिस के प्रो-वाइस-चारलर साहब चेयरमैन हैं और वे इस बात की जांच करेंगे कि इस को वहाँ तक लागू किया जा सकता है और फिर जल्दी हो सकता है । मैं निवेदन करना चाहता हूँ कि इस काम को जल्दी किया जाय, क्योंकि वे कर्मचारी काफी उत्तेजित हैं, उन की उत्तेजना को बम करने की कोशिश की जाय ।

एक चीज जो हमें यूनीवर्सिटीज के कर्मचारियों को काफी उत्तेजित कर रही है—वह यह है कि वे इण्डस्ट्रियल डिस्प्यूट्स ऐक्ट के परब्यु में नहीं आते हैं । सारे देश में जब यूनियन हैं और मैं यहाँ के वाइस चारलर को धन्यवाद भी देना चाहता हूँ, उन्होंने यहाँ के कर्मचारियों की यूनियन को रिकगनाइज भी किया है, तो इन को उससे बाहर क्यों रखा गया है । आज जब सब तरफ आन्दोलन चल रहे हैं, हम नहीं चाहते विश्वविद्यालयों में भी हड़तालें हों चाहे विद्यार्थियों की हो या मस्टर्स की हों या कर्मचारियों की हों । हम चाहते हैं कि वहाँ पर शान्ति बनी रहे और बार-बार यूनीवर्सिटी को बन्द करने की नीवत न आये । लेकिन जब इण्डस्ट्रियल डिस्प्यूट्स ऐक्ट की बात आती है तो कहा जाता है कि सुप्रीम कोर्ट के जजमेन्ट के अनुसार वे इण्डस्ट्रियल डिस्प्यूट्स ऐक्ट के मातहत नहीं आते हैं । मैं प्रोफेसर नूरल हसन साहब से प्रार्थना करना चाहता हूँ—वे प्रजातन्त्र के उसूलों में विश्वास करते हैं, कम से कम इस बात की कोशिश करें कि लेबर मिनिस्ट्री आप के मंत्रालय से पूछें कि क्या इन को इण्डस्ट्रियल

डिस्प्यूट्स ऐक्ट के मातहत लेना चाहिए या नहीं लेना चाहिए, तो आप मेहरबानी कर के कहें कि लेना चाहिए । इस ऐक्ट के लागू होने के बाद इन हड़तालों को बन्द किया जा सकता है और सारे मामलों को आपस में बातचीत करके, ग्राविटेशन के जरिये तय किया जा सकता है ।

तीसरी बात मैं यह कहना चाहता हूँ कि मास्टर्स के बारे में आप दोबारा सोचें । अभी उत्तर प्रदेश के माध्यमिक शिक्षकों की तनख्वाहें बढ़ाई गई हैं, लेकिन वे अभी भी इतनी कम हैं कि उसका कम्पेरिजन दूसरी जगहों से नहीं किया जा सकता ।

अन्त में, मैं टैक्सट बुक्स के बारे में कहना चाहता हूँ । अभी मेरे मित्र ने कहा है कि टैक्सट बुक्स में बड़े बड़े नेताओं की जीवनियाँ रहनी चाहिए, लेकिन आप विश्वास कीजिए—जीवनियाँ पढ़ते पढ़ते आप बस के बच्चे इतने तंग आ गये हैं कि अगर आप किसी बच्चे से पूछें तो मुश्किल से वह अपने पिताजी का नाम बता सकेगा, अन्य किसी का नाम उसे याद नहीं है । इतने लोगों की जीवनियाँ वह वहाँ तक पहुँचा । इतनी किताबें हो गई हैं कि बच्चे का वजन 13 सेर है तो किताबों का वजन 14 सेर है, बच्चा झुका चला जा रहा है । किताबों का वजन ज्यादा है । इसलिए, मैं निवेदन करना चाहता हूँ कि टैक्सट बुक्स को देख कर बनाया जाये ताकि बच्चे के दिमाग पर ऐसा असर न हो कि वह पढ़ने से ही दूर भागे ।

मैं आशा करता हूँ मंत्री जी हमारे तीनों सवालों का जवाब देंगे—एक तो पे-कमिशन की रिबेम्पेन्शन का एग्जीक्यूटिव हो रहा है या नहीं, दूसरे इंडस्ट्रियल डिस्प्यूट्स ऐक्ट के मातहत वर्कमैन की डिफेंशन में वे आते हैं या नहीं और तीसरी बात यह

**(श्री एस एम बनर्जी)**

है कि 'श्री' को हावा को सुधारने की  
कठिनाई का जाय ।

मैं प्रकट गुरुकुल हूँ कि आपने मुझे  
वाणी का समय दिया ।

MR. DEPUTY-SPEAKER: The House had earlier agreed that the hon. Minister should be called at 2.30 p.m., but some hon Members are still wanting to speak....

THE MINISTER OF PARLIAMEN- TARY AFFAIRS (SHRI K RAGHU RAMAIAH): There are still four or five more Members wanting to speak. You may give them five minutes each.

**श्री हर प्रताप सिंह (बाराबंकी) :** मान्यवर, आपने मुझको विश्वविद्यालय अनुदान आयोग के 1970-71, 1971-72 के प्रतिवेदनों पर जो अपने विचार प्रकट करने का अवसर दिया है उसके लिए आज मैं आपको विशेष रूप से धन्यवाद देना चाहता हूँ क्योंकि मैं जानता हूँ समय के इतने अभाव में आपने मुझे इस महत्वपूर्ण विषय पर विचार प्रकट करने का अवसर दिया है । ऐसी स्थिति में मैं बहुत सूत्र में अपने विचार प्रकट करूँगा, भाष्य नहीं करूँगा । जिसमें इस सदन का समय नष्ट न हो ।

विश्वविद्यालय की स्थापना करते समय इस बात का ध्यान रखा जायें कि काश्मीर से कन्याकुमारी तक तथा असम से पुजरात तक शिक्षा की दृष्टि से जो भी उन्नत और अविकसित क्षेत्र हैं, उनमें विश्वविद्यालयों की स्थापना को बरीयता प्रदान की जायें । मैं मन्त्री महोदय को बधाई देना चाहता हूँ कि उन्होंने उत्तर प्रदेश के पर्वतीय क्षेत्र में विश्वविद्यालयों की स्थापना का निर्णय लिया है । इसके लिए

मैं उन्हें हृदय से बधाई देना चाहता हूँ । वे कह रहे हैं उन्होंने ऐसा कोई निर्णय नहीं लिया है, उत्तर प्रदेश की सरकार ने निर्णय लिया है । लेकिन इस प्रकार के जो भी निर्णय अविकसित क्षेत्रों में विश्वविद्यालय स्थापित करने के लिए जायेंगे उसकी हम सराहना करेंगे—चाहे वह निर्णय केन्द्र का हो या उत्तर प्रदेश की सरकार का हो ।

इसके साथ साथ मैं निवेदन करना चाहता हूँ कि शिक्षा का सही अर्थ है शिक्षार्थी का सर्वांगीण विकास करना । सर्वांगीण विकास की जहाँ तक बात है वह तभी सम्भव है जब कि शिक्षार्थी को नैतिक, चारित्रिक, शारीरिक तथा व्यावसायिक शिक्षा प्रदान की जायें । आज देश में शिक्षा बेरोजगारी की जो समस्या है उसका यही कारण है कि विश्व विद्यालयों से जो छात्र निकलते हैं उनके मन में एक निराशा और कुंठा की भावना रहती है । यदि उनके लिए व्यावसायिक शिक्षा की व्यवस्था कर दी जायेगी तो मेरा विश्वास है कि जो आज विश्वविद्यालयों में जो अनुशासना-हीनता विद्यमान है वह सदा के लिए समाप्त हो जायेगी । साथ ही जब तक किसी देश में वहाँ के विद्यार्थियों को चारित्रिक और नैतिक शिक्षा नहीं मिलती है तब तक राष्ट्र के चरित्र का निर्माण नहीं होता है । और जब-तक राष्ट्र के चरित्र का निर्माण नहीं होगा तब तक हम देश में सामाजिक और आर्थिक न्याय नहीं दिला सकेंगे । साथ ही साथ जो हमारी राष्ट्रीय एकता की कल्पना है वह पूरी नहीं होगी और राष्ट्र का विकास जो हम करना चाहते हैं वह नहीं कर सकेंगे । इस दृष्टि से पाठ्य-क्रमों में व्यवस्था करना आवश्यक है जिससे राष्ट्र के चारित्रिक एवं नैतिक स्तर को उठाया जा सके ।

इसके अतिरिक्त मैं निवेदन करना चाहता हूँ कि आयोग के द्वारा राष्ट्रीय भावात्मक एकता

के सम्बन्ध में जो कार्य किये गये हैं उसके लिए मैं मंत्री जी की सराहना करता हूँ और प्रार्थना करता हूँ कि इन कार्यक्रमों के लिए जो धनराशि निर्धारित की गई है उसमें वृद्धि की जाये जिससे राष्ट्र की सुरक्षा, अखण्डता और प्रभुसत्ता की दिशा में हमारे छात्रों का मनोबल ऊंचा उठ सके। इस प्रकार राष्ट्रीय भावात्मक एकता की जो भावना है वह अधिक तीव्रता के साथ बलवती हो सकेगी।

मान्यवर, भारत के संविधान के अनुसार हमने हिन्दी को राष्ट्र भाषा ग्रुप में स्वीकार किया है। मैं नहीं चाहता कि राष्ट्र भाषा हिन्दी को लेकर इस प्रकार से कार्यक्रमों को बढ़ाया जाये जिससे देश में विघटन की स्थिति पैदा हो परन्तु जब हमने संविधान के द्वारा हिन्दी को राष्ट्र-भाषा स्वीकार किया है तो हमें उस दिशा में हर सम्भव प्रयत्न भी करने चाहिए। आज रजत-जयन्ती का वर्ष समाप्त हो जाने के पश्चात् भी हिन्दी की जो स्थिति है वह अत्यन्त निराशाजनक है। हमें विश्वास है कि जब तक राष्ट्र-भाषा नहीं होगी तब तक न राष्ट्रीय भावात्मक एकता हो सकती है और न विश्व जनसमुदाय के सामने हम अपना मस्तक ऊंचा करके खड़े हो सकते हैं।

साथ ही मैं यह भी निवेदन करना चाहता हूँ कि हमारे देश में जो अनुसूचित जातियाँ, अनुसूचित जन जातियाँ हैं, अल्पसंख्यक, हरिजन एवं महिलायें हैं उनको अधिक से अधिक महायत्ना दी जाये क्योंकि यहाँ तक बराबर उन्नति शोषण होता रहा है। उन्हें विशेष सहायता देना बहुत आवश्यक है।

सांस्कृतिक विनिमय के अन्तर्गत मैं निवेदन करना चाहता हूँ कि अभी तक लगभग 28 देशों के साथ हमारे सांस्कृतिक करार हैं, 14 देशों के साथ सांस्कृतिक विनिमय के कार्यक्रम हैं और 25 देशों के साथ हमारे मंत्रालय के द्वारा सांस्कृतिक करार की

वार्ता चल रही है। हमारा मंत्री जी ने निवेदन है कि विश्वविद्यालय अनुदान आयोग के द्वारा जो हमारे विद्वान् अध्यापक आदि उन देशों में भेजे जाते हैं, उन सारे देशों में जिनके साथ हमारे इस प्रकार के सम्बन्ध हैं, उनमें लोगों को भेजा जाना चाहिए। साथ ही जो हमारे पड़ोसी देश हैं, वह जो हमारे मित्र अरब देश हैं जिनके साथ सदैव ही हमारे प्रगाढ़ सम्बन्ध रहे हैं, विशेष रूप से हमारे मित्र देश सोवियत रूस और बंगला देश हैं, हम कह सकते हैं कि जब हमारा विश्व बंधुत्व का सिद्धान्त है और हमने वसुधैव कुटुम्बकम् की बात स्वीकार की है तो हमारा अनुरोध है कि यदि हम अपने सांस्कृतिक विनिमय के कार्यक्रम को वहाँ बढ़ाये तो ऐसा समय निश्चय भविष्य में आ सकता है जब विश्व के समस्त देशों के साथ हमारे सांस्कृतिक सम्बन्ध स्थापित हो सकेंगे हैं। हमारी समझ में हमारे मंत्रालय के लिए वह स्वर्णकाल होगा। हम आशा करते हैं मंत्री जी अपने कार्यकाल में ही इस स्वर्णकाल को लाने का प्रयास करेंगे।

अन्त में मैं यह कह कर समाप्त करता हूँ :

ह्यात लेके चलो, कायनात ले के चलो, चलो तो सारे जमाने को साथ ले के चलो। इन शब्दों के साथ मैं विश्वविद्यालय अनुदान आयोग का हादिक समर्थन करता हूँ।

SHRI DHAMANKAR (Bhiwandi): If you look at the last year's report, you will find a considerable increase in the numbers of students, colleges and universities. We are having more education. I think we should have better education. The standard of education must be raised.

If we look around, we find student unrest rampant and arson and gharrages galore. To curb these destruc-

[Shri Dhamankar]

live tendencies, we should raise the standard of education. I request the hon. Minister to give some guidelines to the U.G.C. They cannot be simply spectators. They are a competent body which should give guidelines to curb all these tendencies.

There is increase in post-graduate centres in different universities. I welcome it. But we must also look to the need of medical education. Otherwise, the evil of capitation fees which is increasing every year will go on unchecked.

**MR. DEPUTY-SPEAKER:** Is medical education within the purview of the U.G.C.?

**SHRI DHAMANKAR:** No. But I want to suggest that capital grants, as given to Aligarh and Varanasi, should be given to different universities to start medical colleges. Otherwise the evil of capitation fees to the tune of Rs. 40,000 and Rs. 50,000 will grow. So we must increase the number of medical colleges and give facilities for the same.

The U.G.C. is giving considerable help to colleges. But the principle is; the bigger the college, the bigger the grant. Actually, smaller colleges situated in backward areas conducted by backward class people, Harijans and Adivasis should be encouraged. A college with 1,500 students can be self-sufficient, but one with 300 will find it difficult to make both ends meet. The Education Commission has clearly stated that the minimum number should be 1,000; colleges which have less than this number should be encouraged by assistance to increase the number. They should be helped to grow.

Summer institutes are conducted by various universities. But there is no overall supervision. Even retired

teachers are admitted to make up the minimum number and nobody supervises the work. It should be entrusted to a board of studies of different universities; they should supervise and evaluate the work of the summer institutes; otherwise, they become summer resorts.

The old estimates prepared some ten years ago for assessing the cost of construction have become old and must be revised. They were calculated on the basis of Rs. 15—20 per square foot of construction; the actual cost now is Rs. 35—40 per square foot. The estimates should be revised accordingly and the grant from the UGC should be increased correspondingly.

The UGC is giving substantial grants for teachers' hostels. This is very necessary because a migratory teacher staying somewhere about, say, Bombay a who travels six hours a day in a local train to and fro cannot do justice to his job. If teachers can be accommodated in the college campus by giving assistance to colleges for teachers' hostels, that will definitely enhance the standard of education.

Lastly I would like to mention one point and that is about my constituency, Bhiwandi, where a Harijan-Girijan Samaj Unnathi Mandal, run by Harijan Adivasi boys is doing very good constructive work in educational activities. It is running about 20 institutions, balawadis and primary schools, and one college also. If they are treated at par with other colleges, it becomes very difficult. We were given an assurance by the Central Government for financial grant when Dr. Chandrasekhar was the Minister for Social Welfare. But nothing has been done. It becomes very difficult for these boys to go and collect the matching grant. Either the University Grants Commission should allot more grants to the colleges run by backward people or in the backward areas, or the percentage of public

contribution should be reduced to 10 per cent. In some cases it is 50 per cent matching grant. I would request the Minister to treat it as a special case and reduce the matching grant to 10 per cent only to those institutions which are situated in backward areas, and secondly, which are conducted by Harijans and Girijans and backward class people. That will give impetus to education and to develop themselves and develop society in general.

**श्री राजबंश सिंह ( जौनपुर )**

उपाध्यक्ष महोदय, हमारे सामने इस समय जो चर्चा है वह यूनिवर्सिटी ग्रान्ट्स कमीशन की रिपोर्ट पर है। यूनिवर्सिटी ग्रान्ट्स कमीशन जिन उद्देश्य को ले कर संगठित किया गया था क्या वह उद्देश्य पूरा हुआ ? हम समझते हैं कि नहीं पूरा हुआ। आज भी जितने लड़के डिग्री क्लासेज में पढ़ रहे हैं उन में से 15 फीसदी यूनिवर्सिटियों में पढ़ते हैं और 85 फीसदी डिग्री कालेजेज में पढ़ते हैं। तो कमीशन 15 फीसदी पर ज्यादा ध्यान देता है, 85 फीसदी ऐंज्केशन जो डिग्री कालेजेज में चल रही है उस की तरफ उतना ध्यान नहीं देता है जितना कि यूनिवर्सिटी की तरफ दिया जा रहा है। इपसे हमारी ऐंज्केशन में गिरावट धा रही है।

जहां तक मैं समझता हूं कि कमीशन के संगठन का एक उद्देश्य यह भी था कि शिक्षा के मामले में ज्यादातर हमारा विकास हो। शिक्षा का विकास हुआ, है। लेकिन जिस ऊंचाई की शिक्षा होनी चाहिए उस ऊंचाई में थोड़ी कमी आयी है। अभी रिफार्म किया गया है इन्स्टान में, तो ऐंज्केशन के तीन हिस्से होते हैं—लनिंग, टीचिंग और ऐंज्कामिनेशन। ऐंज्कामिनेशन में रिफार्म किया गया है, लेकिन टीचिंग में आप देखें कि आज स्टूडेंट्स और

टीचर में कितना रेशियो है ? इतना रेशियो है कि टीचर्स स्टूडेंट्स से सम्पर्क नहीं बना पाते। तो रेशियो की तरफ भी कमीशन को ध्यान रखना चाहिए और यूनिवर्सिटियों में सेलैक्टिव ऐंज्केशन करना चाहिए ताकि लड़के ऊंची पढ़ाई ग्रैस्प करने की क्षमता रखते हों। तो अकेले ऐंज्केशन और ऐंज्कामिनेशन में रिफार्म कर देने से हमारी शिक्षा ऊंची हो जायगी, इस में शक है, जब तक कि लनिंग और टीचिंग भी आप उसी तरह से ऊंची न बनाने की कोशिश करेंगे।

यूनिवर्सिटीज के नम्बर पर भी कर्ब होना चाहिए। आज 95 यूनिवर्सिटीज हैं। सरकार को चाहिए कि अब ऐक्सपेंशन के बाद कंटीलीजेशन करना चाहिए और क्वालिटी अच्छी निकाली जाय इस की तरफ विशेष ध्यान देना चाहिए। और बैंकवर्क एरियाज में ही सरकार यूनिवर्सिटी खोले। हर एक जगह खोलने की बात नहीं सोचनी चाहिए।

दूसरे ऐंज्केशन को अच्छा बनाने के लिए यूनिवर्सिटियां ठीक ढंग से चलें इसलिए यू० जी० सी० को पैनल भी तैयार रखना चाहिए वाइस-चांसलर का। आज क्या हो रहा है ? कहीं आई० ए० एस० लोग कहीं आई० सी० एस० लोगों को वाइस-चांसलर बना दिया जाता है और कहीं कर्नल को। वाइस-चांसलर के पद पर शिक्षाविद ही नियुक्त किए जाय ताकि लड़के उन का कहना मान सकें।

यू० जी० सी० डिग्री कालेजेज को ग्रान्ट देती है लेकिन उस ग्रान्ट को ठीक ढंग से डिग्री कालेजेज खर्च कर रहे हैं कि नहीं यह देखने के लिए कमीशन के पास कोई मशीनरी नहीं है। हमारे जिले में कई डिग्री कालेजेज हैं, कमीशन से रुपया लिया लेकिन उस का सही इस्तेमाल किया कि नहीं,

## (श्री राज देव सिंह)

कोई मशीनरी बेरीफिकेशन की कमीशन के पास नहीं है। इसलिए मेरा मुझाव है कि कमीशन के जितने मेम्बर हैं उन को पोर्टफोलियो बांट दिए जाय। अभी जो स्थिति है कि हर आदमी हर चीज का जिम्मेदार, इस का मतलब यह है कि कोई किसी चीज का जिम्मेदार नहीं होता। आजकल यही हालत है। तो एक मेम्बर को ग्रान्ट देखनी चाहिए, दूसरे को ऐजुकेशन देखनी चाहिए, तीसरे को यूटिलाइजेशन देखना चाहिए। इस तरह से मेम्बरों के पोर्टफोलियो बांट दिए जाय जिस में वह अपने अपने काम को अच्छी तरह से देख सके।

अभी एक माननीय मायी ने बनारस यूनिवर्सिटी के बारे में कहा। मेरी समझ में नहीं आया कि बनारस हिन्दू यूनिवर्सिटी के बारे में वह क्या मुनना चाहते हैं। उत्तर प्रदेश में कुछ राज्य की यूनिवर्सिटियां हैं, और दो केन्द्र की हैं—अलीगढ़ और बनारस यूनिवर्सिटी। अलीगढ़ में तो सरकार ने यह किया है कि जो विद्यार्थी यूनिवर्सिटी एंटेबलिसमेंट के खिलाफ हैं उन्हें अलीगढ़ शहर में आने तक की इजाजत नहीं है और बनारस में जो लड़के रस्टीकेट किए गये हैं जिन के खिलाफ कमीशन ने रिपोर्ट दी है वह आज भी होस्टल में टिके हुए हैं और यू० पी० गवर्नमेंट कोई क्याल नहीं कर रही है। मैं मंत्री महोदय से अनुरोध करूंगा कि उस यूनिवर्सिटी को बचाने के लिए यू० पी० सरकार को कहें कि एक जगह सरकार अलीगढ़ में उन लड़कों को शहर के भीतर जिले में नहीं आने देनी कैंम्पस में नहीं आने देनी और बनारस यूनिवर्सिटी में लड़के कैंम्पस के अन्दर बँध कर कांस्ट्रेसी करते हैं और गोल बनाते हैं। यह ठीक नहीं है।

इन शब्दों के साथ मैं इस रिपोर्ट का समर्थन करता हूँ।

THE MINISTER OF EDUCATION, SOCIAL WELFARE AND CULTURE (PROF. S. NURUL HASAN): I am extremely grateful to the hon. Members for the keen interest they have taken in the affairs of the UGC and of the problems of higher education in the country. It is a source of great encouragement not only to me but also to the Members of the UGC and in fact to all the universities that this august House is so deeply concerned about the developments of higher education. I feel that this reassurance is necessary, particularly because the universities have been having—I must confess this—a feeling of inadequacy of financial support considering the increased responsibility which they have to bear. As many hon. Members have pointed out, the number of universities, colleges and students had been going up rather rapidly. Compared to that neither adequate funds are available nor are there adequate jobs for those who will be taking degree from the universities.

This is a serious matter for consideration. In the document entitled *Approach to the Fifth Five Year Plan* which has been approved by this House and also by the National Development Council, there is a reference to the policy of the expansion of higher education. In our country we cannot take a blanket view that expansion facilities for higher education must be restricted. A certain degree of expansion should not only be not stopped but be increased. I am referring particularly to the more backward sections, the bottom 30 per cent, those belonging to the scheduled castes and the scheduled tribes who, if for nothing else need to be given higher education to improve their social status, if not their economic status. These facilities have to be expanded. Similarly, as many hon. Member have pointed out, there is need to provide greater facilities

and opportunities for higher education in the backward areas, particularly in the hill areas. Again, this is a view with which all of us would find ourselves in agreement. The Central Government brought a Bill which this House was pleased to approve, as a result of which the North-Eastern Hill University has been established at Shillong. One of the purposes was to ensure equality of opportunity for our brothers and sisters living in the north-eastern areas and in some parts of our country where the rate of development has not been such as we would like it to be. These points, I think, are very clear to us and so far as the backward and poorer sections of the community and the backward regions are concerned, more and more facilities must be provided for higher education. At the same time, while we are talking of the poorer sections of our population, we have also to think of the innumerable young people who are forced to discontinue their education because their parents do not have the money to support them for another three or four years for university education. These people have to take up jobs, whether they are good or bad jobs. But even for these people, the doors of higher education should not be closed. There should be no bar at vertical mobility. The Government of India is considering proposals for establishing a university in which people who are working or staying at home or who for one reason or other cannot go and join a university will be provided with facilities and opportunities of higher education and will be able to take the degrees of this university. I hope it will be possible for me to come to this House with concrete proposals in this respect.

**SHRI VAYALAR RAVI** (Chirayinkil): What is the purpose? To become LDCs?

**PROF. S. NURUL HASAN:** The purpose of higher education is not to

provide jobs. That is the responsibility of someone else. The purpose of a university is to provide education and if my hon. friend will forgive me, education is worth having even for its own sake. You must provide them with job. But even if people are not provided with job, it does not mean that you deny them the possibility of education. Therefore, the two are different. The purpose of education, namely, the training of the citizen, of developing his personality, of improving his skill still remains.

Many hon. Members have said, and rightly stressed, that the purpose of higher education should be to foster among our young people the spirit of democracy, of socialism and secularism. With this objective the Government finds itself in the fullest agreement. I have no doubt that with the various measures which the UGC is taking, or proposes to take, the fulfilment of these objectives would become easier.

Here I go to the extent of agreeing with my hon. friend, Shri Ravi, that we cannot close our eyes to the employment pattern existing in the country. Therefore, the expansion of higher education must take into account the growth and pattern of employment opportunities. While, on the one hand, the youth of our country is a resource even in economic terms,—one of the hon. Members compared the energy of the youth to atomic energy—and this human energy must be utilized, at the same time, we should not allow a policy whereby we should keep on the pretence of education and let the young people think, rather mislead the young people to think, that they are receiving good education, when we are not giving them good education.

Therefore, in the Approach Paper it was argued, and this was generally endorsed, that except for the weaker



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sections of the community, except for the backward regions, the growth of opportunities for higher education to others must be regulated and must take into account the employment pattern and opportunities that the society is going to offer. But this requires self-discipline, particularly on the part of the State Governments.

Here I would beg of you to take into account the constitutional limitations on the functioning of the UGC. Education is a State subject. Even university and higher education is a State subject. The Constitution gives to this Parliament the right to co-ordinate and determine the standards of higher Education. It is in accordance with this power that Parliament has enacted the University Grants Commission Act. What is the power that has been given to the UGC? The only power that the UGC has got is to withhold a grant. I regret to say that even a temporary withholding of grants has not deterred some of the State Governments from going ahead with the proposal to establish universities without first consulting the UGC. Therefore, to blame the UGC for the way in which higher education has expanded, for the way in which the colleges have been established or not established is, I submit, most unfair.

The only power of the UGC is the power to give development grants or not to give those grants. More than this, it does not have any power. I earnestly hope that with the blessings and support of this hon. House it will be possible for us to persuade the State Governments to consult the UGC before they determine their own policies of higher education, before they decide to set up colleges or universities, and the manner in which they propose to disburse the funds which have been earmarked for the States sector in so far as higher education is concerned. If the State

Governments hold such regular consultations with the UGC, the UGC will be able to play a more effective role in this sphere. But until that happens, I think, it would be unfair to say that it is merely a grants-giving body because what other power does it have? At the same time, in spite of these limitations, it has been taking any number of positive steps to raise the standard of higher education. I shall be referring to some of them in due course. Many of the positive changes that have taken place in the country during the last few years have been encouraged and stimulated by the University Grants Commission.

15 hrs.

Some hon. Members have raised the question of the review of the functioning of the U.G.C. Both the Government and the Commission are seized of the proposition. Meanwhile, the U.G.C., following its reconstitution earlier this year, is engaged in formulating the strategies for higher education in the coming Plan period and the re-structuring of its programmes. We shall, certainly, bear in mind the suggestions put forward for an overall appraisal of the Commission's functioning.

My hon. friend, Shri Parashar, referred to the Committee appointed by the C.A.B. regarding central responsibility for higher education. I understand, the Committee appointed at the instance of the C.A.B., by the U.G.C. has finalised its report and it will be considered by the Commission shortly. But the main question to be considered is that of the total availability of resources for higher education and the distribution of the same between the U.G.C. and the State Governments. This question has to be decided by the National Development Council and not by the U.G.C. If the total allocation is much more for the State Governments and much less for the U.G.C., then the effectiveness of the U.G.C. in assuming financial responsibility will also be lower.

In regard to the question of what has been the contribution of the U.G.C. in raising the standards, I would like to submit that the Commission has been stressing and, lately it has been working much more effectively on it, on making education more relevant to the life of the community, a point which has been stressed by many hon. Members. The growth of post-graduate education and the re-appraisal of balance between under-graduate and post-graduate education would not have been possible but for the positive stand taken by the Commission.

Similarly, the Science Improvement Programmes to which a reference has been made in the Report is an important step in the direction of qualitative improvement and for bringing about a change of emphasis. I am happy that the Commission is now extending its programme to Humanities and Social Sciences. (

The contribution of the U.G.C. to the growth of research in the universities hardly needs to be emphasized. All the hon. Members who are aware of the research pattern in the universities would, I have no doubt, bear me out that the UGC's contribution in this respect has been positive. I would like to make a special reference to the UGC's scheme for the Centre for Advanced Studies and of special assistance to those departments which are active in scientific research.

So far as Scheduled Caste and Scheduled Tribe people are concerned, I would like to make one submission that, perhaps, the hon. Member who made a reference to this was not aware of the fact that there is a Member of the UGC who belongs to a Scheduled Caste. Apparently his name did not convey the caste to which he belongs. The Government and the Commission, as I stated earlier, are deeply concerned about the position of Scheduled Castes and Scheduled Tribes and of the other weaker sections of the community....

SHRI DHAMANKAR: While considering the institutions manned by Harijans and Adivasis, will the Government relax the condition of ten years' standing in the case of teachers' hostel and also reduce the percentage of matching grant to ten per cent?

PROF. S. NURUL HASAN: This is a matter which requires a very careful consideration. Do we want segregation? Do we want, in institutions of higher learning, hostels established for specific communities?

SHRI DHAMANKAR: They are organized by them not only for themselves but for all communities.

PROF. S. NURUL HASAN: The point is that, in the general institutions, particularly in the college institutions, there should be an effective reservation for Scheduled Caste and Scheduled Tribe students so that the best of education that is available is provided to boys and girls belonging to the weaker sections.

Efforts are being made to re-structure the scholarship scheme so that more people belonging to Scheduled Castes and Scheduled Tribes can avail themselves of this opportunity.

As I pointed out earlier, the system of part-time education has been taken up seriously through correspondence courses, through part-time courses, through the system of, what I just now mentioned, an open university. This is also a recommendation of the UGC on the basis of which the Government is considering this proposal.

Similarly, the UGC has been, lately, devoting a great deal of its attention to the implementation of the scheme of examination reforms. As I have stated in this House earlier, it has selected 12 universities to start with, and it would consider others also if the other universities volunteer to bring about an improvement by way of continuous assessment,

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assessment by teachers themselves, of having a question bank and various other graded systems, evaluation in individual subjects rather than overall evaluation and things of this type. This plan of action is under consideration and the reaction of the universities and college teachers has been generally favourable.

Similarly, the question of autonomous colleges has been taken up by the UGC in order to build up an elitist attitude but in order to provide an opportunity to the teachers to fix their own syllabus, to do their own evaluation; that is the rationale behind it because the best person to determine the syllabus within the overall frame-work is the teacher himself and the best person to evaluate the work of the student is again the teacher. And if this be our objective, then autonomy has to be given to such teachers and the UGC is formulating the details of the proposal for the implementation of this.

Similarly, the UGC has recommended to all the Universities to implement the report of the Gajendragadkar Committee so that the students be involved in the process of decision making in the Universities. It is not, as the Committee has pointed out, merely a question of giving representation. It is more a question of involving the young people because the modern educational concept regards higher education particularly as a two-day process in which the teacher and the taught both actively participate. It is not based merely on the principle of rote-learning. Therefore, it is felt that the student should be associated and involved in the process of decision-making in the universities so that they may become active partici-

pants in the academic life of the colleges and the universities in which they live.

Many of my hon. friends have referred to the question of the pay scale of teachers. I regret to say that I am not in a position to add to what I have already stated in this House, that the report of the Sen Committee and the recommendations of the University Grants Commission in regard to the pay scales of university and college teachers are still under the consideration of the Government and the Government is not yet in a position to announce its decision. Further, if I may address my hon. friend, Shri S. M. Banerjee, who has gone to sleep, the University Grants Commission has appointed two committees to make recommendations regarding revision of the salary scales of the non-academic staff in the Central Universities in the light of the decision taken by the Government of India on the recommendations of the Third Pay Commission for Class II, III and IV employees. One of these is for ministerial and Class IV staff and the other for technical and the laboratory staff. The Government of India agree in principle to examine and implement specific proposals that the University Grants Commission will be making to the Government on the basis of the reports of these committees which we are awaiting....

AN HON. MEMBER: What about demonstrators?

PROF. S. NURUL HASAN: As regards demonstrators, the general policy recommended by the Pay Commission is that it is not desirable to have a four-tier system for those demonstrators who do fulfil the qualifications....

PROF. MADHU DANDAVATE (Rajapur): Is the Minister referring to demonstrators in the laboratories or demonstrators on the streets?

PROF. S. NURUL HASAN: I must apologise to my hon. friend. I am still not so used to demonstrators on the streets that I would think of them rather than those in the laboratories.

DR. KAILAS (Bombay South): Prof. Madhu Dandavate is both.

PROF. S. NURUL HASAN: The UGC is of the view that the grade of demonstrators should gradually be abolished, that those who are qualified to be promoted should be promoted as and when vacancies arise and absorbed in the higher grades. Those who are not qualified should be given opportunities and facilities of improving their qualifications. But if some people are still left the UGC would like an improvement in the grades. But, I would not like to make any further observations because, as I said, Sir, the whole matter is still under consideration.

SHRI S. M. BANERJEE: May I know what is the opinion of the UGC to bring these university employees within the ambit of the Industrial Disputes Act? May I know what stands in the way?

PROF. S. NURUL HASAN: Surely the hon. Member does not want that the University Grants Commission should look upon the universities as industries.

श्री मोहम्मद इस्माइल (बैरकपुर) :  
यूनिवर्सिटी एयारिटीज अक्सर जो पुलिस काल करती ह उसके ऊपर कोई प्रोपिनियन यूनिवर्सिटी ग्रांट्स कमीशन ने दी है या प्राप इसके ऊपर कुछ बोले ?

PROF. S. NURUL HASAN: This matter was discussed if I remember aright. A statement was also given sometime ago. Offhand, I do not remember the contents of that. But I may say that the whole matter was thrashed out at a conference of Chancellors and Vice-Chancellors. The

Government of India was represented there; the UGC was represented there. Certain guidelines had been evolved.

A great deal was said about affiliated colleges. I am not in full agreement with criticisms that the affiliated colleges have been denied the funds that they need. The fault is not that of the University Grants Commission. I would crave your indulgence to explain this in a minute. The UGC's responsibility is not for the maintenance of the State Universities or of the colleges. The UGC's responsibility is limited to supporting the developmental activities. Once the developmental activity is supported in the plan period, then, that is transferred to the State Governments. That is to say, the continuing liability of that is transferred to the State Governments and the Finance Commission takes all these considerations into account before allocating the resources between the Centre and States. Therefore, to compare the grants that are given to State Universities and colleges with Central Universities (which are directly the responsibility of this Parliament) would be somewhat, in my opinion misconceived. The Centre's responsibility for the Central Universities is in accordance with the relevant part of the Constitution. Here the maintenance grant, the development grant, all share has to be borne by the UGC itself.

References were made to Jawaharlal Nehru University. If a University is being established it has to have a building. It has to have equipment. It has to have a library. All this expenditure has to be incurred. One cannot simply compare the grants which are given for normal development and the grants which are given by the UGC for establishment of a university.

SHRI N. SREEKANTAN NAIR: Why don't you establish Central Universities at other States?

PROF. S. NURUL HASAN: As I have already stated, we have already

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provided a Central University at Shillong. We have already under consideration.

**SHRI J. MATHA GOWDER** (Nilgiris): What about a Central University in the South?

**PROF. S. NURUL HASAN:**...the establishment of one at Pondicherry, for the South.

**SHRI K. HANUMANTHAIYA** (Bangalore): Some time ago the the Advisory Committee recommended a Central University for Bangalore for the South and Mr. Chagla agreed to implement that. I would like to know as to what has happened to that.

**PROF. S. NURUL HASAN:** About that proposal, I don't know whether that would be constitutionally valid or not, but, anyway, that is not the view of the State Government and the State Government also had not asked the Centre to take over the University of Bangalore.

But, Sir, there is a proposal, as this House is aware, which is under consideration of the Government that, as a part of the wider settlement, a Central University be established at Hyderabad. If the House passes the relevant constitutional amendment which will give to this Parliament the authority to do so, then a Central University would certainly be established in Hyderabad.

However, I would submit that if our standards are to be raised, the affiliated colleges have to be given more assistance. I don't know what is going to be the overall allocation to the U.G.C. in the Fifth Plan. But, whether the money is given to the U.G.C. or to the State Governments, I earnestly hope that the needs of affiliated colleges will be taken into account before the figure is finalised.

श्री स्वामी ब्रह्मानन्द जी (हमीरपुर) :  
उपाध्यक्ष महोदय, मैं यह पूछना चाहता हूँ—

जितना पैसा अन्य विश्वविद्यालयों को मिलता है, उतना पैसा तो केवल दिल्ली को मिल जाता है। आज बुन्देलखण्ड में कहीं भी यूनीवर्सिटी नहीं है—इस तरह से कैसे समाजवाद आयेगा।

**PROF. S. NURUL HASAN:** Sir, I have already answered this point. And this is what I was attempting to do just now.

Then, there are a few other specific points which have been raised by the hon. Members. I shall attempt to explain some of them. A specific reference was made to the invitation of an Israeli Professor. I would read out the statement of the Registrar of the Delhi University. This was a statement which was sent with a letter to the Editor of a newspaper which was published as a report:

"Your staff reporter refers to an Indian Scientist from Israel visiting the Centre. It is difficult to understand to whom is he referring. Could it be Dr. R. N. Singh who visited the Department for some time? If so, it is a most curious insinuation that Dr. Singh, an Indian national, that he happens to be in Israel on a research training is only a matter of chance. How could this University prevent him from visiting his own country? Is it suggested that if he wanted to visit his own almahater, the Delhi University, the University should have stopped him from doing?"

**SHRI SHYAM SUNDER MOHAPATRA:** My information is that this Professor has been there for a decade and has married an Israeli girl. I have also read that Dr. Singh has taken the Israeli citizenship. This is also my information and I am also quoting from a journal. The hon. Minister may kindly ascertain the facts that I am submitting.

**PROF. S. NURUL HASAN:** I shall certainly find it out. I read out the

letter of the Registrar of Delhi University.

Many hon. Members referred to developing agricultural sciences and affiliated colleges. Also they referred to the question of non-viable colleges. Although, broadly speaking, agricultural education and research is the responsibility of my college, the Minister for Agriculture, nevertheless, the U.G.C. is considering a proposal to develop the non-viable colleges by giving them a rural slant so that they would attract more students and the type of course they would be imparting would be of direct relevance and advantage to the rural community in the surrounding areas. But, this proposal is very much under their consideration. Similarly, an hon. Member referred to the need for having an expert Committee for each subject attached to the U.G.C. The UGC, I understand, has already appointed standing panels for each of the subjects, which would go into the whole question of the courses as they exist at the moment, would look into the needs and requirements of each of the subjects and would make suitable recommendations. Some time ago, the UGC appointed reviewing committees for the various subjects. The reports of these reviewing committees have already been sent. It is not a correct impression that the courses of the universities have not been revised since the British days. In fact, in many universities, the revision of the courses has gone on methodically and at the moment, the course are up-to-date and they have no relation to the type of courses that existed before Independence.

Some hon. Members compared the figures for two years and stated that there was a decline in the grants for equipment, books and journals etc. This is because of the fact that the UGC announces its grants for books, journals etc. for a five-year period. Usually, universities and colleges draw this amount very quickly whereas the money allocated for staff takes a very

much longer time. Therefore, it is not correct to say that the emphasis on books and equipment has gone down.

My hon. friend Shri Shivnath Singh has made rather sweeping remarks not only about the Birla Institute of Technology but also about the UGC.

**SHRI SHIVNATH SINGH:** It is not properly functioning. That was why I made it.

**PROF. S. NURUL HASAN:** I would like to base my observations more on facts than on sentiments, and, therefore, as I had told the hon. Member orally, if the hon. Member were to give me detailed facts, I would certainly look into each point which he would like me to look into, but till I have had that opportunity, may I request him not to pass such sweeping judgments in the House?

**SHRI PRIYA RANJAN DAS MUNSI (Calcutta South):** There is no need for education for ten years. It may be scrapped.

**PROF. S. NURUL HASAN:** If funds are not provided, we shall not have education not only for ten years but for a much longer period.

**SHRI PRIYA RANJAN DAS MUNSI:** For an experiment, you may close it for three years.

**PROF. S. NURUL HASAN:** Before I conclude, I would repeat that it is certainly true that the UGC will be able to play its part more effectively only if the funds placed at its disposal are raised. The Planning Commission is looking into this matter, and I hope that they will do their best to take into account the needs of the UGC and of higher education.

I would once again like to take this opportunity to pay my tribute to the chairman and members of the commission, to its officers and to the innumerable teachers of the various universities who have so readily



the weaker colleges require more assistance. Will UGC revise the policy in the light of this consideration?

**PROF. S. NURUL HASAN:** I will look into the point raised by Shri Munsif. I do not have the information readily available.

As for the question regarding the RSS at Patna, a question has been put and reply has already been given or is being given. I do not exactly remember. I received notice and drafted a reply. It is a specific case. I cannot possibly keep all information readily available with me. If any information is given to the Commission that the money sanctioned has been wrongly spent, if any specific complaint is brought to notice, I have no doubt suitable steps will be taken on that account.

As for the point raised by Swami Brahmanandji, I thought I had explained this point at some length.

Coming to Shri Dhamankar's question, I have stated that the Commission is deeply concerned about the need for providing better facilities to Scheduled Caste and Scheduled Tribe students.

**SHRI VAYALAR RAVI:** My question has probably not been properly understood. Certain colleges are taking money not only for appointment of teachers but also for admission of students, which is a corrupt practice. Will the Commission blacklist such colleges?

**PROF. S. NURUL HASAN:** If a specific complaint is made, I have no doubt the Commission will take suitable action.

15.35 hrs

**PRESS COUNCIL (AMENDMENT) BILL**

**THE MINISTER OF INFORMATION AND BROADCASTING (SHRI I. K. GUJRAL):** Sir, I move:\*

"That the Bill further to amend the Press Council Act, 1965, be taken into consideration."

As the hon. Members are aware, the Press Council Act was amended in 1970 and it gave effect to the recommendations then made by the Advisory Committee of Members of Parliament which was constituted and set up by the Government. After the Bill was passed, as desired in the Act itself, a Nominating Committee was set up, comprising the Chairman of the Council of States, the Chief Justice of India and the Speaker of the House of the People. The Nominating Committee invited, in pursuance of the relevant provisions of the amended Act, nominations from various organisations and constituted a Press Council in October, 1970 itself. Unfortunately, some newspapers in India criticised the functioning of the Press Council, and therefore, the Nominating Committee in its wisdom decided to resign. We were inclined to persuade the members of the Nominating Committee to reconsider their resignation, but they did not agree. In the meantime, the term of the Press Council came to an end in October 1972 itself. Therefore, we had to take action and by an ordinance we decided to extend the term of the Press Council so that we in the meantime could decide in the House itself as to what the Nominating Committee should be and what should be its constitution. We have also decided in the meantime to set up an Advisory Committee again as was done in 1970 to advise the Gov-

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\*Moved with the recommendation of the President.