

Shri V. F. Nayar: Even one voice is enough for putting it to vote.

Mr. Chairman: I have taken the general sense.

The Resolution was, by leave, withdrawn.

COMMISSION TO INQUIRE INTO
INDISCIPLINE AMONG STUDENTS

Shrimati Ila Palchoudhari (Nabawip): Sir, I beg to move:

"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 rowdiness and the consequential disquiet prevailing in the country and to suggest ways and means for its removal."

I have brought forward this Resolution in the background of student unrest in many places. There has been a deplorable demonstration in Ahmedabad. There has been intimidating of teachers and invigilators. There has been beating up and maltreatment of teachers leading to what may almost be considered as culpable homicide some years ago because permission was refused to promote a student who had failed. After all, this sort of unrest creates a feeling of frustration amongst students. On the other hand, this has also happened. There has been firing on students and even deaths in the melee and the lathi charge and attempt to establish discipline.

We have student indiscipline not only in India. There is student indiscipline in many places in the world. India is not the only place which is suffering from this sort of thing from the students. In Burma, for instance, there has been so much of indiscipline that institutions have had to be closed down. Mr. Chew, Minister of Education in Singapore has said that not

only institutions have had to be closed, but students' unions have had to be dissolved and teachers dismissed. Not only that. It has happened that schools were not able to maintain discipline unless they were helped by the police and the administration. In some States, public examinations have had to be withheld because students in an organised manner claimed that they must have the "freedom to copy". When all this is there, I think it is time that things were probed into and the causes found why there is so much unrest.

To my mind, there are three causes mainly that lead to student indiscipline and unrest: (1) economic conditions in their homes; (2) lack of employment after their studies are over and also lack of personnel to teach them and the terribly inadequate salary of the teachers; The third is the dabbling of political parties with students.

First I will deal with the one I have stated first—economic conditions in their homes. This is a question that touches all aspects in India. Students form the future India and their homes form the background of the students. In this case I will say that one of the direct causes of economic insufficiency is our birth rate which is 40 per thousand. If you compare our birth rate, you will see that in the U.K. it is 15.4, U.S.A. 24.6, Japan 15.5 and Germany 15.8. In fact, our rate is 2.5 times more than any other country of the world. So, if we want to create economic sufficiency, I think the first step to be taken is to bring the means of family planning to the rural areas and to the homes of the students, so that what there is available may be made available to all children in a limited family, so that the student, at a time when his mind should be free of all worries, is not burdened with the idea that his family is starving because he is allowed to go to school. The only way that can be corrected is by bringing the aids of family planning to the rural areas.

[Sbrimati Ila Paichoudhuri]

Secondly, the education of the parents must be taken up in right earnest. In China this has been the practice right from the primary stages, because the good work done in schools is often undone at home. I think adult education should do a great deal in training the parents how to deal with the children at home after they come back from school; their activities should be properly channelised, and guidance and help should be given to mothers at home, and the home environment looked after. I think if we could do that, we would have created the atmosphere where student unrest and frustration would gradually see the end of its days.

Next I would say that surely some provision must be made for hostel accommodation for students, where the home, one finds, has an atmosphere that is most unhealthy for study. It is one of the matters where a commission would be very useful. An assessment was made in West Bengal as everybody knows, and the appalling conditions prevailing were brought to light when this assessment was made, of disease, poverty and malnutrition; and one must read the statistics given to believe it. If such an assessment is made I think a commission is the only thing that can probe into these cases and then say whether the students' homes and students' hostels can give adequate relief to students so that at least the greater part of their day could be spent in surroundings that are interesting and healthy. If a certain percentage of funds for projects and plans needs to be diverted to this matter, surely it should be done, because what shall it profit us to have a steel plant if we lose our youth?

The second cause is the lack of employment after completion of their studies and the lack of teachers to teach them. This is very difficult because of course we have not expanded our economy to the extent that we can give full employment to everybody, but if a survey is made and the

number of persons for each sphere is sort out and students guided to study on those lines, I think in the foreseeable future we can employ those students in those spheres they have studied for, and we will see some light in this great darkness.

Here I should certainly bring to the notice of the Government the fact that we have so much unemployment, so why do we not employ more teachers. In other countries, in more advanced countries, the ratio of teacher to student is one to ten even, but here the teacher is faced with a class of 200 students or even more. How can he has contact with the students? I would appeal that the Centre should take over a good part of the burden of primary education. Unless that is done, I do not think it is possible for the States to give adequate salary that would be really needed to give the teacher a living wage. I think there is already in the Centre a scheme, placed before the Ministry by Dr. P. S. Deshmukh, if I am not mistaken, and I understand it has even had the Prime Minister's blessings. It would need, I think, only Rs. 25 crores, but it would ensure the employment of at least a lakh of teachers every year. Their salaries should certainly be Rs. 60 for the primary teachers, Rs. 100 for an under-graduate and Rs. 120 to Rs. 150 for a graduate. That would be the minimum living wages on which a teacher would be able to work without worrying about his domestic needs. If we can employ a lakh of teachers every year, we can employ 5 lakhs in five years, and that is some sort of employment. I hope the Government will look into this and assess the conditions that can go into making this a reality.

Thirdly is the question of the dabbling of political parties with students. At the very outset I would like to clarify the position, that it has always been the practice to say that our freedom movement is at the root of all evil that the students are doing at the moment. The freedom movement and

Mahatma Gandhi have become a convenient peg on which to hang everything that happens in the country. I would like to quote from the *Harjan* of August 17, 1947 where Mahatmaji himself has written:

"A student's duty is to study the various problems that require solution. His time for action comes after he finishes his studies. He must eschew active politics."

In the light of these views of Mahatmaji, there is no reason why the freedom movement and Mahatmaji should be brought into every aspect of student indiscipline, because that is not what Mahatmaji preached; his life itself was discipline and he would never preach indiscipline.

I may say that more powers must be given to the teachers to control with a strong hand any political parties that dabble with students, because the teachers and the headmasters, the authorities in schools and colleges must have complete power to put down any kind of political exploitation of students, and Government must support it

In students' unions in Oxford and Cambridge, the unions are there for the welfare of the students, and the student who is a brilliant speaker usually has the opportunity to mould himself into a good speaker and put his points across, whereas in India what are the students' unions? They have become a field for collective bargaining which really has nothing to do with student welfare. That is the kind of thing that we have to stop if we want students to apply their minds to what is their real work, namely study.

On the other hand, it is also true that if we want students to realise the status they hold in the country, rural institutes and rural universities must become a thing of reality. It has remained a nebulous thought; it has not really become a reality. It is true that the only way in which you can solve unemployment today is by pursuing the village arts and crafts, the village occupations, with more skilled

means. That is the only way that you can at any time abolish unemployment; there is no other way; that is the only way in which you can get to do what we are planning today, i.e., the widening of the mind in the rural areas. So, rural universities and rural institutes must find a place in the scheme of things from the Centre.

Lastly, if you want political parties not to dabble with students, the only way you can keep away students from political parties is by giving them other channels of activity. Extra-curricular activity is the only thing that will keep the young mind and the young body engaged. There also, I think the Government has the welcome scheme of national discipline and the NCC and the ACC. The funds allotted for the National Discipline Scheme is Rs. 50 lakhs for the Second Five Year Plan which is really inadequate.

The NCC and the ACC are also welcome measures. But in the rural schools and colleges, it is not always possible to have them, and there scouting and guiding come into their own. But the funds for these are very little. In West Bengal, for instance, I know that the funds are somewhere in the region of Rs. 6,700 per year for guiding and perhaps a little more for scouting. I dare say that it is much the same in other States also. That is totally inadequate. Scouting and guiding can give the necessary impetus for the activity of the students in the best way possible because they improve their health, they improve their minds, and give them pleasure and discipline at the same time. I hope the Centre will come forward and increase the grants for this purpose so that the sense of frustration and the whole atmosphere of indiscipline can have a thorough change.

If we want to change the atmosphere today, then there must be a probe into the causes of student indiscipline. The material of young minds and young bodies that we have in country are lovable; they are not intrinsically bad. It is for us to mould that mate-

[*Shrimati Ha Palchoudhuri*]

rial for a future India. It is only when we have found out a good formula, a workable formula, for the salary of teachers, it is only when the adequacy of teachers, the amenities for students etc. have all been placed in the right perspective that we can hope to achieve what has been prophesied in the Old Testament in Joel:

"It shall come to pass that your sons and daughters shall prophesy,

Your old men shall see visions,
and Your young men shall dream
dreams."

Sir, the old men must first see visions before the young men can dream dreams.

I hope Government will consider my resolution with sympathy and I commend it to the House for its support.

Mr. Chairman: Resolution moved:

"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."

There is an amendment to this tabled by Shri Khadilkar. If he wants to move it, he can do so.

Shri Khadilkar (Ahmednagar): I beg to move:

"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."

Though the resolution moved by the hon. lady Member correctly diagnoses the symptoms of the disease, the remedy that she has suggested is of a conventional type in the sense that when we are faced with a situation we say that the best thing is to appoint a committee or a commission, and when things are very bad, an independent judicial commission and so on. I personally feel that this is a negative approach. Of course, I do not say that our Education Ministry has not got capable people to look into the problem. But the point is that particularly since the attainment of freedom, or the end of the war, not only in India, but as the hon. lady Member has pointed out, all over the world, a certain lack of discipline, in the eyes of the elders, is found among students.

Shri Nath Pai (Rajapur): That is a reflection on the elders.

Shri Khadilkar: We must find out what the causes are for the lack of discipline that we occasionally see among the student community. We shall have to go a bit deeper into the matter. Instead of suggesting a symptomatic remedy which quack doctors do, let us try to remove the root cause of the disease.

My approach to the problem is more constructive, because the problem is very urgent. I feel that our Education Ministry has completely failed to understand the implications and the wider or longer effects of the present state of affairs that we find in the so-called institutions of learning. The war has shattered completely old values, old norms of life. And new social values are yet to emerge and get the social sanction. If we were to

look at the present conditions—what do we find there? There we find under-paid teachers; there we find overcrowded classes; there we find young boys from the rural areas who have a thirst for learning have come and they want to get more and more knowledge, but what is doled out to them by our Education Ministry with all their plans and reports? We have lot of such plans and reports. If the hon. lady Member were to go through all the documents published and the schemes adumbrated by the Education Ministry, she will find that the work done is so much, that she will be overwhelmed by the material at her disposal.

Shri Nath Pai: She would get a doctorate.

Shri Khadilkar: My point is this. It is no use saying that political parties are dabbling with the students' life. I started my political life as a student, and I was expelled from the M. A. class because of my political activity. I think many of the hon. Members here have also started their political life as students.

Shri Nath Pai: Most of them.

Shri Khadilkar: They must have started their political life as students with a little bit of seriousness for political work as well as the social development of this country. If they were to confess honestly, they would say that they have started their political life during the student days. If so, why should you blame any political party? When you blame political parties, you must see also what the ruling party is doing. Let me point out an instance.

Shri Nath Pai: That is the culprit.

Shri Khadilkar: In Madhya Pradesh, I know the vice-chancellor of a university, who is a well-known agitating politician of the ruling party. I do not know what his qualifications are. But he is a member of the local Congress executive, and an aspirant for its chairmanship; in the Congress Party, he is a very active politician.

Let me now give you another instance, and that is the case of the General Secretary of the All India Congress Committee, Shriman Narayan. I had occasion to visit Wardha, some days back where he was supposed to be the principal of a college. Of course, I know he has left the principalship.

16.26 hrs.

[MR. SPEAKER in the Chair]

But even while he was the principal, he was more active in politics than in doing his duties in the class-room or in trying to discipline the students. Therefore, it is no use blaming the political parties and saying that they are inciting and they are agitating and, therefore, this trouble has started.

Shri Thirumala Rao (Kakinada): On a point of order. Can the hon. Member go about criticising a gentleman who is not here to defend himself?

Shri Nath Pai: He is stating facts. It is an important point.

Shri Thirumala Rao: They are not admitted facts, but they are disputed facts. What is the point in talking about what Shriman Narayan has done or has not done when he was the principal of a college?

Shri V. P. Nayar (Quilon): Is it not a fact?

Shri Khadilkar: If I am making a statement which is not based on facts, of course, the Minister is there to reply and refute it.

I was referring to the vice-chancellor of the Saugor University. If you want me to mention his name, I can do it. But it is very familiar.

Shri Nath Pai: Every Member knows it. So, the hon. Member need not mention.

Shri Khadilkar: Let me tell you how he was elected. Normally, chancellors never go to the university meetings. But because there was a lot of opposition, the chancellor himself went there personally and brought

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pressure and got him elected. If the elders are behaving in such an undisciplined way, how can we expect the youngsters to behave in a disciplined manner? It has become a fashion nowadays to go and criticise the students, and everybody going to the students' gatherings wants to sermonise and tell them that they have now developed a bad habit, some sort of a disease has entered their minds, and they are behaving in a wayward manner.

I would particularly like to appeal to the elders to consider that the students are the next generation. You must understand them. If you have got young sons and daughters going to colleges and if you try to suppress them, they revolt. You have got to try to understand their mind, their inclinations, their social attitudes. These are different from what was yours. You had been brought up in a different atmosphere, with a different mould altogether, with a different outlook on life. The new generation is coming and they are seeing sputniks. In your early childhood days, you had not even seen motor cars. You must understand that Your mind was going with the bullock-cart (*An hon. Member*: still going). Unfortunately, the thinking was at the speed of the bullock cart. There is a lack of understanding of social and physical change, change in the physical sciences, which is affecting the mind of the younger generation.

Therefore, this type of attitude 'appoint a Commission; diagnose the disease, then publish a report and do nothing' is a negative attitude. The ruling party, which is wedded to build up a constructive way should consider the building up of the next generation as their primary task. The coming generation is going to be the builder of the nation. What have you done for them? In the schools and colleges you have provided, have you gone to them with a sort of parental approach and tried to under-

stand their problems? Do teachers do that?

Therefore, I would make this suggestion: let the teachers take the responsibility. How shall it be done? I know from my experience that people come to colleges from 20 or 30 miles distance. They have no means to settle down in an urban area. It is all right for people to say, 'start rural Universities'. But today the bias is more in favour of scientific training. Advanced training is bound to be scientific training. If you go to colleges and find out what is the proportion between science and humanities, you will find that the proportion has radically altered; the majority of the students want to take science courses, they want to enter engineering institutions or medical colleges.

When we see all this, it is the duty of Government, which is out to spend hundreds of crores of rupees on planning and social reconstruction with socialist ideals, to find out who are going to be the builders of our socialist society in this country. But Government have totally neglected them. They call them 'rowdies'. The hon. Minister is here; modern psychology tells us that this is not the way to tackle a problem of this nature. It is a very tender plant in a changed atmosphere. You have got to rear it up. You must make a proper, understanding approach to the whole problem.

Therefore, I have suggested that it is your duty now to introduce hostel arrangement in every centre. Pupils live in dungeons. We say that they are slums. You know how students in Bombay are living. There are two types of students. We must understand them. We talk very easily of Oxford and Cambridge. It is unrealistic to talk of these centres of learning when we are considering our problem. The standard there is very different. Per student in the higher colleges and institutions, we spend hardly Rs. 500 and there it

costs Rs. 20,000 per student. That is the ratio of expenditure.

If we see the advertisements in newspapers, what do we find? They say the college is just three minutes' walk from the railway station. This is what we find at the opening season in Bombay and elsewhere. The students want to earn while learning. The majority of students today do not take to learning with a view to become *pandits*. The scholastic approach is lacking altogether. It is an approach dictated by life. They want to earn. To earn better, they want a degree. This is the common man's approach, the approach of the majority of students to education. Therefore, it is no use talking of Oxford and Cambridge.

Shrimati Ila Palchoudhuri: May I interrupt for a moment and clarify a point?

Shri Khadilkar: Every Chancellor repeats this slogan parrot-like, because many of them are brought up in that old world atmosphere.

I would very humbly submit that along with proper hostel accommodation, there should be tutorial system introduced in colleges, limiting the number. I know this from my own experience. I was educated in the Fergusson College, a well known institution. Hardly a thousand students were there and we used to say that our college had got the highest number of students. Now, the number has gone—the buildings are the same and, the staff has not increased proportionately for lack of finance—to more than three thousand pupils. So the question of admission is very important.

In cities like Delhi, we have graded schools. Then again, rich people send their children either to Mussoorie or to Dehra Dun, but the common people, who come from rural areas, have got to look to education not only from the point of view of learning but as a means to earn their bread. The present arrangement, unfortunately,

creates a lot of misfits because there is no planning in education to see that after education they are properly fitted into the process of reconstruction and properly employed. That is completely lacking.

I know that already at Aligarh there is hostel accommodation. Make it compulsory for students at every college centre.

Shri V. P. Nayar: It is abominable; he ought to see it.

Shri Khadilkar: I have not seen it. But I know that there is something at least.

Shri V. P. Nayar: Worse than something.

Shri Khadilkar: Then there is the question of the tutorial system. As you know, in other countries examination has less significance. There, they watch very closely how the student works during the year. Here after a year's teaching—whatever teaching is given in the classroom—the student is to be examined in three days. Sometimes, if there is a *viva voce*, he will be disposed of in twenty or thirty minutes.

I would suggest that the method of examination also must be changed. You stamp the tender mind with failure at the early stage. Instead of stamping him with failure, if you alter the system of examination, I am certain you will have a better product. He will be properly guided according to his aptitude and then selection will take place, as to whether he is fit for engineering, for medical course, for humanities or for some other technical or non-technical job. Unfortunately, this sort of planning by the Education Ministry is completely lacking. Instead they try to produce different types of literature, brochures and other documents and do tremendous work in that process.

In conclusion, I would again appeal to the hon. lady Member to make a constructive approach, instead of

[Shri Khadlikar]

wanting the appointment of a Commission, by accepting my substitute Resolution. I would also appeal to the Minister to look, as the hon. lady Member said, with a little more vision. Do not go with the bullock-cart in an age of sputniks.

Shrimati Ila Palchoudhuri: May I clarify a point?

Mr. Speaker: Let me place the substitute Resolution before the House.

Amendment moved:

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".

Shrimati Ila Palchoudhuri: The hon. Member opposite just now said that I compared our standard with that of Oxford and Cambridge. I did not do so. All that I said was that the students' unions of Oxford and Cambridge were utilised for intellectual pursuits, whereas the student unions in India are rather the opposite and are used as political forums.

Shri D. C. Sharma (Gurdaspur): Mr. Speaker, Sir, the two speakers who have preceded me have practically made a plea for the overhauling of our educational system. I do not

want to cover that ground. I want to restrict myself to the four corners of this resolution and the amendment which has been proposed.

It is said that our students show tendencies' of indiscipline, violence, rowdyism and there is consequent disquiet prevailing in the country. I think it has become a habit with some of us to highlight some of these aspects of youthful behaviour of students in our country. I do not see any reason why we should single out young students as examples of indiscipline, violence and rowdyism and all that. I would ask every friend of mine, whether in the House or outside the House, to put his or her hand on the heart and ask himself or herself whether we grown-ups who have outlived the student stage are not guilty of these things. I think we, who are older than these students in age, who are more experienced and who have a greater idea of goings on of this world are guilty of indiscipline, violence and rowdyism to a much greater extent than the students. Therefore, I think this high-powered commission is needed to go into the behaviour of the grown-ups rather than the students.

I have some experience of the students and I would say that the faults which are laid at the doors of the students are magnified and are exaggerated out of all proportion. I would say that our students are not to be tarred with this kind of brush. It has been said that in Oxford this thing happens; or in Cambridge that thing happens. I do not want to institute any comparison between the students of India and of Oxford or Cambridge or any other country.

I am reminded of a story about a young Oxford or Cambridge student— I do not remember to which University he belonged, but certainly he belonged to one of those Universities. His father came, and he showed him round the place; told him, "This is

my college; this is my hostel' and all that. Then, when he came to the room of the Principal, he took a stone and threw it at the window of the residence of the Principal. This is a well-known story. I do not say that all Oxford student behave like that. But, I would say that it would not do us good to hold up before our students always examples of Oxford or Cambridge or Harvard or Princeton or other Universities.

I would say that no high-powered commission is needed to go into causes of frustration of our students. I think a wave of frustration is passing all over the world. It is passing over all sections of society. It is engulfing all the strata of population in every country of the world. And if students have that sense of frustration, I do not see any reason why any Commission should be appointed.

The hon. Member who moved this resolution gave the economic and other causes. But, there was one big cause which was not given. And, that is the psychological cause. Our students pass through a period which is known as the period of adolescence; and some of the things of which our students are thought to be guilty in the wrong sense of the word are those which stem from that stage of life which is called adolescence. I think that the stage of adolescence is something which is to be found all over the world and the students are there.

Sometime back I read an essay of Lord Bertrand Russel on 'Cynicism' and in that he said that the young men all over the world are passing through a wave of cynicism. He particularly pointed out that the young men of India are not a prey to that cynicism. What was the reason for that? The reason was that at that time our students were consecrated or dedicated to certain ideals. It was the ideal of freedom for which our students were fighting at that time. Lord Bertrand Russel thought that the students of India scored over the

students of other countries in that they had a very constructive ideal.

If we want to do all these things, of course, hostels are necessary. The tutorial system is necessary. I would say that the ratio of teacher to students should improve; I would also say that the students should have more opportunities for employment. I read only this morning that U.S.A. has a large number of unemployed people. All these things are there.

But, what our young men in India need at this time is constructive ideals, inspiring ideals and stimulating ideals. At one time, they had the ideal of gaining freedom for the country. I blame myself for that—I blame the teachers of India for that. Somehow or other, after we had attained freedom, we have not been able to imbue them with the spirit of building up a greater India, a finer India and a better India than we had when the British were here. We have not been able to enthuse over this idea.

I think the ideal to be placed before young men and women of our country is not the prerogative of teachers only. What do you think of the teachers of these denominational schools, of what you may call coaching academies? The textbooks are those which were written at a time when India was a subject country; they smack of the eighteenth century. My friend was talking about the bullock-cart age. He was right. Our textbooks have the old flavour of a world that has ceased to exist.

I would say that if we want that our young men should have a proper perspective towards our national problems and should eschew all these harmful things, we should try to give them some vision of what we are doing. For instance, there is the scout movement. There is our National Discipline Scheme. The Ministry of Education has the Youth Welfare Movement and I think it has branches all over the country, in the Universities.

[Shri D. C. Sharma]

The University to which I have the honour to belong is going to have a branch of the youth welfare movement. All these things are there. But the difficulty is this. We are not making right and proper use of these agencies which are there for building the correct outlook of the students. If you want to have hostels and all that, it is only tinkering with the problem. The whole educational system has got to be overhauled but we have not got to appoint a Commission for that. We have already got what we call basic education system. Given the right kind of finance, right kind of teachers and the right kind of atmosphere, if our Ministries at the Centre and the State level implement the basic education system and bring that into being with vigour, drive and enthusiasm, most of the ills which are attributed to the students would cease to exist.

I do not want to talk in terms of this religion or that religion. The British theory has been that citizenship can be taught in an indirect manner. I do not know what the theory is now. At one time they said that all these things should be given to the students in an indirect manner. If you want that our students should, as the hon. Mover said, become assets of our country and be able to translate into action the dreams and visions of the people, some kind of character education, education for character building, should be given to them. I do not say you can give them education which will make them good Hindus or Sikhs or Christians or Musalmans. I do not say that. That is the function of their homes. They should get such education in their homes. So far as character building is concerned, we must give them those fundamentals of decency, those fundamental values of civilisation and good life in the schools and colleges. These are necessary for building up our nation and our country.

I think it is not necessary to appoint a commission. All that the Commis-

sion ought to do has been done already by the hon. Mover and the person who proposed the amendment. They have given the reasons. The remedy has to be found. They have suggested some remedies. The remedy lies in this. We must give a new turn and a new direction to our educational system. We must think that education does not mean only the passing of examinations and preparing students for administrative or technical services. Education is not only for a degree or diploma or even employment. Education is for life. We want life, more and more of life in the context of free India, of an India that is being built. That can be done only if our universities and the Ministries at the Centre and the States take it into their heads to implement the scheme of basic education. With that I am sure the problem will be solved.

Dr. K. B. Menon (Badagara): Mr. Speaker, the subject matter of the Resolution—frustration among school boys and the consequent indiscipline, violence and rowdism among them—is to me more a symptom than a disease. Little boys in elementary schools and adolescent youths in high schools and colleges are just like politicians—they are weather-cocks who are sensitive and reflect every shift from the normalcy in their environments. If these boys and girls who go to schools feel frustrated or behave in an indisciplined manner, the cause for it is to be sought in the institutions in which they grow up, namely, the family, home and the school. We should, therefore, direct our attention more to setting right the conditions under which they grow rather than to frustration or indiscipline which they exhibit while they are in these institutions.

I concede there is frustration but I do not feel that indiscipline is so rampant as to demand an enquiry. I am of course speaking from my experience of students in schools in the south; my experience is restricted more or less to that area. There are

isolated instances of indiscipline in schools but if we speak of indiscipline in general as the speaker who preceded me pointed out, the malady is not restricted to school children. It is more or less a national one. It is nothing surprising for a nation that has come out from serfdom and found freedom. That kind of indiscipline is natural; in any society of that type, there is bound to be more insistence on rights than acceptance of responsibility. Consequently, there will be a certain amount of indiscipline but that indiscipline will correct itself in course of time. We may help in the correction of that indiscipline through a system of education that is suited for democracy. We have not that today but we may try to evolve it in course of time.

Frustration is the result of restrictions imposed upon the free growth,

development and expression. What the child needs and seeks is a healthy home and a happy school where it may grow and develop and find expression. We do not provide either 90 per cent or even more than that of our homes are very poor and are not in a position to afford an environment where a child may grow properly. 90 or even 99 per cent of our mothers are uneducated in the modern sense and are incapable of training a child in the modern world to meet the conditions of competition that the child faces today.

Mr. Speaker: The hon. Member may continue the next day.

17 hrs.

The Lok Sabha then adjourned till Eleven of the Clock on Monday, the 17th February, 1958.