

LOK SABHA

Friday, December 18, 1970/ Agrahayana 27,
1892 (Saka)

The Lok Sabha met at Eleven of the Clock.

[Mr. Speaker in the Chair]

ORAL ANSWERS TO QUESTIONS

MR. SPEAKER : Q. No. 811. I am very sorry that Shri Maharaj Singh Bharati met with an accident this morning. He was knocked down by a motor-cycle or something of that sort and there was some fracture. But I have not got the full report...

DR. RAM SUBHAG SINGH : We are all sorry for him.

SHRI HEM BARUA : How did that happen ?

MR. SPEAKER : I just received this news about five minutes before coming here, that he was knocked down by some motor-cycle and he sustained some fracture and he had been taken to the hospital. I am very sorry that his name is first on the Question List but he is not here today.

पूर्व जर्मनी की शिक्षा-पद्धति पर आधारित
शिक्षा प्रणाली

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*811. श्री अट्टाकर सूपकार :
श्री महाराज सिंह भारती :
श्री अविचन :

क्या शिक्षा तथा युवक सेवा मंत्री यह
बताने की कृपा करेंगे कि :

(क) क्या पूर्व जर्मनी में प्रचलित शिक्षा

पद्धति के नमूने पर भारत की शिक्षा प्रणाली में सुधार करने के लिए कोई अध्ययन किया जा रहा है ; और

(ख) यदि हाँ, तो उसमें अब तक कितनी प्रगति हुई है और इसके भावी कार्यक्रम का व्यौरा क्या है ?

THE MINISTER OF EDUCATION AND YOUTH SERVICES (DR. V. K. R. V. RAO) : (a) and (b). A statement is placed on the Table of the House.

Statement

A study about the educational system of G.D.R. with special reference to poly-technical education or work experience was made last year and a report on : poly-technical Education or Work Experience in the Schools of G D.R. was published by the Ministry of Education and Youth Services.

2. The above Report was considered by the Study Group on Pilot Projects in the field of Vocationalisation of Education at School Stage, which submitted its report in July, 1970. The Study Group, among other things, recommended that the experiences of G.D.R. and other countries in the field of Work Experience should be kept in mind while working out pilot projects.

3. The scheme of Work Experience will be included as one of the programmes in the Intensive Educational District Development Projects in four districts, namely, Darbhanga (Bihar), Jalgaon (Maharashtra), Bellary (Mysore) and Sangrur (Punjab) on which preliminary work has already been started. Other State Governments have also been requested to select one pilot district in each State for introducing the programme of Vocationalisation of Education and Work Experience at the School Stage. The Governments of Gujarat, Haryana, Madhya Pradesh and Rajasthan, who have so far replied, have selected the districts of Baroda,

Karnal, Sehore and Jaipur respectively. The details of the programme of Work Experience will be worked out in consultation with the State Governments.

SHRI SRADHAKAR SUPAKAR : Even the Kothari Commission has laid great stress on work experience in education. May I know whether before the G.D.R. scheme was brought into the picture, any detailed study was made of this question ?

DR. V. K. R. V. RAO : I think there is probably some misunderstanding. I think the statement makes it clear that the GDR scheme is one of the many schemes that have been considered. Actually, we are proceeding on the basis of the report of a committee which had been appointed by us under the chairmanship of the vice-chancellor of the University of Agricultural Sciences, Bangalore. This committee has taken into account all the experience which are there in the country and made the recommendations.

SHRI SRADHAKAR SUPAKAR : Since we do not have the details of the GDR scheme before us, may I know what the economic aspect of this project is and whether any budget estimate has been made of the expenditure on the working out of the scheme in the different districts like Darbhanga, Jalgaor, Ballary and Sangrur ?

DR. V. K. R. V. RAO : Yes, the Central Government have promised to make available up to a maximum of Rs. 40 lakhs over the Fourth Plan period for each of these four districts. It is not only for work experience; it is for the intensive educational development of these districts. The local Governments are going to pay 50 per cent. It will be round about 20 lakhs; in addition that they will get by way of grants and other contributions from the local community an equal amount.

SHRI SHRI CHAND GOYAL : The figures indicate that there is more unemployment amongst the educated than among the uneducated. Is there a scheme under consideration of Government to start job-oriented education at the school stage ? If Government are considering this, then the entire nation can be prepared and there can be good character building which is possible

only if there is proper education. Considering the stuff we are getting at the moment and keeping in view the Naxalite activities, I would like to know whether some such scheme is under consideration which lays emphasis on character development and patriotism in our youth.

DR. V. K. R. V. RAO : The first question relates to job-oriented education at the school stage and the other is broadly what I would call national integration and inculcation of patriotism and so on.

Regarding the first, all these schemes which we are talking about are intended for the purpose of effecting this revolutionary change, trying to make our school system of education much less literary than it is today and more scientifically and technologically based than has been the case so far. It is for this purpose that we are going to carry out pilot experiments in every district in the country in regard to the inculcation of work experience.

Regarding the other matter, we are doing several things. We are arranging for national integration camps of school and college students. We had something like 30 or 32 camps arranged by the NCERT for school students. Also we arrange for exchange of students from one central school in one part of the country to another school in a distant part. Thereby, we are trying to inculcate among the pupils the concept of the identity of the Indian nation and their loyalty to the concept of one nation.

SHRI R. BARUA : As far as I know, even the Kothari Commission had made some strong recommendation on the technical aspect of education. Is the GDR scheme a departure from that or will it have any connection with the recommendations of the Kothari Commission ? I am asking this because the Kothari Commission's recommendations are not properly implemented in various States for want of finance.

DR. V. K. R. V. RAO : Our difficulty was that the Kothari Commission did not lay down any concrete and practical scheme with full details, as to what precisely should be done in the schools in order to introduce work experience. They recommended quite correctly that work experience ought to be introduced in the secondary system. Also

a number of States have been having experiments in introducing this work experience. The GDR scheme only came in because I heard that they had vocationalised their system of education from the school stage. Therefore, an officer was sent. His report is available now. But this is only one of the many documents being considered. We set up our own committee in May last year with a large number of Indian experts headed by Dr. Nayak, who is Vice-Chancellor of the University of Agricultural Sciences. That Committee has given a very detailed report which was considered by the Education Secretaries four or five months ago. Some districts are selected and we have drawn up a programme. A further meeting is being held in December of this year. We are sanctioning to these States first money for a survey of the districts.

Because we want to bring in work experience. The kind of work experience that we bring into the school system has to be related to the economic potentiality and economic activity of the district concerned not only as it is at the moment, but also as it is likely to emerge in future. For this purpose, we have sanctioned money for a survey and also given a little money for the appointment of project officers, and I am hoping that some progress for the purpose of realising work experience in our school system has been made, that the first step has now been taken.

SHRI LOBO PRABHU : We are too much in the habit of borrowing from other countries, not only money but now I see we are also borrowing educational methods. It is time we thought on our own and studied our own needs. In this connection, I would like the Minister to tell me why we should think of job orientation—jobs are rather limited, while self-employment is more important—and why the basic system of education should not be used for employment opportunities in agriculture by agriculture becoming a subject of study from the earliest stage. It is not job orientation that we want, we want self-employment more than anything else.

DR. V. K. R. V. RAO : As far as the first part is concerned, I thought I had made it clear in the answers I gave so far that the experience of East Germany is only one of the many things that we are taking into

account in formulating our own system of work experience for introduction in schools, and I am sure the hon. Member will be the last person in the world to suggest that we should not take advantage of the experience gained by other countries.

Regarding the other question of job orientation perhaps there was some misunderstanding. It does not mean only pay packet jobs. The whole idea is to give the young people in the school system, because they form the bulk of our students, some experience in work and in most cases it will have to be related to agriculture because it is the most important part of work that our people will be doing in our villages, and work experience will naturally have a great deal of gravitation towards agricultural work, but to include it as a subject of the curriculum is not the way to give them this experience.

SHRI HEM BARUA : In view of the fact that the hon. Minister has just now spoken about a revolutionary change in education, which he has the power to bring about, may I know if he has prepared a manpower budget, and if he proposes to gear education to solving the problem of unemployment in the country, and whether he is going to diversify education in the post-secondary stage as is done in countries like East Germany and Soviet Russia?

DR. V. K. R. V. RAO : When I talk of a revolutionary change, I do mean a revolutionary change, but I do not know if I have myself the power to bring it about.

AN HON. MEMBER : You have.

DR. V. K. R. V. RAO : I am very glad to have this assurance from the hon. Member that I have the power, but having worked in this Ministry for 1½ years, I know that my powers are rather limited, but what I can do is get stimulation of ideas, pilot projects, research reports, exchange of information and so on. We are very anxious to see that the present literary-based system of education has to be made science-based, technology-based and work based. I have no doubt in my mind about that. It is for that purpose that we are trying to have educational reforms.

Regarding the question of manpower budget for the whole country from the

school stage upwards, I can quite honestly say that it is not a programme that we have undertaken in our Ministry. Actually it falls under the Ministry of Home Affairs, and they concern themselves mainly with manpower at the higher levels rather than at the level of agricultural labourers, carpenters in the villages and so on.

His last question was whether we are going to have diversification at the post-secondary stage. We are very anxious to have courses at the post-secondary stage and even at the university stage now we want to expand the choice of subjects, so that employment opportunities and self-employment opportunities will be increased, instead of merely giving them the kind of education that we have been giving so far.

SHRI S. M. KRISHNA : Has the Minister realised that the Central Government has been unable to check the repeated experiments that are being made by the State in the pattern of our educational system? To quote one example, in the Mysore State, the Government has taken a decision to re-introduce the two-year course for the Intermediate before graduation. Till about two years ago, till last year, it was a pre-university course of one year. This constant experimentation which is being carried on by the State Governments has been a great hindrance in bringing about the revolution of which the Minister is talking about. I would like to know from the Minister whether the Union Government is considering the question of bringing about some check in this aspect of carrying on such experimentations.

DR. V. K. R. V. RAO : The experiment or the change that the Mysore Government has introduced is in line with the recommendations of the University Education Commission, and also subsequently endorsed by the Vice-Chancellors' Conference. They have been given three alternatives. Either it is 10 plus 1 or 10 plus 2 or 11 plus 1, followed by a three year degree course. Out of the 10 plus 2, the 10 may be in the school and the two may be in the college, or the two may be added to the school itself, and the school may become a 12-year school. An option has been given to the various States in the light of local circumstances, experiences, resources, etc., to choose one of these

things. Some States have done it. I think Kerala has done the same thing; I think Mysore have done it. I think Andhra Pradesh also has done that. They have gone in for the two-year course following the school stage for the purpose of entry into college.

श्री नाथूराम ग्रहिवर : आज देश भर में शिक्षकों की बेकारी बढ़ रही है और यह सिद्ध हो गया है कि जो हमारी वर्तमान शिक्षा प्रणाली है उसके कारण यह बेकारी बढ़ रही है। क्या सरकार इस बात की गम्भीरता पर विचार कर रही है कि प्राइमरी स्टेज में भी बालकों को वोकेशनल एजुकेशन दी जाये जिससे वह कुछ घन्टा सीख सकें? साथ ही साथ एक बात और भी है कि सभी राज्यों में प्राइमरी शिक्षा अनिवार्य नहीं है। क्या सरकार ऐसी योजना बना रही है कि वह वहां पर कम्प्लेरी शिक्षा लागू करे? चूंकि वह लोग इसका खर्च वहन नहीं कर पायेगे इसलिए क्या सरकार इस बात पर भी विचार करेगी कि सारे देश में आठवीं कक्षा तक शिक्षा केन्द्र की ओर से दी जाये?

DR. V. K. R. V. RAO : The hon. Member has asked a large number of questions, some of which I think do not strictly arise from the question we are discussing. As far as the first question is concerned,—unemployment of educated youth—I certainly would be prepared to agree with him that the educational system, because of its very heavy literary bias, has some responsibility for it. But I think the unemployment among educated youth is not just the result of a faulty educational system. It is the result of slow economic growth, and unless our economic growth is accelerated, I do not think it will be possible to solve this problem of educated unemployed.

Regarding the question of introducing vocational education from the primary stage, this is exactly what I was saying. What we are trying to find out in the educational system, right from the beginning, is to what extent work experience can be given from the primary stage.

Regarding the last question about

primary education not being free in some States, and what the Central Government is going to do about it, unfortunately, primary education and secondary education are both State subjects. There was a time before the end of the third Plan when there were Centrally-sponsored schemes under which the Centre could give some assistance even outside its constitutional responsibilities, but from the fourth Plan onwards, either on account of a decision taken by the National Development Council or on account of the Chief Ministers' conference, all these are entirely within the States' purview, and I regret the Central Government will not be able to help in this matter.

SHRI J. H. PATEL : This is a question dealing with the educational system. Is there any possibility of the Government of India following the system obtaining in East Germany in respect of the medium of instruction? Firstly, I would like to put this question: have the Government of India come to any specific decision about the medium of instruction in this country? In their different statements, they say that they give importance to regional languages and the mother tongue, but that is not being implemented. If this problem is not solved all talk of system of education is most irrelevant.

MR. SPEAKER : Please read the question: "Studies being made with a view to making improvement in the system on the pattern of East Germany."

SHRI J. H. PATEL : My question is, what is the medium of instruction in East Germany? Is it German or English?

MR. SPEAKER : In this way, you can make anything relevant in the world. By 'pattern' it does not mean that. I expect you to be within the scope.

SHRI J. H. PATEL : My question is relevant: If in East Germany, the mother tongue is the medium of instruction, have they learnt it from them that having English as the medium of instruction is against improving the system of education in this country?

DR. V. K. R. V. RAO : I think the hon. member is fully aware that both as an

individual educationist and as Education Minister, I have always said that the medium of instruction should be the mother tongue or regional language and not English. I have made that statement many times on many platforms. As far as our schools are concerned, the medium of instruction is the mother tongue or regional language excepting where there are linguistic minorities. For them there is the constitutional safeguard and they have the right to receive instruction in their mother tongue, as far as the school stage is concerned. So, there is no difference of opinion between the hon. member and myself as to what should be the medium of instruction—English or the regional language or the mother tongue.

MR. SPEAKER : Next question. Mr. Tenneti Viswanatham.

SHRI MANUBHAI PATEL : The Government's stand on the Education Commission's recommendations...

MR. SPEAKER : Mr. Supakar from your party has already put a question. We have already taken 15 minutes on this question and I have called the next question. I have not allowed you.

Wages Revision in the Hindustan Shipyard Limited

*812. **SHRI TENNETI VISWANATHAM :** Will the Minister of SHIPPING AND TRANSPORT be pleased to state :

(a) whether his attention has been drawn to the Press Note dated the 30th October, 1967 issued by his Ministry wherein it had been stated that the recommendation of the Sub Committee to be appointed to go into the question of Wage revision in the Hindustan Shipyard Ltd., would be given effect from 1st July, 1967;

(b) whether Government have now decided to shift the date for implementation of the recommendation from 1st July, 1967 to 17th September, 1969; and

(c) if so, the reasons therefor?

THE DEPUTY MINISTER IN THE MINISTRY OF SHIPPING AND TRANSPORT (SHRI IQBAL SINGH) : (a) Yes Sir.

(b) and (c). The Sub-Committee referred