

Sait, Shri Ebrahim Sulaiman
 Saleem, Shri M. Yunus
 Salve, Shri N. K. P.
 Sankata Prasad, Dr.
 Sen, Shri Dwaipayan
 Sethi Shri P. C.
 Shambhu Nath, Shri
 Shankaranand, Shri B.
 Sharma, Shri Naval Kishore
 Shastri, Shri Sheopujan
 Sher Singh, Shri
 Shinkre, Shri
 Shiva Chandika Prasad, Shri
 Shukla, Shri S. N.
 Siddheshwar Prasad, Shri
 Sinha, Shri Mudrika
 Snatak, Shri Nar Deo
 Sonar, Dr. A. G.
 Sursingh, Shri
 Swaran Singh, Shri
 Tiwary, Shri D. N.
 Tiwary, Shri K. N.
 Uikey, Shri M. G.
 Ulaka, Shri Ramachandra
 Venkataswamy, Shri G.
 Verma, Shri Prem Chand
 Virbhadra Singh, Shri
 Vyas, Shri Ramesh Chandra
 Yadav, Shri Chandra Jeet

MR. DEPUTY SPEAKER : The result of the division is ; Ayes : 29 ; Noes : 105.

The motion was negatived

MR. DEPUTY SPAEKER : Now, I put all the rest of the cut motions to the vote of the House.

All the other cut motions were put and negatived

MR. DEPUTY SPEAKER : The question is :

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1971, in respect of the heads of demands entered in the second column there of against Demands Nos. 82, 83 and

132 relating to the Ministry of Steel and Heavy Engineering."

The motion was adopted

[The motions for Demands for Grants which were adopted by the Lok Sabha, are reproduced below—Ed.]

Demand No. 82—Ministry of Steel and Heavy Engineering.

"That a sum not exceeding Rs. 21,95,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Ministry of Steel and Heavy Engineering'."

Demand No. 83—Other Revenue Expenditure of Ministry of Steel and Heavy Engineering.

"That a sum not exceeding Rs. 81,62,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st March, 1971, in respect of 'other Revenue Expenditure of the Ministry of Steel and Heavy Engineering'."

Demand No. 132—Capital Outlay of the Ministry of Steel and Heavy Engineering.

"That a sum not exceeding Rs. 73,35,63,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st March, 1971, in respect of 'Capital outlay of the Ministry of Steel and Heavy Engineering'."

17.46 hrs.

MINISTRY OF EDUCATION AND YOUTH SERVICES

MR. DEPUTY SPEAKER : The House will now take up discussion and voting on Demand Nos. 6 to 11 and 106 relating to the Ministry of Education and Youth Services for which 6 hours have been allotted.

[Mr. Deputy Speaker]

Hon. Members present in the House who are desirous of moving their cut motions may send slips to the Table within 15 minutes indicating the serial numbers of the cut motions they would like to move.

DEMAND NO. 6—MINISTRY OF EDUCATION AND YOUTH SERVICES.

MR. DEPUTY SPEAKER : Motion moved :

"That a sum not exceeding Rs. 96,82,000 be granted to President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Ministry of Education and Youth Services'."

DEMAND NO. 7—EDUCATION.

MR. DEPUTY SPEAKER : Motion moved :

"That a sum not exceeding Rs. 57,28,73,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Education'."

DEMAND NO. 8—ARCHAEOLOGY.

MR. DEPUTY SPEAKER : Motion moved :

"That a sum not exceeding Rs. 1,36,47,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Archaeology'."

DEMAND NO. 9—SURVEY OF INDIA

MR. DEPUTY SPEAKER : Motion moved :

"That a sum not exceeding Rs. 5,03,72,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Survey of India'."

DEMAND NO. 10—GRANTS TO COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH.

MR. DEPUTY SPEAKER : Motion moved:

"That a sum not exceeding Rs. 17,11,04,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Grants to Council of Scientific and Industrial Research'."

DEMAND NO. 11—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION AND YOUTH SERVICES.

MR. DEPUTY SPEAKER : Motion moved :

"That a sum not exceeding Rs. 3,77,52,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Other Revenue Expenditure of the Ministry of Education and Youth Services'."

DEMAND NO. 106—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION AND YOUTH SERVICES.

MR. DEPUTY SPEAKER : Motion moved :

"That a sum not exceeding Rs. 3,75,42,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1971, in respect of 'Capital Outlay of the Ministry of Education and Youth Services'."

Hon. Members may also now move their cut motions.

SHRI SRADHAKAR SUPAKAR (Sambalpur) : I beg to move :

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Need to remove evils of different standards of schools at primary and secondary stages. (12)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to provide suitable jobs to engineers and other young persons with technical qualifications. (13)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to raise the status of the Regional Engineering College at Rourkela, Orissa, to that of Indian Institute of Technology. (32)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to promote compulsory primary education. (33)]

"That the demand under the head Education be reduced by Rs. 100."

[Inadequacy of the grants to the universities for promotion of university education. (34)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to promote the Sanskrit education in the country. (35)]

"That the demand under the head Education be reduced by Rs. 100."

[Slow progress in evolving correspondence courses in the universities. (36)]

"That the demand under the head Grants to Council of Scientific and Industrial Research be reduced by Rs. 100."

[Need to review the working of the Council of Scientific and Industrial Research in the light of Sarkar Committee Report. (39)]

"That the demand under the head Grants to Council of Scientific and Industrial Research be reduced by Rs. 100."

[Unsatisfactory working of the National Laboratories. (40)]

"That the demand under the head Other Revenue Expenditure of the Ministry of Education and Youth Services be reduced by Rs. 100."

[Functioning of National Service Scheme. (41)]

SHRI P. VISWAMBHARAN (Trivandrum):

I beg to move :

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to formulate and implement any scheme worth mentioning in the Youth Services wing of the Ministry. (42)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Need to abolish the public schools and other special type primary schools. (43)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to establish a National Laboratory in Kerala. (50)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to give adequate financial assistance to voluntary agencies engaged in the propagation of Hindi in non-Hindi speaking States. (51)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to extend generous financial aid and scholarships to students coming from financially backward families. (52)]

"That the demand under the head Grants to Council of Scientific and Industrial Research be reduced by Rs. 100."

[Need to eradicate corruption, malpractices and favouritism in the C.S.I.R. (53)]

SHRI OM PRAKASH TYAGI (Moradabad) : I beg to move :

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to remove indiscipline and discontent among students. (54)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure of adult literacy programme. (55)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Shri Om Prakash Tyagi]

[Need to overhaul the present system of education. (56)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to stop aid to the universities and other educational institutions receiving Government aids of communal names and Constitution. (57)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to make primary education compulsory in the country. (58)]

SHRI SARJOO PANDHEY (Ghazipur) : I beg to move :

"That the demand under the head Education be reduced to Re. 1."

[Failure to nationalise education. (59)]

"That the demand under the head Education be reduced to Re. 1."

[Failure to make Hindi the national language. (60)]

"That the demand under the head Education be reduced to Re. 1."

[Failure to expand technical education in the country. (61)]

"That the demand under the head Education be reduced to Re. 1."

[Failure to develop the regional languages. (62)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to give adequate scholarships to students. (63)]

"That the demand under the head Education be reduced by Rs. 100."

[Inadequate provision of educational facilities for Scheduled Castes and Scheduled Tribes. (64)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to pay salaries to teachers of private secondary schools from public exchequer. (65)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to review the pay scales of primary teachers. (66)]

SHRI OM PRAKASH TYAGI : I beg to move :

"That the demand under the head Education be reduced by Rs. 100."

[Need to check the partiality in grants being given to universities. (67)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to make arrangement for payment of salary to teachers of private secondary schools from Government treasury, (68)]

"That the demand under the head Education be reduced by Rs. 100."

[Absence of suitable incentive to private institutions imparting technical education. (69)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to increase the number of technical institutions in the country. (70)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to provide scholarships to students belonging to Scheduled Castes and Scheduled Tribes going abroad for studies in accordance with the quota reserved for them. (71)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to check the sale of ancient works of art of India in foreign countries which have been surreptitiously taken away from India. (72)]

"That the demand under the head Education be reduced by Rs. 100."

[Shortage of funds for acquiring works of art for the museums. (73)]

"That the demand under the head Education be reduced by Rs. 100."

[Sending only singers and dancers in the Cultural delegations and neglecting the philosophers of India. (74)]

"That the demand under the head Education be reduced by Rs. 100."

[Prepare a book to familiarise the students with the ancient cultural history of India. (75)]

"That the demand under the head Education be reduced by Rs. 100."

[Danger to the unity of India due to the conception that there are several cultures of India in place of one. (76)]

"That the demand under the head Education be reduced by Rs. 100."

[Neglect of moral and spiritual education in educational institutions. (77)]

"That the demand under the head Education be reduced by Rs. 100."

[Indifference of educational institutions in the direction of removing social evils like casteism, provincialism and untouchability. (78)]

"That the demand under the head Education be reduced by Rs. 100."

[Neglect of Sanskrit language which is the foundation of Indian culture, civilization and Indian languages. (79)]

SHRI SARJOO PANDEY : I beg to move :

"That the demand under the head Archaeology be reduced by Rs. 100."

[Need to protect ancient monuments. (80)]

"That the demand under the head Archaeology be reduced by Rs. 100."

[Need for research and digging in connection with antiquities. (81)]

SHRI OM PRAKASH TYAGI : I beg to move :

"That the demand under the head Archaeology be reduced by Rs. 100."

[Discriminating policy in preserving ancient monuments. (82)]

SHRI SARJOO PANDEY : I beg to move :

"That the demand under the head Grants to Council of Scientific and Industrial Research be reduced by Rs. 100."

[Corruption rampant in Botanical Garden, Lucknow. (83)]

SHRI OM PRAKASH TYAGI : I beg to move :

"That the demand under the head Other Revenue Expenditure of the Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to preserve ancient manuscripts available in National Museums with modern scientific methods. (84)]

"That the demand under the head Other Revenue Expenditure of the Ministry of Education and Youth Services be reduced by Rs. 100."

[Need to increase the number of national libraries. (85)]

SHRI P. ANTONY REDDY (Anantapur) : I beg to move :

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to implement the Constitutional directive about compulsory primary education. (86)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Need to provide larger financial aid to the States for elementary and secondary education. (87)]

"That the demand under the head Education be reduced by Rs. 100."

[Excess amount spent by Kendriya Vidyalaya Sangathan, Tirupathi (88)].

"That the demand under the head Education be reduced by Rs. 100."

[Need to give proper attention to the physical education. (89)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to check indiscipline of college students in the country. (90)]

"That the demand under the head Education be reduced by Rs. 100."

[Neglect of practical training in technical schools and engineering colleges. (91)]

SHRI RAMAVATAR SHASTRI (Patna) :

I beg to move :

"That the demand under the head Education be reduced by Rs. 100."

[Policy of casteism and high handedness being followed in Central schools. (100)]

"That the demand under the head Education be reduced by Rs. 100."

[Casteism in Kendriya Vidyalaya Sangathan. (101)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to stop high handedness and mismanagement in the managing committees of schools. (102)]

"That the demand under the head Education be reduced by Rs. 100."

[Payment of lesser amount than signed by teachers and lecturers in several schools and colleges. (103)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to curb the propagation of communalism through text books, (104)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to stop the teaching of the text book "Sahsi Balak" in Delhi. (105)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to pay salary to teachers of private schools from Government treasury. (106)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to stop the teaching of material to primary school students in Delhi which is meant to incite against muslims and other minorities. (107)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to meet the demands of the teachers of primary, secondary and higher secondary schools. (108)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to introduce a uniform syllabus in schools in the whole of the country. (109)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to provide immediate financial assistance to Patna University in order to help it over-come the financial crisis. (110)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to accept the demands of All India Federation of the employees working in Universities. (111)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to convert Patna University into a Central University in view of its weak financial position. (112)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to establish at least one Central University in each State in accordance with the announcement made in 1964 by the then Minister of Education. (113)]

"That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1."

[Favouritism, casteism and nepotism in the selection of Vice Chancellors of Universities. (116)]

"That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1."

[Failure to meet the reasonable demands and solve the problems of students. (117)]

"That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1."

[Allocating lesser amount for education in the Fourth Five Year Plan as compared to the previous plans. (118)]

"That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1."

[Need to reduce the cost of education. (119)]

“That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.”

[Failure to make education vocation oriented by making radical changes in the education policy. (120)]

“That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.”

[Need to lay special emphasis on the development of technical education. (121)]

“That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.”

[Need to nationalise education. (122)]

“That the demand under the head Ministry of education and Youth Services be reduced to Re. 1.”

[Failure to curb destructive and communal elements in education institutions. (123)]

“That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.”

[Need to safeguard and increase the facilities to Urdu speaking students. (124)]

“That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.”

[Need to safeguard the right to write answer books in Urdu, Bengali, Oriya and other languages. (125)]

SHRI SHIVA CHANDRA JHA (Madhubani) : I beg to move :

“That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.”

[Failure to stop the brain drain from India to foreign countries. (126)]

SHRI JANESHWAR MISRA (Phulpur) : I beg to move :

“That the demand under the head Ministry

of Education and Youth Services be reduced by Rs. 100.”

[Non-implementation of the formerly declared policy of making those Universities as Central Universities which are hundred years old. (127)]

“That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.”

[Failure in taking active steps for introducing identical scales of pay for the teachers. (128)]

“That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.”

[Non-implementation of the policy of abolishing English as a compulsory subject and teaching by English medium. (129)]

“That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.”

[Failure to remove the Hindu, Muslim and other racial titles from the names of universities and educational institutions. (130)]

“That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.”

[Slackness in establishing students organisation and encouraging partnership in management of the Universities by making joint management of students and teachers. (131)]

“That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.”

[Inability to check the misuse of money, irregularity and embezzlement at Koshamati and other places by department of Archaeology. (132)]

“That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100.”

[Failure in introducing free and compulsory primary education in the country. (133)]

[Shri Janeshwar Misra]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure in making education free up to higher secondary standard. (134)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Defaming the students in the name of discipline. (135)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Absence of guarantee of job after taking degree. (136)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure in giving unemployment allowance to the educated unemployed from the Education Department. (137)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Need to abolish public schools for maintaining uniform primary education. (138)]

SHRI RAMAVATAR SHASTRI : I beg to move :

"That the demand under the head Education be reduced by Rs. 100."

[Need to lay down definite principles for affiliating colleges. (139)]

"That the demand under the head Education be reduced by Rs. 100."

[Use of Raghuviri Hindi in Government publications. (140)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to provide special grants for publishing technical books in other languages also. (141)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to provide special financial assistance for equipping the library of Patna

University with modern books and literature. (142)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to simplify Hindi and make it more understandable. (143)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to give the right of giving the application in Urdu to Urdu speaking people. (144)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to keep books of Hindi, Urdu, Bengali and other languages in the libraries of Central universities. (145)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to develop Hindi as an international and link language. (146)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to pay attention towards all-round development of Urdu language. (147)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to make Hindi, the medium of higher education in Hindi-speaking States. (148)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to accord equal status to all the languages enumerated in the Constitution. (149)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to remove the office of R. S. S. from Banaras Hindu University. (150)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to eradicate communal and goonda elements from Banaras Hindu University. (151)]

"That the demand under the head Education be reduced by Rs. 100."

[Failure to neutralise the anti-Urdu propaganda of anti-Urdu elements. (152)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to back the demands of All India Urdu Convention held at Bombay. (153)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to accept seven point demands of Bihar's Anjuman Traqui-E-Urdu. (154)]

"That the demand under the head Archaeology be reduced by Rs. 100."

[Need to remove dissatisfaction among the employees of Patna Archaeological Department. (155)]

"That the demand under the head Archaeology be reduced by Rs. 100."

[Need to check the misappropriation of money and misuse of material in Patna Archaeological Department. (156)]

"That the demand under the head Archaeology be reduced by Rs. 100."

[Need to intensify excavation near Kumtrar after having found some wooden structures there. (157)]

SHRI K. M. KOUSHIK (Chanda) : I beg to move :

"That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1."

[Failure to take necessary steps to eradicate illiteracy among the adults. (158)]

"That the demand under the head Ministry of Education and Youth services be reduced to Re. 1."

[Failure to make education a concurrent subject. (159)]

"That the demand under the Head Ministry of Education and Youth Services be reduced to Re. 1."

[Failure to check waste of public money in having double establishment for the same purpose like Institute of Advanced Studies, Simla and the Nehru Museum in Teen Murti. (160)]

"That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1.

[Failure to remove primary and secondary education from the clutches of the politicians under the Panchayat Raj and the Zilla Parishads. (161)]

"That the demand under the head Ministry of Education and Youth Services be reduced to Re. 1."

[Failure to check nepotism and favouritism in the appointment of the Vice-Chancellors. (162)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

Failure to implement the directive principles in the Constitution as regards primary education. (163)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to check favouritism and nepotism in the field of text books. (164)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to pay adequately to the primary teachers. (165)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to provide trained teachers at the primary stage. (166)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to check indiscipline among the students even after ascertaining the causes. (167)]

"That the demand under the head Ministry of Education and Youth Services be reduced by Rs. 100."

[Failure to provide text books in time (168)]

SHRI P. ANTONY REDDY : I beg to move :

That the demand under the head Education be reduced to Re. 1."

[Failure of N.C.E.R.T. to produce original text books. (169)]

"That the demand under the head Education be reduced to Re.1."

[Failure of giving housing facilities for low paid staff in N.C.E.R.T. (170)]

SHRI RAMAVATAR SHASTRI : I beg to move :

"That the demand under the head Education be reduced by Rs. 100."

[Need to provide more funds to give stipends to students of Scheduled Castes and Scheduled Tribes and backward classes to States. (171)]

"That the demand under the head Education be reduced by Rs. 100."

[Need to increase the amount of stipend to school children. (172)]

SHRI MOLAHU PRASAD (Bansgaon) : I beg to move :

"That the demand under the head Education be reduced to Re. 1."

[Neglect shown by Ministry for the development of Hindi as shown by expenditure of 4 lakhs as against grant of Rs. 14 lakhs for 1969-70 and getting only 12,000 pages translated as against the target of 23,000 pages. (173)]

MR. DEPUTY SPEAKER : The cut motions are also before the House.

SHRI P. ANTONY REDDY : Mr. Deputy Speaker, Sir, the one problem that is most important for the success of democratic socialism and for the improvement of economic conditions in the country is, that of educating about 200 million children of the age group of 5-14 years and of educating about 150 million adult illiterates who do not know to read and write. I regret to remark that due to lack of realisation of its importance on the part of our Government and because of the step-motherly treatment with which the Central Government and the State Government allot funds for this, the effort to solve this important problem has become most unsuccessful.

The National Policy of Education has recognised that if our democracy is to be a success, if our agricultural production is to be improved and if our industrial efficiency is to be increased, the education of the masses is the most important thing. Even in 1870's Mr. Gladstone in England had remarked, "In order to make our democracy a success we must educate our masses."

The National Integration Council also realised that unless our masses are educated, the unity of the country will be jeopardised. It also remarked that in order to enhance the unity of our country, we must see that the disparities that exist in literacy between one State and another and between one region and another in the same State should be abolished as soon as possible.

Dr. Mathur, in his book "Educational Administration" observes :

"India is still backward, illiterate, poor and emotionally disunited. The Centre should take more interest in education. The glaring disparities on the quantum, content and provisions for education in the various States of the country can be removed only if the Centre is actively engaged in formulating sound policies of education and in implementing them."

Recently, Lord Butler who was once the Deputy Prime Minister of England, now an educationist, and who is the Master of the Trinity College and the Chancellor of two Universities in England, delivering the Azad Memorial Lecture, last month, observed :

"No modern country can solve its problems without investment primarily not in guns, not in butter, not in heavy industrial ventures, but in education."

He continued : "More than development, in a developing country, knowledge and know-how are the key to better life, not as financial investment but as priority."

He suggested to the Education Minister who was presiding over the meeting :

"Your country and, as a matter of fact, any country would be wise to allow education budget to be on level even with the Defence Budget."

But, unfortunately, our educational allotments are so meagre that we have failed miserably in following the Directive Principles of the Constitution. After 22 years of Independence our enrolment in elementary schools is not more than 78% according to last year's statistics. You must know this 78% includes only those who are enrolled on the admission register of the schools and not those who are actually attending the classes. If you take attendance as the criterion, then you will have to reduce this by another 50 per cent.

In the Fourth Plan, our Minister was telling us in the Consultative Committee with enthusiasm, in the original draft they had allotted Rs. 1,217 crores for educational development, but in the final draft it was reduced by Rs. 400 crores to Rs. 840 crores. The Ministry in its report tells us, that the axe has fallen heavily on elementary education and qualitative improvement of our secondary schools.

Let us see our literacy rate. Our literacy rate is hardly 30%. This 30% includes those who know only to put their signature and those who know only to read and not to write and it includes all those who passed out of Fifth class, without considering that women in the rural areas have lapsed completely into illiteracy. Therefore, if you take absolute figures, this 30% should be reduced further and our literacy rate, in the ultimate analysis, will not be more than 20 to 25%. Let us compare ourselves with the neighbouring nations, it is said that Thailand has a literacy rate of about 60%, Burma—57% and Pakistan's and Chinese literacy rate is much higher than ours. If we compare with Latin American countries, where governments are changing every year or two, it is noted, Bolivia has 80% literacy rate, Peru has 60%, Chile 83%, the highest in South America and Mexico has 65%. It is said that our neighbouring nations like Philippines and Burma have launched a scheme with determination to abolish illiteracy within a decade or so. When these countries are giving so much impor-

ance to literacy, I am sorry to say that our country has ignored this important problem of educating our masses. This is mainly because of the stinginess with which the Central Government and the State Governments allot funds for education. The Central Government has never allotted more than 3% of their total budget for education and the State Governments have allotted hardly 20% of their budget for education of the masses. If you consider the position in the advanced countries, you will see that Russia spends 7% of its total budget for education; USA spends about 6% of its total budget for education; and Japan which out of a scratch has become one of the most advanced industrialised countries of the world, spends about 5.7% of its total budget on Education. The plea of paucity of funds is often raised here and it only shows that our Government and our leaders have not realised the importance of education. Is not Government wasting lot of money in starting public sector projects? Year after year we are suffering losses after losses. Why not the Government think deeply and wisely? Unless we educate our masses our agricultural production cannot improve; our industrial efficiency will not increase and our socialist pattern of democracy will not survive.

Coming to the next important problem of Adult illiteracy, it is estimated that there are about 150 million adult illiterates in our country. But unfortunately the Fourth Plan allotment for adult literacy for the Central Sector is Rs. 3.5 crores and to the UGC for this purpose about Rs. 1 crore and in the States Sector, all the States included, it is between Rs. 5 and Rs. 6 crores. With 10 crores for 5 years, is it practically possible to educate 150 million adult illiterates? If only the Government had thought deeply and realised the importance of eradicating adult illiteracy, they should have allotted Rs. 100 crores.

It is said that a Spanish adult literacy enthusiast, Mr. Luback, has evolved a method which can be adopted to any language in the world by which an illiterate adult can be made literate within 2 months and the expenditure will not exceed Rs. 6 per adult. In Andhra Shri Hari Sarvothama Rao—himself an adult

[Shri P. Antony Reddy]

literacy enthusiast—evolved a system of teaching Telugu to the adult in 2 months and an adult can be made to read and write fairly well. This method can be adopted for any language which has Sanskrit origin. Another enthusiast Shri Venkata Rao also evolved a method by which adult illiterates can be educated in 2 months, if only we spend Rs. 6 per adult. If we want to see that all adult illiterates in the country are educated by the end of the Fourth Plan we require Rs. 90 crores. If we do that, our democracy will be a greater success. But our Government pleads paucity of funds; but what about the wastage? For the construction of the Bokaro plant we have lost over Rs. 100 crores. If the amount thus wasted in the Bokaro plant had only been utilised for adult literacy our country would have been completely literate by now. It is only one State that has launched a scheme for adult literacy, that is, Maharashtra. They have started 'Grama Sikshan Mohim', village education movement to liquidate adult illiteracy.

All the departments of the Government are mobilised to make every illiterate adult a literate person. If only the Maharashtra movement is extended to the other States also, the adult illiteracy can be eradicated in this country by the end of the Fourth Plan.

18 hrs.

Our Education Minister, with his power of persuasion should prevail upon, if need be, go in for a fist fight with the Government of India to see that Rs. 90 crores are allotted for this purpose.

Our adult literacy scheme will not be a success unless there is a follow-up work. A number of literates who pass out of the Fifth Class, lapse into illiteracy after some time. Mass media such as radio, cinema should be used to prevent the literate from lapsing into illiteracy. The Government should encourage the opening of reading rooms and libraries in the rural areas by giving liberal grants to the Panchayati Raj Institutions. This might cost the Government about ten crores. If this is done, I am sure our literate people will never lapse into illiteracy.

Coming to the secondary schools, the aim of the Fourth Plan is to improve the quality

of teaching in secondary schools. It is an accepted fact that the secondary schools are the nurseries of the national talents. It is the education that is given in high schools which makes the children to go in for the college education. I hope that the standards in high school stage would be raised so that the standards in the universities can be maintained. But, unfortunately, this aspect has again been neglected and there is no scheme in our schools by which we can find out the natural talents of our children. Among our children some have aptitudes for fine arts, some others for music and a few for technology. But we have no method by which we can find out the aptitudes of the children. At the high school stage, in advanced countries like the U. S. A. and the U. S. S. R., they have vocational guides in the schools. And they study the student's aptitudes and their interests. And by the time they pass out of the high schools, they are given proper advise, and direct the pupils to other schools of technology, of fine arts and to universities and so on. If that is done, we shall be solving some of the problems that are existing in this country.

Universities have almost become hot-bed of politics. Politics are being imported into them. We are ashamed to see what is happening in Bengal and other places. Our universities or colleges which should be models of discipline are the scenes of murders and of acts of vandalism. I feel that one main cause for the students' indiscipline is that those who are not fit for higher studies have entered into the portals of colleges. They cannot follow the classes; and they are not able to take any interest in college studies. To-day their attention is diverted to something else. There are political parties which take advantage of this, encourage the boys to commit unsocial acts.

Next, coming to technical education, it is said that we have lakhs of technicians and engineers unemployed in our country. In a developing country like ours, there should be so many chances of employment for trained technicians, still they remain unemployed. One reason for this is that our engineering colleges and polytechnics, the teachers have not practical experience. In Engineering

Colleges, the lecturers have never constructed a dam or a bridge, or even a house. And these people teach engineering subjects.

I came across a very interesting story. One highly intelligent engineer was asked to construct a small dam in one State. That engineer—brilliant fellow—took pride in his ability in constructing the anicut according to correct calculations as in the book and felt that he had done a fine job. When asked as to where the dam was, he said that it was washed away. That is the result of our non-experience-oriented teachers who are getting into the engineering colleges. Imagine if the same thing happens in medical colleges, do you think any of us will go for treatment to junior doctors? No. Medical colleges have experienced doctors as teachers. Unfortunately, in our engineering colleges and polytechnics, engineers who have constructed dams, roads and bridges are not teachers.

Some years back when the British were there, posts of lecturers in engineering colleges and actual engineers in the field were interchangeable. But now we find highly qualified engineer teachers without any experience in charge of these colleges and the result is that the dams constructed are often washed off, the buildings crack and we read in papers of buildings having collapsed and even children having been killed.

Therefore, it is high time that our Education Minister, who is an educationist of long standing, sees to it that hereafter our polytechnics and engineering colleges are staffed by lecturers who have a few years' practical experience in the field. Then only will the products of these engineering colleges will turn out to be better engineers and better technicians. Not only this. The students in the engineering colleges and polytechnics should be compelled every year to work in the field for two or three months to acquire practical knowledge. This will help them to be useful engineers or technicians when they leave their colleges.

Another thing. We are turning out a good number of skilled workers. But are they being

employed by industry? No. The industrialists fear that these inexperienced skilled workers and technicians will damage the costly machines if they are entrusted with them. Unless the practical aspect of engineering training is fully understood and implemented, unemployment among our skilled workers and technicians will go on increasing year to year.

Another important aspect is physical education. When we enter a training school, the first thing we learn is 'all work and no play makes Jack a dull boy'. Mere learning without any physical activity and play is not enough. Such a boy will not make a good and intelligent citizen. What is the use of having a lean and weak boy and what can he do in the field? This aspect of physical development has not fully been realised, either by the State or the Centre.

Schools are sanctioned even in villages without playgrounds. We have schools without even a physical education instructor. If such a state of affairs continues, the boy's education will not lead to his full growth.

The rules are very strict, very clear in Andhra Pradesh. Every teacher should supervise the games class all boys must play games. But unfortunately this is observed only in the breach. I would request the Minister to lay emphasis on this aspect also.

Coming to the Sanskrit Vidyapiths, the Government have with good intentions opened a number of them. Unfortunately, some of them are not sending out real Sanskrit scholars. About the Tirupathi Vidyapith, I have some personal knowledge. Two years back, I had made some complaints in writing to the Ministry telling them about some irregularities taking place there.

There are two sects of Vaishnavites, Thenkalais and Vadakalais. It so happens that the Principal and the Chairman of the Board of the Pith are Vadakalais, with the result that the Thenkalais are often ill-treated, and a good number of irregularities have been committed. Though I have reported about these, till now no inquiry has been made. Even the Review Committee

[Shri P. Antony Reddy]

which is supposed to inquire into these allegations have not done so. It is now more than two years since this matter was raised. The Government are spending Rs. 4 lakhs every year on the Vidyapith. What is the number of students there? Hardly 60.

Recently I saw a pamphlet published in Tirupati where it is said that one boy by the name of Kodandarama Reddy has been failing in the Sanskrit final examinations four times and then the Principal and the Chairman sent his case to the Moderation Board and they gave him 21 marks to make him get 35. If such students go to our High Schools and teach Sanskrit, what will be the fate of Sanskrit learning? The Education Minister should look into these too and see that the Vidyapeeths are real Vidyapeeths like the ancient Vidyapeeths and that the Sanskrit taught there makes good Sanskrit scholars and not narrow-minded *Vidvans* fighting like the Tungalais and Vadagalais. There may be other Vidyapeeths in a similar position though they have not come to my notice. The Ministry should see that the Vidyapeeths are reorganised to make them into efficient institutions of Sanskrit learning.

Coming to the C. S. I. R., as I am in the Enquiry Committee, it is not proper on my part to say much. But often some of the Directors of the Laboratories give press statements criticising the administration of the C. S. I. R. I do not know if the disciplinary rules of the Government servants allow this. Without any reference to the Director-General, some of the Directors of the Laboratories give press statements, and directly approach the Minister without the permission of the Director General. I think this is gross indiscipline. If such indiscipline is encouraged, naturally efficiency of the Laboratories will suffer and they cannot be improved.

It appears, sometimes the Directors take the research results of the junior scientists and publish them in their own names without even a reference to the junior scientists. Naturally the junior scientists are frustrated and their research work suffers. The Enquiry Committee

has already given a report and I hope the Minister will go into it and see the Laboratories are made more and more effective and more useful for the industrial development of the country.

Regarding the National Council on Educational Research and Training, the Review Committee made a remark that the text-books published by this Organisation are on hypothetical syllabus. This made me look into some of the text-books published by them. On 13 December in reply to my Unstarred Question whether some of the science books published by N. C. E. R. T. were translations of Russian text-books, the Minister replied in the negative and said these books were written by the staff of NCERT with the help of UNESCO experts. This made me do some research. I got some of the books. I will hand them over to the Minister so that he can go through them before he replies. The Physics text-book published by NCERT, *Science for Middle School—Part I* and the Russian text-book on Physics published for VI Form may be compared by the Minister. They are almost sentence by sentence similar. The Russian book was published in 1966 while the NCERT book was published in 1968. The Minister can find out whether it is a translation or not.

MR. DEPUTY SPEAKER: You have taken about 30 minutes. You can take the full time of your Party if you like.

SHRI P. ANTONY REDDY: Similarly, in respect of Chemistry text, a local publishing company by name Rajkamal Prakashan Private Limited have published a translation of the Russian book in 1963. This book and the NCERT book published in 1968 for the same subject are almost similar.

The reply the Minister gave is not correct. I request the Minister to go through these and see whether my statements are correct or not. Another complaint is that the State Governments do not adopt the text-books of the NCERT. The State Governments have syllabus and the NCERT text books are published without any syllabus. So, these text books cannot possibly be adopted by the states, that

is perhaps the main reason why the State Governments have not introduced these books.

I have taken much time. In conclusion I wish only to say that education has been one of the most neglected subjects in the country at the central level. I request the hon. Minister to see that our educational standards are raised at all levels, that the adults in our country who are illiterate are made literate during the Fourth Plan period and that the two hundred million students in our schools are provided with schooling facilities. If we can do this we shall become one of the great nations of the world. In conclusion, I only pray in the words of the Upanishad :

Lord, from the unreal lead our ministers and leaders to reality.

From darkness lead them on to light.

From death lead our leaders to immortality.

MR. DEPUTY SPEAKER: Shri Sarjoo Pandey is going away from Delhi to-night. He may kindly conclude before 6.30.

श्री सरजू पाण्डेय (गाजीपुर) : माननीय उपाध्यक्ष महोदय, हम जिस मंत्रालय की मांगों पर बहस कर रहे हैं, हमारे देश में उसका बहुत महत्व है। लेकिन दुख की बात यह है कि जिस तरह यह सरकार अन्य क्षेत्रों में असफल हुई है, उसी तरह शिक्षा के क्षेत्र में भी उसकी गलत नीतियों के कारण हम बहुत पिछड़ गये हैं।

1968 में केन्द्रीय सरकार ने शिक्षा के सम्बन्ध में एक संकल्प पारित किया और राज्य सरकारों को उस पर अमल करने के लिये कहा। लेकिन आप जानते हैं कि केन्द्रीय सरकार कहती है कि शिक्षा राज्य का विषय है और राज्य केन्द्रीय सरकार की नीतियों को नहीं मानते। इस स्थिति में उस संकल्प पर ध्यान नहीं दिया गया है और हमारे देश में शिक्षा के सम्बन्ध में कोई नीति निर्धारित नहीं की गई है।

शिक्षा का उद्देश्य क्या होना चाहिये ? अगर हम देश में समाजवाद लाना चाहते

हैं और उसको एक आधुनिक तथा प्रगतिशील देश बनाना चाहते हैं, तो हमारे स्कूल-कालेजों में ऐसी शिक्षा देनी चाहिये, जिससे हमारे देश के बच्चे सेकुलर-माइंडिड बनें, समाजवाद के प्रति उनकी रुचि पैदा हो और पूंजीपतियों द्वारा किये जाने वाले अन्याय, अत्याचार और शोषण के प्रति नफरत की भावना पैदा हो। यह सरकार स्कूलों में बच्चों को क्या तालीम देती है, मैं उसकी दो मिसालें आप के सामने पेश करना चाहता हूँ।

वर्ण माला के सफहा 104 पर कहा गया है :

“हमारी कामधेनु (गन्धर्व) यह हमारी माता है... उसकी सेवा से हम पवित्र होते हैं। ऋग्वेद में गाय के बछड़े तथा बैल को पिता (बाप) कहा गया है। गाय धरती माता की मां भी है। वह हमारी कामधेनु है। हमारे लिये पूजने के लायक है।”

“हमारा इतिहास” के सफहा 33 पर कहा गया है :

“दिल्ली के सुल्तानों में कुछ बातें ऐसी हैं, जो आम तौर पर बराबर चलती रहीं, जैसे हिन्दुओं को ऊँचे ओहदे न देना, मन्दिरों को नष्ट-भ्रष्ट करना और हिन्दुओं से जजिया वसूल करना”।

[SHRI K. N. TIWARY in the Chair]

अगर हमारे देश में ऐसा इतिहास पढ़ाया जाता है, तो फिर हिन्दू-मुस्लिम एकता की बात करना मूर्खता है। शिक्षा मंत्रालय इस बात के लिये जिम्मेदार है कि उसने आजादी के बाद पिछले बीस वर्षों में हमारी शिक्षा में कोई आमूल परिवर्तन नहीं किया है और हमारे देश में आज भी पहले की किताबें पढ़ाई जाती हैं।

हमारी शिक्षा संस्थाओं में भ्रष्टाचार फैला हुआ है। आपने अखबारों में पढ़ा

[श्री सरजू पाण्डेय]

होगा कि डिप्लोमा बेचे जाते हैं। स्कूलों और कालेजों में किताबें लेकर परीक्षाओं में नकल करना तो एक आम बात हो गई है। इन बुराइयों का कारण यह है कि हमारे देश में शिक्षा संस्थाएं अभी भी प्राइवेट हाथों में हैं। प्राइवेट हाथों में हमारी शिक्षा संस्थाएं हैं। यह शिक्षा संस्थाएं रोजगार का अड़्डा बनी हुई हैं। कलकत्ते में मैंने ऐसे स्कूलों को देखा जिनकी आमदनी दस-दस और पन्द्रह पन्द्रह हजार रुपये महीने है। उन स्कूलों को सरकार सिर्फ मान्यता देती है और सारे स्कूल वहां के उद्योगपति चलाते हैं। एक-एक स्कूल में पचास-पचास और इक्यावन-इक्यावन रुपये फीस ली जाती है। वहां बड़े बड़े लोगों के लड़के पढ़ते हैं। उनसे बड़ी-बड़ी फीस वसूल करते हैं और बाकायदा इन संस्थाओं को एक रोजगार की तरह चलाते हैं।

प्राइमरी स्कूलों की शिक्षा को देखिये। एक तरफ ऐसे स्कूल हैं जहां अमीरों के लड़के पढ़ते हैं, बड़ी ऊंचा-ऊंची तालीम हासिल करते हैं और दूसरी तरफ वह लड़के हैं जिनके बैठने के लिये टाट नहीं, बरौ नहीं, तखती नहीं और कहीं-कहीं तो इमारत भी नहीं है। प्राइमरी स्कूल के टीचरों को देख लीजिए। राजनैतिक लोग उनका इस्तेमाल करते हैं। मुझसे एक प्राइमरी स्कूल का टीचर मिला। उसने एक कोट पहन रखी थी जिसमें ऊपर खद्दर था और नीचे उसमें मलमल का अस्तर लगा रखा था। मैंने उससे पूछा कि तुमने ऐसा कोट क्यों पहन रखा है तो उसने कहा कि जब कांग्रेसी चेयरमैन होता है तो खद्दर ऊपर पहन लेता हूँ और जब कांग्रेस के खिलाफ आता है तो मलमल ऊपर कर लेता हूँ। इस तरह की गुलामी की हालत हमारे देश के टीचरों की है। प्राइमरी स्कूल के टीचरों की दशा सबको मालूम है। वह बेचारे आन्दोलन कर

रहे हैं। जब शिक्षक हमारे देश में आन्दोलन पर उतरेंगे तो देश में शांति और अमन की बात करना मूर्खता है। आप को सुन कर ताज्जुब होगा, मैं एक बार फर्स्ट क्लास में सफर कर रहा था। एक लड़का मुझे मिला। उसको जब मैं एक बड़ा सा छुरा था। मैंने उससे पूछा तुम यह छुरा क्यों लिये हुये हो तो कहने लगा कि आप चिन्ता मत कीजिये। अगर यह छुरा न हो तो हमको किताब का दाम नहीं मिलेगा, हम पास नहीं होंगे और अगर छुरा नहीं होगा तो हमारा कोई काम नहीं होगा। तो जिस देश के लड़के छुरा लेकर घूमने और डरा कर इस तरह का काम करेंगे उस देश की शिक्षा संस्थाओं का क्या होगा? आधी शिक्षा संस्थाएं मैनेजमेंट और उनके झगड़े की वजह से बन्द हैं। हमारे उत्तर प्रदेश में माध्यमिक शिक्षक संघ के लोग आन्दोलन कर रहे हैं हजारों आदमी जेलखाने में बन्द हैं। लोग पीटे गये हैं। इसी तरह से बिहार में भी आन्दोलन हो रहा है। उनकी एक मांग है शिक्षा संस्थाओं में कि हमको पूरी तनख्वाह दो। आपको मालूम होगा कि इन स्कूलों में काम करने वालों को तनख्वाह कम देते हैं और रसीदें पूरे रुपये की लिखवाते हैं। अगर 60 रुपया तनख्वाह देंगे तो रसीद लिखवाएंगे 120 रुपये की। उनकी मांग यह है कि हमको खजाने से तनख्वाह दी जाय। लेकिन सरकार उसको मानती नहीं है। कोठारी ने कहा कि शिक्षा का राष्ट्रीयकरण होना चाहिये। कोठारी कमीशन की मांगों को लागू करने के लिये कई बार कहा गया लेकिन शिक्षा मंत्रालय ध्यान नहीं देता। कभी राज्य का विषय बताता है और कभी किसी का विषय बताता है। तो इस तरह से आज शिक्षा संस्थाओं में क्या हाल हो रहा है? लोग कहते हैं कि शिक्षा संस्थाओं में गबनचढ़ क्यों हो रही है? जब मैनेजमेंट प्राइवेट हाथों में रहेगा, टीचरों को तनख्वाह नहीं मिलेगी, जब टीचर आन्दोलन करेंगे,

बिद्यार्थी झगड़े में पड़ेंगे तो उस देश में शिक्षा का और क्या हाल होगा ?

मैं कुछ मिसालें भ्रष्टाचार की आप के सामने रखना चाहता हूँ। हमारे यहाँ लखनऊ में एक बोटैनिकल गार्डन है। उसके अन्दर कितना भ्रष्टाचार चल रहा है, मेरे पास इतना सारा सबूत मौजूद है, यदि मैं बताने लगूँ तो शायद मुबह हो जाय। वहाँ एक एल० बी० सिंह साहब हैं, उन्होंने चोरी का बाजार गरम कर रखा है... (व्यवधान)...

एक माननीय सदस्य : वह सब दीजिये न। टेबल पर रखिये।

श्री सरजू पांडेय : सब लीजिये, कितना लीजिएगा ? मेरे पास बंडल का बंडल भरा पड़ा है। यह एल० बी० सिंह साहब जब से वहाँ बोटैनिकल गार्डन के डायरेक्टर हुये हैं, उन्होंने वहाँ लूट मचा रखी है। मेरे पास प्रमाण मौजूद हैं। उनकी जांच हुई। खुद डिपार्टमेंट ने जांच की। उसके बाद डा० सन्तापो चैयरमैन बनाए गए, तीन साइंटिस्ट्स की एक कमेटी बनाई गई, उसने जांच की। जांच करके रिपोर्ट सरकार को दी। प्रधान मंत्री यहाँ मौजूद हैं। अभी मैंने 20 मार्च को एक सवाल किया तो मंत्री जी ने कहा कि जनहित में कमेटी की रिपोर्ट बताई नहीं जा सकती। जनहित के नाम पर भ्रष्टाचार को आप दबाना चाहेंगे तो यह सम्भव नहीं होगा।

इसी तरह से मैं एक और उदाहरण भ्रष्टाचार का आपको देता हूँ। लालबहादुर शास्त्री संस्कृत विद्यापीठ है। यहाँ एक पंडित महाराज हैं, मिश्राजी, वह भी उसके डायरेक्टर हैं। मिश्रा जी की कहानी बड़ी अजीब है। यह मिनिस्टर साहब की नोटिस में है। इनको मालूम है। इनके भ्रष्टाचार की तो हद हो गई। इन्होंने तो कमाल कर दिया है। मुझे मालूम

हुआ है कि इन्होंने सात-सात हजार, आठ-आठ हजार रुपया प्रान्तों से वसूल किया संस्कृत की तरक्की के लिये और सारा रुपया खा गए। दस हजार रुपया राजेन्द्र प्रसाद लाइब्रेरी को दिया गया। उस दस हजार रुपये में से एक हजार रुपया लाइब्रेरी में खर्च किया और बाकी रुपया खा गए। मेरे पास चेक मौजूद है जिसमें एक लड़की को जो बी० ए० पास भी नहीं थी, जो हिन्दी भी ठीक नहीं लिख सकती थी, उसको 6 हजार या 2 हजार रुपया का चेक दिया है। कोई मिजेस जैन हैं। वह चाहें तो मेरे पास सारे पेपर मौजूद हैं, मैं प्रस्तुत कर सकता हूँ। यही नहीं, वह लड़की बी० ए० पास भी नहीं है, एम० ए० पास भी नहीं है और उसने फर्जी पी० एच० डी० की डिग्री ली है। यह सब से बड़े भ्रष्ट अधिकारी यहाँ बैठे हुए हैं।... (व्यवधान)... यह मिस्टर मिश्रा जो हैं, इनके बारे में आचरण संबंधी आरोप भी लगाए गए लेकिन मंत्रालय उस पर ध्यान नहीं दे रहा है। नेशनल कैंडेट कोर बनाया गया उसमें सात हजार टीचर रखे गये इस लिये तमाम देश में एकरूपता लाने के लिये, लोगों में राष्ट्रीय भावना पैदा करने के लिये इनको रखा जायगा लेकिन नतीजा यह हुआ कि वह डिसेंट्रलाइज किया जा रहा है। प्रान्त वाले कहते हैं कि हम लेंगे नहीं और यह उसे डी-सेंट्रलाइज कर रहे हैं। सात हजार आदमियों का जीवन अंधर में पड़ा हुआ है और सरकार कोई विचार नहीं कर रही है।

हिन्दू विश्वविद्यालय की हालत देखिये। गजेन्द्र गडकर की कमेटी बनाई गई। हिन्दू विश्वविद्यालय जो हमारे प्रदेश का सबसे बड़ा विश्वविद्यालय है, आज नरक का अखाड़ा बना हुआ है, वहाँ गुंडागर्दी हो रही है, चाकू और छुरे चलते हैं। वहाँ पर आर० एस० एस० की एक बिल्डिंग बनी हुई है। उसको डिमालिश करने के लिये कहा गया लेकिन आज तक शिक्षा मंत्री की हिम्मत नहीं हुई कि उस पर

[श्री सरजू पांडेय]

कार्यवाही करें। गजेन्द्र गडकर कमीशन की कुछ बातें उन्होंने मानीं। बाकी के लिये कहा कि देखेंगे लेकिन कोई कार्यवाही नहीं की।

इसी तरह से पटना यूनिवर्सिटी है, वह घाटे में चल रही है। लगातार मांग हो रही है कि केन्द्रीय सरकार उसको ले। सरकार सुनती ही नहीं है।

हमारी सरकार हिन्दी का बड़ा ढोल पीटती है। मैं खुद हिन्दी वाला हूँ। लेकिन आज तक सरकार ने कोई डिक्शनरी हिन्दी में नहीं तैयार की जो इस्तेमाल की जा सके। रोज हिन्दी के नये-नये शब्द गढ़े जा रहे हैं। हमारे यह हिन्दी के दोस्त हिन्दी को बरबाद कर रहे हैं। ऐसे-ऐसे नारे लगाते हैं कि जिनसे अहिन्दी भाषी लोगों का दिल दुखी हो। आपको सुन कर आश्चर्य होगा चाय की भी हिन्दी बनाई गई है। चाय की हिन्दी बनाई है दुग्ध शर्करा मिश्रित पवंतोत्पन्न वाष्पेय। रेलगाड़ी की हिन्दी बनाते हैं, कुर्ते की हिन्दी बनाते हैं, पजामे की हिन्दी बनाते हैं... (व्यवधान) उर्दू जबान हमारे देश में मारी जा रही है। उर्दू का पूरी तरह से इस देश से सर्वनाश कर दिया है। उर्दू में कोई खत नहीं लिख सकता। हालत यहां तक पहुंच गई है कि उर्दू में अगर पता लिखा जाता है तो डाक वाले उसको उठा कर फेंक देते हैं। चिट्ठी नहीं पहुंचती है। उर्दू में दरख्वास्त नहीं ली जाती। उर्दू सिर्फ मुसलमानों की जबान नहीं है। हमारे यहां कुछ ऐसे लोग हैं जो इसको साम्प्रदायिकता का कलर देते हैं।... (व्यवधान)... आप के जनसंघ के मंत्री ने उत्तर प्रदेश में यह किया, मिस्टर राम प्रकाश गुप्ता। और यह सबसे बड़े दुश्मन आज बैठे हुए हैं देश की जबान और देश की संस्कृति के... (व्यवधान)...

श्री कर्बार लाल गुप्त : मैं माननीय सदस्य

को चैलेंज करता हूँ, गालिब की शायरी यह भी करें और मैं भी करूँ, मैं इनका जवाब देने को तैयार हूँ... (व्यवधान) जरा मुकाबला हो जाय उर्दू के बारे में।

श्री सरजू पांडेय : उर्दू जबान हमारे देश में समाप्त हो रही है। उर्दू का सम्मेलन किया गया। प्रधान मंत्री को पत्रक दिए गए। बम्बई में सम्मेलन हुआ। मगर कोई प्रभाव नहीं पड़ रहा है। यहां तक कि उर्दू पढ़ने वाले लड़कों के लिए टीचर नहीं मिल रहे हैं। हमारे प्रदेश में उर्दू जानने वाले काफी लोग हैं। मैं खुद उर्दू जानता हूँ। मैंने उर्दू पढ़ी है। मगर आज उर्दू को पूरी तरह से यह सरकार नेस्तनाबूद कर रही है और हमारे देश की किसी भी क्षेत्रीय भाषा को यह सरकार तरक्की नहीं देना चाहती है। उर्दू को भी नहीं, हिन्दी को भी नहीं। न इसकी कोई जबान है, न कोई नीति है, न इसका कोई रास्ता है। इसलिए मैं कहना चाहता हूँ कि हमारे देश में अगर सही मानों में आप एकता लाना चाहते हैं तो इन चीजों को आप लाइए जिनकी आज आवश्यकता है। जैसे उर्दू हमारे देश की एक भाषा है, उसके लिए रास्ता निकालिए। उसके लिए टीचर दीजिए। स्वयं मौलाना अबुल कलाम आजाद ने एक चिट्ठी लिखी थी, उर्दू को तरक्की, उर्दू जबान को आगे बढ़ाने के लिए, मेरे पास इस समय वह खत नहीं है, लेकिन उसमें उन्होंने कहा था कि आप इसकी फिर्क न कीजिए, हम सरकार से भी कोशिश करेंगे और हम चाहते हैं कि उर्दू चले हमारे देश में। लेकिन उर्दू नहीं चली। दो मिनट मुझे समय दिया जाय, मैं अभी समाप्त करता हूँ।

अन्त में मैं आप से कहना चाहता हूँ कि अगर हमारी सरकार शिक्षा में प्रगति करना चाहती है तो कम से कम उच्चस्तरीय शिक्षा को केन्द्र का विषय बनाया जाय, राज्यों के ऊपर न छोड़ा जाय।

दूसरा सुझाव यह है कि क्षेत्रीय भाषाओं को तरक्की दी जाय, और हिन्दी को अगर राष्ट्र भाषा बनाना है तो उसको जनसंघ की जबान नहीं बल्कि आसान बनाइये ताकि सब समझ सकें ।

तीसरी बात यह है कि पटना यूनिवर्सिटी, जहाँ पर बहुत बड़ा आन्दोलन हो रहा है, उस को अपने क्षेत्र में लीजिये । और हमारे प्रदेश के माध्यमिक शिक्षकों की मांगों को स्वीकार कीजिये, उनको तनख्वाह खजाने से दी जाय । साथ ही साथ जितना मुमकिन हो सके शिक्षा संस्थाओं को अपने हाथ में लीजिये ताकि उनकी तरक्की हो सके, और जो देश में अराजकता की स्थिति उत्पन्न हो रही है, वह बन्द हो सके ।

कल प्रधान मंत्री ने कहा कि लोग नक्सलवादी हो रहे हैं । हमें डर लगता है कि अगर आपकी यही नीति चलती रही तो लोग नक्सलवादी हो जायेंगे, क्योंकि पागल आदमी नक्सलवादी ही होगा । इसलिये अगर इस देश को हिंसा, लूट से बचाना है, और देश की प्रगति करनी है तो उन किताबों पर रोक लगाइये जो कौमी नफरत फैलाती हैं । मुझे मालूम नहीं कि पुराने शासकों ने क्या किया, हिन्दू राजाओं ने क्या किया, मगर नये हिन्दुस्तान के निर्माण के लिये पुरानों को तोड़ो और उनको खत्म करो और ऐसी किताबों को देश में बन्द करो और उनमें से उन तमाम चीजों को, जो हमारे स्कूलों में पढ़ायी जाती हैं कि गऊ माता, गंगा माता, अल्ताह अकबर, इन सबको साफ कीजिये । अगर देश को सेक्यूलर बनाना है तो जनता में ऐसा प्रचार करो जिससे हमारे देश के लोगों की बुद्धि बढ़ सके, और इस तरह से शिक्षा में परिवर्तन करो ताकि हमारा देश आगे बढ़े, तरक्की करे और शिक्षा की सही माने में नीति हमारे देश में चल सके ।

18.32 hrs.

HALF-AN-HOUR DISCUSSION

USE OF NUCLEAR ENGINEERING TECHNOLOGY FOR PEACEFUL PURPOSES

SHRI SAMAR GUHA (Contai) : Sir, the Atomic Energy Ministry is headed by the Prime Minister, a gracious lady who does not believe in any kind of purdah system. But, surprisingly, she is pursuing a policy of a purdah lady in respect of the atomic policy of India.

I tried during the last three years through a number of questions to get some informations on the development of atomic science in our country and also production in our nuclear fuels in our reactor. I asked a question how much plutonium is produced, a bi-product in our nuclear reactor, and how much heavy water is produced by our Nangal project. The reply given every time was that it is in the interest of the nation, it is in the national interest, not to disclose these facts. Those facts which are denied to this Parliament and to these members are not secret to the foreign countries. Firstly, as regards those foreign countries which supply nuclear fuel and also nuclear reactor technology, our government is bound under the agreement to furnish them with these informations. Not only that, I asked a question whether it is not a fact that even if we try to suppress or withhold facts from the Parliament, just by a little bit of calculation the foreign makers and suppliers of our reactor can have important facts about the productive capacity of the bi-product of plutonium by our reactor. Again, about heavy water, even though facts were denied to this Parliament, all those facts appeared in the foreign papers wherein they stated that India annually produced 14.6 tonnes of heavy water of which 6 tonnes are used for consumption in this country and the rest are exported to Belgium and Canada. In reply to my questions, the government agreed and said :

"It is also possible for such parties"—that means, the foreign countries—

"to arrive at an estimate in this regard"—that means, production of plutonium and other by-products and heavy water.