

बाहर से इम्पोर्ट करना पड़ता है और किस-
किस किस का फर्टिलाइजर इस देश में
बनने लगा है ?

SHRI SURJIT SINGH BARNALA:
I need a separate notice for providing
details.

DR. HENRY AUSTIN: Even as the
government are thinking of import-
ing fertilisers, may I know whether
the government are considering utili-
sing to the maximum extent the capa-
city of existing projects such as
FACT in Kerala and the Cochin divi-
sion of FACT? The capacities are
not being used fully.

SHRI SURJIT SINGH BARNALA:
We shall make efforts to utilise the
existing capacities in all fertiliser
plants.

श्री उपसेन : माननीय मंत्री जी के
उत्तर में सम्बन्धित। मंत्री जी ने बताया है
कि विदेशों में बहुत ख़ाद मंगाया जा रहा है।
मैं जानना चाहता हूँ विदेशों में जो ख़ाद मंगाया
जाता है उसकी क्वालिटी यहाँ के ख़ाद में
अच्छी है या बुरी ?

श्री सुरजीत सिंह बरनाला : क्वालिटी
की वजह से ख़ाद बाहर से नहीं मंगाया जा रहा
है बल्कि ख़ाद की जरूरत होती है इसलिए
मंगाना पड़ता है।

श्री उपसेन : मंत्री जी ने कहा कि यह
नहीं देखने है कि क्वालिटी अच्छी है या बुरी
तो बाहर से अच्छी ख़ाद मंगाने है या ख़राब ?

श्री सुरजीत सिंह बरनाला : बढ़िया
किस्म का ख़ाद मंगाया जाता है।

DR V. A. SEYID MUHAMMED:
How much foreign exchange was in-
volved in the import of fertilisers
during the concerned period?

SHRI SURJIT SINGH BARNALA:
I am sorry; I do not have that infor-
mation and I am not in a position to
reply to that question just now.

रोजगारोन्मुख शिक्षा प्रणाली

+112. श्री ज्ञानेश्वर प्रसाद यादव :

श्री नबाब सिंह चौहान :

क्या शिक्षा, समाज कल्याण और संस्कृति
मंत्री यह बनाने की कृपा करेंगे कि :

(क) क्या सरकार का विचार वर्तमान
शिक्षा प्रणाली के स्थान पर रोजगारोन्मुख
शिक्षा प्रणाली आरम्भ करने का है; और

(ख) यदि हाँ, तो तन्मन्वन्धी रूप-
से क्या है ?

**THE MINISTER OF EDUCATION,
SOCIAL WELFARE AND CULTURE
(DR PRATAP CHANDRA CHUN-
DER):** (a) Yes, Sir.

(b) A statement is laid on the Table
of the Sabha.

Statement

Outlines of various features of Work
Experience and Vocationalisation for
the school stage (10+2) may be seen
in the two brochures (copies available
in the Lok Sabha Library) "Curricu-
lum for the Ten-Year School-A Frame-
work" and "Higher Secondary Educa-
tion and its Vocationalisation" pre-
pared by the NCERT. As stated in the
first brochure "At the Primary stage,
work experience should begin with
simple, creative, self-experience activi-
ties performed with locally available
material and simple tools. It is desi-
reable to avoid any activity with an

element of monotony in it. In the upper primary (or middle) and secondary classes the use of tools should be introduced in a scientific manner." "Work Experience areas should be identified through community surveys and, wherever necessary, the expertise of artisans and mechanics should be utilised for the programme. In technologically oriented work experiences, the desired level of skill and precision should be attempted." "In order to give the students some experience in a number of areas of work, it is suggested that one area of work may be offered in one semester, and so on." "The actual areas of work which should be included in the curriculum would be governed by local needs but the areas of work should cover the various processes, techniques and tools of work, as far as possible". "Work Experience should be aimed at providing experiences which are not otherwise provided in the curriculum. It has implications for the teaching and learning of school subjects and provides a basis for integrating knowledge. Well organised work experience may, from the higher primary stage, result in some earning for the student, either in cash or in kind, and this potentiality should be exploited where possible.

At the higher secondary level Job oriented courses in the vocations which offer good employment opportunities will be selected on the basis of well conducted occupational surveys in each district of the country. The courses may be of various durations depending upon the expected skill levels by the employing agencies. To provide adequate basic knowledge for further career improvement the necessary components of Science, Social Science and Commerce subjects will be incorporated into the relevant curricula. Facilities will be created for further education through evening, holiday or block time special instruction and training. Advanced diploma courses will be within the reach of the students. Provision has been made under the Apprentices (Amendment)

Act 1973 for Apprenticeship Training of students who have completed two years vocational course after 10 years of general education. The methods of instruction will be based on semester system permitting the students to accumulate credits according to their convenience without restriction that the students will have to complete the courses within a rigidly fixed time interval. In preparing the curricula the Government's policy of creating employment opportunities through village and industries will be kept in view.

श्री नबाब सिंह चौहान : अध्यक्ष महोदय मैं आपके द्वारा माननीय मंत्री जी से जानना चाहता हूँ कि इस देश में हर वर्ष लाखों की संख्या में ग्रेजुएट्स और अन्य डिग्रियां लेकर लोग निकलते हैं और बेकार फिरते हैं तो क्या सरकार कोई ऐसी व्यवस्था करेगी जिससे शिक्षा प्रणाली को तुरन्त बदला जाये और बेकारी घाटे न बढ़ने पाये ?

DR. PRATAP CHANDRA CHUNDER: The problem of unemployment is not always linked up with education because we find even students coming out of Engineering Colleges and technical institutions are unemployed. So it depends on the man-power planning and also on general climate of employment.

श्री नबाब सिंह चौहान : जो इन्जीनियरिंग पास कर के निकलते हैं, क्या वे आप की शिक्षा प्रणाली का अंग नहीं हैं? आप यह जरूरी नहीं समझते हैं कि जो शिक्षा दी जाय, शिक्षा प्राप्त करने के बाद जैसे ही बाहर निकले उनको फौज काम मिले ?

DR. PRATAP CHANDRA CHUNDER: I fully agree with the hon. Member that education policy must be so framed that it will enable the students who come out of educational institutions to get jobs. That is why vocationalisation of education is greatly stressed. It has been divided into two stages—one upto ten years and the other plus two stage where full vocationalisation has been thought of. I may submit that even for the students coming out of technical institutions, there

are not sufficient jobs. Creation of jobs is a problem which has to be tackled by other Ministries as well.

श्री राम नरेन्द्र यादव : राजाजी के बाद से बराबर यह मुझे मनें आता रहा है कि हमारी शिक्षा प्रणाली ठीक नहीं है, राजगार-परक नहीं है, लेकिन आज तक कोई ठोस शिक्षा प्रणाली हमारे सामने नहीं आई। क्या माननीय शिक्षा मंत्री अब कोई ऐसी शिक्षा प्रणाली की विस्तृत योजना या सही योजना बना कर पेश करेंगे जो राजगार-परक हो, उस में आमूल-बूल परिवर्तन या जो भी परिवर्तन वे करना चाहें, जल्द में जल्द कर के उस को लागू करें—क्या कोई ऐसी योजना आप के पास है ?

DR. PRATAP CHANDRA CHUNDER: Education is a topic regarding which there can be no final say. After our independence, two very important Commissions had been set up—one was the University Education Commission of 1948-49 under the chairmanship of Dr. Radhakrishnan and the other was the Education Commission of 1964-66 headed by Dr. Kothari and pursuant to their recommendations, this House and the other House adopted the National Policy of Education in 1968 and pursuant to that several changes had been introduced in the educational pattern. We are again reviewing the pattern and will come up with concrete proposals before this House after some time.

SHRI L. K. DOLEY: The hon. Minister has very rightly referred to the question of man-power planning. In view of the acute problem arising out of educated unemployed, is there any proposal under contemplation by the present Government to have a man-power planning?

DR. PRATAP CHANDRA CHUNDER: There are bodies for having man-power planning. But the difficulty in our country is that we have the private sector as well and a large number of our industries and other

productive forces are controlled by the private sector. Our Committees do not get proper data. We are trying to have closer contact with private sector so that proper data can be collected and the difficulties may be solved.

श्री लक्ष्मण राव मानकर : कोठारी कमीशन के मुताबिक देश के अनेक प्रान्तों में शिक्षा की व्यवस्था शुरू हुई थी, लेकिन ब्लास 11 और 12 के लिये जो वांकेशनल एजुकेशन शुरू होनी चाहिये थी, वह पैमे के अभाव में शुरू नह हो पाई है—क्या यह सत्य है? यदि यह सत्य है तो शासन इस के लिये क्या व्यवस्था करने जा रहा है ?

DR. PRATAP CHANDRA CHUNDER: It is not correct that vocational education has not been started. It has been started in several States. I can give a long list of States which have adopted vocational education. However, I admit it is not up to the mark because it has not been possible to finance some of the schools to introduce vocational education to achieve its desired objective.

SHRI C. K. CHANDRAPAN: For the last few days, the minister has been trying to tell the House that since the government is not in a position to provide employment to those who are trained in job-oriented education, it is better to do away with job orientation itself. That is perhaps the philosophy which drove the minister to the position against the +2 system. When the country requires a lot of trained personnel, is it not proper that the ministry should take steps to train people so that in future when the man-power planning comes, the country will have enough trained personnel? Will the government take an attitude of this type towards this problem instead of taking a position of annihilation of vocationalisation itself?

DR. PRATAP CHANDRA CHUNDER: There is no question of annihilating vocationalisation. We are quite aware that this should be emphasised.

That is why we are having dialogues with the Planning Commission also on this matter.

श्री हरिकेश बहादुर : अध्यक्ष महोदय, मैं आप के माध्यम से माननीय शिक्षा मंत्री जी से जानना चाहता हूँ कि शिक्षा व्यवस्था को केन्द्रीय सरकार अपने हाथ में क्यों नहीं ले लेती, जिसमें उम में यूनिफार्मिटी एक अपना स्थापित हो ?

DR. PRATAP CHANDRA CHUNDER: About uniformity of education, even the Kothari Commission observed that it is not desirable for a big country like India in view of the different stages of development in different parts of the country. Education is still a State Subject. It has been brought to the Concurrent List no doubt but unless some Act is passed by Parliament, it is not possible to take over education. Whether it is desirable or not is very doubtful.

श्री गौरी शंकर राय : क्या शिक्षा मंत्री जी कृपया यह बताएंगे कि आज के बाद केन्द्रीय सरकार के लिये यह संभव होगा कि देश की पूरी योजना जो प्रविष्य में आने वाली है, उसकी आवश्यकताओं को देखते हुए, शिक्षा की कोई ऐसी योजना बनाएँ जिससे दोनों में कोअर्डीनेशन हो सके ताकि अनावश्यक व्यय न हो ? उन आवश्यकताओं को ध्यान में रखते हुए टेक्निकल ट्रेनिंग की कोई योजना क्या सरकार के विचाराधीन है, जिससे दोनों में कोअर्डीनेशन रहे ?

DR. PRATAP CHANDRA CHUNDER: I fully agree with the hon. member and steps are being taken in that regard.

Sharing of Cauvery Waters

+

*115. SHRI M. KALYANASUNDARAM:

SHRI S. G. MURUGAIYAN:

Will the Minister of AGRICULTURE AND IRRIGATION be pleased to state:

(a) steps proposed to be taken to reach an amicable settlement between the States of Karnataka and Tamil Nadu regarding the dispute over sharing of Cauvery Waters; and

(b) whether such steps are to be taken expeditiously?

THE MINISTER OF AGRICULTURE AND IRRIGATION (SHRI SURJIT SINGH BARNALA): (a) and (b). A statement is laid on the Table of the House.

Statement

An understanding amongst the concerned States, namely, Karnataka, Kerala and Tamil Nadu with regard to use and development of Cauvery waters was reached at the inter-State meeting held by the Union Minister of Agriculture and Irrigation in August, 1976.

It was agreed that the various issues relating to the manner of sharing of Cauvery waters in lean and good years would be worked out by a Committee of technical representatives of the Central and State Governments. It was also agreed to constitute the Cauvery Valley Authority and that the functions and rules of procedure of such an Authority be drawn up by a Committee of Secretaries of the three States.

The two Committees have accordingly been setup and the reports of these Committees are expected to be received by the end of July, 1977, for consideration at the next meeting of the concerned Chief Ministers.