

[Shri R. Ramakrishnan]

and let us proceed to the next Item of the Agenda.

Now I call upon Shrimati Sheila Kaul to move her Bill.

**THE CENTRAL UNIVERSITIES
(AMENDMENT) BILL, 1982**

THE MINISTER OF STATE IN THE MINISTRIES OF EDUCATION AND CULTURE AND SOCIAL WELFARE (SHRIMATI SHEILA KAUL): Mr Vice-Chairman, I move:

"That the Bill further to amend the Banaras Hindu University Act, 1915, the Aligarh Muslim University Act, 1920, the Delhi University Act, 1922, the Visva-Bharati Act, 1951, the Jawaharlal Nehru University Act, 1966, the North-Eastern Hill University Act, 1973 and the University of Hyderabad Act, 1974, be taken into consideration."

Sir, this Bill is designed mainly to give effect to the recommendation³ of the Public Accounts Committee and the Lok Sabha Committees on Subordinate Legislation and on Papers Laid on the Table. As recommended by these Committees, the Bill seeks to make provision for publication in the Official Gazette and laying before Parliament of all statutes, ordinances and regulations of Central Universities, and also for laying their annual reports and annual accounts together with audit reports before Parliament.

As the House is aware, there are seven Central Universities which have been* established by their respective Acts of Incorporation. These ^{are:} the Aligarh Muslim University, the Banaras Hindu University, the Delhi University, the Visva-Bharati, the Jawaharlal Nehru University, the North-Eastern Hill University and the Hyderabad University. The Lok Sabha Committee on Subordinate Legislation had recommended that suitable provision should be* incorporated in all the Central Acts for publication in the Official Gazette and

laying before Parliament of all rules, regulations, etc. framed under the powers delegated under the Acts. Government has accepted this recommendation of the Committee,

The various Acts of Central Universities do not contain any provision for framing of rules, but the delegated legislation in the case of these Universities is in the form of statutes and ordinances. These Acts also make provision for framing of regulations which relate mainly to the conduct of business of various authorities or Committees of the University. In accordance with the spirit of the recommendation of the Committee on Subordinate Legislation, Government has decided to make provision for publication in the Official Gazette and laying before Parliament of the entire subordinate legislation of the Central Universities which includes the statutes, the ordinances and the regulations.

In accordance with the recommendations of the Public Accounts Committee and the Committee on Papers Laid on the Table, Government had decided that the annual reports and annual accounts together with audit reports of all the Central Universities should be laid before both Houses of Parliament as a matter of convention. In fact, we have already begun to place on the Table the annual accounts of all the Central Universities and the annual reports of all except Banaras Hindu University. A statutory provision for the purpose exists at present only in the Aligarh Muslim University Act, which was amended in December, 1981. The University of Hyderabad Act has a provision to lay the Annual Accounts and the Audit Report. In order to make statutory provisions uniformly in the Acts of all Central Universities, we have brought forward the present amendments. We have not proposed any amendments in the Visva-Bharati Act, for which a separate Bill is already pending before the House.

Sir, the Government attaches great importance to the recommendations of Parliamentary Committees and the proposals before the House aim to implement them.

We are also taking this opportunity to make a few formal amendments of an urgent nature to the North-Eastern Hill University Act and I would like to explain these amendments in some detail.

Sub-section (2) of Section 3 of the North-Eastern Hill University Act provides that the headquarters of the University shall be at Shillong and it shall have campuses in the States of Meghalaya and Nagaland, and it may also establish campuses at such other places within its jurisdiction as it may deem fit. For a long time past, the Government of Mizoram has been demanding that this provision may be amended so as to make it mandatory for the University to establish a campus in Mizoram and thus place Mizo. Tam *at par* with the States of Meghalaya and Nagaland in this matter. We had considered this demand at length in consultation with the University authorities. As a matter of fact, in accordance with the existing provision in the Act, which enables the University to establish its campuses at various places within its jurisdiction, a campus has already been established at Aizwal in Mizoram. The Campus has already started functioning. Never, theless, in deference to the wishes of the people of Mizoram, we are making a specific statutory provision which makes it obligatory for the University to have a Campus in that Union Territory. This gesture of formalising the existing reality as a statutory obligation, in response to the wishes of the people of Mizoram, will, I am sure, be accepted and appreciated by the House. This amendment does not involve any financial implications, as a campus of the University is already functioning in Mizoram.

According to Section 6(1) of the North-Eastern Hill University Act, the jurisdiction of the University shall extend to the States of Megha-1306 RS—8.

laya and Nagaland and the Union Territories of Arunachal Pradesh and Mizoram. From the beginning, the Arunachal Pradesh Administration, on their own, have not availed of this provision and have not so far affiliated the colleges in the Union Territory to this University. On the other hand, that Administration have under their consideration a proposal for establishment of a separate Arunachal Pradesh University to cater to the needs of higher education in that Territory. As and when the proposed University is established, an amendment to the North-Eastern Hill University Act will become necessary to exclude Arunachal Pradesh, from its jurisdiction. We are making this provision now, so that any conflict of jurisdiction is avoided.

Section 9 of the North-Eastern Hill University Act provides that the Governor of the States of Meghalaya and Nagaland shall be the Chief Rector of the University. As the House is aware, when the Act was passed there was only one Governor for a group of States in the North Eastern region. This position has changed now. There are separate Governors for Meghalaya and Nagaland and it has become necessary to amend the Act so as to provide that the Chief Rector shall be appointed by the Visitor, that is, the President of India. This will leave an option to the Visitor to appoint one of the two Governors as the Chief Rector, either by rotation or in any other manner he considers proper.

As I have already mentioned, the Bill mainly gives effect to the recommendations of Parliamentary Committee and provides for a few other amendments which are of a formal nature. I do hope the provisions in the amending Bill would generally be accepted by the House.

With these words, Sir, I move that the Bill be taken into consideration.

The question was proposed.

SHRI NIRMAL CHATTERJEE (West Bengal): Mr. Vice-Chairman,

[Shri Nirmal Chatterjee]

Sir, now, it seems, that the back up behind the amendment is formidable. Now, there is the Committee on Subordinate Legislation, then the Public Accounts Committee and then the Lok Sabha Committee on Papers Laid. It has been stated that because of their recommendations, these amendments have followed. Now, it is not only formidable but to my mind it is touching also because in some cases we have discovered that the Action Taken Reports of the Public Accounts Committee sometimes disclose that the Government is refusing to accept the recommendations of the Public Accounts Committee in certain cases.

Sir, while saying so, let me try to go behind why this Public Accounts Committee and other Committees have recommended such amendments. I do not share the feeling of the Minister that the amendments are of a formal or of a casual nature. Because what really has been proposed is that the statute, ordinances and regulations as will be passed by different Universities have to be laid on the Table of the Parliament. I take it, Sir, that placing before the Parliament is something more than formal. The spirit behind this, I presume, is that from the set-up of the Universities we are trying to have a democratic screening. Now, while placing them before the Parliament, the intention of all these Committees is that in case there is no adequate democratic screening in the Universities, there should be such a thing through or via the Parliament. I, of course, welcome this.

The Vice Chairman [Dr. (Shrimati) Najma Heptulla] in the Chair].

Madam, the Ministers are not listening. Should I continue?

SHRIMATI SHEILA KAUL: I am listening all right.

SHRI NIRMAL CHATTERJEE: Would you kindly request your colleagues also?

There is, however, one note of caution that I want to strike. You please see Chapter VIII, page 6. It is mentioned that not only the Statute, Ordinance or Regulation be placed but also they be accepted only in such modified form or be of no effect, as the case may be. I am drawing the attention of the Minister to this only because University matters are somewhat delicate. I myself work in a Research Institute which also confers post-graduate degrees though it is not deemed University. Now, in all such cases, when they introduce Acts, Regulations, etc., in the citadel of democracy, because we are Members of Parliament, we might not always appreciate the point of view of the Universities. I suggest a note of caution there. But more important than this is my suggestion that in order that the job of Parliament is enhanced, something more can be done, that is to introduce democracy in the University itself. My point simply is this that while the output of the Universities is by and large academic in nature excepting for some production of sycophancy, etc., the inputs are not all academic. There are all kinds of people working in a University to produce the academic results, either teaching or learning or producing research papers on other kinds of degrees. Now, the inputs, both men and material, are not all of academic nature; for instance, in the universities there are three types of personnel who function in the university. They are teachers, the students and the non-academic assistants etc. Very recently, of course, we have seen another kind of personnel who have started establishing and digging in the universities. Take the case of Delhi University. And that category is the police personnel. I assume of course that they might be treated as an exception. They are posted inside the university to deal with students. When I say that let there be democracy in the universities, it is not for any other reason than to lighten the burden of Parliament. I suggest that

the university regulations be such that the teachers, the students, the research scholars and employees working there, are represented in the governing bodies of the universities. I may submit that in fact in the six universities of West Bengal, it is in this manner that the Acts have been modified. It may be said that I am merely taking credit. Madam, it is not for taking credit only that I am mentioning it. I am mentioning it for a very important reason that despite the fact that in West Bengal we have passed aU such Acts—I am a member of the Calcutta University Senate—I am not allowed to function as a member of the senate; not myself alone, but the entire body of the senate, because of proceedings in the High Court. I draw the attention- of the Minister to the fact that our efforts at democracy are being foiled by members of the party to which the Minister belongs. So it is not for taking credit that I am mentioning. I feel let such democracy be introduced in all other universities of the country, and all impediments on such introduction, whether they are introduced via the Congress-I party, as say in West Bengal, or by anyone else, be prevented. With these words, I extend my welcome to this bill and urge further that this democracy work within the universities also.

SHRI KRISHNA MOHAN BHAMIDIPATI (Andhra Pradesh): May I with your kind permission congratulate the hon. Minister of Education for bringing the Central Universities (Amendment) Bill by introducing new provisions in the Banaras Hindu University Act, Aligarh Muslim University Act, Viswa Bharati University Act, Jawaharlal Nehru University Act, and the University of Hyderabad Act; and just now she has stated that these amendments were brought basing on the recommendations of the Committees on Subordinate Legislation as also the Public Accounts Committee. One of the provisions introduced in the new amending Bill is that a

is cast on the various Central universities to send to Central Government the Annual Reports of their working, the accounts with audited reports, and the Central Government in turn, would place it before both Houses of Parliament, thus giving us an opportunity to know and have a firsthand information and knowledge about the financial position and worthing of the university concerned. Another provision introduced is, whenever a Central university makes statutes, rules and regulations, they should be placed before Parliament. And Parliament is vested with the right of modifying or annulling any regulation, statute or ordinance made by the central universities. Madam, I am one of those who believe that for a successful functioning any university, whether Central or State, mainly depends upon the three autonomies enjoyed by it, namely, financial autonomy, administrative autonomy and academic autonomy. Fortunately our central universities enjoy these three autonomies, namely, administrative, financial and academic autonomy.

My good friend who has just now spoken has mentioned that an element of election and democratisation should be introduced in the central universities and that representation should be given to the teaching and the non-teaching staff as also students on the university bodies. Very recently, in Andhra Pradesh, amendments were brought to the Universities' Act, whereby, an element of election was introduced and representation was given on the university bodies like the Senate, Academic Council and Syndicate, to the student community, to the teachers, to the professors and to the non-teaching staff. I would appeal to the hon. Education Minister that when she comes up with amendments next time, she should see that an element of election is introduced, and people from all walks of life are given a chance to be on the governing bodies like the Executive Council, Court and-

[Shri Krishna Mohan Bhamidipati]

'other bodieg of the Central Universities.

Madam, thi_s Bill is a non-controversial Bill which needs no debate at all. But I take this oppurtunty to -mention my views on the University •of Hyderabad. When there was an agjiatio_n for a separate Andhra State which rocked the State in the year 1972 v/hen the Andhras residing in Hyderabad felt that they were being treated as second class citizens in the matter of employment opportunities, and in the matter of educational facilities to preserve the integrity o_f the State, a six-point formula was evolved. The University of Hyderabad is a product of this six-point formula. Therefore, Madam, I would appeal to 'the hon. Education Minister to see 'that more faculties are opened in the ^Njive-sity of Hyderabad so that the -students who are coming from the Andhra region could be admitted.

"Madam, may I, with your "permission, bring to the notice of the hon. ^Minister that in Andhra Pradesh, rmany students who have secured brilliant marks in their graduation are inot in a position to secure admission :i_n post-graduate courses? And many •of th_e affiliated colleges who have ihe necessary infrastructure, the Riecessary physical facilities and ^{The} financial resources have applied to "the UGC for permission to open postgraduate courses. May I appeal to the hon. Minister to see that permission is accorded to affiliated colleges to start post-graduate courses so that xnany students could get admission. In this connection, I would al-o like \o suggest that th_e Central Govem-ment should advise the Cantral universities to ope_n more post-graduate •courses. With these words, I support The Bill.

SHRI SYED SHAHABUDDIN (Bihari: Madam Vice-Chairman, as lar as the Bill before us goes, it is in accordance with the recommendations »f n Committee of Parliament. It is, an i sense, a technical Bill. There

is nothing much to b_e said about it. I support it. But I do, with your permission, like to take this opportunity to express my views on the present state of university education in our country. Madam, a_s far as I can see, university education today i_s ia a very bad shape. Our universities are generally in a bad shape and the Central universities which ar_e ' the particular concern of the Central Government have not been able to set a model of good management. There is no Central university which is not seething with trouble. The name of the Aligarh Muslim University appears far too often, perhaps oftener than it deserves, in the columns of newspapers for various~rEasoTig;'^whlch I will not go into. But even the name of the Banaras Hindu University does appear and recently, the nam_e of the Jamia Milia Islamia, which is also the concern of the Central Government—although it is not yet a -university, but a deemed

university—has also come into print. Recently, we had the case of the North Eastern University in regard to which Madam Minister, I think, is finding it difficult to persuade anybody to go there as Vice-Chancellor.. . because the Vice-Chancellor was stabbed or murdered.

SHRIMATI SHEILA KAUL; But a Vice-Chancellor is there now.

SHRI SYED SHAHABUDDIN: Well, I hope he lives.

Madam, what ij happening in universities? As far as I ca_n see, the curriculum i_s such o_r the teaching level hag gefae down to such an extent that th_e output, the youth of the country who enter the university, come out in a form that they are totally unemployable, a vast majority of them at least are unemplo They are not good for anything. They have been ca_ct into a mould, a mentality, they cannot find fulfilment of the aspirations that they have deve, loped. The country cannot use this youthful talent. Something i_s wrong

somewhere. There is maladministration. The colleges which have sprung up all over the country like mushrooms have become teaching shops. Sometimes, *int* fact, when I visit some of the colleges, I have been really wondering, what sort of it could take place in such colleges and institutions, whether you look at them from the point of view of facilities or the teachers. Most of these colleges are run by active or retired politicians. I have no compunctions in confessing this, it has become a political game to satisfy the local aspirations, to give the people a toy to play with and to be able to harvest a crop in the form of votes at the next elections. The research level in our universities has also gone down to such an extent that on every conceivable subject today we are in the process of establishing institutions outside the university campus. If you want something really important to be done, it needs to be detached from the university and a separate autonomous institution is set up. The planning of the courses has hardly any relationship to our planning requirements or to the patterns of our development. The universities are so riven with factionalism among the teachers who are the main custodians of the university that, in fact, the campuses have become seats of disorder and breeding grounds of indiscipline and one should not be surprised if they have become a fishing ground for some of our frustrated politicians. The Government unfortunately uses the universities as an instrument of patronage. The Government has the upper hand. It provides the finances. No university in our country can run on its own. Government always has the upper hand. One does not mind this. One who pays the piper plays the tune, but on the one hand we mouth the slogan of university autonomy and on the other every single appointment at least in my State of Bihar—which perhaps may not be a proper example for the entire country, but I do

not imagine that the conditions are very different from one State to the

other—is done actually at the political level and the Vice-Chancellors to the Selection Committees are told to do it or to rubber-stamp it in a particular manner. The university autonomy has, therefore, no meaning. It has evaporated into thin air, into the space above. It is, therefore, not surprising that the university education, as I said, is in a bad shape. Now we have the campuses which are ruled by a group of student leaders who manage to stay on in the university. I do not know why universities do not have regulation that no student individual, as a student, can stay on the campus for more than a maximum number of years. Why must he be permitted to flit from one course to another which is totally unrelated to his present career programme? They have the patronage of the political; They have the Ministers behind them. They get all the money to run the elections and they manage to get into the students' union. They really run it like a *dadagiri* like a kingdom of their own. Some of them even parade before research scholars. This must not be permitted.

The other trend that I would like to draw to the attention of the hon. Minister is the elitist trend in our university. Why is it that there is such a high differential in the *per capita* grant to the Central Universities to the other universities in the country? The purpose of the Central University was: In pursuance of the constitutional obligation of the Central Government to standardise the university education, to set up models, to fix standards so that the rest of the country could follow. That was one of the purposes. Standardisation of university education, maintenance of the standards of university education is in the Central List and one of the instruments...

DR. MALCOLM S. ADISESHIAH (Nominated); If I may interrupt, there is a very important distinction between "standards" and "standardisation" in English language. In fact, "standardisation" would be the opposite of "standards".

SHRI SYED SHAHABUDDIN; I ti fee your point. I am sorry, what I Intant wa_a the maintenance of standards of university education. That Js in the Central List and the idea of establishing- Central universities was that these universitie Would set up standards which would be available for the rest of the country to emulate. But, incidentally, our Central universities are in such a bad shape and, on the other hand, the grants system has developed a style of its own, an irra-tionul style, which has led to deprivation o'f a vast majority of our universities and to the enrichment, to the •elitisation of a very small number of our universities. Here w_e have g^ot the Jawaharlal Nehr_u University in -which you have 1500 students taught, I do not k'now what, by 500 teachers. It must be 'one of the finest teacher-student ratios in the world—1:3. And they are serviced by 3000 karam-charis—t.e. two karamcharis to each student. Not even in the IAS Training School does an IAS probationer have two karamcharis to serve. This is an elitist model. This model cannot b_e followed for the rest of the country. Thlaredjoir'e, university education ha_s in a sense, come to this mless. You are starving the rest of the universities, starving the rest of the campuses and the elite ;arie picking up some institutions so that the future rulers of this country, their progeny, could be trained. I do not know whether they would succeed, but this seems to be the strategy of the elite.

Recently the Govei'nment hav_e ap* pointed a Committee to look into the working of the Central universities. I think it is an excellent step. But I wish that the scope of this Cemmittee should have been broadened to include in general the working of our universities. What has happened is that ever since Independence, we have had several commissions on education. Now when you have a'commission to look into all levels of education from the primary upto the university level, I d_o not think they can realiy go into sdepth as far a_s a particular level of

education is concerned. I would like this Conunittee to hav_e a mandate to go into the overall working of our universities, to fix some sort of spatial criteria for the establishment of colleges and universities, not out of political considerations but only to meet the demands ^{o1} our society and our development and to produce the personnel that we need for our progress in technology. I would leave this suggestion with the hon. Minister and I would like to come to another thing. Every university, including my Alma mater, the Patna University, wants to b_e a Central University. I ca'n understand why. Because, ag I said about the grants system that we have developed, some ar_e treated as 'apne bachche' v/hile o-her are_ treated a_s "sautele bachche". So every-body wants to be categorised as "apne bachche". • This_s ig precisely what i⁻³ happening. I would like to remind the hon. Minister of the suggestion made by oVte o'f her very distinguished predecessors of revered memory, Mr. M. C. Chagla, that India is a vast country and therefore we ought to have at least one model university maintained by the Centre in each major State. I think this i_s a suggestion which is Worthy of being considered when we find that our universities a'e iⁿ a mess.

With these words, I support this Bill which I hope will not • interfere with the overall autonomy of the universities and yet will inject a certain degree of financial responsibility and administrative propriety in the working o'f our universities. Thank you.

SHRIMATI MARGARET ALVA (Karnataka); Madam, Vice-Chairman, I rise to support this Bill which is realiy a very non-controversial one, as has already been said, and which seek_s to implement the recommenda-torig of the Committee on Subordinate Legislation as well a_s the Public Accounts Committee and t_o make provision for the establishment of cer. tain important aspects and of tlie running of the campug of the North-Eastern Hill University. While I

speak oh this Bill, there are a few aspects of university education itself which I would like to touch upon. « Because, there is somehow a feeling that we have to multiply the elitist universities in the country and we believe that by creating these extremely—shall I say—western-oriented centres of teaching we are creating a new cadre to help the country move forward. But I believe that our entire planning as far as higher education is concerned has aU along been lopsided because in a developing country like this the emphasis all a>ong, right from Independence, should have been on recasting the existing pattern of education. After all, we inherited a pattern of education from the British and the aims of British education were really to create an elite class to keep the Empire going. Their aim was to create a cadre of administrators, a few people, trained specially, to keep the Empire running a_s they wanted. But, after freedom, somehow we have continued this pattern of elitist schools, of special public schools and now of special universities and have somehow lost track of what we were aiming to build—a classless socialist-oriented society—with the result that even today we tend to classify children by the schools they go to, the universities they go to, and those who get the best of them somehow get the best share of what the country has to offer. I also believe that our universities, more particularly these elitist universities, are tending to train people who find them fit in better into western society, into the western higher educational institutions rather than contribute to changing the situation at home. I would therefore plead even at this stage that while we are talking about improvement—I do not want to go into the controversy of standards and standardisation which is more for the technical experts here—that while I do agree that we do need to maintain certain standard; in the country, I do believe also that we need to rethink basically of what we are aiming at

through our higher educational institutions. I would say, for instance, that there are many fields where our trained people do not go an^v more and while there is a great need for them to go into these fields, they are not available where they are wanted. We don't somehow seem to relate the training of our young people to respond to the needs of our society. While we should have emphasised very very much more on agricultural universities, unfortunately there are very few agricultural universities really located on the rural side. They all go into airconditioned institutions, into very modern buildings to learn about agriculture and rural development and after they have got their degrees they find they are not at home in the rural side, in the countryside where they are supposed to relate what they had learnt with the result that we are really training our people in a very artificial atmosphere from which they cannot relate what they had learnt and which actually makes them strangers to the atmosphere in which they are supposed to work. -There has been a lot of criticism, a lot of talk, that standards are coming down. That is because we believe that every student has got to go into the university, has got to go out with a document that he or she has got a degree. But what is this degree really worth in the country today? It is easier for one who has a diploma from an institute of technical training to get a job than for somebody who comes out with a B.A. Pass degree. There are no jobs for such people and yet we go on multiplying these institutions for social studies and liberal arts while the need of the country today is for technical personnel, for people trained really to help with the whole process of economic development.

While I do not want to take more time, Madam, I would just use plead that while we do maintain certain institutions which are required to help with training in very specialised fields of higher learning, still we should try,

[Shrimati Margaret Alva]

even at this stage—a, Mr. Shahabud-din has said—to make these universities in all our States more relevant and more related to local requirements rather than think purely in terms of training people who will ultimately go abroad, go somewhere at the name of getting higher degrees and then have nothing to do when they come back and so become part of the whole process of brain-drain, that they go somewhere and help to build another country rather than be at home in the atmosphere to which they belong. Thank you

श्री लॉडली मोहन निगम (मध्य प्रदेश) : मोहतरिमा, वैसे देखने में यह जो मंत्राणी जी संशोधन विधेयक लाई है, बड़ा शाकाहारी लगता है, लेकिन गहराई से इसका अध्ययन करें तो पता चलेगा कि यह कितना घातक रूप ले लेगा। अब्बल तो मैं यह मान कर चलता हूँ कि शिक्षा ऐसी चीज है, जो असीम होनी चाहिये, उसपर कोई बन्धन और सीमाएँ नहीं होनी चाहिए। जब मस्तिष्क पर बन्धन होगा तो उसका विकास नहीं होगा, चाहे शरीर का कितना विकास हो जाये। मुझे ऐसा लगता है कि इस विधेयक के जरिये हिन्दुस्तान के मस्तिष्क को बांधने की कोशिश की जा रही है। आपके इरादे चाहे कितने नेक हों—मैं उन पर शक नहीं करता, न मुझे अधिकार है—जो मेरी शंका है वह मैं आप की खिदमत में रख रहा हूँ। अभी तक तो शिक्षा की चीजों पर बहस करते थे, विश्वविद्यालयों की स्वायत्तता पर तो बहस हो ही रही है जब कि उनको पूर्ण स्वायत्तता होनी चाहिये, आज वह क्या पढ़ायेंगे, इन चीजों पर भी बहस होगी तो मैं समझता हूँ कि यह अच्छी चीज नहीं है। यह सही बात है कि राजनीति से किसी चीज को

अलग नहीं किया जा सकता, लेकिन अच्छी राजनीति के लिये भी जरूरी है कि अच्छा मस्तिष्क बने और उसके लिये ही ये पाठशालाएँ हैं। हिन्दुस्तान के विश्वविद्यालय विश्व के दूसरे विश्व-विद्यालयों की तुलना में प्राथमिक पाठशालाएँ हैं। न इधर का ज्ञान रह पाता है, न बहुत ज्यादा परिष्कृत, जिसको सोफिस्टिकेटेड टेक्निकल एजुकेशन, स्पेशलाइज्ड एजुकेशन कहते हैं, उस की ही व्यवस्था हो पाती है। मैं मिसाल देना चाहता हूँ। हमारा विश्वविद्यालय अनुदान आयोग है, जो इस बात की कोशिश करता है कि इन विश्वविद्यालयों में कुछ नया शोध हो, जो सामाजिक चीजों से जुड़े। अगर कोई विभाग उसके ऊपर बड़ी मेहनत कर कोई प्रोजेक्ट पेपर तैयार करता है तो वह कहीं न कहीं कुंठाग्रस्त, दकियानुसी दिमाग के पास फँस जाता है जो आज भी विश्वविद्यालयों को साम्राज्यवादी तरीकों से और उसी ब्रिटिश परम्परा से चला रहे हैं। कोई नई प्रतिभा होती है तो उसके मन में नया शोध करने की ललक होती है। वह भी हार जाती है जब उसको विकास का मौका नहीं मिलता। किसी ने कुछ कर भी लिया तो ऊपर जा कर नौकरशाही की लालफीताशाही में पड़ जाता है। यह सवाल नहीं है कि उसके लिये पैसा नहीं है। यूनिवर्सिटी ग्रान्ट्स कमीशन, जिसे विश्वविद्यालय अनुदान आयोग कहते हैं, उसके पास पैसा है, वह पैसा देना चाहता है, लेकिन कहीं न कहीं स्वायत्तता पर बन्धन लगाये हुए हैं, जिससे कि अपेक्षित विकास नहीं हो पाता। मैं एक मिसाल देना चाहता हूँ। प्रधान मंत्री जी ने एक तरह का एलान किया कि विदेश में जो हिन्दुस्तानी दिमाग है, जो वहाँ जाकर नाम कमा रहा है, देश की खिदमत की प्रेरणा लेकर वापस देश में आए। मैं आप को दो उदाहरण

देना चाहता हूँ। परसों-नरसों के अखबार में छपी है। बनारस विश्वविद्यालय केन्द्रीय विश्वविद्यालय है। एक डाक्टर हैं, वहाँ—डा० हरीश चन्द्र। उपसभाध्यक्ष महोदय, कितनी बड़ी बात है कि वही डा० हरीश चन्द्र, जिनकी डिग्रियां तीन-चार लाइन में लिखी जा सकती हैं, मैं पढ़ नहीं सकता, मेरे पास एक चिट्ठी है, जो उन्होंने वहाँ के वास्तु-चांसलर और राष्ट्रपति जी को लिखी है। उसका मजमून यह है कि इसी विश्वविद्यालय से उन्होंने बी०एस०सी० और एम०एस०सी० की परीक्षाएं नम्बर एक पर पास कीं, फिर मेघनाथ शाहा इंस्टीट्यूट में शोध प्रबन्ध प्रस्तुत करके डाक्टरेट हासिल की। उन्होंने इतना अच्छा शोध किया कि बाहर के लोगों ने, अमरीकी विश्वविद्यालयों ने उन्हें बुलाया, दो-तीन वर्ष काम किया, उसके बाद उसी विश्वविद्यालय में पढ़ा चुके हैं, उसके बाद 12-14 वर्ष तक पश्चिमी जर्मनी में तीन विश्वविद्यालयों में बराबर पढ़ाते रहे, पढ़ाते ही नहीं रहे बल्कि उनका उन लोगों ने सम्मान किया। जब प्रधान मंत्री जी की अपील निकली तो उसके मन में राष्ट्रीयता जागी, उसने कहा कि अपने देश की सेवा करने जाऊंगा। और एक दरखास्त दी। आते ही उस को आपके यहाँ का एक वैज्ञानिक पूल है उस में 800 रुपया प्रति माह मिल जायगा इसका फैसला हो गया। उस ने कहा कि मैं यहाँ बेकारी का भत्ता लेने के लिये नहीं आया हूँ। मैं तो यहाँ आ कर कुछ करना चाहता हूँ और मैंने पिछले 15 वर्षों में इतना काम लिया है कि अपने बीबी बच्चों को एक साधारण हिन्दुस्तानी से ज्यादा अच्छी तरह से रख सकता हूँ। मैं ने जो इतना ज्ञान अर्जित किया है वह मैं यहाँ देना चाहता हूँ, यहाँ के उपयोग में उसको लाना चाहता हूँ। लेकिन इससे बड़ी

विडंबना और क्या होगी कि दो वर्षों से वह आदमी यहाँ लटक रहा है। उस विश्वविद्यालय में उसने कहा कि और कुछ नहीं मिलता तो मुझे आप लेक्चररशिप तो दे ही सकते हैं और उस का जब इंटरव्यू हुआ तो माननीय मंत्रीजी आप को यह जानकारी ताज़्जुब होगा कि वे लोग कहते हैं कि तुम इसके काबिल नहीं हो। तब उसने मजबूर हो कर अपनी डिग्रियां वापस ले लीं, कहा कि अब इनका कोई उपयोग नहीं है, इसका कोई मतलब नहीं है। जिस विश्वविद्यालय से मैं ने यह डिग्रियां हासिल की हैं अगर उसमें ही पढ़ाने के काबिल मैं नहीं हूँ तो वह मुझे वापस दे दो और आज वह यहाँ से जा रहे हैं।

मैं एक दूसरा उदाहरण भी देना चाहता हूँ। यहाँ का एक नौजवान जो आज जजिया में है उसने कृषि के क्षेत्र में काफी अच्छा काम वहाँ किया है। उस ने जब यह सुना तो वह आया और साल भर तक भटका। तीन बार वह भारत आया और उसने कहा कि मुझे कुछ करना है तो मैं अपना ज्ञान यहाँ के लोगों को दूंगा और आज उसने जिन मशीनों की ईजाद की है एग्रीकल्चर इंजीनियरिंग में उनके पेटेंट हो रहे हैं और हालत यह है कि उसने मुझ से कहा कि जो नयी मशीन मैंने ईजाद की है अगर वह चल गयी तो अमरीका में जो उसका पेटेंट होगा उससे ही जो रायल्टी मुझे मिलेगी उससे ही मैं हर हफ्ते हिन्दुस्तान आ जा सकता हूँ।

श्रीमती शीला कौल : उनका क्या नाम है ?

श्री साइली मोहन निगम : उनका नाम है डा० प्रेम प्रकाश वर्मा और यह दूसरे हैं डा० हरीश चन्द्र । यह बनारस विश्वविद्यालय के हैं । यह दो नाम तो मैंने उदाहरण के लिए दिये हैं, लेकिन मैंने जो सीधी बात कहनी है वह यह है कि अगर आप किसी तरीके से विश्वविद्यालय की पूरी स्वायत्तता को बरकरार रख सकते हैं तो अच्छा है और जो बची है उसमें कहीं आमूलचूल परिवर्तन कर सकते हैं तो अच्छा होगा और मैं चाहूंगा कि अगर आपके पास साधन नहीं हैं तो कम से कम हिन्दुस्तान के जो शिक्षा क्षेत्र में विशेषज्ञ हैं या ऐसे लोग जो अपने सदन में हैं और ऐसे लोग दूसरे सदन में भी होंगे उन को बिठा कर आप कोई कमीशन बनायें जो अजसरेनों हिन्दुस्तान की उच्च शिक्षा पद्धति पर अपनी बात कहे । इस से बड़ा दुर्भाग्य और क्या हो सकता है कि हिन्दुस्तान की उच्च शिक्षा के संबंध में यहां एक आयोग बना था और दुर्भाग्य से या सौभाग्य से हिन्दुस्तान के जो दूसरे राष्ट्रपति हुए, जो उस कुर्सी पर बैठे, वह उस कमीशन के अध्यक्ष थे । महोदय, वह राधाकृष्णन जी थे और उन्होंने अपनी जो रिपोर्ट दी इस से ज्यादा दुर्भाग्य और क्या हो सकता है कि जो राष्ट्रपति रहा हो, वो वाइस चांसलर रहा हो, उसकी अध्यक्षता में जो एक कमीशन बैठा हो और उस कमीशन ने जो रिपोर्ट दी हो, शिक्षा में सुधार के लिए जो सिफारिश की हो वह भी आज तक पूरी नहीं हो पायी, उसको भी सरकार पूरी तरह से अमल में नहीं ला पायी । तो मेरे कहने का मतलब यह है कि अगर आप विश्वविद्यालय की स्वायत्तता के संबंध में राजनीति का चश्मा लगा कर काम करेंगे, तो ऐसा करने की कोशिश करेंगे मैं इतना ही कह सकता हूं कि देश की राजनीति जो

आज हो गयी है वह तो है ही उसके साथ ही हिन्दुस्तान की शिक्षा भी पतन के गर्त में चली जायगी और हमारा आप का समय तो पूरा हो गया लेकिन आने वाली पीढ़ी को भी हम खरब कर देंगे और कोई भी कारण नहीं है कि हिन्दुस्तान की आने वाली पीढ़ी किसी तरह से भी भविष्य में दुनिया के आर विकसित देशों के सामने खड़ी हो सके । एक तरफ आप के यहां का जो अग्र्युविज्ञान है उसमें जो साधारण चीजें हैं उनमें भी जो ज्ञान डाक्टरों को साधारण रूप से होना चाहिए वह भी नहीं होता । जैसे यह बूंगू बुखार की बात है । उस का कोई हल हम आज तक नहीं खोज पायें । उस का कोई इलाज नहीं है और इससे ज्यादा दुर्भाग्य हमारा और क्या हो सकता है कि हमारे देश का प्रथम नागरिक जो है उस को यहां से इलाज के लिए विदेश में जाना पड़ता है । यह बात सही है कि हम सब उधार की रोटी खाते हैं । कर्ज में हमने अपनी एक पीढ़ी को डूबा दिया है, लेकिन आज हम अपनी शिक्षा को भी डूबा रहे हैं । तो देश की शिक्षा को, आने वाले नौजवानों की शिक्षा को आप इस तरीके से अपने कामों से, कानूनों से गंदा करेंगे, खंदक में ले जायेंगे यह बात मुझे पीड़ाजनक लगी और इसलिए मैं आप को इजाजत से बोलने के लिए खड़ा हुआ हूं ।

मैं आप से यह चीज कहना चाहता हूं कि एक तो लोगों का गठन करके आप पता चलायें कि किस तरीके से विश्वविद्यालयों की पूर्ण स्वायत्तता को बनाया जा सकता है और उनमें अजसरेनों किस तरीके से ऐसी शिक्षा की पद्धति बनायी जा सकती है ताकि एक

विश्वविद्यालय दूसरे विश्वविद्यालय के समकक्ष हो सके। आज जिस तरीके के विज्ञापन निकलते हैं उन में अधिकतर लिखा रहता है कि फ्राम दिस एंड दिस यूनिवर्सिटी ओनली। लखनऊ विश्वविद्यालय से, भोपाल विश्वविद्यालय से, इंदौर विश्वविद्यालय से पड़े हों तो यहां के लड़के अग्लाई नहीं करेंगे, आपका बम्बई विश्वविद्यालय हो तो ठीक है। दिल्ली विश्वविद्यालय के पास कोई लड़का जगह नहीं ले सकेगा।

—**उपसभाध्यक्ष (डा० (श्रीमती) नाजमा हसन)**: मैं बम्बई विश्वविद्यालय से पास नहीं हुई हूं।

श्री लाडली मोहन निगम : सब तो आपको बम्बई में भी जगह नहीं मिलेगी। खैर मैं कहना चाहता हूं बटे यह है कि विश्वविद्यालयों में जो असमानता है, दिल्ली में ही दो विश्वविद्यालय हैं, एक विश्वविद्यालय करीब करीब डेढ़ लाख लोगों को पढ़ाता है, उस पर आसत डेढ़ सौ रुपया खर्च होता है, दूसरा विश्वविद्यालय चुनिन्दा घरानों के लोगों के लिए है, मुश्किल से दो ढाई हजार विद्यार्थी वहां पढ़ते हैं, और उनके ऊपर तीन हजार रुपए खर्च आता है। तो यह जो असमानता है, मानसिक असमानता है उसको दूर करने की आवश्यकता है। एक तरफ तो हम समाजवाद की कल्पना करें लेकिन आप मानसिक बराबरी भी उनको न दें। इस वास्ते मैं आपसे अदब से कहना चाहता हूं कि आपने इस पर दिलचस्पी दी, मैं आपसे चाहता हूं कि आप यह बिल वापस

ले लें, इसको प्रवर समिति को भेज दें एक कमीशन बनायें, शिक्षाविद् उसमें बैठें, वे सोचें कि कैसे वर्तनवी साम्राज्यवादी परम्परा से हम बरी हो जायें और हिन्दुस्तान के विश्वविद्यालय विदेशों के विश्वविद्यालय के मुकाबले में पाठशालाएँ न रहें, बल्कि ऐसी हों कि बाहर के विद्यार्थी यहां ज्ञान अर्जित करने के लिए आयें, जैसे कभी नालंदा और तक्षशिला में आते थे। जो यहां के विद्यार्थी बाहर जाते हैं, उनकी कोई वक्त नहीं है और जब वे चले जाते हैं और बाद में वापस आते हैं तो यहां के लिए इरलेवेंट हो जाते हैं, यहां के समाज के लिए और यहां की घरती के लिए बेकार अपने आपको समझते हैं। ऐसी व्यवस्था करें जो देश और घरती से जुड़ी हुई है, जिसने समता हो, दिमाग बंघा न हो, एक पूर्ण विकसित दिमाग हो। इस वास्ते मैं आपसे कहना चाहता हूं कि इस बिल को वापस लीजिए वरना मेरे पास कोई चारा नहीं है सिवाय इसके कि मैं इसका विरोध करूं।

डा० भाई महावीर (मध्य प्रदेश):

उपसभाध्यक्ष महोदय, इस विधेयक के बारे में जैसा मेरे कुछ मित्रों ने कहा, कोई विवाद की बात दिखाई नहीं देती। श्री लाडली मोहन निगम ने उसके बारे में कुछ सन्देह जरूर व्यक्त किया है जैसा कहा गया है कि संसद् के सदस्यों की तरफ से इस बात की मांग रखी गई कि केन्द्रीय विश्वविद्यालयों की रिपोर्ट और उनका लेखाजोखा सदन के दोनों सदनों में प्रस्तुत किया जाया करे। इसलिए मैं जहां तक इस विधेयक का सवाल है, उसके बारे में कोई ज्यादा गुंजाइश अपने सामने नहीं पाता, लेकिन मैं भी इस मीके का फायदा उठाकर कुछ बातों

[डा० भाई महावीर]

की ओर मंत्री जी का ध्यान आकृष्ट करना चाहता हूँ जो मैं समझता हूँ कि उनके ध्यान में अगर नहीं लाई गई तो बदकिस्मती है, और अगर लाये जाने के बाद भी उनकी तरफ ध्यान नहीं दिया जा सकता तो उससे भी बड़ी बदकिस्मती है।

मंत्री जी को शायद यह विदित होगा कि दिल्ली विश्वविद्यालय जहाँ हम लोग बैठे हुए हैं, इसी दिल्ली का विश्वविद्यालय अनेक प्रकार के संकटों से गुजर रहा है। इस समय 26 कर्मचारी, एक या दो अध्यापक और कुछ छात्र जेलों में हैं। कर्मचारियों की हड़ताल 20 सितम्बर से चल रही है और जो अध्यापक संघ है, डी०यू० टी० ए० उसकी कार्यकारणी ने भी फैसला किया है कि 15 अक्टूबर से यहाँ के अध्यापक भी हड़ताल करें। यह फैसला उनकी आम सभा में प्ण्ट होना है, संभावना है कि उसमें भी प्ण्ट हो जाये, और 15 तारीख के बाद दिल्ली युनिवर्सिटी के सारे कलेज बन्द हो जायें। कर्मचारियों की मांगे क्या हैं, कर्मचारी क्या चाहते हैं, वह कितना ठीक है, कितना गलत है, यह व्यौरा मैं यहाँ नहीं देना चाहता हूँ, न देने की जरूरत है, लेकिन मैं जो बात कहना चाहता हूँ वह यह है कि मंत्री जी का यह फर्ज है कि इन सब सवालों की ओर जो दिल्ली युनिवर्सिटी के अन्दर खड़े हो रहे हैं, ध्यान दें। और उनको सुलझाने की कोशिश करें। मैं यह सिकं यां ही नहीं कह रहा हूँ कि उनको फुसंत है या नहीं, मेरा कहने का मतलब यह है कि उनको भी अपने काम का बंटवारा इस तरह से करना होगा कि वह महत्वपूर्ण विषय पर पहले ध्यान दे सकें, और जिनका महत्व अपेक्षाकृत कम है उनको पीछे रख सकें।

मुझे तब बड़ा आश्चर्य हुआ जब मेरे एक सहयोगी ने मुझ से आग्रह किया कि मैं बच्चे के दाखिले के लिए मंत्री जी से सिफारिश करूं। केन्द्रीय स्कूल में बच्चे के दाखिले के लिए अगर मंत्री जी को फैसला करना पड़ता है तो मैं सोच सकता हूँ कि कोई भी माननीय सदस्य अनुमान लगा सकता कि मंत्री जी का समय किन बातों के लिए खर्च किया जा रहा है और किन बातों से उनको अपना ध्यान हटाना पड़ता है। आज की स्थिति यह है कि दिल्ली के अंदर ही नहीं केन्द्रीय विश्वविद्यालयों में आम-तौर पर स्थिति संतोषजनक नहीं मानी जा सकती। दिल्ली विश्वविद्यालयों में पिछले दिनों में छात्र संघ के चुनाव हुए। ये चुनाव हमने विद्यार्थियों को लोकतंत्र की शिक्षा देने के लिए दिये हैं या उनमें किसी तरह अपने आसपास के कामों में, चुनाव की पद्धति में रुचि लेकर उनको प्रशिक्षण मिले इस वास्ते बनाते हैं। जिस लिये भी बनाए हों आज उन चुनावों का स्वरूप क्या हो गया है वह मंत्री जी से छिपा नहीं होगा। जो राजनीतिक चुनावों में बुराईयां होती हैं वह तो हैं ही उनसे भी कुछ आगे जा कर कदम-कदम पर छुरा, चाकू निकाल रहे हैं, जहाँ छुरेबाजी, जहाँ पिस्तौल, गोलीबाजी, हो, गुंडागर्दी हो, दादागिरी का दौर शुरू हो जाता है, तो मन में आता है कि क्या यही शिक्षा देने के लिए हम चुनाव की व्यवस्था करते हैं। कितना रूपया इस पर खर्च होता है। यह कहा जा सकता है कि पालिटिकल पार्टियां इसमें दोषी हैं। मैं यह नहीं कहूंगा कि किसी एक ही का दोष है, हम भी दोषी होंगे। क्या सरकारी सत्ताबद्ध दल इस बात की कभी चिन्ता करेगा कि वह कम से कम एक

ऐसा स्तर रखें, अपने सामने जिसको देख कर सब लोगों को यह नजर आए कि यह किसी छोटे तात्कालिक राजनीतिक लाभ के लिये हमेशा के वास्ते कोई ऐसा कड़वा और ऐसा विपैला बीज नहीं बोयेंगे जो आने वाले दिनों में हमें तकलीफ देता रहे। मुझे डर है कि ऐसा नहीं हो रहा है। हालत यह है कि आपके दल ने छात्रों और युवाओं के काम को संभालने के लिये और बढ़ाने के लिये जिन लोगों को नियुक्त किया उनके हाथों से ये सारी बुराइयां पनप रही हैं। दुर्भाग्य यह है कि उसके बारे में मुझे इतनी जानकारी है कि मैं मंत्री जी को बता सकता हूँ लेकिन उसके व्यौर में जाने की जरूरत नहीं है। अगर आप चुनाव कराते हैं तो चुनाव परिणाम कुछ भी हों आपको इसको स्वीकार करना चाहिये। अगर राजनीतिक दल भी उसमें आते हैं, तो आप सब दलों को बुलवा कर अगर इस तरह का समझौता या करार करा सकें तो अच्छा है। अगर नहीं होता है, तो जो भी परिणाम हों, होने दीजिए। क्यों सत्तारूढ़ दल इस बात की कोशिश करें। अपने पद का, अपनी सत्ता का या अपने साधनों का इस्तेमाल करके छात्र संघों के चुनावों के अन्दर अभीष्ट परिणाम प्राप्त किये जायें। एक तो यह पहलू है और दूसरा पहलू यह है कि कर्मचारियों की जो मांगें हैं, उन मांगों की नौबत क्यों आई? यह हड़ताल इतने दिनों से क्यों चल रही है? यहां के उपकुलपति से मेरी बातचीत हुई। मैंने उनसे भी पूछा यह सब क्या है। उन्होंने भी कठिनाइयां बताईं, वे कठिनाइयां मुझे उस मुद्दे पर लाती हैं, जो मैं आज मंत्री जी के सामने खासतौर पर पेश करना चाहता हूँ। जहां यूनीवर्सिटी का सवाल है, जहां तक मेरा सवाल है, एक्जीक्यूटिव का सवाल है, उन्होंने कहा है कि हमने इन सारे

प्रश्नों को उठा कर जो राय हमको ठीक मालूम होती है, जो हमको सही लगती है, वह हमने ली है और उनको लेकर हम यू०जी०सी० के सामने पहुंचे हैं। यहां के वाइस चांसलर ने कहा कि आवास की सुविधा, हाऊसिंग की फैसिलिटी की वह मांग कर रहे हैं। इस बारे में वाइस चांसलर महोदय ने बताया कि चार करोड़ की कोई स्कीम बन रही है। इस स्कीम के लिये उन्होंने कहा कि मेरी यू०जी०सी० से बात हुई है। वह कहते हैं कि इस बारे में प्रधान मंत्री तक से भी बात हो चुकी है। लेकिन इस सब के बाद जो उन्होंने कहा वह यह है कि इसका परिणाम निकलने वाला है। थोड़े दिनों में हम घोषणा कर सकेंगे। लेकिन कोई परिणाम अभी तक नहीं निकला। और ऐसी घोषणा करने के बाद आज वह यह सोचने के लिये मजबूर हैं कि क्या हमने गलती की। जो मुझे आश्वासन दिये गये थे, उनको मैंने आगे कह दिया और उनके बारे में लोगों को आशाएं बांधने का मौका दिया। प्रमोशनल एवेन्यूज की बात है कर्मचारियों की। वह कहते हैं कि आई०आई०टी० का जो पैटर्न है उसी की तरह का हमारा भी होना चाहिये।

हमें जिन्दगी में एक दो पदोन्नतियां जरूर मिल सकेंगी और यह करना संभव है। यह हुआ बड़ा सवाल। लेकिन वाइस-चांसलर यह कहें कि सितम्बर तक इस बात का फैसला हो जाएगा, इसकी घोषणा हो जाएगी, लेकिन फिर भी सितम्बर तक वे इसकी घोषणा नहीं कर पाए। किन वजहों से यह हो रहा है, क्यों वे अपने वायदे पूरे नहीं कर पा रहे हैं, इसको देखने की जरूरत है। इसमें केवल उनका ही दोष है, ऐसा नहीं हो सकता है। इसको साबित करने के वास्ते मैं एक और उदाहरण मंत्री जी की सेवा में प्रस्तुत

[डा० भाई महावीर]

करना चाहता हूँ। दिल्ली में दिल्ली प्रशासन एक कालेज चलाता है। इस कालेज की जो प्रशासनिक समिति है, उस प्रशासनिक समिति में नियुक्ति प्रशासन की तरफ से की जाती है। वहाँ पर किस तरह के लोगों की नियुक्ति करते हैं, किस तरह के काम की उनसे अपेक्षा की जाती है, इसका एक उदाहरण मैं आपके सामने रखना चाहता हूँ। मेरे पास एक सूची है, जो समाचार-पत्रों से निकली है। पच्चीस लोगों के नाम इस सूची में हैं, जिन्हें प्रशासनिक समिति में मनोनीत किया गया है। इन्होंने कालेज के कभी दर्शन नहीं किये। लेकिन कालेज की गवर्निंग बाडी में बैठ करके कालेज के प्रिंसिपल और अध्यापकों का भविष्य निश्चित करने का इन्हें अधिकार मिल गया है। इस गवर्निंग बाडी में तीन हायर सेक्रेटरी पास हैं, आठ मैट्रिक पास हैं, दो नवी पास हैं और तीन आठवीं पास हैं और एक प्राइमरी पास है। एक साहब ऐसे भी हैं जिनकी योग्यता साक्षर मात्र है, वे लिट्रेट मात्र हैं और ज्यादा कुछ नहीं हैं। ये साहब कालेज की प्रबन्ध समिति के अध्यक्ष हैं। एक प्रश्न पैदा हुआ कि उस कालेज के प्रिंसिपल को एक्सटेंशन दिया जाये या न दिया जाये। इसका फैसला पिछले दिनों में झगड़े का विषय बना। यह विषय प्रशासकीय समिति के पास गया। यह तो एक छोटी सी बात है। बड़ी बात यह है कि जब किसी कालेज के प्रिंसिपल अवकाश प्राप्त करने की अवधि में आए, रिटायर होने आए तो पहले तो यह होता था कि सन् 1973-74 तक उनको एक्सटेंशन दिया जाता था। सन् 1973-74 के बाद एक्सटेंशन नहीं मिला, यह कहा गया कि पुनर्नियुक्ति होगी, रिइम्प्लायमेंट होगा। लेकिन रिइम्प्लायमेंट कौन करेगा? गवर्निंग बाडी इसका फैसला करेगी। नियम यह था कि गवर्निंग बाडी

जिस प्रिंसिपल को पुनर्नियुक्त करने का फैसला करे वह फैसला वाइस-चांसलर की रजामंदी से ही होगा। इस प्रकार से इस मामले में भी यह फैसला होता था। लेकिन इसमें एक लैकुना था, कमी थी। अगर पुनर्नियुक्ति देनी है, उनका रिइम्प्लायमेंट करना है, तो वाइस-चांसलर को एसेन्ट चाहिये। लेकिन अगर गवर्निंग बाडी के चेयरमन रिपयूज करते हैं, इन्कार करते हैं तो वाइस-चांसलर को पूछने को जरूरत नहीं है। इन्होंने कहा कि इनको एक्सटेंशन नहीं दिया जायेगा। पहली बार युनिवर्सिटी के सामने सवाल आया। आमतौर पर ऐसे मामले क्वेश्चन के तौर पर हो जाते हैं। प्रिंसिपल की एसोसिएशन ने, टीचर्स ने, डूटा ने और अन्य सब ने कहा कि आप इसमें कुछ रुचि लीजिये और गवर्निंग बाडी को ठीक मशविरा दीजिये। परिणाम यह हुआ कि युनिवर्सिटी ने आर्डिनेन्स जारी किया। लेकिन उस आर्डिनेन्स को लागू नहीं किया गया। किसके कारण इसको लागू नहीं किया, यह सभी जानते हैं। विजिटर की ओर से आर्डिनेन्स को स्टे कर दिया गया। मैं मंत्री जी से कहना चाहता हूँ कि विजिटर का मतलब है इनका मंत्रालय और स्वयं ये। अगर एजुकेशन मिनिस्ट्री युनिवर्सिटी के फैसले पर स्टे करती है तो इसका मतलब यह है कि आप युनिवर्सिटी की आटोनीमी का मजाक बना रहे हैं और उसमें राजनीति ला रहे हैं। इतना ही नहीं, यह आर्डिनेन्स फिर ई.सी. के सामने गया तो उन्होंने इसको कन्फर्म किया। उसके बाद भी विजिटर ने इसको रद्द कर दिया, जिसका परिणाम यह निकला कि युनिवर्सिटी की आटोनीमी एक तमाशा बन कर रह गई। गवर्निंग बाडी ने पोलिटिकली

मोटीबट होकर फैसला किया और अपने फैसले को कायम रखा। यह सब केन्द्रीय सरकार की ओर से हुआ। एक और कालेज है।

उप-नायक (डा० (श्रीमती) नाजमा हेपतुल्ला) : आप खत्म करें। दूसरे स्पीकर्स भी हैं।

डा० भाई महावीर : आप मुझे दो मिनट और दीजिये। मेरा ख्याल था कि इसमें इतने ज्यादा स्पीकर्स नहीं होंगे।

उप-नायक (डा० (श्रीमती) नाजमा हेपतुल्ला) : आपके भाषण से उन्हें इंस्पिरेशन मिलेगी।

डा० भाई महावीर : एक कालेज में महोदया, री-इम्प्लायमेंट के लिये प्रिंसिपल का फैसला हो गया। वाइस-चांसलर ने उसको कन्फर्म कर दिया, लेकिन जब मिनिट्स को कन्फर्म करने की नौबत आई तो तब जब गर्वनिंग बाडी बदल गई और जो नया चेयरमैन आया उन्होंने मिनिट्स को कन्फर्म करने से इन्कार कर दिया। जिसका नतीजा यह हुआ कि प्रिंसिपल को हटाकर वाइस-प्रिंसिपल को प्रोमोट किया गया। वहां प्रिंसिपल और वाइस-प्रिंसिपल में हाथा-पाई भी हुई और दोनों ने जाकर पुलिस में केस फाइल किया फिजिकल असाल्ट का। क्या हम यह कालेज बना रहे हैं, यूनिवर्सिटी हम बना रहे हैं? एक कालेज के वाइस-प्रिंसिपल जो कि सीनियर मोस्ट हैं, उसको सलेक्ट कमेटी ने, उसके अप्वा-इन्टमेंट का सवाल था, सलेक्ट कमेटी ने चुन लिया लेकिन गर्वनिंग बाडी ने उसको रद्द कर दिया। क्यों? क्योंकि रूलिंग पार्टी के लोकल सेल के वे कन्वीनर हैं, उनको लगा कि यह व्यक्ति उनके राजनीतिक विचारों से मेल नहीं खाता, इस वास्ते सब परम्पराओं और कन्वेंशंस को तोड़कर वहां पर उन्होंने इस तरह का

फैसला किया जिसका कि कोई औचित्य नहीं है। मैं इसलिए मंत्री जी के ध्यान में यह बात लाना चाहता हूँ कि अगर आप इस तरह से चलायेंगे तो यहां पर लोकतन्त्र है और लोकतन्त्र में कभी कोई पार्टी आयेगी, कभी कोई पार्टी आयेगी, इसलिये कम से कम यूनिवर्सिटीज और कालेजों को राजनीति का अखाड़ा बनने से आप अभी से रोकिये। यदि आप रोक सकें तो बड़ा पुण्य का आप काम करेंगी और आने वाली पीढ़ियों के वास्ते एक अच्छा उदाहरण पेश करके चली जाएंगी।

आखिरी बात मैं बनारस यूनिवर्सिटी के बारे में कहना चाहता हूँ। वहां भी बहुत विवाद रहा, जैसा कि मेरे मित्र ने कहा। लेकिन आज जो वहां की स्थिति है और जो गजेन्द्र गडकर कमेटी ने रिपोर्ट दी थी, उसके सुझावों के ऊपर कोई अमल नहीं हुआ। एडहॉक तरीके से वहां पर नियुक्तियां अभी भी हो रहीं हैं। यहां तक कि वहां चार बड़े कालेजों हैं, जिनके अन्दर 10 हजार के करीब विद्यार्थी हैं। डी०ए०वी० कालेज, महिला महा-विद्यालय, वसंत कन्या महा विद्यालय। वसंत कन्या महा विद्यालय इसके दो हिस्से हैं, इन सब को केन्द्रीय सरकार ग्रांट नहीं देती और स्टेट इस वास्ते नहीं देती क्योंकि यह बनारस यूनिवर्सिटी केन्द्रीय है और बनारस यूनिवर्सिटी के पास पैसा नहीं है, जो वह इन को दे सके। इस वास्ते इन विद्यालयों को कठिनाई है और परेशानियां हैं। मैं चाहता हूँ कि मंत्री जी इस सब चीजों की ओर ध्यान दें और कोशिश करें कि राजनीतिक दल-दल से इन विश्वविद्यालयों को ऊंचा उठाया जाये और कम से कम केन्द्रीय सरकार "मनसा-वाचा-कर्मणा" सब प्रकार से विश्वविद्यालयों की स्वायत्तता का आदर करे और उसमें राजनैतिक होड़ से किसी

[डा० भाई महावीर]

तरह की दखलन्दाजी न करे, इसी में देश का हित होगा ।

DR. SARUP SINGH (Haryana): Madam Vice-Chairman, I am going to be very brief because I am going to speak on the Bill. Frankly, I feel a little puzzled. I do not know why the hon. Minister thought it fit to bring such a legislation before us. I wonder whether many of you people know that the Delhi University ordinances deal with the following: admission of students, courses of studies to be laid down for degrees and so on, fees to be charged, conduct of examinations, emoluments and terms and conditions of service of teachers and so on. Now, I frankly do not understand why all these matters should be brought to Parliament. Obviously, it seems to me that we have a lot of time to waste even on these things. "You have every right to ask for a report, annual report, look into the finance, look at the accounts, the audit report and so on. This I would regard as legitimate. But when you come to academic matters like this, if you want them to be put on the Table of the House for discussion, rejection, acceptance or whatever, I am afraid, Madam Minister, you are entering a very dangerous ground. Everybody in this House says 'keep education away from politics'. I must confess, not many people mean what they say. I wish they meant what they say. You are now opening the doors, the floodgates. I am not, for a single moment, saying that Members of Parliament are not wiser than other people. But surely there are specialist- and technical people in the various fields of activity; they should be trusted. I am not, for a single moment, saying that they do not make mistakes. They make mistakes. But you have the right to correct them. Dr. Bhai Mahavir would not mind my saying that what the President of India did in rejecting certain Ordinances passed by the Delhi University

was correct. If anybody had consulted me I would have said that it was a correct decision. It so happens that somebody's job is involved and he loses the job. But after all, there are certain ways of functioning. And if Delhi University makes a mistake, the Ministry of Education can always correct it. Our rule says that no statute will come into operation unless it has been approved by the Visitor, which means the President of India, which ultimately means the Ministry of Education. So, we commit mistakes and you can correct them. In the case of Ordinances also final approval has to come from them. If they do not take notice of it or do not give approval, we assume that it is approved, but then the final authority in all these matters still lies with the Government of India. Now, what will happen? We will pass an Ordinance or a statute. It will go to the President because the Parliament is not in session. I presume that if it is a reasonable kind of statute he will approve it. After two months the House meets. Papers have to be placed on the Table of the House. A number of kinds of 'educationists' will then jump into the fray and say, *ria*, this statute should not have been passed or approved, this Ordinance should not have been approved and so on. In other words, for the first time you are inviting interference from the Parliament of India into ordinary academic matters. Parliament has passed the Act. Parliament has laid down guidelines for our functioning and please let us function. If we make mistakes, as I said, you can always correct them. I should have also thought that after having appointed a committee, a high-powered committee to look into the problems of the Central Universities under the chairmanship of the University Grants Commission Chairman,

at least you could wait for their recommendations. I do not know whether the University Grants Commission has been consulted. You should have also consulted the academic-

mic bodies in the universities, the executive councils and others. They could have said something. So, please do not treat universities as you treat some of the corporations. It is true that the Public Accounts Committee said that all these matters should be placed before the House but the Government has to take a decision. Everything the Members say is not automatically accepted by the Government. The Cabinet could have taken a decision and said, no, this is a dangerous precedent, we will not accept it, we will leave the universities alone. However, we will have our own machinery to see that everything is properly monitored. Now all that you are not doing.

One thing more about what Dr. Bhai Mahavir has mentioned on relationship between universities and colleges. In Delhi University that is a part of the statute. Its details are part of an Ordinance. University can take a wrong decision under pressure, pressure from all kinds of groups in the university, again they can correct it. But what we do not want to happen in Delhi. I am more worried about Delhi because I know much about Delhi University. Sixteen colleges are controlled by the Delhi Administration. Delhi Administration is sometimes controlled by one political party and sometimes by another. It has quite often happened in Delhi, to our misfortune, that the local Government belongs to one political party and the national government belongs to another party. We are quite in the middle. He has given the list of 18 colleges. He has also given the list of members and so on and so forth and many of them are illiterate, but then he is unhappy that they are creating difficulties there. Of course, we are lucky that most of the Members of Parliament are university products, but, technically it is possible, theoretically it is possible that they are not university graduates. Your election rules do not say that only a university graduate can be a Member of Parliament. Now you will bring all these

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matters for discussion here and somebody will say that Delhi University must have Hindi as a medium of instruction. I am not against Hindi. And incidentally Hindi is the medium of instruction at the under-graduate level in most cases. But if you say, as of all the people Mrs. Alva said for whom I have the greatest respect and even affection, that we are "elitist"—that was the expression she used, everybody described it as such, including Mr. Shahabuddin who thought it was only a technical Bill—and the lady said that they are Western-oriented centres of teaching—then I would say that unfortunately what I teach is wholly Western-oriented because I lecture on William Shakespeare who naturally could not visit India, who had some interest in India but of a very casual nature. If you, ladies and gentlemen, decide tomorrow, "you have to teach this book, or that book will not suit us, or that book be removed and the following books be prescribed," do you realise what will happen to the university? Please don't think for a single moment that the Universities of India are completely finished. Mr. Shahabuddin, even today some of the Indian universities' products are outstanding. They can compete well with foreign students and some have even gone abroad...

SHRI SYED SHAHABUDDIN: Excuse me, my feeling is they are not in spite of university education.

DR. SARUP SINGH: Then is it your suggestion that we close down the Universities and the talent will blossom? No, please, don't lose faith in the universities, in whatever dire a shape they may be today. Don't lose faith in the Universities because universities are the inheritors of all your traditions and they alone can disseminate knowledge, talent and culture. It is true that they are in difficulties. I do not want to go into the reasons why we are in difficulties because if I start speaking on those things, all of you will start shouting at me. I have seen that happening

[Dr. Sarup Singh] again and again. I know the reasons but I need not go into them. The real tragedy, Madam, is—I do not blame anybody, it has been our tragedy for a long time—somehow the Indian politician thinks he is the wisest man; he alone can take decisions; others cannot. I am lucky I am not the Vice-Chancellor of the Delhi University today. But I am still a teacher of the Delhi University. And if the ladies and gentlemen here are going to discuss every detail of what I am doing there in the name of accountability—I am not bothered about the word "autonomy"; what I am bothered about is freedom to function as an intellectual, if you don't mind the word—whom are you damaging? Not me. Luckily I am a retired man—a Professor emeritus. But whom are you damaging? You are damaging the structure of these universities. Some of the Central universities are outstanding, not because we get more money for Delhi University. Madam Minister, one of these days you should please give facts to all Members of Parliament as to how much money is being spent per student in Delhi University' and how much money is being spent per student in, let us say, a university like the Kurukshetra which is in Haryana, or in Chandigarh, or in Jaipur. Simply because we are a Central University, we become an elitist university. The Delhi University became an elitist university because it produced outstanding men and women. There was a time when the whole country had only four or five Fellows of the Royal Society and the Delhi University had three of them. They were scientists—outstanding men—and they became the Fellows of the Royal Society because of their contribution. We built a name for ourselves. All the good students are coming to us. Now, unhappily, that situation is disappearing. But it does not mean that the Delhi University is finished. It is still there. Please don't

demoralise us, which you will if you bring everything that happens in the Delhi University, including the Karamchari Union or strike by karamcharis or by others into the discussion. These are internal matters of the university. Government should help these universities. But don't make them subjects of discussion here.

Last point and I have finished. And that is, if you start treating the universities as this Bill assumes that they shall be treated, my fear is, Madam, that you will be hurting the university system so much that after a year or two, Mr. Sha-habuddin will have the pleasure to see that the Central Universities are inferior to some of the non-Central universities.

If this is the aim—I hope it isn't—TamTM amazed at the advice that has been given to the Minister. Why was this advice given to her that these matters should come before Parliament for a discussion, for your judgment, for your decision? That should never have been done. That is all.

Now, if I can make a suggestion, isn't it possible for the Minister to wait for some time? Is it possible for her, for instance, to wait till the Committee that she herself appointed to go into the problems of Central Universities gives a report? There is no hurry about this. In any case, unofficially everything comes to you and, officially also, the reports and accounts come. What about Ordinances, Statutes and Regulations? About these you could wait. There is no hurry. I am not suggesting you appoint a Universities Commission or something like that. Just wait. We can postpone this discussion. If you like you can, through a motion, go to a Joint Select Committee or that kind of a thing. In any case, there should be no hurry in passing this legislation. That is my request. But of course, it all depends on the Minister.

Thank you very much, Madam, I didn't give you a chance to ring the bell.

THE VICE-CHAIRMAN FDR.
'SHRIMATI' NAJMA HEPTULLA]: I didn't ring it.

DR. SARUP SINGH: Unfortunately, during the last 42 years, whenever a bell rings I leave the class. So, I pay great res-

pect to the bell which my friend here doesn't, even though he is my colleague in the Delhi University. Thank you very much.

THE VICE-CHAIRMAN [DR. (SHRI MATI) NAJMA HEPTULLA]: You took 14 minutes, yet I did not ring the Bell. Yes, Dr. Adiseshiah.

DR. MALCOLM S. ADISESHIAH: Madam Vice-Chairman, I wish to offer my comments on the BiH which provides for three broad areas. One is certain documentation to be presented to Parliament, namely, the Statutes, Ordinances and Regulations of seven Central Universities to be placed before Parliament for a period of 30 days, the annual reports which will be placed before Parliament for five Central Universities and the audited accounts and reports of four Central Universities to be placed by the Union Government before Parliament. The second group is with regard to the coverage of the North-East Hill University and the third is with regard to the Rectorship of that University.

Now I would like to say, first of all, that my general reaction to this Bill and the enormous documentation it proposes to place before Parliament is, I believe that any further documentation that we receive in Parliament—this or any other—whether as Rajya Sabha or as Committees of Rajya Sabha or as individuals, we have reached the point beyond which no intellectual profits is being derived by this increased documentation.

Madam Vice-Chairman, I belong to a tradition which reads everything that is given. Fortunately I was always in a position where people below me used to screen matters, and what came to me in the UNESCO was just a few things. And I read them. Coming to Parliament I find that there is nobody to screen the material and so I find that there is enormous documentation. I read only the economic documentation of the economic Ministries and certain selected educational documentation—the Ministry of Education's Annual Report, the Department of Science and Technology's Annual Report, and the UGC Annual Report, only these three. I do not know about my colleagues here but I

must say to you that I just am not able to read any of the documents I receive except this handful, my subject—economics—and a few of the educational documents. This Bill really is the last straw on the camel's back. I do not know how many of you are reading the documents you are all receiving. Now there is a proposal here to add to the documentation which, I think, we are either selling away to the paper-wallahs or throwing in the dustbins or putting on the shelves. So I have this general reaction. It is not only to the hon. Minister, Mrs. Sheila Kaul, that I am speaking, but I am speaking also as a parliamentarian on the problem of growing documentation. This is a waste because it is produced in two languages, English and, Hindi, at enormous cost to the country.

Now turning to the Bill itself, I have really no comment to make on the provision for the annual reports and the audited accounts to be presented to Parliament because it is for the purpose of information may be, and it is in discharge of the accountability provision. Here I would say that this is costing the country a lot because we have to produce everything that comes to Parliament in two languages. I do not know how many of us really read all the annual reports of the seven Central Universities or their audited accounts. I have not heard anybody making a reference to it here. I personally do not read these reports. I only read the UGC report, I must tell you honestly. Therefore, I have no strong objection to this provision. But I take a very serious view of this new provision for bringing all statutes, ordinances and regulations to Parliament, of all the seven universities, and for laying them on the Table of Parliament for a period of 30 days, which includes the inter-session periods, and that only on the basis of any

modifications that may be made by Parliament, they may proceed. I think my colleague, Dr. Sarup Singh has said enough to point out that this is a futile procedure, because those of us who belong to the university, who have been involved in teaching and the Vice-Chancellorship know that every ordinance, every statute, every"

[Dr. Malcolm S. Adiseshiah] regulation goes through a far more careful process of scrutiny, revision, re-revision and approval in the university. There is a three-tier process, apart from the committees and sub-committees, on every rule and regulation and what comes out, therefore, is a result of all this. Now, Madam Vice-Chairman, I must say that I cannot for the life of me understand what Parliament can add to this process that goes on in the universities in regard to the framing of laws, rules, regulations and statutes. Now in regard to what my friend, Mr. Chatterjee, said, I at least belong to the group which believes that the university functions on the basis of an unwritten contract between the teachers and the students, not on the basis of representation. You have to be very careful about talking of democracy in the University because the university itself is anti-democratic because the teacher is teaching and the student is learning. This is not democracy.

SHRI NIRMAL CHATTERJEE: I thought teachers learn also.

DR. MALCOLM S. ADISESHIAH. This is just a phraseology. The university is founded on the Brahmanical principle...

SHRI NIRMAL CHATTERJEE: Excuse me. Is there any research guide who does not learn from the research fellow?

DR. MALCOLM S. ADISESHIAH: Let us not talk at cross purposes. The learning process is something continuous and that goes on all the time; every day I am learning. But in the university, you are paid to teach. You are standing on the platform and teaching. This is not democracy. There is a function in life where democracy does not work. This is the Brahmanical tradition all over the world. Not only in Hindu India but all over the world, the university is based on this principle. Therefore, I believe that there is an unwritten contract between the teachers and students which runs the university and it is this which I think we must safeguard. And I must tell the hon. Minister that I come from a State University like Madras or Bombay or Calcutta and I am scared because of the kind of bad example, that you are setting, of placing before Parliament the statutes, ordinances and regulations, will now, like the virus of the ma-

larial fever or the dengue fever that we are talking of, proceed to Madras, Bombay and Calcutta. In the Madras University, the statutes and regulations go through the whole process and go to the Chancellor and he approves them. At least he never refers the matter to the Ministry of Education. Here you have got an additional safeguard of referring it to the Education Ministry. Now in the Central Universities, you have got four of the top intellectual centres of excellence in the country. They are Delhi, Jawaharlal Nehru, Aligarh and Banaras. These four are at the top of the university system. And for us to begin to try to control them in this way is a matter I am worried about for two reasons: First of all, it is part of the whole system of politicisation that the university!-are now facing in the form of a crisis; secondly, I am afraid, this will spread to the State Universities. We are setting here in Parliament through this Bill a bad example to the other States.

Now I am coming briefly to the other provisions. The honourable Minister has mentioned Mizoram specifically how to make the establishment of a campus obligatory, because under the existing Act the University could have established a campus. In fact, she said, a campus already exists there. But in order to meet the people's wishes this is being enacted. I don't think regulations should be based on this kind of pandering to people's wishes. . .

SHRI V. GOPALSAMY (Tamil Nadu): I want just one clarification from Dr. Adiseshiah. Does he object to the placing of the audit reports also?

DR. MALCOLM S. ADISESHIAH. I don't object to that. I have no objection to the accounts and annual reports being placed. It is only the new provision about statutes, ordinances etc, that I am worried about. Now, Madam Minister, as regards the desire of Arunachal Pradesh to start a university of its own, surely it could have started with a university centre, a campus, which could have been developed into a university. With the scarcity of persons that we have at the highest level, you, who are responsible for the working of the Unf-

versity Grants Commission, to maintain standards, this multiplication of universities which you are against, which you proclaim in the Sixth Plan, which you did in the Fifth Plan document—I am not against Arunachal Pradesh—you should see that it develops with the necessary caution into a university, and that could have been done that way.

Finally, I regret that the Chief Rector who is equal to the Chancellor is no longer an automatic process. I must say that to you because this is part of the autonomy of the universities, it is the spirit and life of the university which my friend, Dr. Sarup Singh says that he does not believe in but which he explained so fully subsequently.

With these words, Madam Vice-Chairman, I express my misgivings in regard to this Bill.

SHRI V. GOPALSAMY: Madam Vice Chairman, I am grateful to you for giving me this opportunity. I was listening with rapt attention to the brilliant speeches of both the educationists, Dr. Sarup Singh and Dr. Adiseshiah. Already the Central Government has spread its claws on education when it was drawn into the Concurrent List. Those of us who claim for more powers for the States, we opposed it. Now Dr. Adiseshiah warns the Government. "Do not set a bad example to the State Governments also, because the educational institutions, the universities, should function as autonomous bodies, there should not be any interference." So, on that count I fully support what Dr. Adiseshiah and Dr. Sarup Singh stated now on the floor of this House. But I would like to differ from Dr. Sarup Singh when he said that the agitation of karamcharis and the issues in JNU and other universities should not be discussed here. But this is the only forum and this is the only occasion when we get an opportunity to speak when things are happening, when serious things are happening under the very nose of the Central Government. We cannot shut our eyes. In Delhi University an agitation of the karamcharis is going on. The affairs in the Jawaharlal Nehru University are not promising. I would like to point out one important matter. I would like to draw the

attention of the Education Minister to a serious matter. Today morning I received a letter from one Mr. Rangaswamy Gounder. He belongs to Congress (I). He is the Secretary of the Tamil Congress Committee of Coimbatore District in Tamil Nadu. His son, R. Kdnagdraj registered his name in the year 1980 to do his M. Phil., Ph.D. in the Jawaharlal Nehru University. What happened, Madam, he was to submit his dissertation for his fifth semester on 8th January 1982. On the 8th of January he committed suicide in his room. I myself went to the University and enquired about this from the students. One Mrs. Atiya Habib was his guide. He had to submit his dissertation for his fifth semester. But just before he started it, Madam Habib went abroad—about one year ago. His dissertation was on "the Development of Madras Port—a Historical Study", for which only a sociologist or a historian connected with urban studies should be allotted as a guide. But what happened a Hydrologist, Dr. Sivaswamy, was appointed as a guide. So he became helpless and he was not able to prepare his dissertation. This is what happened. He became frustrated. He did not get any assistance or guidance from his guide. I do not blame Dr. Sivaswamy. I cannot blame him. But he was not able to get proper guidance from him. This led to frustration and because of frustration he committed suicide. Thirty-three Members of Parliament, including myself, submitted a Memorandum to the President demanding an independent inquiry. We demanded that the Visitor should conduct an independent inquiry. I personally went to the University. Now, today morning I received this letter which has been sent to the Prime Minister—a copy of this letter I have received from Coimbatore, Tamil Nadu. I shudder to read the letter. With such agony he has written this letter. He wants to know under what circumstances his son committed suicide.

Two months back another student, a Harijan student, tried to commit suicide under similar circumstances. His name is P. G. Joganandh. He was doing his M. Phil. in Sociology. His External Examiner had gone abroad. So he tried to commit suicide. But some other students immediately took him to the hospital and he was saved.

[Shri V. Gopalsamy]

Such things are happening in the Jawahar Lal Nehru University. I would say with authentic proof that steel worth five lakhs of rupees is missing from J.N.U. This has been reported in the Advance Report of the Comptroller and Auditor-General of India for the year 1980-81. I would like to quote from page 282 of the Report. The amount due for recovery as per the terms of contract is Rs. 560 lakhs. (*Time Bell rings*) I quote:

"The shortage of steel at the site of work came to the notice of the University in February/March 1978, but no action was taken to verify the position till November 1978...

"In December, 1978, the relevant measurement books were reported missing from an almirah kept at the site and the custody of the contractor. And in March, 1979, the Executive Council was informed that a Committee had been constituted to look into the alleged loss of steel. No Committee had in fact been constituted so far—August, 1980".

6 P.M.

So, this a serious matter. The Central School roof completely collapsed. I myself saw that. Such things are taking place. So, I would like to request the hon. Education Minister to view these matters very seriously. And a Committee consisting of educationists like the former Vice-Chancellors should thoroughly probe into the matters. For that you may simply answer that there is already a Committee and that Committee also visited. But this Central University Probe Panel visited the University on the 25th of September this year. They reached there on Saturday at 10.30 a.m. They were there for two hours and at 12.30 p.m. they returned. They met the Deans, the Rectors, the Chairmen of various Centres. But no prior intimation was given. There should have been an official notification. Then only any Faculty member or any student or any karamchari could come and report what is going on in the University. Then only the Committee could discharge its function properly. (*Time bell rings*).

Regarding the establishment of a Census of the North-Eastern Hill University in the

Union Territory of Mizoram, I fully welcome such a measure. If Arunachal Pradesh wants a separate University, I welcome that also. But as far as the Central Universities that are functioning in Delhi are concerned, the Delhi University and the Jawaharlal Nehru University, worst things, serious things are taking place. They are under the very nose of the Central Government. So, it is the concern of the Education Minister to look into these matters.

Before I conclude, I would again request the hon. Education Minister to thoroughly probe into the suicide affair of Mr. Kana-karaj. Through this august House, I would like to appeal to the Government to make an independent enquiry as to under what circumstances Mr. Kanakraj committed suicide.

With these words, Madam, I conclude.

SHRI ALEXANDER WARJRI (Meghalaya) : Madam Vice-Chairman, I do not like to talk on the general things because the others have already discussed about them. I would like to talk on the amendment regarding the North-Eastern Hill University. I would rather half-heartedly like to support the amendments because I actually want that the amendments should be on a full scale. In fact, I would like the whole Act should be repealed and a new Act be passed after studying carefully the needs there in the Region. When the North-Eastern Hill University was started, it was with a view to raising the standard of teaching, preserving the culture and the tradition of the people of the North-East. But, actually from its very inception, the North-Eastern Hill University was run on a wrong footing. I remember, in 1978, my first speech in this august House, my maiden speech in this august House was on the North-Eastern Hill University where I pointed out the defects of the Act and the many wrongs that have been committed in the University since its inception. I enquired also about the audit reports. But I have come to know that till this time there has been no Act, no law by which the University is forced to bring out or to submit its audit reports yearly.

It is only now after five years that the Government has come with the proposed amendment, especially with regard to Annual Reports and Audit Reports. The North Eastern Hill University have not been rendering these accounts till now. It has become a hotbed of intrigues, plots, counterplots of teachers. Teachers are grouped into factions. Teaching has become secondary. In fact, the university politics is such that since Dr. Khan left the university as the Vice-Chancellor, no one could be appointed as Vice-Chancellor in the North-Eastern Hill University. Teachers' factions have led to students' factions, because a student cannot afford to remain out of the faction otherwise he will lose his marks in the internal assessment. I would suggest that till these factions are done away with, internal assessment should be abolished.

As I have said, things in the university have become worse and worse since past years. That culminated in the murder, in the assassination of the Acting Vice-Chancellor Dr. Banwar. It seems that no investigation is taking place; nobody is taking interest in any investigation into his death. I do not know whether the Government is aware that Dr. Banwar was killed on the day before the meeting of the Executive Council of the university which was to discuss on some important affairs which would have exposed the evil, wicked scheme of some of the staff people in the university. I do not know whether the Government is also aware of a case which was registered in the police thana in Shillong, the case of poisoning of a professor, the Head of the Department of Zoology.

I welcome the setting up of the campus in Mizoram to the exclusion of Arunachal. Is it done on political basis? We know, for example, Meghalaya, Nagaland, Mizoram are not being ruled by the party that is ruling in the Centre. It is not ruled by Congress-I Government. Now, Arunachal is being ruled by Congress-I Government. Is it based on this political consideration that Arunachal is being given special consideration to have its own university? Why it is being removed from the North Eastern Hill University? As I have said, I really welcome the setting up of the campus in Mizoram; but I would also like to point out to

I the Minister that the university, as it is at present, in Shillong, in spite of the fact that 1000 acres of land had been given by the Government of Meghalaya, is buying plots of land in Shillong itself belonging to the Raja of Mayurbhanj, belonging to the Raja of Bijni, and I do not know what use they will put the land to, when they are building the campus on the land which has been donated by the Meghalaya Government. I would like the hon. Minister to enquire into this.

Another thing which I would like to mention, Madam Vice-Chairman, is this. A fantastic thing has been done in the North Eastern Hill University. As I said, when the North Eastern Hill University was established, the aim was preservation of the culture of the people, their social customs and so and protection of the identity of the people there. The North Eastern Hill University has come up with a special foundation course in lieu of MIL, in lieu of vernacular. This means, a student, a Khasi student or a tribal student, can take up any other subject in lieu of his language. This means, language is not compulsory for him. What will happen? The students will forget their language and a community which forgets its language will disappear. Is this the way to preserve our identity? I would request the hon. Minister to enquire into this and try to prevent this.

Lastly, I look forward that the Government would soon come up with a better amendment, or, if possible, with a new Act altogether so that the university will become an ideal university in the country. Thank you.

[Mr. Deputy Chairman in the Chair]

SHRI SHRIDHAR WASUDEO DHABE (Maharashtra): Mr. Deputy Chairman, Sir, though this is a small Bill brought forward by the hon. Minister, it has introduced a new idea in the administration of university education. And this is based on the recommendation of the Committee on Subordinate Legislation. Firstly, I would like to submit that universities cannot be treated like public undertakings or financial corporations. The recommendation of the

[Shri Shridhar Wasudeo Dhabe] Committee on Subordinate Legislation in respect of public undertakings or corporations is that the rules and regulations which are made by them under delegated legislation should be placed before Parliament. But we cannot treat the Central universities like financial corporations. Under the Act relating to the central universities, even ordinances and statutes framed by the university senates will come up for discussion, will be placed before Parliament and will be open for discussion. The greatest danger is that every State—education being a concurrent subject; it is in the State List as well as the Central List;—in my State, there are about ten universities, academic universities as well as agricultural universities, and similar to the position in other States—will pass similar legislations for placing the ordinances, statutes and reports before the State Legislatures. Therefore, the present concept that the Chancellor will give the assent has been given a go-by though there is a safeguard in the system that the State or the Central Government will be consulted by the Chancellor before giving the assent. Therefore, I would appeal to the hon. Minister not to press for this Bill. Or, as has been suggested by Dr. Sarup Singh, they should wait till a Committee is appointed by the UGC, which will go into the affairs and find out what new rules and regulations can be made. Nothing is going to happen if this Bill is not passed immediately. Therefore, let us wait. What is there? Once we make an inroad or an encroachment on the autonomy of university education, there will be no limit. It will open the flood gates and all State Legislatures will pass legislations in regard to this matter. Therefore, this is a very dangerous proposition and I am sure, the hon. Minister will consider it and not press for the acceptance of this Bill.

On this occasion, I want to speak on two subjects. Firstly, Sir, the first World Hindi Sammelan was held in Nippur 8 years back. The second Sammelan was held in Mauritius and now it is due in Delhi by the end of December. In Nagpur Convention I was present. Mauritius Prime Minister had also come here. One of the resolutions adopted in the Nagpur Samme-

lan was that a World Hindi University should be set up and the venue suggested was Wardha. This decision was taken eight years back. But we are not even making efforts to make Hindi a language in UNO, nor are we making efforts to make it popular and effective in other parts of the world. Many persons in other countries are interested to learn Hindi. For years together they are staying there and they have forgotten their mother tongue. They want to learn this language. Therefore, on this occasion I will appeal to the hon. Education Minister to see that at the ensuing Conference which is going to be held in Delhi a decision is taken to set up World Hindi University. For Tamil and other languages world conferences are being held. It is high time for us to take this decision. China, Japan, Saudi Arabia and other countries—-----their languages are recognised in UNO. So, we should also see that Hindi is also recognised in UNO.

There is one more thing. We are holding Asian games this year. Our performance at the Brisbane is that we have not been able to secure even one Gold Medal. The universities are the real nurseries where the talent is nurtured. I was going through the report of the Ministry of Education. In 1980-81 we got 27.5 lakh students all over the universities and colleges and what is the turnover of the universities in the last 25 years? We have produced only 14.75 lakh graduates and 4.72 lakh post graduates. If we calculate on the basis of one teacher is required for every 250 students, we will be requiring 10,800 teachers. That is the annual requirement providing physical education in colleges. Shri C. D. Deshmukh has recommended that this problem has to be taken up seriously and courses on physical education should be properly planned. Today the courses are one-year courses up to graduate level. Some are running certificate courses for three years up to graduate level. Some of the basic courses are not recognised by State Governments. They are treated as not trained teachers. That is why I was saying that the C. D. Deshmukh Committee has recommended that there should be five-year physical education course—two-year post graduate and three-year degree course. I

will, therefore, appeal to the Minister to appoint a Committee to have uniform syllabus so that proper trained physical teachers are available.'

Lastly, Sir, I would like to say that in university education sports and physical education must be given important place. In 1967 Dr. CD. Deshmukh had pointed out that we are spending only Rs. 4 per student for physical education. Many colleges do not have even proper playgrounds. At least ten acres of land must be there for the purpose of development of sports and physical education. He has recommended that Rs. 20- per student should be spent. This is the report of 1967. Therefore, I take this opportunity to request the HonT Minister to see that the Central Universities are made the nurseries of physical education and sporU and adequate number of trained teachers are provided there. Then the important thing is that they are not given the status of teachers. They are physical education directors or they are considered as non-teaching staff or administrative staff. They have no status and they cannot come on academic councils or academic bodies. Therefore, I suggest that the hon. Minister should look into this keeping in view the spirit of the Asian games and the sports consciousness. The hon. Minister should see that the physical teachers got due status in the university.

Lastly, I would say that the hon. Minister should seriously consider that they are given a place or status to come on the executive councils or executive bodies of the universities.

Then it goes to the Executive Council, to the Faculty and at every stage when they consider, sub-committees are appointed. There is a 4-tier system available in the university system today before the statute goes to the Chancellor for final approval. In these circumstances, if we add Central Government also, it will only give a bandh to the State Governments to interfere and there will be no end to interference in the statutes. No purpose will be served if the ordinance comes to Parliament. I would, therefore, appeal to the hon- Minister not to press for this Bill.

श्री गिव चन्द्र झा (बिहार) : उपाध्यक्ष महोदय, यह विधेयक बिलकुल ही इनोवेटिव है। आपत्तिजनक बातें भी इस में हैं। उनको मैं बाद में कहूंगा। जो आपत्तियां इन्होंने उठाई हैं वो महारथियों ने माल्कोम आदिशेपैया और डा० सरूप सिंह, उनके मुताल्लिक मैं कहना चाहता हूं कि शायद उनको डर है कि पार्लियामेंट में स्टेट्यूट, आर्डर, रेगुलेशन रबे जायेंगे तो उनकी आटोनामी में इन्टरफियरेंस होगा। मैं इतना ही कहना चाहता हूं कि आटोनामी सेल्फ-बोर्न नहीं है, आपको किसी ने खड़ा किया, आपको जन्म दिया है। थोड़ा आप का फर्ज हो जाता है यू मस्ट बी लायल टु ईट, यू मस्ट बी एकाउन्टेबिल टु दैट संसद का मतलब है जनता, जनता को एकाउन्टेबिल यूनीवर्सिटी हो। इस लिए जो आर्डिनेंस, रेगुलेशन बनेंगे टेबिल पर रखे जायेंगे। माल्कोम आदिशेपैया ने कहा कि कौन पढ़ता है, पेपर को बेच देते हैं मैं कहता हूं कि यूनीवर्सिटी हमारी और आप की जिन्दगी के लिए हो नहीं है, जेनरेशन के लिए है। कहना नहीं होगा कि जब हम इतने लम्बे समय के लिए यूनीवर्सिटी बना रहे हैं तो उसमें दादाभाई नौरोजी और कार्ल मार्क्स भी होंगे जो हर ब्लू बुक को पढ़ेंगे। हाउस आफ कामन्स की एक-एक शीट को पढ़ते थे, बड़े बोरेणस रीडर थे दादाभाई नौरोजी और कार्ल मार्क्स। मैं समझता हूं कि इन की आपत्ति मजबूत नहीं है।

आपत्ति की बात इस में जो है उससे मुताल्लिक मैं संशोधन रखना चाहता हूं, लेकिन मुझे कहा गया कि रूस के मुताबिक—शकधर और कील दिखा दिया गया—नहीं दे सकते। उसको रख देना चाहता हूं। उसके पहले मैं मंत्री महोदय से पूछना चाहता हूं कि क्या आप सेक्युलरिज्म में विश्वास करती हैं? यदि आप कहती हैं 'हां' तो मेरा दूसरा

[श्री शिव चन्द्र झा]

सवाल है कि यह जो नाम है बनारस हिन्दू यूनिवर्सिटी और अलीगढ़ मुस्लिम यूनिवर्सिटी इनको आप कम्पेटिवल कैसे समझती हैं सेकुलरिज्म की परिभाषा से? देश की आजादी के बाद यूनिवर्सिटी के नाम को सेकुलर कैसे बनाया जाय उसका एक उदाहरण मैं आप के सामने रख देना चाहता हूँ। बिहार में एक जगह है मुजफ्फरपुर। वहाँ एक कालेज अभी भी है। उस का पहले नाम था जी० बी० बी० कालेज—गृहहर भूमिहार ब्राह्मण कालेज। स्पष्ट कम्प्युनल कास्टिस्ट नाम है। जब देश आजाद हुआ तो श्रीकृष्ण सिंह और अनूपग्रह नारायण सिंह ने बागडोर सम्भाला, जो जवाहरलाल नेहरू और गांधी की छत्रछाया में पले थे। उन्होंने कहा कि यह नाम इनकाम्पैटेबिल है हमारे वातावरण से, इस नाम को बदलना चाहिए, लेकिन जिस आदमी ने बनाया उसकी इज्जत भी करना चाहिए, इस लिए उसका नाम बदल कर लंगट सिंह कालेज रख दिया गया। बिल्कुल ठीक किया गया। उसी तरह जिन लोगों ने बनाया, पंडितजी पंडित जी ही थे, उनका दृष्टिकोण अपना था। मदन मोहन मालवीय और सयद अहमद खां का अपना दृष्टिकोण था—उन्होंने हिन्दू यूनिवर्सिटी नाम रखा, इन्होंने मुस्लिम यूनिवर्सिटी रखा। लेकिन आज का वक्त जो है उसका तकाजा है कि आप इस में संशोधन लाएं। आप मदन मोहन मालवीय यूनिवर्सिटी कर दें बनारस को और सयद अहमद खां यूनिवर्सिटी कर दें अलीगढ़ को जैसे जवाहरलाल नेहरू यूनिवर्सिटी है और दुनिया में और यूनिवर्सिटी है रूजवेल्ट, लिंकन, स्टेनफोर्ड वगैरह, वगैरह। और बहुत सी यूनिवर्सिटियां हैं। हम उन की इज्जत करेंगे और हमेशा उनको याद रखेंगे, लेकिन इस रूप में यदि इन नामों को आप रखते हैं तो मैं समझता

हूँ कि सेकुलरिज्म पर आप धक्का लगाते हैं। अब यह सेंट्रल यूनिवर्सिटीज है। यदि आप इतनी यूनिवर्सिटियां बनाते हैं तो मैं कहना चाहता हूँ कि दिल्ली में एक लोकनायक जयप्रकाश नारायण के नाम से एक यूनिवर्सिटी क्यों नहीं बनाते। इसमें आप को क्या हिचकिचाहट है। जवाहरलाल नेहरू यूनिवर्सिटी हो सकती है तो लोकनायक जयप्रकाश नारायण यूनिवर्सिटी क्यों नहीं हो सकती है। आप इस बात पर विचार करें। यह मांग बिल्कुल उपयुक्त है। मैं यह नहीं कहता कि एक ही यूनिवर्सिटी सारे देश के लिये हो। जितनी ज्यादा यूनिवर्सिटियां हों सकें, बनायीं जायं और मैं उसके पक्ष में हूँ और इसी लिये दिल्ली में लोकनायक जयप्रकाश नारायण के नाम पर एक सेंट्रल यूनिवर्सिटी होनी चाहिए।

बहुत सी और बातें रखी गयी हैं लेकिन मैं एक बात और कहना चाहता हूँ कि हमारे नौजवानों में डिग्नटी आफ लेबर के लिये कोई भावना नहीं है। वह श्रम करने को नीची नजरों से देखिए, पेंट पहनना, टाई लगाना तो ठीक है, लेकिन अगर हम झाड़ू लेकर अपने घर को साफ करने बैठ जायें तो यह उनकी शान के खिलाफ होगा। इसलिये इस कमप्लेक्स को हटाने के लिये हम को कुछ करना चाहिए। और साथ-साथ एक दूसरी समस्या भी है। उसके लिये हम को एक ब्योरो आफ इंफ्लायमेंट कायम करना चाहिए जिसके द्वारा यूनिवर्सिटी के विद्यार्थियों को इंफ्लायमेंट दिया जा सके और जिसके द्वारा वे इंफ्लायमेंट पा कर यूनिवर्सिटी कैम्पस के बाहर भी काम पा सकें। यह काम हो सकता है यूनिवर्सिटियों में। आप कहेंगे कि हमारे पास बहुत सा सरप्लस लेबर है तो पियन वगैरह का काम कर सकता है, लेकिन उसके साथ ही मैं चाहूंगा कि आप इन स्टूडेंट्स को भी काम करने का मौका दें इसलिये कि हम लोग भी यूनिवर्सिटी कैम्पस में

रहते हुए काम कर चुके हैं और मैं जानता हूँ कि एम० ए० और पी० एच० डी० वाले भी बरतन साफ करते हैं। टाई लगा कर हम लोग पहुंचते थे और एप्रन लगा कर बरतनों को हटाते थे और गरम पानी में बरतनों को साफ कर के धड़ाक धड़ाक काम कर के खत्म कर देते थे और फिर लाइब्रेरी में जाकर अपनी पढ़ाई करते थे। वहां अपना पाखाना भी साफ करते थे तो उससे कोई इज्जत को धक्का नहीं लगता था और पढ़ाई पर कोई असर भी नहीं पड़ता था। तो यह श्रम के मुताल्लिक जो दृष्टिकोण है यह बदलना चाहिए और हम को इसके लिये एक इंप्लायमेंट व्योरों बनाना चाहिए।

प्रोफेसर्स के बारे में कहा गया है। मैं यह समझता हूँ कि हर हिन्दुस्तानी रवेन्द्र नाथ टैगोर नहीं बन सकता है। हर कोई यहां का आदमी अपने आप पढ़ लेगा यह संभव नहीं है। इसके लिये संस्थाओं की जरूरत है उनको कंडीशन करने की जरूरत है। यूनिवर्सिटीज न हों और लोग अपने से ही जीनियस बन जायें तो ऐसा नहीं हो सकता। एक रवीन्द्र नाथ टैगोर हो सकते हैं लेकिन जनरल समाज के लिये आप को संस्थाओं की जरूरत पड़ेगी ही और उनको मीनिंगफुल बनाने के लिये आप को प्रोफेसर्स की जरूरत है। सभी ने कहा कि हमारे प्रोफेसर्स बहुत अच्छे हैं, सेंट्रल यूनिवर्सिटी में बहुत अच्छे हैं लेकिन अगर आप सारे देश के बारे में गौर करें तो 85 परसेंट प्रोफेसर्स अपने विषय में कोई योग्यता विशेष नहीं रखते।

एक माननीय सदस्य : रखते हैं।

श्री शिव चन्द्र झा : नहीं रखते हैं। मैं सारे देश की बात कर रहा हूँ। कुछ यूनिवर्सिटीज में रखते होंगे। तो मेरे कहने का मतलब यह है कि आप कुछ

क्रेडिटरियन रखें कि अपने क्षेत्र में जो भी कुछ योगदान करे कोई किताब लिखे, कोई नयी दिशा दें तो उसको हम प्रमोशन वगैरह देंगे, कुछ रिकग्निशन देंगे ताकि उनके लिये कुछ इन्सेटिव हो। आज तो प्रोफेसर्स भी यह सोचते हैं कि हम को असेम्बली या पार्लियामेंट का टिकट किसी तरह से मिल जाय ताकि हम मंत्री बन सकें। इससे पठन पाठन के दृष्टिकोण में धक्का लगता है। इस को हमें बदलना होगा। इसमें विद्यार्थियों के पार्टिसिपेशन की बात भी होनी चाहिए। वह केवल हल्ला करना या प्रोफेसर्स का विराव करना ही नहीं जानते वह वे विद्यार्थी हैं कि जिन्होंने 42 का आंदोलन किया था और उस चैप्टर को लिखा था।

श्री उपसभापति : : वह विद्यार्थी तो यहां आ गये।

श्री शिव चन्द्र झा : वह विद्यार्थी ही थे जिन्होंने 77 का जन आंदोलन किया था भविष्य में भी विद्यार्थी आपको ऐसे ही मिलेंगे। आपको इन विद्यार्थियों को ऐडमिनिस्ट्रेशन में इंबाल्व करना होता, उसके लिए रिकमंडेशन भी आई हैं कि स्टुडेंट्स को ऐडमिनिस्ट्रेशन में लेना चाहिए उसके मुताल्लिक आप कदम उठायेंगे तो आपकी यूनिवर्सिटीज मीनिंगफुल होंगी। लेकिन इन सब बातों में परिवर्तन की जरूरत है। मैं चाहता हूँ कि मंत्री जी इन बातों का ध्यान रखें।

श्रीमती शोला कौल : मान्यवर, आज का जो बिल हमारे सामने है, इसमें इतनी दिलचस्पी ली गई है, चार बजे से मैं समझती हूँ कि यह चल रहा है और हमारे माननीय सदस्यों ने जो राय दी है उसकी मैं बहुत कद्र करती हूँ।

[श्रीमती शीला कौल]

श्रीमान्, मेरा तो खयाल था कि इसमें शायद लोग दिलचस्पी न लें। हमारे मित्र जो यहां बोले मैंने गिनती नहीं की, मैं कर रही थी कि आपने मुझे बुला लिया, लेकिन मेरे सामने इस बात जो संज्ञेय है या मुझे जो जानकारी दी गई है, कुछ जानकारी मुझे भी नहीं थी, हमारे माननीय सदस्यों ने इसका जिक्र किया है, मैं उन सब की मशकूर हूं।

निम्न चैटर्जी साहब ने जिक्र किया कि हमारी यूनिवर्सिटीज में डिसेंट्रलाइजेशन होना चाहिए उनकी ऐडमिनिस्ट्रेशन में और श्री कृष्ण मोहन ने भी इसका जिक्र किया था ? तो मैं यह माननीय सदस्यों को ऐश्वर्य कराना चाहती हूं कि सरकार की, हमारी भी यही राय है और हम उस विषय में इसके लिए कदम उठा रहे हैं। श्री मोहन ने कहा कि आंध्र प्रदेश में जो हैदराबाद यूनिवर्सिटी है वह इसीलिए स्थापित की गई थी कि उसमें आंध्र प्रदेश के जो बच्चे हैं उनको हिस्सा मिल सके, दाखला वह ले सकें। लेकिन मैं यह बताना चाहती हूं कि उनको पूरी आजादी है, उसमें दाखला लेने की लेकिन चूंकि यह यूनिवर्सिटी सेंट्रल यूनिवर्सिटी है, इसलिए इसमें सारे हिन्दुस्तान के लोगों को दाखला मिलता है और मरिट पर मिलता है। इसलिए इसमें जो बच्चे जा सकते हैं, वे आर मोस्ट बैल्कम।

हमारे मित्र शाहबुद्दीन साहब ने इस बिल को सपोर्ट किया है। मुझे खुशी है, वह हमेशा मेरे बिल का सपोर्ट करते हैं क्योंकि वह चीजों को भलीभांति जानते भी हैं, लेकिन एक बात जरूर है कि उन्होंने जिक्र किया कि हमारी जो शिक्षा है यह बहुत कुछ कमियां लिये

हुए हैं, इसमें बहुत कुछ त्रुटियां हैं। यह बात तो सही है, लेकिन उनका इलाज अगर वह बता देते कि इस चीज का यह इलाज होना चाहिए तो उससे मुझे मदद मिल जाती। लेकिन मुझे यकीन है कि जरूर मुझे वह चिट्ठी लिखेंगे क्योंकि इनकी मेरी खतो-किताबत रहती है।

श्री उपसभापति : आपसे ही नहीं सबसे रहती है।

श्रीमती शीला कौल : इसलिए मैं कहती हूं कि हम लोग सब बैठकर यह सोचें कि शिक्षा के असली माने क्या हैं, शिक्षा को हम किस तरह से चलायें। शिक्षा में एक डिस्प्लेन होना चाहिए, किस तरीके से हमारे जो टीचर्स हैं, आजकल की नई शिक्षा जो हो रही है टीचर्स को भी अपने आपको अप टु डेट करके उस शिक्षा को देना चाहिए, उनकी स्पेशल ट्रेनिंग होनी चाहिए और जो लैक्चरर्स हैं, आगंताइजर्स हैं एजुकेशन को उनको भी कोशिश करनी चाहिए कि ऐसा मैटीरियल इकट्ठा करें जिसमें कि वह उस शिक्षा को, नये नये ख्यालात की शिक्षा को अच्छा रूप दे सकें। एक जिक्र उन्होंने किया था। शायद अखबारों में उनको गलत इन्फरमेशन मिली होगी। जे एन यू में साढ़े तीन हजार स्टूडेंट्स हैं जिसमें दो हजार सात सौ वे हैं जो पोस्ट ग्रेजुएट्स स्टडी कर रहे हैं और जो टीचर्स हैं वे 310 हैं। नान टीचिंग एम्पलाइज 1100 हैं। इसलिये टीचर्स का जो रेशो है वह रफली 1:9 का होता है। हमारी बहन मार्गेट अल्वा ने कहा कि पढ़ाई में एग्जिक्यूटिव आरिएन्टड पढ़ाई होनी चाहिये। एग्जिक्यूटिव यूनिवर्सिटीज खोली जानी चाहिये। मैं यह समझती हूं कि हमें इसका जिक्र राव बीरेन्द्र सिंह जी से करना होगा क्योंकि यह उनके अन्दर आता है।

श्री गुलाम रसूल मट्टू (जम्मू तथा काश्मीर) : इसमें मेरा भी मसला है।

श्रीमती शोला कौल : हाँ, आपका भी है। अगर उनको लिख दें तो ज्यादा अच्छा रहेगा। श्री लाडली मोहन जी ने दो बातों का जिक्र किया है। मैं उनको बात सुन कर कुछ अपसैंट सी हुई कि हमारे इतने काबिल पढ़े-लिखे लोगों को मौका नहीं मिला। यहां मैंने उनसे उनके खत ले लिये हैं।

डा० भाई महावीर जी ने केन्द्रीय विद्यालय के बारे में बात कही थी। वह शायद नहीं है। वह चले गये। उन्होंने इसका जिक्र किया इसलिये उनको मालूम होना चाहिये था। यह बात सच है कि यह मेरा काम नहीं है। मैं प्रिंसिपल नहीं हूँ वहां की। न मैं वहां की टीचर हूँ। लेकिन जितने हमारे भाई हैं, वहुनें हैं इस हाउस की और दूसरे हाउस की, उनके मेरे पास बहुत से खत आते हैं कि आप मेरे उसकी एडमिशन करा दीजिए, इसकी एडमिशन करा दीजिए। मैंने जैसा पहले कहा कि मैं न कोई वहां का प्रिंसिपल हूँ, न कमिशनर हूँ, न मैं वहां की कुछ हूँ लेकिन मुझे यह ज़िम्मेदारी दी गई है। इसमें मेरा बहुत सा वक्त जाता है यह बात सच है।

श्री संजय शाहबुद्दीन : मैंने तो इस बारे में कभी नहीं लिखा।

श्रीमती शोला कौल : आप तो अच्छा खत लिखते हैं। आपकी तो मैं तारीफ़ ही कर रही हूँ। उन्होंने यह भी जिक्र किया था कि दिल्ली यूनिवर्सिटी में हाउसिंग प्रोब्लम बगैरह है। इसका जवाब मेरे पास यह है कि जैसा वाइस चांसलर महोदय ने कहा है कि चार करोड़ रुपया तो इससे तो खाली 25 परसेंट ही पूरा होता है। अगर हम सब के लिये करें तो पता नहीं कितना पैसा चाहिये।

तब भी कोशिश की जा रही है? 'हुडको' बगैरह से लोन लेकर इसका काम किया जाए। नेगोशिएशन हो रही हैं। कोशिश जारी है। जब तक इंसान के पास रहने की जगह नहीं हो तो उससे हम उम्मीद नहीं कर सकते कि वह अच्छा काम करेगा। इसमें हम यकीन करते हैं। यह भी उन्होंने कहा कि यूनिवर्सिटीज के चुनावों के दलदल में नहीं फंसना चाहिये। इसमें हम सब यकीन करते हैं कि जहां तक हम इससे दूर रहें उतनी यूनिवर्सिटीज साफ़ रहेंगी। उन्होंने दिल्ली यूनिवर्सिटीज का जिक्र किया। वह तो चले गये हैं अब क्या कहा जाए।

श्री उपसभापति : जी नहीं है उनका जवाब मत दीजिए। भाषण देकर चले जाते हैं।

श्रीमती शोला कौल : डा० सरूप सिंह जी ने अभी जिक्र किया कि हम क्यों हाउस में इसे लाते हैं। ऐसा एकाडेमिक बिल पार्लियामेंट के सामने नहीं लाना चाहिए। मैं खुद यकीन करती हूँ इस बात पर लेकिन मैंने जैसा शुरू में कहा कि हम मजबूर थे इसे लाने के लिए। क्योंकि हमारी पब्लिक एकाउंट्स कमिटी ने भी कहा कि यह होना चाहिये, पेपर लेड् अन दो डेबल कमिटी ने भी कहा कि यह होना चाहिए। लोकसभा की जो सबोर्डनेट लेजिस्लेशन कमिटी है उसने भी कहा कि यह होना चाहिये। मेरी हिम्मत नहीं थी कि इन तीन बड़ी बोडीज के खिलाफ कुछ किया जा सके। यूनिवर्सिटीज में जो चाहे कह सकते हैं लेकिन पार्लियामेंट में अपनी मर्जी से कुछ नहीं कर सकते और खासकर मिनिस्टर तो कुछ कर ही नहीं सकता। मैं डा० सरूप सिंह की बातों को बहुत इज्जत देती

[श्रीमती गीला कौल]

हैं, उनके सर्जेंस को बहुत इज्जत देती हूँ।

उनकी सारी बातों को बहुत ध्यान से सुनते हैं क्योंकि आप जानते हैं कि वे हमारे मुअजिज एजुकेशनिस्ट हैं। एकैडमिक बातों का जिक्र उन्होंने किया है। इसमें हमारे बड़े बड़े एकैडमिशियन्स होते हैं और वे भी एक बड़े एकैडमिशियन हैं। वे इस पर बहस कर सकते हैं, अपनी राय दे सकते हैं। अगर हम उनकी बातें नहीं मानेंगे उनकी राय नहीं मानेंगे तो फिर कहाँ जायेंगे? उन्होंने कहा कि इसको करने की क्या जरूरत थी? मैंने कहा कि यह मेरी इयूटी थी, इसलिए करना पड़ा।

हमारे अनारेबल मेम्बर डा० माल्कोम आदिशेपैया ने कहा कि हमारे ऊपर पहले से ही इतना बलक है और हमें इतना अधिक बलक उठाना पड़ता है। वे इन बातों को जानते हैं। मैं समझती हूँ कि हमें बलक तो उठाने ही पड़ेगा।

He will continue to puk and choose the best that is good for him for his own information and for his direction U i us.

एक बात मैं डा० सरूप सिंह जी से और कहना चाहती हूँ। उन्होंने युनिवर्सिटी का जिक्र किया है। हमारे जो टीचर्स हैं और जो पढ़ने वाले हैं और जो पढ़ाने वाले इंस्टिट्यूशन्स हैं वे सभी अच्छे स्तर के हैं। आप जानते हैं कि इस मुल्क में ऐसी भी संस्थाएँ हैं जिनका नाम काफी ऊँचा है। किसी भी मुल्क में कुछ ही संस्थाओं के नाम ऊँचे होते हैं और कुछ मामूली भी होते हैं। सभी तो ऊँचे नहीं होते हैं। इंग्लैंड में आपने देखा होगा कि केंम्ब्रिज और ओक्सफोर्ड काफी ऊँचे हैं और लन्दन युनिवर्सिटी उतनी ऊँचे

नहीं है। और दूसरी भी युनिवर्सिटीज वहाँ पर हैं, लेकिन उनका नाम इतना नहीं है। इसी तरीके से हमारी जो दिल्ली युनिवर्सिटी है इसका काफी ऊँचा नाम है। सभी लोग इस युनिवर्सिटी से एफिलिएशन चाहते हैं। ये सातों युनिवर्सिटीज हमारे हाथ में हैं। कोई युनिवर्सिटी किसी चीज में स्पेशिएलिस्ट है तो कोई युनिवर्सिटी किसी दूसरे विषय में स्पेशिएलिस्ट है। इसी तरीके से इन युनिवर्सिटीज में प्रोफेसर्स हैं पढ़ने वाले हैं और इसी तरीके से उनको ग्रान्ट्स भी मिलती है। हमारे दोस्तों ने इन सारी बातों को जिक्र किया है। वे अच्छी तरह से भलीभाँति जानते हैं कि ये युनिवर्सिटीज अच्छी प्रकार से कार्य कर रही हैं। धावे जी ने भी इन बातों का जिक्र किया है। श्री शिव चन्द्र झा साहब ने बैलीफोर्निया का जिक्र किया। मैं भी लन्दन में रही हूँ और वहाँ पर काफी काम किया है। मैं अभी भी वह काम करती रहती हूँ। मैं उनमें बैठकर पूछना चाहूँगी कि व अब भी कौन-कौन से काम कर रहे हैं। मैंने यहाँ आने पर भी उन कामों को जारी रखा है। लेकिन मैं जानना चाहूँगी कि उन्होंने उन बातों को यहाँ पर जारी रखा है या नहीं? ये बातें उनसे बाहर हो सकते हैं....

(व्यवधान)

कुछ माननीय सदस्यों ने कहा कि हमारी पढ़ाई अच्छी नहीं होती है। मैं यह कहना चाहूँगी कि दूर के डोल मुहाबने लगते हैं। अपने डोल अच्छे नहीं लगते हैं। हमारी पढ़ाई कितनी अच्छी है यह इसी बात से साबित हो जाता है कि हमारे यहाँ हिन्दुस्तान के बाहर के मुल्कों के करीब 70 हजार स्टूडेंट्स पढ़ रहे हैं।

Seventy thousand students are studying in our Universities, in our colleges, and

they are spread all over India. To say that our education is not good is not correct. I beg to differ from this. What we need is a process of improving it day by day. Just recently I have come back from Spain. In Spain, in Nigeria—of course, these are not very advanced countries they have such great appreciation of our education. In Kenya when I was there, they said: We want to send our students to India, you have not given us the permission, we can finance it, and we want admission in your colleges, engineering colleges and in other

Universities इसलिए यह कहना कि हमारे यहां पढ़ाई अच्छी नहीं है, इसमें यह कमियां हैं उचित नहीं है। इसको पार्लियामेंट में पिन डाउन करने से यह बात अखबार में निकलेगी। आप लोगों की तारीफ नहीं निकलेगी कि आपने कितना काम किया है, कितना काम करते हैं, कितने काबिल हैं। इसलिए यह कहना ठीक नहीं। झा साहब ने और अन्य माननीय सदस्यों ने जो इसमें जिक्र किया है मैं उनका मशकूर हूँ। मैं सब माननीय सदस्यों का मशकूर हूँ कि आपने सुझाव दिये। अगर किसी माननीय सदस्य का कोई प्रश्न छूट गया हो तो वह मुझे चिट्ठी लिख दें उनको जवाब दे दूँगे।... (अवधान)...

MK. DEPUTY CHAIRMAN: The question is:

That the Bill further to amend the Banaras Hindu University Act, 1915, the Aligarh Muslim University Act, 1920, the Delhi University Act, 1922, the

Visva-Bharati Act, 1951, the Jawaharlal Nehru University Act, 1966, the North-Eastern Hill University Act, 1973 and the University of Hyderabad Act, 1974, be taken into consideration.

The motion was adopted.

MR. DEPUTY CHAIRMAN: We shall now take up clause by clause consideration of the Bill. There are no amendments.

Clauses 2 to 20 were added to the Bill.

Clause 1, the Enacting Formula and the Title were added to the Bill.

DR. SARUP SINGH: Even though you are passing it, I feel that you still need to go into the larger implications of what you are doing. My request was there. Till your own Committee gives you the report you could have waited. Where is the hurry to pass it?

SHRIMATI SHEILA KAUL: Sir, I move:

"That the Bill be passed." The question was put and the motion was adopted.

STATEMENT BY MINISTER

Re. Discovery of Gas in Tripura

MR. DEPUTY CHAIRMAN: Now, there is very good news and I will request the Minister to make the statement.

THE MINISTER OF ENERGY (SHRI SHIV SHANKAR): Sir, I am happy to inform the House that the Oil and Natural Gas Commission has struck gas in the first well drilled in the Gojalia structure located in Tripura.

The well has been drilled upto a depth of 3478 metres.

On testing the interval between 1618 metres to 1624 metres, flow of gas through a 6 milimetre been was at the rate of 35,000 cubic metres per day.