

separate railway, viz., the North-East Frontier Railway. Their complaint is that some of the assurances that have been given, and which have been complied with in the case of other railways, have not yet been fulfilled in the case of the commercial employees of that railway, but as the time is short, I shall send a written memorandum to the Railway Minister. I hope he will consider it.

Mr. Deputy-Speaker: Would the hon. Member like to avail of the remainder of the short time available now or would he like to continue on Monday?

Shri Barman: It is better if I get the time on Monday.

Mr. Deputy-Speaker: All right, then. We take up the non-official business.

—

**COMMITTEE ON PRIVATE
MEMBERS' BILLS AND RE-
SOLUTIONS
FIFTEENTH REPORT**

Shrimati Da Palchoudhuri (Nabadwip): I beg to move:

"That this House agrees with the Fifteenth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 26th February, 1958."

Mr. Deputy-Speaker: The question is:

"That this House agrees with the Fifteenth Report of the Committee on Private Members' Bills and Resolutions presented to the House on the 26th February, 1958."

The motion was adopted

**RESOLUTION RE: COMMISSION
TO INQUIRE INTO INDISCIPLINE
AMONG STUDENTS—contd.**

Mr. Deputy-Speaker: The House will now resume further discussion of the resolution moved by Shrimati Ila Palchoudhuri on the 14th February, 1958 regarding the appointment of a commission to enquire into indiscipline among students.

Out of 2½ hours allotted for the discussion of the resolution, 54 minutes have already been taken up, and 1 hour and 36 minutes are left for its further discussion today. Shri Goray.

Shri Goray (Poona): I welcome the resolution moved by the hon. lady Member. I would support her suggestion for the appointment of a commission, but I would only plead that she should not withdraw the resolution at the last moment.

Shri Vajpayee (Balrampur): That is bound to happen.

Shri Goray: This resolution tries to focus our attention on a problem which is exercising the minds of all people who have the good of the country at heart.

This problem can be viewed from two or three angles. The present malaise can be traced mainly to the utter lack of any central ideal around which the mental attitudes of our younger generation can be built up.

—

Before we attained independence for the last five or six decades at least, or for the matter of that we can say for the last hundred years, there was a persistent urge towards freedom, an urge for the liberation of our country, and the finest of our youth was enthused with that ideal of liberation, and sacrifice towards that end.

[Shri Goray]

But once that ideal was achieved, somehow we are finding that the new renaissance is not coming. We seem to be bogged down in a position where nothing seems to stir our imagination; no call to rebuild our nation seems to create any response.

In other countries we find that the powers that we have succeeded in placing before the youth of their countries some sort of ideal which enthruses them to more efficiency, more work, more discipline.

Here is a small pamphlet published by the Ministry of Education and Scientific Research in which Shri Humayun Kabir has written a very fine article about the educational system in the U.S.S.R. On page 6 of this pamphlet he says:

"Communism had set out to conquer the physical world, and it has been considered axiomatic that every one should learn the principles of natural science".

This was the lodestar towards which all their energies, all their efforts, were directed, and it has been possible for the U.S.S.R. and most probably for the other Communist countries also, to rally their youth round this particular banner.

So far as other countries like the U.S.A. are concerned, I find that the pursuit of happiness is the lodestar so far as their youth is concerned. There is nothing wrong about that ideal too. In their Constitution they have said that they have achieved independence and have striven for independence because they wanted life, liberty and pursuit of happiness. This pursuit of happiness, if it is properly done, can become a rallying cry also. But in our country we find that it is neither the consequent of nature nor the pursuit of happiness that we have set before our people or the new generation as our ideal. So, the whole new generation is, as it were,

groping in a vacuum. Therefore, it should be our endeavour to find out a new slogan, a new rallying cry, a new ideal or a new lodestar towards which our young people will set the sail of their life.

Something that has come in the way of the proper development of young minds is, I think, the chaos in our educational system. I have no doubt in my mind that our Education Ministry has hardly any national policy. We consider that ours is a federal form of Government and that the States have liberty to pursue any educational policy that they liked. I think we are straining this point too much Talking for myself I would certainly like to have a firm policy at the Centre which will not allow the different States to go their own way.

There also, I would like to point out that in this pamphlet to which I just now referred, Shri Humayun Kabir and his colleagues have shown that there are 15 Republics in the U.S.S.R. and apparently on paper they have the liberty to go their own way so far as education is concerned, but in practice it was not possible for them to go their own way. A very firm and co-ordinated policy so far as education is concerned, has been laid down by the Central Government, and every Republic has to toe the line. Because this policy is there, a Central policy, it becomes possible for them to co-ordinate all their efforts.

It is not only the Ministry which is in charge of education that looks after the education of the younger generation there; there are so many other Ministries which take keen interest in it. I was surprised to find, and most probably the House will be surprised too, that it is not only the Education Ministry, but the Ministry of Defence, the Ministry of Health and other Ministries also were taking keen interest in education and

building schools all over the country. They have gone to the extent of saying that more schools have been built by other Ministries than the Ministry of Education itself. This concerted drive towards a particular ideal, this firm policy towards education, has given a new impetus to the whole educational system in Russia.

In contrast to this, you will find in India that there is no educational policy at all. Take the question of the medium of instruction. In the State to which I belong, namely the Bombay State, the medium of instruction is either the Marathi language or the Gujarati language. In other States, you will find that English is used as the medium of instruction. This difference creates so many problems in our nation that I think a timely effort ought to be made, and the earlier we do it the better, to evolve certain unified policy so far as the medium of instruction is concerned.

Look at the way higher education is imparted. In the city from which I come, there has been a keen sense of resentment at the way university education is being imparted, and public opinion is being rallied so that there should be an immediate improvement in the way education is imparted to college students. I myself am associated with university education; till recently I happened to be on the Executive Committee of the Poona University. We found that out of the 365 days in a year, only 120 days are utilised for imparting knowledge to the students, that is, only 120 days are actual working days. It is very surprising that when we are spending so much, when poor parents are straining themselves to the utmost to instruct their sons and daughters, only 120 days should be the maximum period for which the students get some sort of education; the rest of the days are spent in either extra-curricular activities or in summer

vacation or in the Diwali vacation or in the Dusshera vacation and so on. I am not a man who will object to extra-curricular activities. I know that they are of great importance, but after all, they must have a place of their own and nothing more and they must be limited to a particular period. Extra-curricular activities cannot be looked upon as if they were of more importance. This question has come up in the U.S.A. There also, they are trying to tackle that problem where these extra-curricular activities have assumed an importance out of all proportion.

Therefore, I would say that we must insist on the professors and lecturers to devote more time, at least half the number of the days in a year, to imparting knowledge to the alumni. I recently learnt from a mother whose son is in Germany that he had written to her saying that he was spending days and nights in the laboratory; he was sleeping there, and he was encouraged to do that because the particular research work that he had undertaken was such that twenty-four hours' attendance was necessary. You will find the same thing in Russia also, where again it has been pointed out that so much work is taken out of the student that he has very little time to while away. But what we are doing is that we are keeping him in the class for the smallest fraction of a year, and the rest of the time is given to him to do whatever he likes with it. Now, naturally a young man or a young woman, when he or she gets so much idle time in his or her hands tries to do something with it and that something is not necessarily good.

The third point which I would like to deal with briefly is in regard to the chances of employment. After all, the boys and girls who go to schools and colleges certainly look forward to the chances in life after they complete their education. But I find that the chances in India are very bleak.

[Shri Goray]

Here also, there is nothing new that we have to find out. The Planning Commission had appointed a Study Group to go into this matter, and that Study Group has published a very fine report entitled *The Outline Report of the Study Group on Educated Unemployed*. From this report, we shall find that there are lakhs and lakhs of educated unemployed in our country. When such a situation obtains, I ask: What is the impetus? What is the incentive for boys and girls to study well? They think that at the end of their studies all that are going to get is only unemployment, with the result that there is no impetus for them to order their life or to discipline their life. This particular point has been elaborated by the Study Group, and they have warned us. Incidentally, I would like to mention that they have warned us in 1954 to watch Travancore-Cochin and also to watch West Bengal. They have said that there are so many educated unemployed there that it is likely that there would be upheavals. This point also has to be taken into consideration.

I would have liked to speak at great length, but since the time is very short, I would conclude by saying that I support wholeheartedly the resolution brought forward by Shrimati Ila Palchoudhuri, and I would request her to press it and not to withdraw it. Let us have a commission which will investigate into these things. It is a crying scandal. So, it is a crying need of the hour that we must have a commission which will investigate into these matters and give a clear lead as to how to educate our pupils, how to discipline them and how to utilise their energies for the rebirth of this nation.

Mr. Deputy-Speaker: At 3 p.m. I propose to call upon the Minister to reply. There is a large number of Members who wish to take part. There is only one hour left. So, hon.

Members would realise my difficulty also.

Shri S. M. Banerjee (Kanpur): The time may be extended. This is a very important resolution.

Shrimati Ila Palchoudhuri (Nabadwip): I would also like to have some time to answer the points raised.

Mr. Deputy Speaker: I have reserved ten minutes for the hon. Member.

Shri Goray: If I may say so, this resolution is so important that if at all it is possible we should extend the time. My other request is that the hon. Member should not withdraw this resolution.

Mr. Deputy-Speaker: That is not the request that should be made to the Chair.

Shri Goray: I can make all requests through you.

Mr. Deputy-Speaker: Not this request. The Chair is not the proper person in this case. That is for the Mover to decide. Then again, I may say that we have only 44 minutes left behind. The total time allotted is 2½ hours, and we go up to four o'clock.

Shri B. S. Murthy (Kakinada—Reserved—Sch Castes): Why not extend this by half an hour? This is a very important resolution.

Mr. Deputy-Speaker: That is not for me. It is the decision of the House.

An Hon. Member: The House can change it.

Shri Mahanty (Dhenkanal): By and large, I am in general agreement with the basic objectives of this resolution, in so far as it seeks to relieve the student population from oppressive gloom of frustration and negation and rehabilitate the young minds on a

more positive basis. This has been an age of frustration and of frayed nerves not only for the students but also for politicians as well. Therefore, it is quite worth while to assess its impact on the young formative minds, and that too, in the interests of....

Mr. Deputy-Speaker: I hope the hon. Member is not suggesting that for politicians also a commission should be appointed.

Shri Mahanty: I was saying that it would be worth while to assess its impact on the formative minds of our young generation. So far as the politicians are concerned, I believe their minds have already ceased to be formative and they are beyond any correction. Therefore, even if a commission may be appointed and it may seek to prescribe some remedies, the politicians are now beyond it. Therefore, my suggestions are only confined to the student population who are going to be the politicians and the leaders of tomorrow.

Now, it is not quite correct to say that there has been a tendency of indiscipline among students, and that violence and rowdiness have assumed alarming proportions among the students.

To say so is a slur on Indian students. We have been students. We have been working among students. We know that, by and large, Indian students cannot be said to have developed tendencies of violence and rowdiness, even though tendencies of indiscipline are quite noticeable among them.

But students cannot claim the monopoly of that sense of indiscipline. They are products of the milieu of indiscipline in which they have been born and have been brought up. Therefore, I would once again appeal to the hon. Mover to disabuse her mind of the impression that our students have developed tendencies of violence and rowdiness. To say the least, it is a slur that has been cast

on the student population of our country. But I must concede that of late even the academic life of our Universities and institutions has been disturbed and a certain amount of indiscipline has been generated. We should not judge it merely on the surface. We should probe further and deeper into it to find out its wider significance, and to examine the genesis of it.

I think appointing a commission to investigate it will not serve the purpose, unless it is going to be confined to an academic field of sociological interest. The other day there was a question on juvenile delinquency. A question was asked of the hon. Minister whether he was going to appoint a commission to assess the extent of juvenile delinquency in the country and to suggest ways and means to remove it. On this occasion, I consider it my duty to come to the rescue of the Education Minister.

Shri Keshava (Bangalore City): He does not need it.

Shri Mahanty: It is my duty. Nobody should think that the Government are omnipotent.

Shri Braj Raj Singh (Ferozabad): They are thinking like that.

Shri Mahanty: They may be thinking that they are omnipotent. Least of all is the Education Minister omnipotent. Their functions and capacities are limited. No commission and no government is ever going to solve this problem by administrative fiat.

I remember sometime ago a commission was appointed in West Bengal under the chairmanship of Shri J. C. Ghosh, who was Vice-Chancellor of Calcutta University at that time, and is at the moment, a member of the Planning Commission. I recollect very vaguely that one of his findings was that the indiscipline among the

[Shri Mahanty]

students of Calcutta was mainly occasioned by poverty, by economic conditions. The students of Calcutta have to huddle themselves together in masses and hostels where there is hardly any space for breathing or moving. The irreducible norms of civilised life have been denied to them. Library facilities are non-existent. Of course, they live more on hatred and bitterness than on food. So it will be less than human if those students do not revolt against this kind of atmosphere, against this kind of social order which has been imposed on them.

Here was a finding of an eminent body of educationists. I would ask the Government of India whether they have taken any notice of it. Have the Government of West Bengal taken any notice of it? If they have not taken any notice of it, what have they done in the matter?

Shri Keshava: That is what Shri-mati Ila Palchaudhuri wants Government to do.

Shri Mahanty: I thank her for that. But I am only trying to submit that to appoint another commission to go into it is futile and will serve no useful purpose, because all those findings are there before us. Therefore, I venture to submit that a commission need not be appointed for that. To any student of sociology or man of public affairs, the reasons are only too well known. The first reason is poverty. Unless that is removed, I do not think this indiscipline and this tendency towards violence are going to be minimised.

The most important reason is the uncertainty that is staring them. What next, after they move out of their colleges and Universities? There is a life which is full of anxiety, full of struggle. Therefore, it is only human that they should give expression to their anxiety while as students.

I would like to know how the Deputy Minister or the Education

Ministry can solve this problem. This cannot be studied in isolation. No commission can ever study it in isolation. It can only be tackled in a very integrated manner.

You know that the political parties have utilised students as pawns on the chess-board of our politics....

Shri Keshava: No, no.

Shri Mahanty:.....including the Congress Party.

Shri Shree Narayan Das (Darban-gha): That was before independence.

Shri Mahanty: The hon. Member has admitted that it was so during the pre-independence days.

An hon. Member: No, no.

Shri Mahanty: That has resulted in creating a generation of half-educated persons in this country.

Mr. Deputy-Speaker: The hon. Member should also appear to be addressing me.

Shri Mahanty: What I was trying to submit was that the Congress Party had started to interfere with the academic life of students, the consequences of which today they bewail. Now the hangover still continues and persists. If the Congress Party thought of utilising the students as pawns on the chess-board of power politics, certainly they cannot blame other political parties for doing the same. But they forget the harm that they have been causing to our student generation. It is well known that the present generation of half-educated persons who are today at the helm of affairs is the product of the inadvertence committed by the Congress Party. I am not making any bones about it, but this has also to be recognised that the political parties have utilised the student population as mere pawns on the political chess-board which has put a premium on indiscipline.

Therefore, while I feel that some administrative measure could be taken to see that our students are entitled to partake in political discussions in an academic manner, it should also be ensured that the students will have nothing to do with the practical expression of it.

The other day we were in China. In the Universities, we found only one student union functioning. All those student unions were banned from participating in active political life. I wonder why the Government of India cannot also do that.

An hon. Member: No, no. *

Shri Mahanty: This is an expression of view. What about England? It is well known that in England the Universities are the very bedrock of the democratic way of life. But political questionings and activities are confined to the confines of the Universities alone, and that too on an academic level.

Therefore, though I might appear to be very conservative in my outlook, by risking that I will once again plead with the Minister to think of some administrative measures to see that the political activities of our students while they are in colleges and Universities are confined within reasonable limits, and they are not utilised as pawns on the chess-board of power politics.

Therefore, while I am in general agreement with the Mover of this Resolution that our student masses should be redeemed from this morass of frustration and indiscipline, I would only venture to submit that this is a far bigger question than can be solved either by the Education Ministry or by a committee. Therefore, the universities and our educationists must all unite together to find out ways and means for achieving this laudable purpose.

श्री बीनारायण दास : उपाध्यक्ष महोदय इस प्रस्ताव के जरिये से जिस समस्या की

ओर ध्यान खींचा गया है, वह समस्या कुछ बढ़ती ही जाती है। भारतवर्ष में जो शिक्षा विशेषज्ञ हैं या सरकार के जो कर्णधार हैं या यूनिवर्सिटीज के जो सचालक हैं, उन सभी का ध्यान उस ओर गया है और सभी ने शिक्षायत की है कि विद्यार्थियों में अनुशासन-हीनता दिनोंदिन बढ़ती जा रही है। माननीय सदस्या का ध्यान भी इस ओर गया है और इसीलिये उन्होंने यह उचित समझा कि इस प्रस्ताव के जरिये इस सदन का तथा सरकार का ध्यान इस ओर खींचा जाये और एक आयोग बिठाने की मांग की जाये। मैं नहीं समझता कि आयोग इस समस्या के बारे में क्या जांच पड़ताल करेगा। यह बीमारी आज दृष्टिगोचर हो रही है, यह ठीक बात है। केवल कारण ढूँढने के लिये आयोग की नियुक्ति करना, मैं समझता हूँ ठीक नहीं है। जो शिक्षा विशेषज्ञ हैं, जिनके ऊपर शिक्षा के संचालन का भार है वे इस समस्या से पूरी तरह अवगत हैं और क्या करना चाहिये, यह भी वे जानते हैं। इस वास्ते आयोग की स्थापना की बात को मैं नहीं मानता और नहीं इस चीज को मैं बांझनीय समझता हूँ। आयोग की नियुक्ति से ही इस समस्या का समाधान हो जायेगा, ऐसा मेरा विश्वास नहीं है। हो सकता है कि आयोग जब विभिन्न राज्यों में इस बात की जांच करने के लिये जाये और संचालक लोक तथा शिक्षा विशेषज्ञ उसके सम्मुख बयान दें, उन बयानों की प्रतिक्रिया विद्यार्थियों के ऊपर हो जाय और यह भी हो सकता है कि इस तरह से इस समस्या का समाधान होने के बजाय यह समस्या और विकराल रूप धारण कर ले। लेकिन यह प्रस्ताव इस सदन के सम्मुख आया है इसलिये मैं भी अपने कुछ विचार प्रस्तुत करना चाहता हूँ।

श्री जो माननीय सदस्य बोल चुके हैं उन्होंने कहा है कि कांग्रेस पार्टी अनुशासन-हीनता के पीछे है। उन्होंने कहा है कि कांग्रेस का भी इसमें हाथ है। मैं यह मानता

[श्री श्रीनारायण दास]

हूँ कि सन् १९२१ में जबकि हिन्दुस्तान की स्वतंत्रता के लिये जो कई प्रकार के बहिष्कार चलाये गये हैं उनमें एक बहिष्कार यह भी था कि सरकारी स्कूलों और कालेजों का बहिष्कार किया जा जाये और उस समय जो हमारे नेतागण थे उन्होंने कहा कि अंग्रेजी शिक्षा दूषित शिक्षा है और लोगों को इसे नहीं पढ़ना चाहिये। उस समय बहुत से स्कूल कालेजों का बहिष्कार हुआ और नये नये राष्ट्रीय कालेज खुले जैसे कि राष्ट्रीय विद्यापीठ की स्थापना। उस समय ऐसी भाषा बंधी थी कि हमारी शिक्षा एक नया रूप ग्रहण करेगी। उसके अवशेष अभी भी कई प्रान्तों में बाकी है और वहा पर राष्ट्रीय विद्यापीठ चालू हैं लेकिन उनमें पढ़ने वालों की संख्या दिनों दिन घटती जा रही है। इसलिये मैंने कहा कि कांग्रेस पार्टी ने स्वराज्य के आन्दोलन को आगे बढ़ाया और गांधी जी के नेतृत्व में ...

श्री राज राज सिंह : तब कांग्रेस पार्टी नहीं थी, प्लेटफार्म था।

श्री श्रीनारायण दास : हम लोग उम्मी पार्टी के हैं। आप हमसे मतभेद रख सकते हैं। माननीय सदस्य को आपसित इसमें है कि उस समय कांग्रेस पार्टी नहीं थी। जो इंडियन नेशनल कांग्रेस उस समय थी, वही आज भी इस सदन में पार्टी के रूप में मौजूद है। हम ही उसके वारिस हैं। उम्मी पार्टी का आज इस सदन में बहुमत है। वारिस होने की हैसियत से इंडियन नेशनल कांग्रेस जो उस समय पार्टी के रूप में नहीं थी आज वह पार्टी के रूप में है।

मैं कह रहा था कि उस समय जो नेतागण थे उन्होंने समझा कि हिन्दुस्तान की आजादी के लिये विद्यार्थियों का सहयोग लिया जाये और शिक्षण संस्थाओं का बहिष्कार कराया जाये तो अच्छा है। इसके परिचित्य

अथवा अनौचित्य पर विचार करने का इस समय मौका नहीं है। लेकिन उस समय ऐसा खयाल हुआ कि अस्त्र धारण करके नहीं बल्कि अहिंसात्मक तरीकों से आजादी की लड़ाई लड़ी जाये और इस बहिष्कार के हथियार का प्रयोग करके हमने अंग्रेजों पर दबाव डालने की कोशिश की और बहुत अधिक हद तक हम उसमें सफल भी हुये।

अब जब कि हम स्वतंत्र हो चुके हैं और हमारे देश में प्रजातंत्र की स्थापना हो चुकी है। लेकिन असल में पूरे अर्थों में प्रजातंत्र की यहा स्थापना नहीं हो पाई है, जो प्रजातांत्रिक ढंग है उनको हमने अभी तक पूरे तौर पर नहीं अपनाया है। हम अपने जो आर्थिक, सामाजिक, तथा गैरजैनिक, एवं राजनीतिक दायित्व हैं उन सब को अपना नहीं पाये हैं। हमारी जिननी भी समस्याएँ होनी हैं, चाहे वे रेल कर्मचारियों की समस्याएँ हो, चाहे दूसरे सरकारी कर्मचारियों की समस्याएँ हो, चाहे कारखानों में काम करने वाले मजदूरों की समस्याएँ हो चाहे और श्रीवैसिस हो उनका जब कोई हल ढूढने की कोशिश की जाती है तो वे लोग समझते हैं कि सावैधानिक तरीकों से उनकी समस्याएँ हल नहीं हो सकती हैं। कोई कोई तो सावैधानिक तरीकों को भी अपना करके देखते हैं और उसमें अनुभव प्राप्त करके कहते हैं कि इस तरह से उनकी जो समस्या है वह हल नहीं हो सकती है और इसके लिये प्रत्यक्ष मार्ग का अनुसरण करने है।

विद्यार्थियों की भी कई प्रकार की माग होती है। व भी यह समझते हैं कि यदि व सीधे रास्ते से चलेंगे, अनुनय विनय करेंगे, प्रार्थनापत्र देंगे तो उनकी समस्या का समापन नहीं होगा। इसलिये वे भी सीधी चोट करते हैं, दूसरे हथियार काम में लाते हैं। आज की भाषा में उसको अनुशासन हीनता कहा जाता है।

उपाध्यक्ष महोदय, मैं दो तीन उदाहरण आपके सामने पेश करना चाहता हूँ। आम तौर पर अनुशासन हीनता सिनेमा गृहों में देखी जाती है। आज सिनेमा गृहों की संख्या शहरी इलाकों में बढ़ती जा रही है। आज लोगों की आर्थिक हालत खराब होती जा रही है। जिनके पास पैसा होता है वे विद्यार्थीगण तो सिनेमा देखने पढ़न जाते हैं लेकिन जिनके पास पैसा नहीं होता है वे भी यह अनुभव करते हैं कि हम भी कालेज में पढ़ते हैं और जब हमारे दूसरे साथी सिनेमा देखने जा सकते हैं तो हम क्यों न जायें। वे लोग कोशिश करते हैं कि उन्हें रियायत मिले और जब टिकट में रियायत नहीं की जाती, तो वे समझते हैं कि कुछ उधम मचाया जाए, हल्ला किया जाए, ताकि रियायत मिल जाए। इसके साथ ही साथ आज हमारे देश में आर्थिक विषमता है। उन्नति हम अवश्य करते जा रहे हैं। हमें शहरो में तरह तरह की चीज देखने को मिलती हैं। कुछ विद्यार्थी तो उन्हें देख लेते हैं और कुछ देख नहीं पाते हैं। जो देख नहीं पाते हैं उनके दिल में हसद पैदा होती है इच्छा पैदा होती है और जब उनकी इस इच्छा को पूर्ती नहीं हो पाती है तो फिर अनुशासनहीनता देखने में आती है। आज भी हमारे देश के अन्दर आर्थिक विषमता मौजूद है। कुछ लोग तो बहुत ज्यादा धनी हैं और बाकी बहुत गरीब। इसके बारे में काफी साहित्य आजकल देखने को मिलता है और पुस्तकें भी इसके बारे में काफी हैं। इन सब को देखकर और पढ़ कर वे लोग समझने लग जाते हैं कि गरीब हुए तो क्या सिनेमा क्या हम न देखें ?

राजस्थान के स्कूलों तथा कालेजों में अभी हाल ही में हड़ताल हुई थी। इसका कारण यह था कि वहाँ के स्कूलों के या कालेजों के सड़कों की फीस में वृद्धि कर दी गई थी। इस हड़ताल को अड़काने वाले

दूसरे लोग भी हो सकते हैं। लेकिन यह बात भी सही है कि आपने संविधान में यह भावार्थ रखा है कि जीवन के हर पहलू में हर एक को समान अवसर प्रदान किए जायेंगे। आज दस साल हो गए हैं लेकिन अभी तक हम मिडिल तक भी निःशुल्क शिक्षा देने का प्रबन्ध नहीं कर सके हैं। मैं तो चाहता था कि मैट्रिक तक निःशुल्क शिक्षा देने का प्रबन्ध नहीं कर दिया जाता। जो गरीब बच्चे होते हैं वे देखते ही रह जाते हैं। अभीर लड़के इंग्लैंड तथा अमरीका से जब पढ़लिकर आते हैं तो उनका मान बढ़ जाता है, सरकार की तथा समाज की दृष्टि में उनकी इज्जत बढ़ जाती है। इसके विपरीत जो गरीब लड़का होता है, अगर उसको स्कालरशिप भी मिला होता है और वह पढ़ने में तेज भी है, तो भी उसको स्कालरशिप नहीं दिया जाता है या बक्त पर उस को इसकी रकम नहीं मिलती है।

ऐसी हालत में उनमें निराश्रय का होना जरूरी है। स्कूलों में फीस बढ़ा दी जाती है और जब लोग कहते हैं कि इस स्कूल में फीस क्यों बढ़ाई गई है तो स्कूल के सवालक लोगों की ओर से यह जवाब दिया जाता है कि साहब क्या किया जाय। अध्यापकों की मांग है कि उनकी तनख्वाह बढ़ाई जाये तो उनकी बढी हुई तनख्वाह हम फीस बढ़ाकर ही तो दे सकते हैं। ऐसी स्थिति में विद्यार्थी लोग अपनी फीस को कम कराने के लिए हड़ताल का आश्रय लेते हैं। उन्होंने हड़ताल का आश्रय क्यों लिया यह अब सोचने की बात है। आर्थिक विषमता और आर्थिक समस्या को हल करने के लिये है। आज के प्रजातन्त्र युग में हड़ताल रूपी अस्त्र का क्या सहारा लिया जाता है ? विद्यार्थियों ने जब देखा कि हमारी बात न तो सरकार सुनती है और न शिक्षा और स्कूलों के संचालक सुनते हैं तो उन्होंने सोचा कि आखिर फिर क्या किया जाये और वे उस नतीजे पर

[श्री श्रीनारायण दास]

पहुँचे कि भाजकल सीधी चोट का असर जल्दी होता है और यही खयाल करके उन्होंने हड़ताल कर दी ।

उपाध्यक्ष महोदय, पटने में पिछले दिनों जो विद्यार्थियों की हड़ताल हुई थी और गोली चली थी वह बसों के किराये में वृद्धि के सिलसिले में चली थी । विद्यार्थी जितनी रियायत बस किराया में अपने लिए चाहते थे उतनी रियायत चूकि नहीं हुई इस-लिए हड़ताल उनके द्वारा की गई । वहाँ के कालिजों के जो प्रिंसिपल लोग थे उनमें और सरकार में इस चीज को लेकर काफी खिन्ना पड़ी हुई और मुझे इस समय ठीक याद नहीं है लेकिन सरकार की तरफ से शायद कुछ सीमा बताई गई थी कि पूरे महीने चलने के लिए १० दिन का भाड़ा कम से कम सब की देना चाहिए और चूकि इस विषय में कोई समझौता नहीं हो पाया इसलिए विद्यार्थियों ने अपनी मांग मनवाने के लिए हड़ताल कर दी

श्री स० श० बनर्जी : उनके साथ दुर्व्यवहार हुआ था ।

उपाध्यक्ष महोदय : मैं माननीय सदस्यों की छकलीफ को बखूबी समझता हूँ और मुझे उनसे हमदर्दी भी ज़रूर है । बहुत से मेम्बरस इस विषय पर बोलना चाहते थे लेकिन जब उनको निराशा हुई कि शायद वक्त नहीं मिल पायेगा तो वे बैठे हुए ही अपनी तकरीर किये जा रहे हैं । मुझे पुरी तरह भ्रह्मसास है कि उन्हें कितनी तकलीफ हो रही है लेकिन मैं उनसे दरखास करूँगा कि वे मेरे लिए भी हमदर्दी रखें ।

श्री श्रीनारायण दास : उपाध्यक्ष महोदय, मैं कह रहा था कि पटना में जो विद्यार्थियों द्वारा हड़ताल और आन्दोलन किया गया और जिसके लिये कि कहा गया कि उनके साथ दुर्व्यवहार हुआ था, उसकी जांच पड़ताल भी हुई और यह ठीक है कि कुछ

दुर्व्यवहार भी हुआ लेकिन फसली सवाल यही बसों के किराये में कमी कराना था । मैं वह चीज बिलकुल स्पष्ट कर देना चाहता हूँ कि भाज हमारे देश के विद्यार्थियों के अन्दर जो एक अनुशासनहीनता की भावना काम कर रही है, उसका समर्थन में किसी भी हालत में नहीं करता । ग्रहिसारम्भ डायरेक्ट एक्शन और हड़ताल आदि की बात उस जमाने में तो समझ में आ सकती थी जब कि यहाँ पर विदेशी साम्राज्यवाद कायम था लेकिन भाज देश में स्वराज्य स्थापित हो गया है, और प्रजातांत्रिक ढंग से यहाँ का शासन कार्य चल रहा है और ऐसी परिस्थिति में इस तरह की चीजों का आश्रय लेना मेरी समझ में उचित नहीं है ।

भाज विद्यार्थियों और शिक्षकों में एक नैराश्य का भाव है क्योंकि उनमें बेकारी फैली हुई है और उनको उनकी योग्यता के अनुसार नौकरी नहीं मिलती है । काफी समय तक टक्कर मारनी पड़ती है तब कही जा कर मिलती है और जो मिलती है वह भी उनके खयाल से उनके लायक नहीं होती ।

इसके प्रतिरिक्त भाज हमारे देश और समाज में आर्थिक विषमता है और हम देखते हैं कि समाज के अन्दर जो एमनिटीज होती हैं वो समान रूप से विद्यार्थियों को कभी सुलभ नहीं होती है और भाज विद्यार्थियों में जो अनुशासनहीनता देखी जाती है उसका मुख्य कारण यह आर्थिक विषमता है । यह हमारे समाज का और संरक्षकों का काम है, कि स्कूलों में जो विद्यार्थी पढ़ते हैं उनके रहन सहन का तरीका एक हो, उनके खाने पीने का इन्तजाम एक तरीके का हो और उनके सिनेमा इत्यादि देखने का एक सा इन्तजाम हो और अगर इस तरह की व्यवस्था हो जाये तो भाज जो नैराश्य पाया जाता है उसको बहुत हद तक हम दूर करने में समर्थ हो सकेंगे । विशेषकर जब तक हम इस बेकारी की समस्या का समाधान नहीं करेंगे तब तक बहुत हद

तक यह नैराश्य कायम रहेगा। केवल कानून और नियम और भादि बनाकर आप इस सवाल को हल नहीं कर सकेंगे और इन चीजों का सुधार नहीं कर सकेंगे।

में एक बात और इसी तिलसिले में कह देना चाहता हूँ और वह यह है कि इस बीमारी को कम करन और दूर करने का इलाज यही है कि सब को समान रूप से बराबर-बराबर मौका मिले और जब तक यह नहीं होगा तब तक किसी न किसी रूप में यह बीमारी हमारे बीच में पैदा होती रहेगी। आजकल हमारे स्कूलों में विद्यार्थियों और शिक्षकों में कुछ भी सम्पर्क नहीं नही रहता है और एक प्रोफेसर २००, ३०० या ७५, ८० विद्यार्थियों को लेकर दे कर चल देता है। और विद्यार्थियों और प्रोफेसरों के बीच कोई सम्बन्ध नही रहता है। एक का दूसरे पर कुछ असर नहीं है। विद्यार्थी और प्रोफेसर एक जगह नही रहते हैं और जहां एक जगह रहते भी हैं वहां के शिक्षकों और प्रोफेसरों का आचरण ऐसा नहीं होता जिसका कि विद्यार्थियों पर अच्छा असर पड़े। विद्यार्थी तो विद्यार्थी, शिक्षक लोग भी अपनी तनख्वाहों भादि समस्याओं के समाधान के लिये हड़ताल और आन्दोलन कर बैठते हैं और जब विद्यार्थी लोग देखते हैं कि उनके शिक्षक और प्रभिभावक अपनी मार्गों को मनवाने के लिये हड़ताल करते हैं तो आप समझ सकते हैं कि उन पर कैसा प्रतिकूल असर पड़ता होगा। अब शिक्षक भी तो उन्हीं विद्यार्थियों में से बनते हैं और इस तरह एक अत्यन्त विषाक्त वातावरण बनता जा रहा है। इस बीमारी का इलाज आप केवल कानून बना कर और कमिशन भादि वै। कर नहीं कर सकते बल्कि उसका इलाज यह है कि हम जल्दी से जल्दी अपनी आधिक और सामाजिक व्यवस्था ऐसी करें जिससे कि सामान विद्यार्थियों को चाहे वे स्कूलों में पढ़ते हों और चाहे कलियों में पढ़ते हों, सब को समान रूप से अपनी प्रगति करने का मौका मिले और जो लोग इन स्कूलों और कलियों से

पढ़ कर निकते हैं उनको हम काम दे सकें और वे बेकार न घूमें। चाहे टेकनिकल एजुकेशन के द्वारा हो और चाहे वोकेशनल एजुकेशन के द्वारा हो हमें अपनी सामाजिक व्यवस्था में इस तरह का परिवर्तन करना है जिससे कोई भी विद्यार्थी चाहे वह किसी, गुण वाला हो उसको समान रूप से तरक्की करने का मौका मिले। मैं समझता हूँ कि अगर-हम ऐसा कर सके तो हम इस समस्या का समाधान कर सकेंगे।

श्री राधे लाल व्यास (उज्जैन) : उपाध्यक्ष महोदय, विद्यार्थियों में अनुशासन का प्रश्न बड़ा जटिल प्रश्न है और हमारी इतने वर्ष की स्वतन्त्रता के बाद भी हम देखते यह हैं कि स्कूल, कालियों और युनिवर्सिटियों के विद्यार्थियों में अनुशासनहीनता बढ़ती ही जा रही है और उसमें कोई कमी होती नजर नहीं आती है। वैसे तो केवल विद्यार्थियों के प्रश्न को हम भलग कर के नहीं देख सकते क्योंकि देश के सभी वर्गों में अगर देखा जाये तो आप देखेंगे कि अनुशासनहीनता सब जगह काम कर रही है। व्यापारियों में, माता पिताओं में, शिक्षकों में मतलब यह कि समाज का कोई भी हिस्सा ऐसा नहीं है जहां कि अनुशासनहीनता न विद्यमान हो। आवश्यकता इस बात की है कि इस समस्या का जरा गहराई से अध्ययन कर के कोई एक ऐसी उपयुक्त योजना बनानी चाहिये जिससे कि अनुशासनहीनता समाज में कम हो क्योंकि विद्यार्थी तो उस समाज का एक अंग हैं और विद्यार्थी लोग दूसरों से बातों को बहुत ज्यादा सीखते हैं। विद्यार्थी लोग देख कर के तत्काल उसकी नकल करने लगते हैं। अब जब समाज के अन्दर बड़ों में अनुशासनहीनता मौजूब हो तो विद्यार्थियों में उसका प्राना कोई आश्चर्य की बात नहीं है क्योंकि उनमें उसका प्राना जो बिलकुल स्वाभाविक है। आखिर इस बीमारी का इलाज क्या है? विद्यार्थी इस देश के भावी नागरिक हैं और उन्हीं पर देश का भविष्य निर्भर करता है और इसलिये यह बहुत आवश्यक हो जाता है कि विद्यार्थियों में अनुशासनहीनता

[श्री राधे लाल व्यास]

रोकने के लिए धीरे-धीरे करने के लिए कुछ ठोस कदम उठाये जाने चाहिये।

मैं केवल एक ही बात की ओर ध्यान दिलाना चाहता हूँ और वह यह है कि हमारे राज्य मंत्री डा० श्रीमाली ने जब वे मध्य प्रदेश गये थे तो उन्होंने वहाँ पर भारतीय विद्यालय देखा। उस विद्यालय में केवल ३५ रुपये में एक विद्यार्थी का बोर्डिंग, लांजिंग आदि का प्रबन्ध होता है। वह सरकारी विद्यालय नहीं है। वह प्राइवेट है। विद्यार्थी भी वहीं रहते हैं और शिक्षक भी वहीं रहते हैं। वहाँ वे ऑपरिंडियों में सादगी से रहते हैं ज़्यादा टीमटाम नहीं रहती है, सादा भोजन मिलता है और विद्यार्थियों की तन्दरुस्ती अच्छी रहती है। उनका नियमित जीवन रहता है पाल बजे सुबह उनको उठा दिया जाता है और प्रार्थना करने के बाद वे अपने काम पर जुट जाते हैं और अध्ययन करते हैं। सब काम उनका समय से होता है समय से सोते हैं और समय पर भोजन करते हैं। अगर कोई विद्यार्थी किसी विषय में कमजोर होता है तो उसकी ओर विशेष ध्यान दिया जाता है। वहाँ का नतीजा ६०, ६५ प्रतिशत रहता है। वह एक हाई स्कूल है। मुझे दुःख के साथ यह चीज वहाँ पर कहनी पड़ती है कि ऐसी संस्थाओं को बितनी सहायता और प्रोत्साहन मिलना चाहिये उतना शासन की ओर से उनको नहीं मिलता है। जब तक इस तरह की संस्थायें कायम नहीं की जायेंगी और जब तक विद्यार्थियों को एक जगह रख कर उनके चरित्र निर्माण की ओर विशेष रूप से ध्यान नहीं दिया जायेगा तब तक इस समस्या का समाधान नहीं हो सकेगा। इस संस्था की विशेषता यह है कि वह चरित्र निर्माण की ओर ध्यान देती है और विद्यार्थियों को भ्रात्म निर्भर बनाती है। वह विद्यार्थियों को मेहनती और परिश्रमी बनाती है। जब तक ऐसी संस्थायें कायम नहीं की जायेंगी तब तक अनुशासनहीनता में कमी नहीं आ सकती।

बल्कि जैसी हवा चल रही है उसको देखते हुए विद्यार्थियों में यह अनुशासनहीनता दिन पर दिन बढ़ती ही जायेगी।

अभी जैसा कहा गया कि विद्यार्थी लोग सिनेमाघरों में रिभायत मागते हैं और जब वह रिभायत नहीं मिलती है तो वे गड़बड़ करते हैं। मैं इस सम्बन्ध में यह कहना चाहता हूँ कि गवर्नमेंट भी सिनेमाघरों पर रोक नहीं लगाती है और एक दिन में सिनेमाघरों में तीन तीन शो होते हैं और मीटिनी शोज होते हैं। और वह घर से स्कूल का नाम ले कर जाते हैं, किताबें बेचते हैं, और शो देखते हैं। इसलिये मेरा केवल यही निवेदन है कि हमें शिक्षा ऐसी देनी चाहिये जिस से कि हमारे लड़के अच्छे बनें, वा चरित्रवान हों। धार्मिक शिक्षा तो हमारे यहाँ दी नहीं जाती है, लेकिन कम से कम चरित्र सुधारने वाली शिक्षा की व्यवस्था होनी चाहिये, उन को शील आदि की शिक्षा दी जानी चाहिये जिस से विद्यार्थी चरित्रवान हों। जब तक ऐसा नहीं होगा अनुशासनहीनता उन में से नहीं जा सकती।

केवल यही मेरे सुझाव हैं।

श्री स० म० बनर्जी : उपाध्यक्ष महोदय, आज जा रेजान्युशन मेरी मोमज्जिब बहन इला पाल चौधरी की तरफ से भ्राया है वह काफी महत्वपूर्ण है। उन्होंने लिखा है :

“into the causes of the sense of frustration among the students leading to tendencies of indiscipline and violence.”

लेकिन वह भूल गई हैं कि यह जो फेस्ट्रेशन है वह भ्रात्म हत्या तक लीड कर रहा है। मेने बहुत से स्टूडेंट्स देखे हैं, मैं विद्यार्थी लोगों से गया हूँ। मैं यह चीज कहूँगा कि यह कहना कि चूकि राजनीतिक भावना उन के दिल में है इसलिये राजनीतिक दल के लोग उन्हें अपने राजनीतिक मकसद के लिये

इस्तेमाल करते हैं, गलत होगा। विद्यार्थी स्वयम् पढ़ते हैं, राजनीति के ज्ञान के लिये पालिगटकम पढ़ते हैं, एकानभिकस पढ़ते हैं, तबारीख पढ़ते हैं इसलिये राजनीति जो उन के दिल में है वह इंडिसिप्लिन का कारण नहीं हो सकती। इसलिये बहुत से भाटयो ने जो यह सुझाव रखे हैं कि राजनीति में उन को अलग रखना चाहिये यह ठीक नहीं है। ऐसा हो सकता है कि डे टु ड पालिगटकस में वे न पढ़ें, लेकिन अगर यह मकसद है कि राजनीति में वे अलग रखे जायें, तो दग वा निर्माण नहीं होगा। आज देश में राजनीतिक झगड़े हमारी एन्त-सादी हालत सुधारने के लिये होते हैं।

आज आप विद्यार्थियों की हालत को देखिये। मैं खुद कानपुर की बात बतलाऊँ, डी० ए० बी० कालेज की हालत। वहाँ ऐसा मान्य होता है कि कोई फैंट्री है। तीन गिफ्ट हाते हैं, सुबह में गुरू हाते हैं। उमी तरीके में प्रोफेसर माहब या मास्टर साहब भाषण दे कर चले जाते हैं। वहाँ यह भी नहीं होता कि किसी विद्यार्थी को उन के साथ टच रहे। मैं अपने मित्र श्री श्रीनारायण दास जी की इस बात का समर्थन करता हूँ कि विद्यार्थियों का अध्यापकों से टच नहीं रहा। कोई प्रोफेसर इस की ओर ध्यान नहीं देते, एक मशीन की तरह से भाषण दे कर चले जाते हैं, और हम का नतीजा यह होता है कि विद्यार्थी खुद अपनी इच्छा से जो कुछ पढ़ कर सीख सके, वह ठीक है। आम तौर से जो शिक्षा पढ़ति हमारे देश में है, और जो हालत आज हमारे विद्यार्थियों की है या शिक्षकों की है, उससे देश का उत्थान हो रहा है, ऐसा मैं नहीं सोचता।

इस लिये मैं शिक्षा मंत्री जी से निवेदन करना चाहता हूँ, कि यह प्रस्ताव ठीक है कि कमिशन बनाया जाना चाहिये और इन्क्वायरी होनी चाहिये, लेकिन इस देश में कमिशन और कमेटियों का एक इतिहास है। इस देश में कमेटियाँ बँटती हैं, कमेटियाँ सेटती हैं,

कमेटियाँ सो जाती हैं। इस का एक इतिहास है जिसको देखने के लिये हमें काफी मेहनत करनी पड़ती है। इसलिये कमिशन बिठा कर देश के बच्चों का नैतिक स्तर ऊँचा हो सकेगा, ऐसा मैं नहीं समझता हूँ। मैं जानता हूँ कि आज देश के लोगों की आर्थिक परिस्थिति खराब है। यही कारण है कि फ्रैस्ट्रेशन का कि आखिर वह पढ़ कर करेगे क्या, जायेंगे क्या? मैंने उस दिन एजुकेंड अन्वर्प्लायड के फिगर्स उठा लिये जा कि एक अन्वर्स्टाई क्वेश्चन के जबाब में दिये गये थे। चार लाख और कुछ हजार एजुकेंटेड अन्वर्प्लायेड हैं। इन के मुकाबले वैकेंन्सीज सिर्फ २४ हजार हैं। आप माच सकते कि करीब ४ लाख हमारे बच्चों का क्या होगा। कोई ग्रेजुएट है, कोई सायंस ग्रेजुएट है, कोई एम० ए० है। वह एम्प्लायमेंट एक्सचेंज में जा कर लटके रहते हैं और सोचते हैं कि आज के बाद होगा क्या? ब्रूट नेबस्ट? यह बहुत बड़ा सवाल हमारे नवयुवकों के सामने है कि पढ़ कर उन का होगा क्या? जिन आदर्शों की बात हमें सुनी, जिस चरित्रगठन के लिये हमें ने इतनी किताबें पढ़ी हैं, जो शिक्षा अपने ऋषियों और मुनियों के युग से ले कर आज तक हमें वे पाई है, जिससे कि हमारे प्रधान मंत्री जो न भी दाद दी है, आखिर उन को पढ़ कर हम क्या करेंगे? हमारा क्या होगा इस देश में? तो जो सेन्टिमेंट्स, जो जजबात उन के दिल में हैं वह आखिर कहीं जा कर निकलेंगे तो।

इसलिये मैं माननीय मंत्री जी से कहूँगा कि इस चीज पर ध्यान दिया जायें कि अगर किसी तरीके से विद्यार्थियों का चरित्र गठन किया जा सकता है तो उस का एक ही तरीका है। यह कह देना कि विद्यार्थी राजनीति से अलग रहें यह ठीक नहीं है। आज इस चीज का सवाल नहीं है। राजनीति उन के लिये शिक्षा की चीज है और वह रहेगी। जब तक राजनीति उन के लिये नहीं होगी, तब तक देश का निर्माण नहीं होगा। इसलिये इस पर

[श्री स० म० बनर्जी]

विचार किया जाना चाहिये। अगर शिक्षकों और अपने विद्यार्थियों दोनों की दशा को हम सुधार सकते हैं और शिक्षा पद्धति में थोड़ा सा परिवर्तन कर सकते हैं तो मैं मसझता हूँ कि आज हमारे गीब बच्चे अच्छे हो सकते हैं और आज चल कर हिन्दुस्तान के अगुवा भी हो सकते हैं।

Shri B. S. Murthy: Mr. Deputy Speaker, Sir, I am not able to agree with many of the speakers when they said that poverty and unemployment are responsible for the indiscipline amongst the students. Sir, it is not poor students who are going into the colleges and high schools. These are children born of rich parents. Then only they are able to go to the high school and the college. Poor people are not able to go to the high schools, because education in India has become very costly. This factor is enough to prove that poverty and poverty alone is not responsible is comparative.

Shri Shree Narayan Das: Poverty is comparative.

Shri B. S. Murthy: Let him go on comparing things which are not of usefulness at the present juncture.

Then, about unemployment, Sir, the student does not think of unemployment while he is a student. He does not think of the future. He thinks of the present. Therefore, it is wrong to think that unemployment is looming large and the student is becoming indisciplined. That is wrong because if unemployment is the main fear in India, what about America, where, recently we have read, four million people are thrown out of employment? There we do not find anything about indiscipline among colleges.

Shri Braj Raj Singh: 70 million are unemployed.

Mr. Deputy Speaker: He knows that. Therefore he is saying.

Shri B. S. Murthy: Therefore, Sir, I rule out that poverty and unemployment are the causes. But I would like to take one or two minutes about the real causes. One is the lack of interest among students in their studies. This may be because the textbooks prescribed are not interesting. The school room may not be attractive and the lecture given by the teacher and the behaviour and the attitude of the teacher may not be quite congenial to the students.

Sir, in olden days students from the South used to come all the way to Banaras thinking that this teacher is good or that teacher is good. We have been reading about Dr. Matthew Arnold's *Rugby Chapel* and there we find how exemplary was the teacher and how he was able to attract students. Therefore, Sir, the first and fundamental thing that must be insisted upon is that we must provide an atmosphere of congeniality to students. This is not being done and every time we think of this and that but with no avail. Therefore, I want students to be given good textbooks, interesting textbooks, textbooks that will absorb their attention and teachers, who would be like their colleagues and comrades—not the communist type....

Shri Sadhan Gupta (Calcutta-East): We are much better.

Shri B. S. Murthy:.....who could live there and lead them from the unknown to the known and from the known to the unknown.

Then, Sir, the second thing is that there is a certain lack of respect to the institutions as are existing today, the social order that is existing today and the so-called reverential attitude towards the teacher, the leader or the savant. This is another point which I want the hon. Minister should understand. Why is this lack of interest and respect for the institutions?

Because the institutions are not able to cater to the needs of the students. Go to the Gandhi Gram, ten miles from Madurai. Thousands of students are there. It is not a recognised institution, but all the men and women spend their time from 6 in the morning till 9 in the night usefully. There is no indiscipline there. They are able to spend their time quite usefully. Therefore, I think that lack of respect for institutions as are existing today is another reason for indiscipline.

15 hrs.

The third thing is this. There is a wave of idealism in the students. I do not know how they have got it that in future there will be Utopia where there will be no State, no leader, no text-books and so on perhaps as has been described by Karl Marx. (*Interruption*). Therefore, I think this sort of Utopia, this idea of leading them to Karl Marx's final goal of anarchy is also another reason.

Therefore, all these three things may be taken into consideration and not a Commission, but an educationist who has got knowledge of both the East and the West and also of the capitalist and the communist systems of education must be entrusted with the task of going round the country visiting institutions, both colleges and high schools and then try to submit his report in the matter, so that we shall be able to have a disciplined student-folk who will, in course of time, become the enlightened citizens of India.

Mr. Deputy-Speaker: The hon. Minister.

Shri Braj Raj Singh: There are still 54 minutes; perhaps the mover will not take much time for replying.

Mr. Deputy-Speaker: There are only 36 minutes.

The Minister of State in the Ministry of Education (Dr. K. L. Shrimall): Mr. Deputy-Speaker, I am grateful to my friend, Shrimati Ila Palchoudhuri for having brought this resolution,

because it does focus our attention to a very important problem. I do not agree that a commission is necessary for this purpose. But there is no doubt that this is a problem which requires special attention not only from the side of the Government, but also from the side of the people and all political parties.

I have spent a good deal of my time among students and my experience is that the student community in our country is very healthy. We have the finest of people in our universities. Our students, the youth of the country, played a very important role when we were struggling for independence and I have no doubt that if they get proper leadership, they will also make their contribution in the building up of our country. Unfortunately, sometimes there is a tendency in our country to view the problem of education and the problem of discipline in isolation from the general social and economic problem of our society. Hon. Members who have taken part in this debate have rightly pointed out that the educational problem and the problem of discipline should not be viewed in isolation, but is part of the general social and economic problem.

There is unemployment in this country and this causes frustration among the youth. Frustration causes restlessness and emotional upheavals. It is, therefore, no use blaming the youth of the country. We have to change the social and economic structure, so that the youth might play their due role in the building up of our society.

Another thing I would like to say is that sometimes there is a tendency to make a negative approach to this problem. It does not help the youth by making a negative approach or condemning their action or by suppressing their activities. The problem of discipline can be solved only by finding proper outlets for the creative energies of the youth. The youth has plenty of idealism; the youth is idealistic by nature and it is the duty

[Dr. K. L. Shrimall]

of the society and the State to provide proper outlets for their emotional energy and their idealism. Then the problem of discipline can be solved.

An Hon. Member: How to do it?

Dr. K. L. Shrimall: I am coming to the steps that we have taken and we are going to take. I am making these few preliminary remarks so that the issues may be clear about this matter.

Thirdly, I think there has been a great deal of exploitation of the youth on the part of political parties. I am not blaming any single political party; but it is true that the youth of the country has been exploited for political purposes and political ends. If all the political parties come together and realise that we have to train our youth on proper lines, if they come to a gentleman's agreement and keep their hands off the universities and colleges, I have no doubt that many of our difficulties and problems will be solved.

Shri Goray (Poona): Why don't you invite all those gentlemen round a table?

Mr. Deputy-Speaker: This advice is for all.

Shri Goray: Let all meet; that is what I am saying.

Dr. K. L. Shrimall: I do not mean to suggest that the student community can be completely divorced from politics. Politics is a part of our life; the students must study it and must naturally have their affiliations to various political groups and political ideologies. But at the same time, to ask the students to make an agitational approach does create disturbance in the quite academic atmosphere of the college and university life. In this matter, I think we all have a certain amount of responsibility.

I should like now to tell the House why it is not necessary to appoint a committee on this subject. In fact,

after hearing the discussion, I think we have had a very good analysis of the whole subject and the Commission could not give us a better analysis than this House has given. I felt convinced after this debate that there was no need really to appoint a Commission.

The problem before us is that we have to cultivate self-discipline among students. We have to cultivate the discipline of a really free and liberated man. There can be two kinds of discipline, discipline which is imposed from above and discipline which regulates one's own life—self discipline. A democratic society wishes to cultivate self-discipline and cultivate ideals for self-regulation, and it is that ideal that we have continuously to keep in our minds.

I should like to enumerate a few steps which the Government has taken for solving some of the problems, but before I come to that question I should like to say that the pressure of democracy has been so great on education during the last few years after independence that our educational institutions have found it difficult to cope with the large numbers which have entered the portals of the universities and colleges. Since independence there has been a sharp increase in the number of students in the universities and colleges. In the first year of independence the university population of India was nearly 2,40,000. In 1951-52 there were over 4,00,000 students in university classes and colleges, not including the medical and technical institutions.

Shri Hem Barua (Gauhati): But new universities have also sprung up.

Dr. K. L. Shrimall: It is estimated that the number today is 7,50,000 students and about 50,000 students are seeking enrolment in the universities every year. The number of colleges and universities have not developed to the same rate. The number of university institutions and colleges, not including the technical and professional special colleges, during the

same period was, 532 in 1946-47, 625 in 1951-52 and 746 in 1956-57. This clearly shows that there is a great deal of overcrowding in our educational institutions....

An Hon. Member: Whose fault is it?

Mr. Deputy-Speaker: Order, order. At least there should be discipline here.

Dr. K. L. Shrimali:.... and the physical facilities which should cope with these large numbers have unfortunately, not been available.

An Hon. Member: Too small.

Dr. K. L. Shrimali: Well, Sir, it is true. After all, we want funds, and the country has to tackle problems at all levels and at all fronts. It is easy to criticise the Government, but it is difficult to take up a constructive approach.

In order to release the creative energy of students the Ministry of Education started labour and social service camps. The Members are aware that for the last several years we had been running these camps all over the country. In 1954-55 the Government spent Rs. 22,82,045, Rs. 51,49,384 in 1955-56, Rs. 26,11,786 in 1956-57 and Rs. 29,85,000 in 1957-58.

Shri Braj Raj Singh: May we know the nature of the expenditure and the work done?

Dr. K. L. Shrimali: Hundreds of labour and social service camps have been held, and in these camps the youths of the country have participated in all kinds of social and constructive activities.

Then, Sir, we have also started, campus work projects, and under these projects the Ministry of Education gives grants for putting up auditoriums, or recreation halls, swimming pools and so on. We give grants up to 75 per cent. of the expenditure subject to certain ceilings to schools and colleges, and the students contribute their own through labour.

The House is also aware that recently we have taken various steps to organise sports, and physical and recreational activities of the students. We have set up coaches through the All India Council of Sports and the Rajkumari Coaching Scheme, and several lakhs have been spent for the development of sports and physical educational activities.

One of the important problems that we have to face is with regard to providing hostel accommodation for students. For this, the Ministry has been giving grants to schools, colleges and universities for putting up hostels. These grants have been given for the last several years, and loans are given without any interest. I am glad to say that many of the State Governments, colleges and universities have taken advantage of these schemes and hostels have been put up. We propose to continue this programme and if we can improve the hostel facilities that will go a long way in building up a proper community life among the students.

The question was also raised with regard to compulsory tutorial system and teacher-pupil ratio. I have already pointed out that during the last ten years since independence the number of students has considerably increased in our educational institutions. Our institutions are crowded. They do not have proper educational facilities. The greatest problem before us is to provide a proper pupil-teacher ratio. Recently we appointed a committee under the chairmanship of Shri C. D. Deshmukh. That committee has submitted its report. It has made several recommendations with regard to the tutorial system, for introduction of three-year degree course and various other measures which would improve the college and university education. That report is under consideration, and I am hoping that necessary funds would be available and we will be able to implement many of the recommendations contained therein.

I would also like to deal with some of the measures which the University

[Dr. K. L. Shrimali]

Grants Commission has taken or proposes to take with regard to the tackling of this problem of students welfare. The University Grants Commission has under consideration the setting up of a pilot scheme for students' counselling. Many of the difficulties with regard to students arise because they are not able to find proper jobs which would suit their abilities, emotions and aptitudes. With proper service of students council there would not be square pegs in round holes, and many of the difficulties of the youth would be resolved. I hope when this project, is set up it will considerably help in finding proper opportunities and jobs for the students.

The University Grants Commission has also under consideration a scheme which would provide club facilities and student homes to non-resident students, and also student health centres. One hon. Member pointed out the miserable conditions under which many of the students are living in some of the crowded cities. The difficulty is that many of our youth from the rural areas go to the cities and they do not have the proper atmosphere or facilities in these crowded cities where they might be able to carry on their studies. We cannot solve all the problems at a time, but I think this scheme, which the University Grants Commission propose to take up, of setting up proper student homes will greatly help in providing a suitable atmosphere and suitable conditions for these students who do not have proper living conditions in these crowded cities. These homes will provide reading rooms and libraries, and will also provide meals on reasonable cost. Of course, in the evenings the students can go to clubs and during the day they can sit and work under proper conditions. They also propose to set up health centres where a physical check up of students can be made and simple illness can be treated.

I would also like to inform the House that the University Grants Commission has already taken up the question of setting up a Students Aid Fund. The University Grants Commission has made a grant up to the extent of Rs. 10,000. They are expecting the students to contribute something, so that the poor students also might be able to carry on their studies in the educational institutions, and the poverty might not be a barrier for the prosecution of further studies.

These are some of the measures which the Ministry of Education and the University Grants Commission have undertaken. I am not satisfied with the work that has been done. There is a great deal to be done in order to ameliorate the conditions of the youth.

In conclusion, I would like to say that there is nothing wrong with the youth of our country. We have some of the finest material in this country, and if proper opportunities and proper educational facilities are provided, I have no doubt that they would contribute to the building up of this country as they have contributed to the achievement of Independence in our country. These are some of the efforts which we have made in this direction and if we get the support of everybody, all the political parties, to guide the students on proper lines, I have no doubt that our youth.....

Shri Braj Raj Singh: Not by the Government.

Dr. K. L. Shrimali: I said everybody including the Government. If all agree not to exploit the youth for political purposes and consider them as ends in themselves, I have no doubt that the youth would play their due role in the building up of society.

In view of what I have said, I do hope that my friend Shrimati Ila Palchoudhuri would withdraw the resolution.

Shri Hem Barua: On a point of information. The hon. Minister said that the University Grants Commission is making certain contributions towards the improvement of facilities for students and the State Governments are also expected to meet certain percentage of the contributions. But certain State Governments are not co-operating with the scheme of the University Grants Commission. For instance, I belong to a college and I know that. So, what steps do the Government propose to take to bring reason to the State Governments who are non-co-operating in such beneficial schemes?

Dr. K. L. Shrimali: I would be laying the report of the University Grants Commission very shortly. My information is that most of the State Governments have been co-operating. If, sometimes, they are not able to do it, it is not because that they are not willing to co-operate, but sometimes adequate matching funds are not available.

Shrimati Ila Palchoudhuri: Mr. Deputy-Speaker, I thank the House for having taken interest in my resolution, although many Members consider that a Commission may not be necessary. But my only plea for a Commission is this: as one hon. Member opposite pointed out, when Mr. Ghosh, the previous Vice-Chancellor in West Bengal had brought out certain facts about the situation, it was only a probe and an assessment that gave us an idea as to what the conditions are. I think we all agree with the general principle and I do not think there is any point of disagreement among the Government or the students or the Members of this House.

But I would also like to answer one point raised by an hon. Member opposite. I think it was Shri Goray who said that in foreign countries other Members take greater interest in the students and the education schemes.

In India too, they do that. After all, even the Transport Ministry takes a certain interest in establishing youth hostels and so forth. There are other Ministries who take similar interest. The Defence Ministry takes interest in the NCC movement and other things like that. The Ministry of Education also must take the main part, because whenever there is this illness—.....

Shri Goray: What I wanted to point out was that in this report they have said that other Ministries have built more schools for education than the Education Ministry itself.

Shrimati Ila Palchoudhuri: I realise that. However, I would like to point out that in India today we need a medicine for the diseases of the students when they feel frustrated. Actually, the medicament is this. The doctor is the Education Ministry but the medicine has to come from the Finance Ministry, and I suppose the Education Ministry, in many cases, is hampered because the Finance Ministry has to work out and frame the expenses.

Shri Braj Raj Singh: Both of them are here,—both the Ministries.

Shrimati Ila Palchoudhuri: I see that, However, I would like to place one point before both the Ministries. Dr. P. S. Deshmukh had a scheme which he had placed before the Planning Commission. That scheme could well be looked into and some sort of legislation even could be made from the Centre so that this scheme could go through, and the Centre and the States and the villages could participate equally in extending the educational facilities. If that is done, I think much of this problem could be solved. The overcrowding, the other disabilities and the various handicaps students labour under can only be righted by the expansion of education and not being frightened at the fact that if

[Shrimati Ila Palchoudhuri]

we have more schools, there will be more difficulty in Universities. While having more schools, we should not be frightened as to what is going to happen in our universities, how many students could be taken into our universities, etc. Expansion must be the keynote and we should not be frightened at the expansion of schools.

I will say that if the Centre has Rs. 5 crores per annum, then, a lack of teachers even with an adequate pay of Rs. 60-80 for primary school teachers, Rs. 100 for under-graduates and Rs. 120-150 for graduates could be visualised. I am sure if the hon. Minister Dr. P. Rao Deshmukh's scheme is given every importance and thought and consideration in the Planning Commission, we could see much of the end of the students' frustration.

Here, I would like to just clarify my own position. I do not think that in anyway it could be suggested that I have blamed the students. I do not. They are really very near our hearts and we have the best material in India and, as a woman, I have a very warm place for them in my heart. It is not that I blame the students. But I blame the conditions they live in. I hope the Minister will look into them. He said very kindly that he would look into this aspect. I hope he will consider Dr. P. S. Deshmukh's scheme in the Planning Commission and give a better thought to it so that these conditions may be righted.

I can only quote from the Prime Minister himself. The Prime Minister has said:

"It is not good enough for us in the Central Government to say that this is a provincial subject and an obligation, and therefore we need not worry too much about it. It is for us to worry and to find out ways and means, for, otherwise, all our schemes will be undermined by the elements of untrained and misguided humanity".

These are the Prime Minister's own words. I hope the Centre will participate particularly in this case where the States cannot by themselves tackle it, so that the students will not only be not frustrated but this idea that here is a difference between "liberty and licence and sound and noise" will be brought to their homes and hearts. Thus, they would really be able to build a new India. I hope the fullest co-operation of the Centre with the States will be available in this respect.

In view of what the hon. Minister has said, I am perforce obliged to withdraw the resolution.

Mr. Deputy-Speaker: Whether the House gives leave or not would be a different thing.

Shrimati Ila Palchoudhuri: I would certainly request the hon. Minister to accept my resolution if it is possible, because, even if I do not call it a Commission and if I call it a Committee, it would cost nothing to the Centre to appoint it. All the points could be brought home to the hon. Minister in a concise form. Then he could look into everything more adequately.

Mr. Deputy-Speaker: Does the hon. Member ask the hon. Minister to accept it or does she want to withdraw it?

Shrimati Ila Palchoudhuri: I certainly ask the hon. Minister to accept it, but.....

Mr. Deputy-Speaker: What word shall I put after "But"?

Dr. K. L. Shrimani: In view of the assurance that I have given that all the suggestions which the hon. Members have made would be looked into, and in view of the fact that we are already taking various steps for improving the general conditions of student community, and also, at the

same time, improving the conditions of teachers and the physical facilities. I would request the hon. Member not to press the resolution.

Shri Braj Raj Singh: She said "perforce".

Shri Tyagi: Force of circumstances.

Shrimati Ila Palchoudhuri: If the Minister will look into all those points, I would request the House to permit me to withdraw the resolution.

Mr. Deputy-Speaker: There is the resolution and Shri Khadilkar's amendment. There is still another substitute resolution, which was sent by Mr. Vajpayee. But that was received too late, on the 27th. Therefore, it cannot be taken into account. I will now put the substitute resolution of Mr. Khadilkar to the vote of the House. The question is:

"That for the original resolution, the following be substituted, namely:

"In view of the prevailing sense of frustration among the students resulting in acts of indiscipline and rowdyism and at times even in acts of violence, this House is of opinion that the Government should take immediate steps to provide hostel accommodation for students in the higher classes in schools and colleges, introduce compulsory tutorial system in all the colleges and prescribe number of admission to colleges so that the teaching staff could be able to keep personal touch with the students and thus restore healthy academic atmosphere which is necessary for pursuit of learning."

The motion was negatived.

Mr. Deputy-Speaker: Has the hon. lady Member the permission of the House to withdraw the resolution?

Some Hon. Members: No.

Mr. Deputy-Speaker: In that case, I will put the resolution of Shrimati

Ila Palchoudhuri to the vote of the House. The question is:

"This House is of opinion that Government should immediately appoint a high powered Commission to enquire into the causes of the sense of frustration among the students leading to tendencies of indiscipline, violence and rowdyism and the consequential disquiet prevailing in the country and to suggest ways and means for its removal."

Those in favour will please say 'Aye'.

Some Hon. Members: 'Aye'.

Mr. Deputy-Speaker: Those against will please say 'No'.

Several Hon. Members: 'No'.

Mr. Deputy-Speaker: I think the 'Noes' have it. The motion is negatived.

Some Hon. Members: The "Ayes" have it.

Mr. Deputy-Speaker: All right. Let the lobbies be cleared.

Shri S. M. Banerjee: Nobody has asked for division.

Mr. Deputy-Speaker: Then I presume that nobody wants a division.

Some hon. Members: Yes.

Mr. Deputy-Speaker: Then I declare that the Resolution is negatived.

The Resolution was negatived.

Mr. Deputy-Speaker: We will now take up the next resolution. Now Mr. Dwivedi, who has authority from Shri Narasimhan.

Shri M. L. Dwivedi: I am not moving.

Mr. Deputy-Speaker: Then I will take up the next resolution of Mr. Bhakt Darshan.

Shri Goray: The House is taken by surprise.

Mr. Deputy-Speaker: I have to take up the next item.

Shri Goray: May we know why Mr. Dwivedi is not moving the resolution?

Mr. Deputy-Speaker: That is for him to say. I cannot ask him the reasons. When I call him to move his resolution, if he stands up and says "I am not moving it", then I have nothing further to ask him.

The next resolution is of Shri Bhakt Darshan. He is not present; nor has he authorised anybody to move it.

The next one is of Mr. Rameshwar Tantia. He is also absent. With that, the list is over.

15:35 hrs.

*The Lok Sabha then adjourned till
Five of the Clock*

*The Lok Sabha re-assembled at Five
of the Clock.*

17 hrs.

[MR. SPEAKER *in the Chair*]

PRESENTATION OF GENERAL BUDGET

Mr. Speaker: The hon. Prime Minister. More correctly, the hon. Finance Minister.

The Prime Minister and Minister of External Affairs and Finance (Shri Jawaharlal Nehru): Mr. Speaker, according to custom, the Budget statement for the coming year has to be presented today. By an unexpected and unhappy chain of circumstances, the Finance Minister, who would normally have made the statement this afternoon, is no longer with us. This heavy duty has fallen upon me almost at the last moment.

The times are not propitious in many ways and within the last few days all of us here and the entire nation has suffered a grievous loss by the passing away of a leader of our

people who had been a tower of strength to all of us both in the days when we were in the wilderness and when a measure of fulfilment came with its new problems and burdens. So I stand before this House today with a sense of desolation and a feeling of unfitness for the task that fate and circumstance have thrust upon me. I seek the indulgence of this House.

Last year, my distinguished predecessor in this office presented a Budget statement which, in some respects, was unusual and which involved substantial additions to taxation. Some novel taxes were introduced and an attempt was made to bring about gradually a reorientation of the tax structure of the country. I believed then, and I believe now, that this was the right direction for us to travel and that we should continue to pursue this path. With experience we may no doubt make changes here and there and advance further in that direction, but I think that the major steps that we had taken last year have to continue. The times we live in and the problems that our country has to face do not permit a static or complacent approach or any avoidance of the burdens which inevitably accompany an attempt to advance with some speed. Our objective of striving peacefully and co-operatively towards the realisation of a socialist pattern of society also prevents us from thinking or acting along the old grooves, or seeking some present respite by slowing down or halting development. While we should always be prepared to reconsider the methods we adopt, should this become necessary, we have to strive with all our strength for our planned development by conserving all our resources, increasing production and trying to ensure progressively a more equitable distribution, and thus to raise the standards of the great mass of our people.

In the circumstances that we face today, I can only present before this House what might be called a pedes-