

[Shri N. Kanungo.] a policy of not increasing the loom- i age, and they will continue following ' that policy for some time to come. I must however give a warning to the House that to talk glibly of being able i to produce 3,200 million yards is not correct. In spite of the assertion of my friend Prof. Ranga it is not possible, to produce it at a price at which it can be taken by the consumers unless so many other conditions are satisfied. And one of the main conditions is :hat yarn of the right type must be available and I insist that it should be of the right type and right price. Today—and Prof. Ranga will bear me out in this—you go from Assam to Cape Comorin and you will find that certain manufacturers of yarn have got a premium; the weaver wants only that yarn. You cannot force down the throat of the weaver any yarn that you like or the planners of this country like. And the weaver :s our primary concern. He is the producing unit. His tool, his loom, his preparatory process is said to be sacrosanct. Prof. Ranga will bear me out that today in India we have at least 3,000 varieties of looms ranging from the most primitive loin loom to the latest semi-automatic loom described in the report of the Committee. The semi-automatic loom in spite of Prof. Ranga's allergy to it is not an invention of the Committee or of anybody else. It has been in this country for the last 40 years. It is not an invention of recent years. It was an invention of the ingenious weavers of Western India and they have been working on it for the last 40 years.

Sir, the time is running out and though my temptation to dilate upon the recommendations of the Enquiry Committee is very strong, I feel that it is irrelevant and you will not allow it. So I submit that for the limited purposes of this Resolution, though the Government have been following the same policy as is embodied in the Resolution and they will continue to follow it, yet they are not prepared to accept this Resolution because conditions may change from time to time.

SHRI H. P. SAKSENA: If it comes to a shortage of yarn for looms, will you permit your own textile mills to manufacture the yarn or will you import it from outside?

MR. DEPUTY CHAIRMAN: It is a matter of detail.

SHRI N. KANUNGO: That is a contingency upon another contingency on which I cannot give a reply.

MR. DEPUTY CHAIRMAN: Mr. Kishen Chand is not here to reply. So, I am putting the Resolution to the House. The question is:

"This House, having taken into consideration the recommendations of the Textile Enquiry Committee, is of opinion that production of cloth by mills should be limited to 5,000 million yards per year and that after the year 1955-56 all additional production should be by the handloom sector."

The motion was negatived.

RESOLUTION *RE* COMPULSORY TRAINING IN N.C.C. OR A.C.C. FOR STUDENTS

DR SHRIMATI SEETA PARMANAND (Madhya Pradesh): Mr. Deputy Chairman, I beg to move the Resolution standing in my name, namely: —

"This House is of opinion that with a view to inculcating a spirit of discipline and leadership among the youth of the country, the Central Government should recommend to State Governments to introduce compulsory training in N.C.C. or A.C.C. for all students for one year each at the High School and the University stages of education."

Though on the face of it, it might seem that this Resolution states nothing new but states merely what is an accepted principle, I would submit that very often these accepted principles

themselves make us lose sight of important facts and the principles soon begin to be forgotten. And it is from that point of view that this Resolution has been brought before the House, so that the views of the Members of the House are available to Government and the views of the Government are available to the people. B

But unfortunately, the Resolution has got such a little time for discussion that it would not be possible to get the views of as many Members of the House as this Resolution deserves. I would at the outset request hon. Members to sit a little longer, if possible, so that this is done because this is the first time that this type of resolution, which deals with student discipline, has been attempted to be brought before the House. Once or twice it was not reached, and once when it was about to be reached, just like today when it could have had 45 minutes, the House rose as it was withdrawn. In order to ensure that at least today, the same should not happen, I have decided to move the Resolution, so that Government may make up their mind on this important matter.

We are all very fond

of saying that the children are the wealth of the country. But the most important things that require to be done for this wealth of the country at the present stage are unfortunately not being done because of many difficulties. And the first and foremost is finance. Just as it is not possible to give compulsory education within the period of ten years set out by the Constitution, in the same way, this type of education—that is, through N.C.C. or A.C.C, or as was formerly through scouting or U.T.C.—is not being given to as many people as we should because of lack of finance. And secondly also because of the lack of personnel. So, in order to emphasise the importance of this type of education, which can be given through N.C.C. or A.C.C, it is necessary to touch on the question of education that was available in our ancient culture and until not very long ago. We all know that formerly in

our homes there was greater care and attention given to our children's home education. Children used to sit at the feet of their grandparents and they had every day some sort of moral instruction through *Bhajans*, *Kirtans* and other anecdotes of a religious nature. Even in schools the teacher was respected to such an extent and the teacher also took so much interest in the student that we have plays written on this theme. In *Malavikagnimitram*, Kalidasa depicts the contest between two teachers, Ganadas and Haradas, who took part in showing how their particular students excelled each other. And that happened because of the reverence that was paid to the teacher. Due to various circumstances, the teacher has fallen off from that pedestal. His economic condition has gone down. It is such a vast subject that I would be easily dragged into dealing with the ancient period only. So, I want to stop that by just saying that the economic condition of the teacher and his lack of interest in the student have brought about the present condition. These are depicted in the small pamphlet that has been brought out by an Officer of the Education Ministry, Dr. Humayun Kabir. It has been supplied to Members of Parliament. The pamphlet is called "STUDENT INDISCIPLINE" and it deals with four main features which I have briefly touched—on the causes of student indiscipline. The first point of my Resolution touches on the question of student indiscipline and the second on student leadership. The pamphlet details four main causes of student indiscipline:—

The loss of leadership by Teachers; Growth of Economic Difficulties; Defects in the existing System; and General loss of Idealism.

These are the four reasons which are considered the causes of the present indiscipline among students. We have since talked very often about this sad state of affairs and we have very recently witnessed the spectacle of what happened in Patna. Here in the

House

[Dr. Shrimati Seeta Parmanand.] we wish to raise a short notice question or, if possible, a half an hour discussion over firings, etc. So, when it comes to tackling the question by taking proper measures, I feel, we would not show indifference to devoting some more time to this serious question, by which it would be possible to bring about a better condition of discipline in spite of the present difficulties about finance and personnel. And it is only for that reason that I have tabled this Resolution.

The reasons for the present-day attitude of students are many. In addition to the four that I have already narrated just now, the students are under the influence of modern films; then the cheap literature that is available; wrong ideas of freedom. After freedom, wrong ideas of liberty and what may be called ideas of individual independence really bordering sometimes on what amounts to impudence are there, I would say, because of mistaken ideas of independence. And that has its relation ultimately to the very far-fetched situation in the whole world which has come as an aftermath of war. That, again, is a complicated question and I do not want to go deep into it beyond saying that the World Wars have been found to leave a state of unrest in the minds of the youth; because of the disturbed conditions, economic condition's and other social conditions of life that face them, all the results which I described just now follow. Then the unfortunate method which the students have adopted of resorting to strike, finding it a successful method to gain what they would like to have. Once I asked the students why they resorted to strike, and they simply said that they did so because they observed that that was the best way to get what they wanted. As a result, they have come to think, in the course of these last few years, that the authorities have given way to the students' demands because of their strike and that whatever they do must be right. I should say that with the confidence—I. won't say con-

ceit—that youth feels that whatever it sees and thinks of the world around them is the only thing to be seen and thought; they have begun to think that whatever they want must be conceded without looking to the other side. On this question, I would refer only to one instance. What happened in Patna? Why should they decide that the busman must take them free of charge and if he did not do so, then they would insist on it; they would even resort to violence? They had in mind the Satyagraha of the political days of the struggle for freedom. But they did not remember that it was non-violent and that there was nobody at that time who could tell them or to whom they could listen, that violence was bound to have its repercussions. If even one wanted to ignore these actions—misguided actions—of young people, at least in the interests of the safety of the other citizens, the Government is not in a position to ignore that and the consequences follow. So, in order to create a sense of discipline, we have to seek all avenues that will help us to bring about the best results within the shortest period and with the least expenditure. As has been found, the N.C.C. movement has helped that aim to a great extent, because the ideals of the N.C.C. are to create a sense of new citizenship and also a sense of social service with a high code of conduct. If we are to have this democratic ideal of our country's independence, the mode of life has to be made real.

Also, it should be remembered that, in the days of Partition when the Kurukshetra Camp was established and when it was not possible to keep order there with the civilian personnel, doctors, etc., ultimately the Camp was handed over to the military. Within a matter of days, there was a revolutionary change for the better of orderliness etc. Similarly, times out of number, we hear, on the floor of the House and outside, of the tributes being paid to the wonderful discipline of the Defence Forces personnel and also to the exemplary way in which they have conducted themselves out-

Students

side the country. After all, they are also the sons of the same soil and they have gone through the same early training. But what is the difference due to? It is due to the disciplined training that they have received in addition. I have seen myself the pioneer forces during War days when

, within a short period of three months training, simple villagers gave such a wonderful account of themselves that it looked as if they had had regular training perhaps for years. Such "was the organized team work they had put in under the able guidance of their officers. Today because of the stress of life and economic conditions, it is not possible for the parents to pay the same attention which, I was referring to, was paid in olden days. It is, therefore, necessary to have some system by which, through our schools, we will be able to supply this want and we will be able to wean away our youth from the influences to which it is subject, through the cinema, other literature and other outside influences of various political trends which leave them in a mentally unsettled state. So, because I have put here N.C.C. or A.C.C. in the Resolution should not make anybody interested in any other movement, like scouting, to feel that other movements are ruled out. It is just a way of putting that this type of training would be able to make the youth appreciate the value of discipline, make them patriotic and harness their energies to the developmental plans of our country.

Sir, I have said in the second part of the Resolution about the need to create a spirit of leadership. That also is a part of the N.C.C. training. Here, I would refer to what has been achieved in the country within a short period of two years or so when this movement

was started. To give a few examples, at Rupar in the Punjab, they are said to have constructed one mile length of Sirhind Canal. At Lansdowne in the Uttar Pradesh, a major hill road, 12 furlongs long, has been constructed. Then, in Delhi, ten miles out, the old drainage system was again reconstructed, the length

being 32 miles. In Belgaum, a number of permanent houses were constructed and one mile of metalled road was laid. Then in my own State of Madhya Pradesh, in Chikalda two large water tanks were built. In Madras, rammed-earth houses were constructed and flood relief work was undertaken and in Bhandole, 15 miles of all-weather road was laid. This is a short account of what they have done. This, incidentally, apart from giving them an idea of the practical nature of their education, creates a sense of leadership seeing the example of the Armed Forces under whom

they work and gives them also an idea of the life that they have to lead after the education—the bookish education—they get. It also creates a sense of dignity of labour among them. From all these points of view, if we want to harness the energy of our youths to all our developmental plans, in the various five-year plans that we are going to have, then it is very necessary that a correct attitude is created in their minds. It is well known that the same type of enthusiasm which people who have gone abroad and have noticed in the 'pioneer palaces' as they call the children's schools etc. is not noticeable in the youth of our country. The reason for that is that correct guidance is not given to them. The teachers of today are naturally somewhat disgruntled and do not feel, nor do they have the energy;—I have seen it myself—to devote any extra time after school hours to do this. Somebody said that even if Government were to try to extend this N.C.C. or A.C.C., there would not be enough teachers available to do the work.

I would suggest, therefore, that the best way to get this personnel would be to get a loan of officers from the Army until such time as pupils and teachers as well are trained, and the teachers would not take such a long time to become themselves instructors for the schools. So, the difficulty that is usually confronted in the way of extending N.C.C. or A.C.C. movement to all schools is the lack of personnel

[Dr. Shrimati Seeta Parmanand.] and this can be removed with the help of our Army.

Now, the problem is certainly of money. For that, \pm would say that, when we are spending ever, with deficit financing and exhausting our reserves so much for so many constructive things in the interest of our country's future, thinking that they will pay dividends, I do not think it should be difficult for us to spend money for this best investment of all. It will achieve greater dividend, in the sense that you get a proper band of countrymen who have a better idea of patriotism. They begin to look upon everything in the country as something that belongs personally to them which at present being absent we see the spectacle of corruption and all other things which are talked of so loudly everywhere to our disgrace. They will be the people being properly initiated who will do things in such a short time that ultimately this will be a greater investment, an investment which cannot be equalled by any other investment.

Sir, people sometimes are heard saying that if the present generation that is in charge of bringing up the younger generation, dies out without being able to improve things, which they are criticising so loudly, without being able to see that the things that they are complaining of are remedied, a time will come, perhaps, when there would not be anybody left to distinguish between right and wrong and it would be we, the present generation, who would be blamed for that. For that reason, Sir, I feel the Government ought not to even dream of the excuse or fear of any lack of financial resources. They should pool all their resources—sometimes there are unspent sums and perhaps they may save some money from some delegations and some conferences and adopt austerity measures which we in our country have not done. Even England has adopted austerity measures to the extent of sending out most of the cars manufactured in that coun-

try, keeping a limited number for its own home consumption. This is the time to go in for austerity measures by not importing very many luxuries, by devoting all our resources to doing first things first. Then, Sir, the difficulty of finances will not be there.

SHRI J. S. BISHT (Uttar Pradesh): What will be the number, of students involved?

DR. SMRIMA*¹ SEETA PARMANAND: It may be many students as there are in secondary schools and colleges today. I am coming to that point. The Resolution suggests at least one year's compulsory training at school stage and one year's training at college stage. Sir, no less a person than the Prime Minister of our country at one of the conferences connected with the Five Year Plan, when women were asked to give their opinion, said that he was convinced that, in order to raise the dignity of labour and in order to bring about equality and to harness the energy of youth, it should be made necessary for candidates for employment in Government services to have gone through some sort of social service in villages. That was with two objects: to raise the dignity of labour which the N.C.C. and A.C.C. seek to do, and also in order to make it necessary for them to acquaint themselves with actual conditions in villages.

Sir, I would like to say that the difficulties of uniform—expenses on uniform and other things—have been overcome to some extent by introducing the course of A.C.C. because it was found that many States were not able to introduce N.C.C. course because they had not adequate money for all the paraphernalia required, but, I am told, in the Army or perhaps in the Territorial Force the same uniform is kept and perhaps washed and handed over to other recruits who come for training. That is what I have been given to understand. I am open to correction. If this were done the expenditure would be reduced to some extent. At present the custom

is, I think, to ask the students to pay , some money for the uniform wher- | ever they can afford. All that I have J heard is that the students find it diffi cult.....

THE PARLIAMENTARY SECRETARY
TO THE MINISTER FOR EXTERNAL
AFFAIRS (SHRIMATI LAKSHMI MENON):
They are given the j uniform.

DR. SHRIMATI SEETA PARMANAND: That may be so but perhaps | State Governments find it difficult to provide all the money for uniform. So the A.C.C. has been put in its place. But I am very sorry to say that vepy few people take advantage of that. Sir, I am very anxious that some hon. Members in this limited time should speak on this Resolution.

PROF. G. RANGA (Andhra): We are in agreement with you.

DR. SHRIMATI SEETA PARMANAND: Even if you are in agreement with me, as I have said in the beginning, the importance of the Resolution is self-evident but unless many Members say so in so many words the Government would not attach importance to it. Even if the Members speak for seven minutes each, it would put some pressure on the Government. Mr. Dasappa's amendment seeks to introduce the

words "progressively to widen the scope for training" in place of compulsory training. The idea is that the State Governments should be able to show respect for the resolutions passed by Rajya Sabha. Sir, if this Resolution at least makes them show more respect, and if those of us who represent them see that they co-operate in doing this, I think it will have achieved its object to some extent. With these few words I commend the Resolution to the House.

MR. DEPUTY CHAIRMAN: Reso-
lution moved:

"This House is of opinion that with a view to inculcating a spirit of discipline and leadership among

the youth of the country, the Central Government should recommend to State Government to introduce compulsory training in N.C.C. or A.C.C. tor all students for one year each at the High School and the University stages of education."

MR. DEPUTY CHAIRMAN: There is one amendment by Mr. Dasappa.

SHRI H. C. DASAPPA (Mysore): Sir, I beg to move:

"That in the Resolution, for the words to introduce compulsory training in N.C.C. or A.C.C. for all students for one year each' the words 'progressively to widen the scope for training in N.C.C. or A.C.C. of students' be substituted."

MR. DEPUTY CHAIRMAN: The Resolution and the amendment are open for discussion.

SHRIMATI K. BHARATHI (Travan-core-Cochin): Mr. Deputy Chairman, I am in complete agreement with the idea behind Dr. Shrimati Seeta Par-manand's Resolution. The great influence that the N.C.C. and the A.C.C. training has on the character of the youth need no elaborate discussion in this House. The training steels their hearts, steadies their character and makes their mind alert. The look and the outlook of the boys and girls change considerably within a few days of this training. They become smarter and their outlook becomes more cheerful. They learn to obey and also to make others obey. Above all, they learn to work in mutual co-operation.

Since this cadet's training is given along with a liberal education in a background of democracy, the cadets do not become mere columns of marching vertebrae supporting on them empty heads, as in fascist countries. They don't become mere 'automatons' who blindly obey a dictator. The conditioning of human beings to make them mere tools in the hands of a dictator, and the discipline for an orderly existence should not be confused. Because we have seen

[Shrimati K. Bharathi.] the perils inherent in converting whole nations into 'human-hill' we should not react and go to the other extreme of

of a chaotic anarchy in human behaviour. For the success of democracy and even for the survival of human freedom and the safeguarding of human dignity, discipline and behaviour is necessary. / simple case of it is the queue habit. You cannot say that a crowd, in which might is right, is democratic or that it respects human freedom or individual dignity. It is the queue that respects the individual, a queue in which the so-called high and the so-called low take their chance in an orderly way. But it ceases to be democratic if the precedence is determined by the criterion of social status, political status or some such thing. So, that responsible social behaviour, which should not be confused with, militarism or totalitarianism, has to be instilled into the coming generation if we must go on as a democratic nation. Otherwise we will swing to the other extreme. The N.C.C. and A.C.C. training 4 P.M. can give that discipline to students. They learn to respect and honour the national flag; they learn to value the national anthem. All these things will mould the minds of the students into a feeling of common nationhood which we so badly need at a time when linguistic, provincial and other sectional feelings are very much in the forefront. So, more than discipline and leadership, I value the N.C.C. and A.C.C. in their potential ability to bring about an emotional integration of this great country of ours, through their influence on the students who are the citizens of tomorrow. Hence, Sir, I would say that this training should be given its due importance and N.C.C. and the A.C.C. must be made as popular as possible. I would very much like that to be made compulsory, if the financial and administrative problems do not come in the way. As far as I know, it will mean a great financial responsibility on the part of the State Governments,

if this training is to be made compulsory. In a State like Travancore-Cochin where there are more than 30 colleges and hundreds and hundreds of High Schools, the expense will run into seven or eight digits. Unless the Central Government give very generous aid, the State will not be able to shoulder the burden consequent on the N.C.C. and the A.C.C. training being made compulsory. Of course, you may consider whether the trainees can be persuaded to provide themselves with their own uniform, wherever they can afford it, and thus reduce the expenses.

Then, Sir, there is another problem which the States will have to face, and that will be the shortage of personnel to train the students. Without closely examining this problem, we should not take any decision. Anyway, I am not for reducing the period of training, which I think is three years at present. The training must be full and complete.

As far as the question of making the training compulsory, I do not think there is any need to make the training compulsory. I know personally that there is a great rush for selection in the N.C.C. and the A.C.C., and that means that there is enough enthusiasm among the students. And even on a voluntary basis, I think, we will be able to cover almost the entire student population, provided we have the necessary funds and the personnel to give training. I am not averse to making the training compulsory, but I do not think there will be any need for the same. But the prerequisite of compulsion is our ability to give the training to the compelled.

Sir, one of the great charms of the N.C.C. and the A.C.C. is their participation in nation-building activities; it makes the students value manual labour and Voluntary service. Those who are in charge of planning may see whether their voluntary work and service can be equated to the financial burden involved in running the N.C.C. and the A.C.C. If possible,

the work of the cadets may be evaluated and a fund set apart which may even go to the length of meeting the study expenses of the needy cadets. It may even be something like "Earn while you learn" for a few, and for others it may be something like "Help your fellow students to pursue their studies by your manual work."

On the whole, Sir, I support Dr. Shrimati Seeta Parmanand's Resolution, and I would like to commend the same to the planners and to the Government.

श्री पृथ्वीराज कपूर (नाम निर्देशित): उपाध्यक्ष महोदय, मैं डाक्टर श्रीमती सीता परमानन्द के इस रिजॉल्यूशन का समर्थन करता हूँ। गां उन्होंने कुछ बातें कहीं हैं जिनसे मैं एग्री नहीं करता मगर इस रिजॉल्यूशन का जो परपज है, मुद्दा है और जो कुछ इसमें कहा गया है उससे मैं पूरी तरह एग्री करता हूँ। पंजाबी में एक कहावत है 'हथ नाल पाईयां नीं ते दंदा नाल खालंगी' जिसका अर्थ है जो गांठ हाथ से बांधी जाती है वक्त आते ही उन्हें दांतों से खोलना पड़ता है। आज हम अपने विद्यार्थियों को ब्लेम करते हैं और जो बातें वे करते हैं उन से घबरा जाते हैं, बाँखला जाते हैं मगर हम अपने वक्त को भूल जाते हैं, अपने जमाने को भूल जाते हैं, समय को भूल जाते हैं, विद्यार्थी जीवन को भूल जाते हैं। उस समय हम क्या क्या बातें करते थे, कितनी तुफानी बातें करते, यह सब भूल जाते हैं। आज हम विद्यार्थियों की गलती को उनके ऊपर डालना चाहते हैं यह नहीं सोचते कि इस चीज के लिए हम स्वयं जिम्मेदार हैं। आज जमाना बिल्कुल बदल गया है, गुरु और शिष्य के सम्बन्ध टूट गये हैं, विद्या बिकने लगी है। आज चारों तरफ स्कूल और कालेज बन गये हैं और दूसरी दीगर चीजें हाँ गई हैं। आज विद्यार्थी मास्टर का अदब करना भूल गया है। पहले का जमाना था जब कि शिष्य गुरु का बड़ा अदब करता था, उससे शिक्षा प्राप्त करता था, उसकी सेवा करता था। उस जमाने में हमारे देश में गुरुकुल थे,

आचार्यों से पढ़ना पड़ता था, अदब से बठना और चुपके से जाना पड़ता था। ताँ ये बातें वक्त के बदलने से बदल गई हैं। इसके बाद देश में आजादी का जमाना आया, आन्दोलन का जमाना आया। उस समय हमारे उम्मे के लोग अच्छी तरह से जान सकते हैं और उन्हें याद होगा कि देश की आजादी के लिए किस तरह से आवाजें आईं। विद्यार्थी स्कूल में पढ़ने को जाता था ताँ दूसरी ओर से गांधी जी की, जवाहर और मौलाना आजाद की आवाज आती थी और स्कूलों से विद्यार्थी वगैरे मास्टरों की इजाजत लिये आन्दोलन में शरीक हो जाते थे। क्या उस समय हमने उनको इन्डिस्प्लिन नहीं सिखाया? हमारे देश की इतनी बड़ी हस्तियों ने जब विद्यार्थियों को आजादी के आन्दोलन में आने के लिए कहा ताँ विद्यार्थी अपने दर्जा से वगैरे इजाजत लिए बाहर चले आये। फिर हम कैसे कह सकते हैं कि विद्यार्थियों में इन्डिस्प्लिन बहुत हो गया है। आज शिक्षा का यह हाल है कि माँ बाप बच्चे के लिए घर में मास्टर रख देते हैं और चार पैसे में वह उनको पढ़ा जाता है। जब मास्टर घर में आता है ताँ माँ बाप अपने बच्चे से कहते हैं कि मास्टर आ गया है, पढ़ने जाओ। इस पर लड़का जवाब देता है कि थोड़ी देर बैठो दो। मैं फिर कहना चाहता हूँ कि जिस समय आजादी के आन्दोलन के लिए महात्मा गांधी, मोतीलाल और तिलक की आवाज आई ताँ हमारे देश के छोटों से लेकर बड़ों तक ने उसमें हिस्सा लिया और इसका ज्यादा असर विद्यार्थियों पर पड़ा। उस समय गुरु और शिष्य के सम्बन्ध टूट गये। अब यह हमारा कर्तव्य है कि जो गांठें टूट गई हैं, उन्हें जोड़ दें। हम फिर से विद्यार्थियों को अपने गुरुओं का अदब करना सिखायें। अक्सर वह भी कहा जाता है कि फिल्मों के जरिये भी इन्डिस्प्लिन फैल गया है। मैं बड़े अदब के साथ कहता हूँ कि यहां पर आसपास जो मेम्बरान बैठे हैं, वे भी फिल्में देखते होंगे, ताँ क्या वे कह सकते हैं कि इस सब चीज की जिम्मेदारी फिल्मों पर है? मैं यह मानता हूँ कि कुछ फिल्में खराब होती हैं मगर सब फिल्मों के बारे में ऐसा कहना

[श्री पृथ्वी राज कपूर]

मुनासिब नहीं हैं। विक्ट इंडिया के जमाने में जो मूवमेंट चला था, जो तांडफोड़ चली थी और विद्यार्थियों में जो इंग्लिडिस्पलिन आ गया था, उससे हमें दूर करना है। उस जमाने में जो अवगुण पैदा हो गये थे, उन्हें अपनी आंखों को खोलकर, हृदय को खोलकर दूर करना है। गुरु और शिष्य के जो सम्बन्ध टूट गये थे उन्हें फिर से जोड़ना है। उस जमाने में हम ब्रिटिश सरकार से लड़ रहे थे और सब यही समझते थे कि हम जो कुछ भी कर रहे हैं, देश की मदद के लिए कर रहे हैं। उस जमाने में लोगों में इनकम टैक्स न देने की जो आदत पड़ गई थी, वह अब भी जारी है। चोरी करने की जो आदत पड़ गई थी वह अब भी कायम है और लोगों से हमें उसे दूर कराना है। वह जमाना रिवोल्यूशन का था, इंकलाब का था सब लोगों के दिमाग में एक ही बात सवार थी, वह थी आजादी की और उस समय बहुत सी नई बातें हो गईं। आप दुनिया के इतिहास को देख लीजिये जिस समय रिवोल्यूशन होते हैं, उनको संभालना बड़ा कठिन हो जाता है। कई जगह रिवोल्यूशन के बाद डिक्टेटरीशप पैदा हो जाती है और यही कारण है कि स्थिति को संभालना मुश्किल हो जाता है। प्रॉन्च रिवोल्यूशन के बाद वहां पर एनार्की पैदा हो गई जिसको अब तक संभाला नहीं जा सका है। हमारा देश बहुत बड़ा काम करना चाहता है, वह डिक्टेटरीशप नहीं चाहता, अगर हम ऐसा करेंगे तो हमारे प्रब्लम और भी मुश्किल हो जायेंगे। हमें प्यार से, अपने बच्चों को कारीफेस में लेकर उनकी आदतों को सुधारना होगा। उनसे कहना होगा कि हमारी यह गलती है उससे हम अब मिटा रहे हैं। इस तरह से हम उनकी बुराइयों को दूर कर सकते हैं। अगर हम उनसे यह कहते रहें कि तुम में इस तरह की खराबियां आ गई हैं तो यह चीज ठीक नहीं हो सकती है।

आप लोगों ने अखबारों में पटना की घटना के बारे में पढ़ा होगा। मैंने भी अखबार में पढ़ा, मैं वहां गया तो नहीं, मगर वहां पर जो कुछ

विद्यार्थियों ने किया है, उसके बारे में हमें अच्छी तरह से सोचना चाहिये कि क्यों इस तरह की बात वहां पर हुई। उस घटना से हमें सबक लेना चाहिये। और सोचना चाहिये कि आया इन बच्चों ने गलती की थी। लोग जितना कहते हैं, बुरा है। वे सचेत हैं, उनमें ज्ञान है, वे कुछ करना चाहते हैं, वे हमारी शक्ति हैं, वे हमारी सम्पत्ति हैं, वे हमारे नये नेता हैं, वे हमारे देश के बोझ को उठाने वाले हैं, वे देश के सपूत हैं, वे देश के सिपाही हैं और वे देश का सब कुछ बनने वाले हैं। हमें उन पर पूरा अभिमान है, हमें उन पर गर्व है। वे हमारी संतान हैं जैसा कि अथर्ववेद ने कहा है कि अगर तीर आगे नहीं जाता है और निशान पर नहीं लगता है तो वह तीर नहीं है। हमारे शिष्यों ने ठीक ही कहा है कि अगर बच्चों को संभालना है तो उसे प्यार से संभालो। अगर हम उसे प्यार से नहीं संभालेंगे तो हम उसे बिगाड़ेंगे। पटना के बारे में मैंने आज ही सुबह एक बयान पढ़ा। एक साहब ने खुद ही बयान दिया है। उन्होंने किसी की तरफदारी नहीं की है बल्कि उन्होंने साफ बयान दिया है। उस बयान में यह है कि वे लड़के जब उस पर हावी होना चाहते थे तब बस को दौड़ा दिया गया और फिर आगे ले जाकर बच्चों को पीटा गया। यह भी हो सकता है कि पहले बच्चों ने हठधर्मिता की हो और वह पहली जड़ हो। लेकिन दूसरी जड़ वह थी जहां बच्चों को पीटा गया। अगर बच्चों ने संयम से काम नहीं लिया तो वही संयम से काम लेते।

श्री किशोरी राम (बिहार) : किस का स्टेटमेंट है।

श्री पृथ्वीराज कपूर : टाइम्स आफ इंडिया में मिस्टर बनर्जी का। वे किसी पार्टी के नहीं हैं, बड़े सही आदमी हैं। तो हमें इस दोष को दूर करना है और इस दोष को दूर करने के लिये हमें वह काम करना है जिस के लिए श्रीमती सीता प्रेमानन्द ने कहा है। और भी चीजें हैं जिन को बजह से इस सम्बन्ध को नजदीक लाना है। यह मैं जानता हूँ कि आज एजुकेशन के

रूप में बहुत कुछ हो रहा है, लेकिन इस रंजाल्यशन में जो बात कही गयी है वह भी एक ढंग है, एक बड़ा प्यारा ढंग है, एक बहुत ही सुन्दर ढंग है। बच्चों को सुधारने के लिये यह जरूरी है कि हम उन्हें अच्छे आदीमियों के पास बैठने का मौका दें। इसी लिये हम उन्हें यह मौका देना चाहते हैं कि वे इस तरह आकर मिलिटरी ट्रेनिंग हासिल करें, इस लिये नहीं कि हमें कोई दंश फतेह करना है, किसी पर आक्रमण करना है जैसा कि :

Britania rules other lands and other peoples. India rules her lands and her peoples.

यह तो सबाल ही नहीं है, यह बात ही नहीं है। हमारे दंश में बड़ी महान बात की है, हमारे नेता ने इस थोड़े से असे में एक इतनी बड़ी बात की है कि विश्व शांति की स्थापना का बहुत बड़ा कदम उठाया है। हमारे नेता ने इतना महान कदम उठाया है कि आज हम बाहर यह देखते हैं कि जो लोग मिलने को तैयार नहीं थे वे आज आपस में मिल रहे हैं। जिसने यह सब कराया उसके पास ग एटम बम्ब है, न हाइड्रोजन बम्ब है, हां उसके पास प्यार है मुहब्बत है। आज जरूरत इस बात की है कि आज विश्व शांति के वातावरण को कायम करने के लिये हम तमाम इस दंश के लोग एक आवाज हों और एक आवाज होकर अपने नेता के पीछे खड़े हों। लेकिन इसके लिये डिसेप्लिन की बड़ी जरूरत है। जहां इस डिसेप्लिन की जरूरत बच्चों के लिये है वह बड़े बड़ों के लिये भी है क्योंकि उनकी भी हालत बिगड़ी हुई है। हमारे जैसे अथेड़ लोगों के लिये भी जरूरत है कि उनको डिसेप्लिन में लाया जाय। आने वाली संतानों के लिये तो वही ढंग है जो श्रीमती सीता परमानंद ने बताया है और उधर हमें ज्यादा ध्यान देने की जरूरत है क्योंकि "Child is the father of the man" जब हमारी यह स्कीम है कि सब के लिये कम्पलसरी एजुकेशन कर दें और उसके लिये हम इन्तजाम कर रहे हैं तो उसके साथ ही अगर हम डिसेप्लिन की ओर भी ध्यान देते हैं, जैसा कि इस प्रस्ताव में है, तो हम दंश के

सुधारों के लिये एक बहुत बड़ा कदम उठाते हैं। यह सारा दंश कवर कर लेगा और तमाम दंश के बच्चों को सुधारने का मौका देगा।

रहा यह कि मिलिटरी ट्रेनिंग में क्या है, खुसूसियत इसी चीज को क्यों दी जाय। इसके और भी बीसियों तरीके हैं, बीसियों रूप हैं। रीडियों के द्वारा, फिल्म के द्वारा स्टैंज के द्वारा, और दूसरी चीजों के द्वारा हम बच्चों का सुधार कर सकते हैं। लेकिन हमें बच्चों में, स्कूलों में, कॉलेजों में, ऐसा वातावरण पैदा करना है, बच्चों के अन्दर ऐसा डिसेप्लिन पैदा करना है जिससे उनके अन्दर एक सही तबाजुन पैदा हो सके। इसके लिये हमें बहुत सी बातें करनी होंगी और इसमें बहुत सी बातें आ जाती हैं। इस लिये श्रीमती सीता परमानंद के इस रंजाल्यशन का मैं स्वागत करता हूं। उन्होंने मिलिटरी के बारे में जो कुछ सांचा है बिल्कुल ठीक है। हमारे दंश में जिलने भी फाइटिंग फोर्सों के आफिसर हैं, उनके नजदीक जब भी मुझे जाने का मौका मिलता है तो मेरे दिल में उनके लिये ताजीम पैदा होती है, इज्जत पैदा होती है। आज मैं देखता हूं कि जो इन सर्विसों में हैं उनका कुछ भी नहीं मिला है। उनको अगर कुछ मिला है तो यह मिला है कि उनकी तनखाहें कम हुई हैं, उनके एलाउंसंज कम हुये हैं, फिर भी वे आजादी की कदर करना जानते हैं। लेकिन हम लोग जो इन सर्विसों से बाहर हैं, इन सर्विसों में नहीं हैं, जिन को बहुत कुछ मिला है, हमने आजादी का एक दूकानदारी बना ली है, हम आजादी को तालते नापते हैं कि हमें क्या मिला और हमने क्या दिया। आप किसी जगह देख लीजिये, जहां कहीं भी भंडे का आनर होता है तो बड़े से बड़ा आदमी अपना मुंह दूसरी तरफ फेर कर खड़ा हो जाता है। लेकिन क्या आपने किसी सिपाही को मुंह फेरते देखा है? आप यह देखिये कि उसके दिल में भंडे के लिये कितनी श्रद्धा है, कितनी इज्जत है। पहले भी वह लड़ने जाता था, अपनी जानों पर खेल जाता था। दंश के और दूसरे लोग उसे कहते थे कि यह पेट का सिपाही है। वह एव

[श्री पृथ्वी राज कपूर]

तरफ अपमान सहता था और दूसरी तरफ लड़ता था। जब वह बाजारों से होकर जाता था तो उसका सिर शर्म से झुक जाता था। लेकिन जब आजादी आयी तो उसने आजादी की जितनी इज्जत की उतनी किसी ने भी नहीं की। वह जानता है कि आजाद भारत के और आजाद सिपाही के मानों क्या हैं। मुझे हैदराबाद जाने का मौका मिला। जब मैं कहीं अपना थियेटर लेकर जाता हूँ तब मैं सैकड़ों संस्थाओं के लोगों से मिलता हूँ, सैकड़ों जगह मीटिंगों में जाना पड़ता है। सभी जानते हैं कि किस तरह का मंग जनता के साथ सम्बन्ध रहा है। तां जब मैं हैदराबाद गया तो वहाँ मुझे से बहुत से लोग मिले, जर्नीलिस्ट्स भी मिले लेकिन किसी ने भी सिपाहीयों के खिलाफ एक शिकायत नहीं की। अब आप ही सोचिये कि यह कितनी बड़ी बात है। इस मौके पर मुझे बफर बादशाह की एक शेर याद आती है :

“जफर आदमी उसको न जानियेगा
चाहे कितना हो साहिबे फहमां जका।

जिस एंश में याद खुदा न रही,

जिस तंश में खौफे खुदा न रहा।”

ये सिपाही विक्टोरियस हो कर जाते हैं और जा कर संयम से काम लेते हैं। वह कोई तवाही नहीं करते और कोई बर्बादी नहीं करते। मुझे काशमीर में थियेटर ले कर जाने का मौका मिला और वहाँ आम लोगों से मिलने का मौका मिला। एक शिकायत भी किसी सिपाही के खिलाफ मैंने नहीं सुनी। फारसी की एक रुबाई है :

“गिले खुशबूये दर हम्माम रुजे
रसीद अज दस्ते महबूबे बदस्तम
चिगुफूतम आकि मुश्की या अबीरी
कि अज बूये दिलावेज तू मस्तम
चिगुफूतम आकि मन चीजे न इस्तम
वल्लकिन मुद्दत बा गुल निशस्तम”

मैं इसको एक्सप्लेन भी किसे देता हूँ।

MR. DEPUTY CHAIRMAN: It is
Ime, Mr Kapoor

श्री पृथ्वीराज कपूर : दो, चार मिनट दं दंते तो कुछ और कह लेता। अगर आप कहें तो हाथ में मोली ले लें और माननीय संस्वरों से कुछ दो, चार मिनट मांग लें।

MR. DEPUTY CHAIRMAN: You
have already taken 15 minutes.

श्री पृथ्वीराज कपूर : अच्छा, सिर्फ रुबाई को एक्सप्लेन कर के खत्म कर दूंगा। एक्सप्लेनशन यह है। मुझे हम्माम में एक मिट्टी मिली, उस मिट्टी में इतनी सुगन्ध थी, इतनी खुशबू थी कि मेरा दिमाग उससे मोजतर हो गया। मैंने उस मिट्टी से कहा कि तू कस्तूरी है या अबीरी है या क्या चीज है कि तरे में इतनी खुशबू है। मिट्टी ने कहा कि मैं यह कुछ नहीं हूँ, हाँ, कुछ मुद्दत फूलों में रही हूँ। तो इसीलिये मैं बच्चों का समर्थन करता हूँ। इन बच्चों को हमने बिगाड़ा है, इनको वक्त न बिगाड़ा है, इनका अपना दोष नहीं है। हमको इनके वातावरण को बनाना है और उसको कई तरीकों से बनाना है, उन पर बार बार अंगुलियां उठा कर नहीं, उनका दोष दं कर नहीं, बल्कि प्यार से, मुहब्बत से बनाना है, अपनी गीलियों को स्वीकार कर के बनाना है। इससे सुन्दर एटमास-फेयर और क्या हो सकता है कि हम उन्हें इस दंश के फूलों से, सिपाहीयों से, खुशबू पाने के लिये छोड़ दें, जिसकी मिसालें मैंने आपको दीं।

मैं अभी सागर से हो कर आया हूँ। वहाँ एक मंदिर बना है, विद्या मंदिर बना है, जिसको कि आपकी मिलीटरी ने बनाया है। विद्या मंदिर को दंस कर मंग मस्तक झुक गया, मैं नतमस्तक हो गया। वहाँ कर्नल घासीराम हैं। वहाँ बच्चों की गंजीमेंट है, जो कि गांव गांव से आते हैं। वहाँ बच्चों से कहा जाता है कि know your own religion and know the other's religion, अपने मजहब को और दूसरों के मजहब को पढ़ा करो। अपने मजहब को और दूसरों के मजहब को पढ़ा कर उनके दिलों में तमाम धर्मों के लिये इज्जत बनाई जाती है और उनको सेकुलर स्टेट का एक मेम्बर बनाया जाता है और हर किस्म के कामों में उनको ऊँचा रखा

जाता है। जो विद्या मंदिर है उसमें शहर के लोग भी जाते हैं और काफी लोग वहां जमा होते हैं और बहुत कुछ सीखते हैं। इसी तरह से जलन्धर में मिलिटरी ने बहुत से काम किये हैं।

तो मेरा कहना है कि यह एक बहुत अच्छा रोज़ाल्यशन है। इससे हम इन बच्चों में देश प्रेम ला सकेंगे, उनके दिलों में भंड की इज्जत ला सकेंगे। इसके द्वारा उनके दिलों में हम यह बँटा सकेंगे कि किस तरह नेताओं की, गुरुजनों की, उस्तादों की और अपने गौरवनों की इज्जत करनी है। अगर इस रोज़ाल्यशन को अपना लिया जाय तो एक ही बात में बहुत सी बातें आ जायेंगी। शुरुआत।

SHRI H. C. DASAPPA: Mr. Deputy Chairman, I have proposed an amendment to this Resolution which of course, is in intent and purpose in entire sympathy with the main Resolution, but only bespeaks of a somewhat realistic approach to the question. The House by now is of course, familiar with that amendment.

Sir, it is very appropriate that this Resolution is being sponsored by a lady who according to our own traditions is the embodiment of Shakti. And the hon. lady Member has been amply reinforced by another embodiment of Shakti—Shrimati Bharathi. And what is more, she has been very ably supported by that patriot prince of the stage—Shri Prithviraj Kapoor. So I need hardly say anything in support of this Resolution.

Sir, I have nothing to say against our students. Our students, by and large, are a fine lot. I believe it was H. G. Wells who said, "Men are born, but citizens are made." Therefore, this fine, grand and excellent material that we in India possess, the best of the riches that we can la

y claim to, that has got to be moulded into fine useful material for the country. Sir, to build a new nation in India is by no means an easy task and this task has got to be done by harnessing

every force possible and by trying to remould the people into a better lot. Therefore, I welcome this Resolution which purports to provide some ultra curricular activities, not only with intent to train the students to be disciplined citizens, not only to develop leadership, but also, help them to become patriotic citizens, to take up service of the country, and also to do something by manual labour. It is all very well for us to talk merely in theory. All the while we are traini

ng the ordinary run of students more or less to take up white-collar jobs. But now, it is quite a necessity to build up a different type of citizens who will place above their own advantage that of the country and the people among whom they have got to work. Here we And that the N.C.C. provides an excellent opportunity among the college students and the high school students, for this kind of training. In the N.C.C. we find that they have provided for the Junior Division and the Senior Division, among the boys. Among the girls, they generally combine the Senior and the Junior Divisions.

The training in the National Cadet Corps is a fairly intensive one for our students. It provides, in the first instance a period of training for two years for the Senior Division and of one year for the Junior Division. This period is capable of being extended by two years for the Senior Division and by 2 years for the Junior Division. So the Seniors can have training for 4 years and the Juniors for 3 years. Since this was a long course, the suggestion

of the mover of the Resolution is that it may be reduced to a period of one year. But even that may be a little costly. Therefore, they have got this A.C.C. The Auxiliary Cadet Corps—which provides for a shorter duration and—here the teachers will be mostly the instructors and not the regular officers of the Army. But the Directorate is the same.

I wanted to say these few things—just to show what exactly the N.C.C.

[Shri H. C. Dasappa.] and the A.C.C. mean and their intent and scope. We have had this N.C.C. for some time, from January, 1949 and within this time, from a strength of 35,000 it has now grown to 1,20,000 today. And the Auxiliary Corps, I believe, is round about 5 lakhs. There are about 50 lakhs of students in the secondary schools and we have only covered 5 lakhs of them by the A.C.C. That Sir, is totally insufficient and I think we ought to be able to provide for a substantially greater number. The hon. mover Dr. Shrimati Seeta Parmanand has said that cost should not at all be a consideration. My idea in suggesting my amendment is that this Resolution should not break on the rock of finance.

DR. SHRIMATI SEETA PARMANAND:
That is already accepted.

SHRI H. C. DASAPPA: I am glad she has accepted it.

One point I would like to refer to before I conclude. There is no doubt something in this discipline which one gets from some amount of military or quasi military training is very necessary for our students. They hardly know even to walk properly. I am sorry our education system does not provide for any uniform and the dress of our boys and girls is perfectly anarchical. Go to any modern country today, China, Turkey or even to a much newer State, there you find some method, some order among the students.

The students have some uniform. I am astonished that today the educational authorities in India have not bestowed any attention to this question. I feel that there is a lot in having this kind of a uniform and some amount of training and drill.

I have had experience of what this ■discipline is. The other day in Madhya Pradesh, the National Song -was being sung. It so happened that as the song was in progress, a snake started creeping on the foot of a soldier. Would you believe, Sir, the man - did not even stir a bit from his place?

He finished the song. That is a spirit of which we must be proud and that is the thing which animates the breasts of these N.C.Cs. and A.C.Cs.

There is just one more point and then I shall finish. India is a strange country, divided by languages, by communities, by castes and no end of divisions. In fact, there is a natural and fertile soil for these fissiparous tendencies. How are we going to overcome these if it is not going to be by institutions of this kind? Therefore, one of the greatest achievements of this N.C.C. and A.C.C. is that they have made for national unity and national solidarity. Let me say that I have no doubt that all else will become so much of chicanery if we cannot build up this solidarity and unity in this nation. We may profess a lot but I am pretty sure that these differences lie in the hearts of people. This is one of the fine methods by which we can conquer that tendency. Therefore, from more points than one, rather from every point of view, we find that encouragement must be given to this subject. I hope that now that the hon. Defence Minister—not only his Deputy—is here, he will give us some assurance that he is going to provide amply for the development and progress of the N.C.C.

THE MINISTER FOR DEFENCE (DR. K. N. KATJU): Mr. Deputy Chairman, I am willing to give the assurance which was asked for by the previous speaker. There can be no two opinions about the wonderful work which the N.C.C. as well as the A.C.C. have done. I was delighted to be told that whenever there were any disturbances in any part of India in which the students were blamed—whether rightly or wrongly, I am not concerned with it—the N.C.C. boys held a grea* record for discipline and conduct. I have seen myself in numerous parts of India as to how these people have behaved. Some days back I was in a village near Chandigarh, where about 800 students selected from all the colle/rc* in Punjab were working. It

was a joy to see the way in which the villagers were welcoming the boys; they were feeding them as their own boys, distributing milk and such other things for the welfare of the students. It is not necessary for me to detain the House by saying that this is a great institution. I love it more particularly because it is a symbol of Indian unity. I have said it many times. Whenever I read in the newspapers discussions about parochial matters, about provincial matters, communalism, and so on, I am reminded of the fact that there is one great institution where complete unity prevails and where you have literally the feeling among the people that they are all sons of the same Bharat Mata and that is the Armed Forces. You may go wherever you like, any cantonment or any place where these people stay. You would find there India in miniatures. There are people coming from the South, North, West and East, Tamilians, Telugu speaking people, Malayalees, etc. They all live like brothers, members of the same family. There is absolutely no distinction and no idea in their minds that they have come from different parts of India. I consider that the N.C.C., A.C.C. and the Girl Guides ought to be encouraged and strongly encouraged so that we may have the future soldiers from them. Therefore, I entirely share the view that these organisations should be encouraged. In fact, I have myself said on numerous public occasions that I look forward to the day when every single student in the colleges in India and in every high school would be a member of the N.C.C. or the A.C.C. The only point is that we cannot make much too rapid progress. The House probably has been told that today costs have gone up enormously. The Central Government is spending somewhere about one and a half crores of rupees while the States have been spending a little more than that. The reason for this is that, in the case of the N.C.C. the expenditure is shared equally between the Centre and the States while, so far as the A.C.C. is concerned, the

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share of the State Governments is much large.

I do not betray any secret when I say that we have got ambitious plans for the next Five Year Plan but, as the House probably knows, all these plans are being examined by the Planning Commission. The Commission shares our views and it looks upon this movement with a great deal of sympathy. I am sure that money will be forthcoming but we have got to bear in mind the responsibilities of the States. I only want to make one suggestion and it is this; at present, the cost is borne mainly by the Centre as well as by the States and very little is borne by the parents. If you regard this work as a matter of national importance, then there should be a little coming forward from the parents. The parents could agree to bear a little cost, say, the cost of the uniforms or a

little cost, say Rs. 5, towards camp life, it will be good. The students go to these camps and live there for fifteen or twenty days just like soldiers. They get free rations and everything else free. If the parents could make some such little contribution, it would hasten the end that the hon. mover of the Resolution and everyone of us have in view.

I entirely agree with the amendment that has been moved. There is really no difference in the point of view of any Member here. We want that there should be steady progress and that there must be no element of compulsion introduced. I suggest further that we cannot brush aside the difficulties which the States are feeling.

That is all that I want to say. I have got the greatest sympathy with the object which the hon. mover has in view. I look forward to the day, as I said just now, when every single student, every young man and woman, would receive military training and would spend at least a sizeable part of student-life in camp, learning to love each other, and to live a disciplined life. There is no doubt about that but we must face the realities of

[Dr. K. N. Kettju.] the situation. We must take a realistic view of the situation and I do hope that, at the end of the next Five Year Plan, she will find very considerable progress made without any difficulty.

I have much pleasure in accepting the Resolution, as amended.

SHRI KAILASH BIHARI LALL (Bihar): May I ask the hon. Minister as to whether he has got any information about the part played by the N.C.C. and A.C.C. students during the riots in Patna?

SHRI H. C. DASAPPA: It is *sub-judice*.

DR. K. N. KATJU: According to my information they had done very well. They had kept aloof and had exercised a sobering and restraining influence not only on themselves but on the other students in general.

SHRI KAILASH BIHARI LALL: Did they keep aloof only or did they organise themselves to stop the other procession of students?

DR. K. N. KATJU: My information is that they were very disciplined.

MR. DEPUTY CHAIRMAN: That is beyond the scope of the Resolution.

Dr. Parmanand, after the hon. Minister's reply, is there any necessity for further speeches and for a reply from you?

DR. SHRIMATI SEETA PARMANAND: The only point is that it would be better if some of the educationists would just say a few words because that will get strengthened thereby. This is very important.

MR. DEPUTY CHAIRMAN: The Resolution has been accepted.

DR. SHRIMATI SEETA PARMA NAND: It is very good of the hon. Minister to have done so, but I think It would be useful if some members also

MR. DEPUTY CHAIRMAN: All right. We have twenty minutes left. Let each Member take five minute*—

SHRIMATI LAKSHMI MENON: Mr. Deputy Chairman, while I support the idea that N.C.C. and A.C.C. should be extended, I do not support the idea that discipline can be improved only by having N.C.C. or by making N.C.C. or A.C.C. compulsory.

DR. SHRIMATI SEETA PARMANAND: Nobody said that. It is one of the ways in which it can be done.

SHRIMATI LAKSHMI MENON: But the Resolution says: "with a view to inculcating a spirit of discipline and leadership among the youth of the country".

DR. SHRIMATI SEETA PARMANAND: That does not mean that it is the only method; it is one of the methods.

SHRIMATI LAKSHMI MENON: It does not say it is one of the methods.

Sir, I live in a university area and I know the hundreds of boys who are trained in N.C.C. and as a State Commissioner for Guides I also know the effect of A.C.C. on high school students. I do not deny that their physical appearance improves. For one thing, only the medically fit are selected for training, and secondly they are given proper physical training, even proper nourishment during the time they undergo this physical training. All this is good and in fact I want this kind of aid given to all the students both in the high school and in the university. But whether it actually improves the moral discipline of the student population is not so clear to me as it was made out by the previous speakers.

Sir, there is another thing. The second thing is 'leadership*'. Now 'leadership'

SHRI H. C. DASAPPA: Shall I read the objective of these?

SHRIMATI LAKSHMI MENON: I do not know what the objective is. I am only telling my experience, what I have seen. The objectives are very great, maybe. Our whole Constitution has got very great objectives, but what is happening is quite different. The objectives are very great—I am not denying—but I am only saying that it is not the only means by which a spirit of discipline can be infused into the students. Secondly, I also say that 'discipline' is not a thing which can be created or which can be produced in the individual by merely giving physical training. We were told about the soldier who stood still when the snake passed through his legs. Well, I am not denying it, and I think, as far as physical discipline is concerned he has done very well. And it was also claimed that they salute the Flag, that they sing the National Anthem, that they love the country. I think all these things can be taught to our young children by a proper system of education without actually marching or putting on a uniform.

And, then, Sir, is the question of leadership. I would also like to add in this respect the comparison between England and France. In France there is compulsory military training for every adult and in England there is no conscription except during war-time and yet in England the love of the country that the people have and the stamina and the endurance that they have shown in the face of privations show that discipline is not a thing which can be produced by compulsion but which should come as a result of the moral urge, by the inner compulsion that the individual feels as a result of a sense of the realization of his duty to himself, to his community and to his country. Secondly, Sir, leadership also comes as a result of the opportunities that our students get for extra-curricular activities within the class-room—of course there is no opportunity for leadership because the student is directly under the thumb of the master.

SHRI H. P. SAKSENA (Uttar Pradesh) : But the monitorship is there.

SHRIMATI LAKSHMI MENON: There is no monitorship these days; that was in your time and my time, not now-a-days.

MR. DEPUTY CHAIRMAN: Those were old days, Mr. Saksena.

SHRIMATI LAKSHMI MENON: Those were old days. We were in a golden age when there was monitorship and less indiscipline in our school!. It is by organizing extra-curricular activities, by leaving the control of it completely in the hands of the students that we can get leadership. These things mean a complete change in the existing educational system that is there with all the evils that have been pointed out by Shrimati Seeta Parmanand when she was referring to Mr. Kabir's analysis of student indiscipline. At the same time, Sir, where, as Mr. Dasappa pointed out, there is no uniformity of any kind in physical appearance either in dress or in the manner of living, I think it is a nice thing to have some kind of discipline enforced by means of our educational institutions and I like to think, although I do not believe it, that this external discipline and external uniformity might bring about spiritual and a real unity and uniformity within the country. With these few words I commend the Resolution.

श्रीमती सावित्री दूधी निगम (उत्तर प्रदेश) :
उप सभापति महोदय, मैं मिस्र डा० सीता परमानन्द के द्वारा जो रिजोल्यूशन सदन के सामने रखा गया है, उसका हार्दिक समर्थन करती हूँ। श्रीमन्, अभी मेरी बहन ने कहा कि जिन नेतृत्व के गुणों की, जिस कर्तव्य भावना और जिस अनुशासन की भावना की हमारे विद्यार्थियों को आवश्यकता है, वह शिक्षा में आवश्यक परिवर्तन के द्वारा लायी जा सकेगी। लेकिन मेरा उनसे यह निवेदन है कि वे इस बात पर भी गौर करें कि शिक्षा में आवश्यक परिवर्तन लाना कोई एक या दो वर्ष की बात नहीं है, इसमें कम से कम २०, ४० वर्ष लग जायेंगे,

[श्रीमती सावित्री द'वी निगम]

जब हम शिक्षा में आवश्यक परिवर्तन ला सकेंगे और उन गुणों की भी, उन भावनाओं की भी उचित शिक्षा हमारे विद्यार्थियों को मिल सकेगी। इसलिए मौजूदा परिस्थितियों में शिक्षा की जो ट्रेनिंग एन० सी० सी०, भारत सेवक समाज या स्काउट्स के द्वारा दी जाती है, मैं साँचती हूँ कि उनका जो उद्देश्य होता है, वह बहुत ही उत्तम है। इसीलिए इस प्रस्ताव का मैं हृदय से समर्थन करती हूँ।

श्रीमन्, २०० साल की निरन्तर गुलामी और उसके पश्चात् जिस सिविल डिस्ऑबेडियेंस के द्वारा हम लोगों ने आजादी प्राप्त की, उनके प्रभावों को यदि हम अपने नवयुवकों के दिमाग से, उनके दिलों से हटाना चाहते हैं—मैं तो यहां तक कहूंगी कि जो हैंवानियत हमें इधर उधर विद्यार्थियों के आन्दोलनों में दखल को मिलती है उसको रूतम करना चाहते हैं—और इस तरह हैंवानों को इन्सान बनाना चाहते हैं तो हमारे पास सिवाय इसके कि हम विद्यार्थियों को और नवयुवकों को एन० सी० सी० के द्वारा या भारत सेवक समाज के द्वारा ट्रेनिंग दिलायें, कोई दूसरा मार्ग नहीं है जिससे कि हम अपने देश के नवयुवकों में नेतृत्व और कर्तव्य भावना को भर सकें।

श्रीमन्, मैं दो मिनट में थोड़ा सा अपना एक अनुभव जो कि भारत सेवक समाज के काम से मुझे हुआ, यहां बताना चाहता हूँ जिसमें कि इस प्रकार की शिक्षा दी गई थी। जब प्रारम्भ में शहर के कुछ स्कूलों के लड़कों को एक कैंप में ले जाने का मुझे अवसर मिला तो मैं आपको बताना चाहती हूँ कि उनमें कुछ एंसी आदतें थीं जैसे कि श्रम करने से जी चुराना, नियमों की अवहेलना करना, सुस्ती और आलसीपन दिखाना, किसी भी काम को करने के लिए तैयार न होना, आपस में मतभेद होना आदि एंसी एंसी चीजें थीं कि मैं विश्वास ही नहीं कर पाती थी कि वे कैसे उस चार, पांच मील लम्बी सड़क के निर्माण के काम को पूरा कर सकेंगे, जिसके लिये हम वहां गये हुए थे और कैसे वह कैंप का जीवन बिता सकेंगे। किन्तु

ज्यों ज्यों उन्होंने ट्रेनिंग लेना प्रारम्भ किया, तीन या चार दिन के अंदर ही उनमें इतना आश्चर्यजनक परिवर्तन आ गया कि मैं आपको बताना चाहती हूँ कि यही नहीं कि उन लड़कों ने गाँवियों के साथ मिलजुल कर उनकी पूरी लगन और सच्चे हृदय से सेवा की, यही नहीं कि उन्होंने शारीरिक श्रम में भी होड़ सी लगा दी और जो काम दो, तीन दिन के अंदर होना चाहिए था उसको चन्द घंटों में ही खत्म करना शुरू कर दिया, बल्कि उन्होंने जितने भी कैंप के नियम थे उनका पूरी तरह से पालन किया और जितने भी आर्ट्स एंड क्राफ्ट्स वहां उनको सिखाये गये उनको बड़े उत्साह और चाप के साथ सीखा।

इसलिए, श्रीमन्, यदि हम चाहते हैं कि हम लोगों में वह सामूहिक भावना उत्पन्न कर जिसकी दशवासियों को आवश्यकता है, यदि हम चाहते हैं कि उस चरित्र का निर्माण हो जिसके बिना हमारे नागरिक कभी भी सच्चे नागरिक नहीं बन सकते, तो हमें एन० सी० सी० की जो ट्रेनिंग है उसे सर्वसुलभ बनाना होगा। अभी मिनिस्टर महोदय ने कहा कि हम ५ लाख लड़कों पर दो करोड़ रु० खर्च करके वह ट्रेनिंग दिला रहे हैं। मैं उनसे अनुरोध करूंगी कि वे और मदों से चाहे खर्च छटा दें, लेकिन उनके ऊपर चाहे १०, १५ करोड़ रु० भी खर्च हों तो भी लगा दें ताकि हमारे विद्यार्थियों को उचित अवसर मिल सकें।

SHRI H. C. MATHUR (Rajasthan): Mr. Deputy Chairman, I will give the fullest support to the intent and purpose of the Resolution. There is not the least doubt that the training which is intended and which is being given in the N.C.C. and the A.C.C. does a lot of good. It gives smartness to our students and it inculcates discipline in our students. We are not at present apportioning blame for the present state of affairs. If we were to apportion blame, I think the politician, the administrator and the educationist will have to share the biggest responsibility. But while supporting this resolution fully and appreciating the immense good which it

is likely to do, I wish to stress that the first step which we have got to take in this matter is to discipline our teachers. Our teachers must themselves first go through this course of discipline and smartness. If anybody goes about inspecting the schools which we are opening in hundreds and thousands today, he will find a terribly poor standard of the teaching staff. And if the teacher himself has not got much to give, I wonder if he will be able to instil a sense of discipline among the students. It would be much better if we adopt certain standards for recruiting our teachers. When we recruit our teachers I think we should insist on their having taken some training in these respects.

Another point which I shall mention is that while I stand for this training, I am very much in agreement with Shrimati Lakshmi Menon. The N.C.C. will not give the sort of discipline which we have very much in our mind. It will make our students smart; it will give them a form of physical discipline which we very much want and which will go a long way. There is no doubt about it but the fact remains that there is a great vacuum that has been created in our country at the present moment. Many factors have contributed to it. I do not have the time to go into them in detail. But the real discipline which the mover of the Resolution herself had in mind was not the discipline which the students got through military training. That was the discipline which they got from the human touch of the teacher himself. I think in the altered circumstances it would not be possible; also we have got a very strange notion about the secular character of our State and that strange notion has resulted in a big vacuum that has come into our lives. Today in our schools we are so chary of giving to the students the real values of life. What is his responsibility? It is not only towards his fellow-students, towards his fellow-citizens but towards his own parents, towards his teacher—this sense of discipline, this

ethical sense, this moral sense has got to be inculcated into the student through various methods and means. As I have no time, I will only say that I confine myself strictly to the limited sense of this Resolution and say that I commend it fully.

THE DEPUTY MINISTER FOR DEFENCE (SARDAR S. S. MAJITHIA): Sir, the Minister has already said that the Resolution, as it is amended, is acceptable. I would, however, like to add that there are certain difficulties. I know the time is very short and I shall not take long. I am glad that there has been appreciation of the wonderful work done by the students in making roads, in building schools in the villages, in going out into the villages and giving first aid and even to the extent of giving primary education to the local people. These boys are pioneers in setting up an example of what India should be and I am grateful for the praises that have been showered from all sides.

The difficulties in a resolution of this type which envisages compulsory training for all the students, if I may point out by giving some figures, are these. At the present moment our plans are going before the Planning Commission. They have to vet it and whatever amount we get, we have to cut our coat accordingly. Envisaging in the N.C.C. an increase of about 50,000 boys a year for the next five years, thus trebling the present-day figure—it would then come to about three lakhs—we want money to the tune of about Rs. 27 crores in these five years. Imagine the whole lot of students, about 60 lakhs, which is about 20 times the present size, and the amount of money that we will require for giving them training. We are doing our bit, of course, with the limited resources that we have. It is true that any increase in the figures can only be done if the States also come in.

SHRI H. C. DASAPPA: Defence has a large budget.

SARDAR S. S. MAJITHIA: If I go on to answer interruptions I will probably require very much more time.

[Shri S. S. Majithia.]

I was talking about the States. If they come in at the moment with about 50 per cent of the expenditure, as the hon. mover herself has said, the Centre will have to give a substantial amount of money to the States to implement this scheme. In other words, money is needed whether the States come out with it or the Centre comes out with it. The money has to be got from somewhere and that somewhere is the people. We all know the condition of our people and any more taxation at the moment does not seem proper. The same is the case with the A.C.C. which is another wing. Again, good work is done. We are planning to increase it at the rate of about 2 i lakhs every year which is a substantial figure. That ultimately in five years will show an impressive record if all our figures are accepted by the Planning Commission. That figure will come to about 20 lakhs and for that we would need another Rs. 31 to Rs. 32 crores, which again is a substantial sum. In spite of all these we are only coping with 20 lakhs in one ca-e and 3 lakhs in the other, that is, 23 lakhs.

SHRI H. C. DASAPPA: That comes from the Education Ministry, is it not?

SARDAR S. S. MAJITHIA: That is a separate budget. I am only concerned with Defence now.

Now, the student community, at the moment, is very much more than this figure and I am quite sure that with the increase in education and educational facilities which will be given to the people, that figure is going to increase. It will be very much more than sixty lakhs. And if all that is going to come in in this compulsory way, it means practically a budget equivalent to, or rather more than, your Defence Budget as it is today which does not seem probable. Therefore, I would venture to suggest that any Resolution that you pass must have a substance of reality behind it. We must fully consider it and pass only those resolutions which

we think we can put into practice. Therefore, it is useless again passing resolutions and not acting upon them. Our Ministry in particular is very keen to go all out to implement all the resolutions passed in this House. But in case they come out with resolutions like this, then obviously it becomes beyond our scope, beyond our powers to implement them. I, therefore, suggest that the Resolution as moved by the mover should not be accepted, but as the Minister has already accepted the amended Resolution, we will try our best to do whatever we can to implement that.

MR. DEPUTY CHAIRMAN: There is no time.

DR. SHRIMATI SEETA PARMANAND: Mr. Deputy Chairman, I shall just make a reply in two or three minutes. Firstly, I would like to point out why the amendment has been accepted. As has been pointed out by the Deputy Minister, they find it difficult to accept the Resolution because the expenditure involved would be heavy. They have now accepted the revised Resolution and I hope they will try to do what they can. The fact that the Resolution has been accepted in an amended form itself shows that such resolution should be brought. If they are brought, it takes such subjects from the 'ordinary' consideration of Government to their 'active' consideration. And that means that the matter moves up a little further.

I would only like to point out this. In a matter of perhaps a couple of months, the hon. Minister for Defence Organization, Shri Mahavir Tyagi, brought about a saving of six crores of rupee or sixteen crores—I forget which it was—in the Defence Ministry. There is plenty of scope for economy in the Defence Ministry if the various recommendations suggested by the Economy Committee, the Supply Committee and the Stores Committee are adopted. I do not want to go into the details. There is scope for economy in other Ministries as

well. Similarly, if schemes are carried out with regard to youth welfare in co-operation with and co-ordination between the Education Ministry and the Defence Ministry, the same amount will stretch very far and they would be able to accomplish much more than they have been able to achieve. I thank the Ministry for accepting the amended Resolution and I feel that the Resolution has helped to focus the attention of the House—and the States, I hope—on this important matter. And we hope we will find in the next report of the N.C.C. a greater improvement. Thank you.

MR. DEPUTY CHAIRMAN: I will put the amendment. The question is:

"That in the Resolution, for the words 'to introduce compulsory training in N.C.C. or A.C.C. for all students for one year each', the words 'progressively to widen the scope for training in N.C.C. or A.C.C. of students' be substituted."

The motion was adopted.

MR. DEPUTY CHAIRMAN: Now, I am putting the amended Resolution, The question is:

"This House is of opinion that with a view to inculcating a spirit of discipline and leadership among the youth of the country, the Central Government should recommend to State Governments progressively to widen the scope for training in N.C.C. or A.C.C. of students at the High School and the University stages of education.

The motion was adopted.

MR. DEPUTY CHAIRMAN: The Resolution, as amended, is adopted. The House stands adjourned till 11 A.M. on Monday.

The House then adjourned at five minutes past five of the clock till eleven of the clock on Monday, the 19th September 1955.