

Clause 17— (Power to make rules)

Shri Raghubir Sahai: I beg to move:

Page 8, lines 16 and 17,—

for "by the Governing Body in the prescribed manner" substitute "in the Official Gazette" (10).

Page 8,—after line 17, insert—

"(3) The Central Government shall cause every rule made under this Act to be laid as soon as may be after it is made before each House of Parliament, while it is in session for a total period of thirty days, which may be comprised in one session or in two successive sessions, and, if before the expiry of the session, in which it is so laid or the session immediately following, both House agree in making any modification in the rule or both Houses agree that the rule should not be made, that rule shall thereafter have effect, only in such modified form or be of no effect, as the case may be, so however that any such modification or annulment shall be without prejudice to the validity of any thing previously done under that rule." (11).

Mr. Deputy-Deputy: I shall now put the amendments to the vote of the House.

Amendments Nos. 10 and 11 were put and negatived.

Mr. Deputy-Speaker: The question is:

"That clause 17 stand part of the Bill"

The motion was adopted.

Clause 17 was added to the Bill.

Clauses 18 and 19 were added to the Bill.

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

Dr. K. L. Shrimali: beg to move:

"That the Bill be passed"

Mr. Deputy-Speaker: The question is:

"That the Bill be passed"

The motion was adopted.

14.56 hrs.

RESOLUTION RE: SOCIAL SERVICE BY UNIVERSITY STUDENTS—
Contd.

Mr. Deputy-Speaker: The House will now resume further discussion of the Resolution moved by Shri D. C. Sharma on the 16th March 1962 regarding social service by university students. Dr. K. L. Shrimali may continue his speech.

The Minister of Education (Dr. K. L. Shrimali): When the House rose the other day, I was trying to explain that this idea of national social service was mooted by the Prime Minister recently. But this has not been a new idea altogether. In fact, if we look at the history of our national struggle, we would find that practically all the leaders had laid great emphasis on introduction of some kind of manual labour or social service by the students. Gandhiji focussed our attention on the great value, moral as well as intellectual, of introducing labour in the educational institutions. In fact, his whole concept of basic education developed out of this idea, that is, centering education round some kind of work and making education a little more realistic.

Government has been considering as to what we could do to give a concrete shape to this idea which has been with us for the last several years. It would be remembered that this matter was discussed by the Central Advisory Board of Education in 1950, and the Board recommended that manual work should be introduced on a voluntary basis. Again, when the First Five Year Plan was drawn in 1952, great stress was laid over compulsory labour and social service for a period of about one year. So, as early as the First Plan the idea of

[Dr. K. L. Shrimali]

compulsory social service was with the Government.

It is not only in our country that people are thinking of having some kind of social service for students. If we look at the educational systems of other countries, we will find that several other countries have successfully tried this idea of social service. Here I should like to make a brief reference to the work that has been done in Yugoslavia. During the first half of 1946, 7 lakh young persons gave about 60 lakhs volunteer work-days, built several thousand new houses, repaired 5,700 damaged houses and 805 school buildings, tilled about 16 lakhs acres of land and planted 10 million saplings.

15 hrs.

From 1946, several major projects were taken up by the youth brigades. The first such projects was the Bracko-Banovici Railway of which 90 kilometers were completed between May and November 1946 through the voluntary efforts of over 62,000 youths working in shifts of two months each. Similar projects were undertaken to build the Samac-Sarajevo Railway with over 217,000 youths. In addition, seven minor railways and miniature railways for children were also built. Other types of projects included building of industrial plants and factories, erecting water power stations, digging canals and regulating the courses of rivers. When these boys were working in camps they were given free board, lodging and work clothes and travelling expenses from their homes to the site of the camps were met. No other payment was made in cash.

It would also be remembered that during the period of depression in the United States a large number of young men and women worked in the Civil Conservation Corps or the CCC. During that period a number of projects were undertaken by young men and women. Some of them were studying in the universities.

So, when we talk of this social service for our young men we should remember that it is not something which is peculiar to India. In fact, several other countries have. I quoted the example of Yugoslavia where big projects have been undertaken and completed by the youth of the country. There is, however, a prejudice in our country. The prejudice is deep-rooted. I do hope that it dies slowly, but it does die and we are able to realise the significance of social service in education. It brings a kind of intellectual and emotional awareness among the youth. When the youth are participating in the projects which are directly related to national reconstruction they certainly identify themselves with the country. They have the exhilarating feeling that they are doing something worth while for their country. That itself is a great experience. So, as far as the utility of social service is concerned, I think it will be generally agreed by all sections of this House that social service can be a very valuable addition to our educational system.

The question that we have to examine is whether we can introduce it on a basis of compulsion or whether we should allow it to remain voluntary. As I have said, the hon. Prime Minister himself suggested at one stage that we might make it compulsory. Naturally, in a matter like this we would like to carry the public with us. The whole scheme would be defeated if we do not get the cooperation of the students, the parents and the public. In a big venture like this it is of the utmost importance that people should understand the utility and importance of social service before we make it compulsory. So, this matter has been before the Government and we have been examining its various aspects.

This matter was discussed at one of the Education Ministers' Conference also and it was agreed that for the time being pilot projects might be taken up on a voluntary basis instead of making the whole scheme compul-

sory on a nationwide basis. Whether we should make it compulsory or should allow it to remain voluntary is a matter which we can see after these projects have worked for some time. We do not want to jump into this adventure without making sure of the steps that we are taking. It has been examined by working groups, the inter-ministerial meetings and the committees. A committee was appointed of which Shri Deshmukh was the Chairman. The thinking in the Ministry at present is that it would be much better to set up pilot projects on a voluntary basis rather than make it compulsory rightaway.

Another difficulty which was envisaged in making it compulsory was finance. We made rough calculations. I have said that if the boys are brought in camps, it is obvious that they will have to be fed. We might not pay them anything but certainly we cannot expect them to pay for staying in camps. We will have to meet their boarding and lodging expenses. According to the calculations made in the Ministry it was found that the total number of students that may have to be covered over a period of five years would be about 10.13 lakhs and the expenditure on the scheme would be approximately Rs. 111 crores. Even if we want to make it compulsory, I am afraid, our finances would not permit it.

After considering all these aspects we have decided that to start with it would be a good thing to start pilot projects. Now, hon. Members might say that some kind of voluntary service camps have been going on for the last several years. We are also examining to what extent these camps have been successful and whether the work that the students have done is worth while. In all these experiences, naturally, the educational aspect has to be given the greatest importance.

After considering all these aspects we are proposing to set up pilot projects where university students could come either for a short period or for

a long period. But they will all be engaged in some kind of a continuous project and the project must be of some social and economic value. For example, if they are building a road, it is no use building a road which will be washed away during monsoon. They must build a road which would be of a permanent value. We have seen how in Yugoslavia some big projects have been undertaken by the youth of the country. So, if they are properly organised there is no reason why in our country also we cannot succeed.

I am afraid, I cannot accept the Resolution in its present form. I must make it clear that I greatly value the spirit underlying the Resolution. I think social service has great value for the youth of the country. It develops in them correct emotional attitudes. It enables them to identify themselves with their own country and when we bring together youth of the country from different parts of the country, it also brings about emotional integration. The camp itself is a very great experience to the students. When they live in a camp, under discipline, for a number of days, they develop a spirit which we must develop among our youth, if we are to emerge as a strong nation. Therefore, from every point of view, I give very great value to social service. We hope, in the near future, we would be able to set up some pilot projects and if these projects succeed, we may then examine how we can extend the scope of the scheme. I am afraid, therefore, I have to oppose the Resolution in its present form. I hope, after what I have said, Shri D. C. Sharma, who moved the Resolution, would withdraw it.

Mr. Deputy-Speaker: The Mover is not here to say anything. So, I will have to put it to the House.

The question is:

"This House is of the opinion that Government should take steps to introduce compulsory

[Mr. Deputy-Speaker]

social service for a year for those students who want to qualify themselves for any Degree."

The Resolution was negatived.

Mr. Deputy-Speaker: No time limit has been fixed so far, as the Committee could not meet. One hour would be sufficient.

Shri Bibhuti Mishra: (Bagaha): One and half hours.

Mr. Deputy-Speaker: The hon. Member would require 20 minutes for himself. Probably, there may not be many more to support him. He may have his 20 minutes. Another 20 minutes. Another 20 minutes for those who want to speak on the subject; 20 minutes for the hon. Minister. That would suffice.

15.12 hrs.

Resolution re: Naming of Buildings, Schools etc.

श्री विभूति मिश्र (बगहा) : उपाध्यक्ष महोदय, अपने प्रस्ताव को मैं आप के समक्ष उपस्थित करता हूँ जो इस प्रकार है :—

"इस सभा की यह राय है कि सरकारी घन से बनाये गये भवनों, स्कूलों बाँवों, पुलों और नई वस्तियों के नाम किसी ऐसे जीवित व्यक्ति के नाम पर न रखे जायें जिस का सरकारी शासन व्यवस्था से किसी प्रकार का सम्बन्ध हो, परन्तु ऐसे व्यक्तियों के नाम पर रखे जायें, जिन्होंने किसी भी क्षेत्र में देश की उन्नति के लिये संघर्ष किया हो अथवा स्वतंत्रता संग्राम में भाग लिया हो।"

इस सदन के सामने आने वाले प्रस्तावों में यह एक नई किस्म का प्रस्ताव है और मैं समझता हूँ कि सरकार को इस सम्बन्ध में

कोई निश्चित नीति अपनानी चाहिये। सरकारी खर्च से स्कूल बनाये जायें, बाँध बनाये जायें, भवन बनाये जायें, पुल बाजार बसाये जायें या और काम किये जायें और अगर उन का नामकरण किसी ऐसे आदमी के नाम के पीछे कर दिया जाये जो शासन व्यवस्था में हो, तो यह उचित नहीं प्रतीत होता है। ऐसा करने से मुझे लगता है इस में परसनेलिटी कलट की बात आ जाती है। यह जरूरी है कि . . .

उपाध्यक्ष महोदय : किसी पार्लियामेंट के मੈम्बर का नाम रखा जाय या नहीं ?

श्री विभूति मिश्र : जी नहीं। सरकार में ऐसे भी आदमी हैं जिन्होंने देश के लिये त्याग किया है, तपस्या की है, यान्त्रायें सही हैं, नाना प्रकार की तकलीफें झेली हैं, उन के नाम के पीछे इन के नाम . . .

श्री त्यागी (देहरादून) : त्यागियों का नाम, तपस्वियों का नाम रखा जा सकता है।

श्री विभूति मिश्र : उन के नाम पर रखा जाय तो कोई एतराज की बात नहीं है।

उपाध्यक्ष महोदय : त्यागी कहने से त्यागी नहीं हो जाते हैं। नाम उन का और होता है।

गृह कार्य मंत्रालय में राज्य मंत्री (श्री बातार) : ये नाम के त्यागी हैं।

श्री विभूति मिश्र : जो शासन व्यवस्था में हो, उस के नाम पर उन के नाम नहीं रखे जाने चाहियें। शासन व्यवस्था से उस के अलग होने पर यदि उन के नाम के पीछे उन का नामकरण कर दिया जाय तो ज्यादा सुन्दर होगा। लेकिन इस के बारे में कोई रूल नहीं बनाया जा सकता है। इस का कारण यह है कि आज हिन्दुस्तान में ऐसे