

overwhelming majority of Delhi University teachers still have no housing facilities.

The professional colleges of the University of Delhi continue to be outside the purview of Ordinance XII. The promotion scheme of January 1983 agreement was for all teachers of Delhi University. However, the teachers of the professional colleges have been kept out of the ambit of this promotion scheme.

The University authorities have not only failed to implement the interim report of the Working Group on Democratisation but have consigned the Working Group itself to cold storage and attacked these limited democratic rights by imposing a restriction of two terms on elected teacher representatives in AC and EC.

As a result of the strike, studies of 1.5 lakhs of students have seriously been affected. I request the Government to immediately intervene in the matter and take steps for just and fair settlement of this dispute.

PROF. N.G. RANGA : They are setting a very bad example by going on this strike.

SHRI BASUDEB ACHARIA : Why is the agreement not being implemented?

SHRIMATI GEETA MUKHERJEE : Why are the teachers forced to go on strike?

SHRI S. JAIPAL REDDY : The Minister is maintaining pin-drop silence.

MR. DEPUTY SPEAKER : He will answer it afterwards.

(viii) Need to provide drinking water and irrigational facilities to the people of Barmer, Jaisalmer, and Jodhpur districts of Rajasthan

SHRI VIRDHI CHANDER JAIN (Barmer) : Mr. Deputy Speaker, Sir, about 22 thousand villages in Rajasthan

were declared problem villages due to drinking water crisis there. The problem of drinking water in many villages has been solved. But in the Thar desert where thousands of hamlets are spread over an area of 25 sq. km. to 250 sq. km., there is no source of water or where water is available it is in very little quantity or the water is saline. Where there are tubewells, drinking water from it can be provided to a few villages only. The only permanent solution is to solve the drinking water problem from Rajasthan canal or the Indira Gandhi Canal.

The scheme for providing water through lift canals to some villages of Churu district and urban areas of Jodhpur district has been included in the Seventh Five Year Plan.

The Lilwa Branch i.e. Sagarmal Gopa Branch, which passes through Mohingarh, Ramgarh, Ghat road flow canal, Pokhran, and the Barmer life canal have not been included in the Seventh Five Year Plan.

The areas coming under flow and lift canals and which fall in Thar desert are severely affected due to water crisis.

Therefore, the Central Government is requested to include Lilwa Branch i.e., Sagarmal Gopa Branch, Pokhran lift canal and Barmer lift canal in the Seventh Five Year Plan so that work on irrigation, forest development and drinking water programmes can be undertaken. In this way the villages of Barmer, Jaisalmer districts and villages of Shergarh tehsil of Jodhpur district can be benefited. The first and foremost task is to provide drinking water in those areas.

12·18 hrs.

MOTION RE : 'CHALLENGE OF EDUCATION—A POLICY PERSPECTIVE'—(Contd.)

MR. DEPUTY SPEAKER : Shri

[Mr. Deputy-Speaker]

Anand Gajapathi Raju. Two persons in your side can participate in this discussion.

SHRI ANAND GAJAPATHI RAJU (Bobbili): Mr. Deputy Speaker, Sir, the present perspective of education is a heartening development. Since 1968, this has been the first time when a document has been prepared about perspectives of education. Today, another heartening feature is the formation of the Human Resources Development Department. It is in consonance with the philosophy expressed in consonance with the line of thinking that human resources are the epicentre of any developmental process. Unless the human aspect of development is adequate, unless education becomes meaningful, there can be no economic development, social development or any cultural dimension to our process. Therefore, what I say now is that we all agree that there should be a change, a meaningful change in the education policy. But what is more important is that a certain amount of fine tuning is necessary, in the sense that the canvas is so wide. Educational reform is a large question, but we must give a thrust in the desired direction, to the extent possible, to the extent necessary.

Today, manpower planning and vocational education deserve special mention. We are going in the direction of vocational education. We are trying to do something about manpower planning. These are very technical areas, and I would request the hon. Minister to form a sub-committee to go into these aspects, so that both vocationalization and manpower planning get their rightful place.

Again, education must be dovetailed into societal imperatives. This is very necessary, especially because, if education is to remain universal, if it has to be subsidized as it is being done today, it must definitely dovetail into the societal process and find newer meanings.

Generally, people speak about different segments of education, but I

would like to bring a particular aspect to the kind consideration of the hon. Minister, and also of the august House, viz. should we go in for an educational system that is universal and at the same time subsidized; or should we go in for an educational system which is high cost and selective? Which areas should be high cost, which areas should be subsidized; and in which areas should thrust be given? I feel that both quantitatively and qualitative, there is need for a certain amount of change. Subsidy should come at the primary level, at the secondary level, at the level where one is made functionally literate. When a man is functionally literate, then alone can society move forward in its various programmes. Therefore, the high cost aspect of it should be left to the areas of specialization, where there is a selective approach towards the number of people who should be involved. And when you look at the figures relating to enrolment, you find that they have grown only at a meagre 4.5%, from 1950-51 to 1982-83. It is a very meagre figure, and the drop-out rate also has been rather high, at 61.4%. Therefore, at the grass-root level there should be an emphasis towards building more school buildings; there should be an emphasis towards providing more amenities, because it is only when we allow and provide for the unfortunate masses, masses who are not in the educational process, and only when we bring above those who are outside societal imperatives, that there will definitely be functional literacy in the country. And these people will be further able to participate in the planning process which is going on today. Today we are on the anvil of the 7th Plan. Unless we bring these people also in the mainstream, we will not be able to function. The plans and objectives will remain on paper, and within a few elite sections. Therefore, the need to stress the primary and secondary levels.

Then again, adult education and non-formal education should also be given a thrust. Because we cannot have illiterates in the country where we are go-

ing in for development; we cannot have children who are an economic unit to the parents in terms of going and rearing goat or going to the market place. They also must be brought into the system of non-formal education. Therefore, a thrust should be given to the education policy today. Let me maintain this incident, namely, that Lord Curzon was considered in those days as a very able Viceroy, a man who was both efficient and affective, a man who was dynamic. It was like a railway engine which had all the parts neatly assembled, dynamic as they were but with no sense of direction. Therefore, when there is no sense of direction, nothing can be achieved.

In this connection, let me mention that the State of Andhra Pradesh has allotted a lot of resources for the development of education. In fact, two to three years back, under the plan process, we had allocated more than Rs. 41 crores. This is a major development which the State Government is making. After all, the Centre having education in the Concurrent List, must also give larger allocation in terms of resources towards education. This would result in upgrading of skill, productivity, and most important of all, bring the rural masses into the main-stream. Another dimension would be caste and communal conflict which has been resulted in a lot of loss to this country. This is due to the fact that people are not properly educated. Once they remain educated, then their whole attitude towards society and the community at large will change.

I am appreciative of the hon. Minister's approach which I chanced to read in the newspaper this morning that he wanted an all round development of personality. So, we agree with that approach that there should be an all round development of personality. But, at the same time, this personality, which is a part and process of society must also have a societal dimension. Therefore, a sense of direction and a societal dimension will definitely create a situation which is conducive to our planning process today.

I end by saying that we should be aware of complacency and such predicaments; if we are complacent, if we do not increase resources, if we do not increase the necessary thrust, then we will be just producing documents which are there in the archives and for posterity to go through. Therefore, I am hopeful and we would give our full cooperation to see that a new director, a new dimension is given to the educational policy.

SHRI A. CHARLES (Trivandrum) : There is a well-known saying—knowledge is power. Education as generally understood imparts knowledge. But in the imparting of knowledge the sole purpose of education ? This is a serious subject discussed all over and it has now been admitted that more than the knowledge, the real purpose of education is the imparting of the technique of transmitting civilization. In order to transmit civilization, education has to perform two major functions—it might enlighten understanding and it must also enrich the character of the individual. What the nation wants today more than anything else is not the technologies and technocrats, but the moral leadership founded on courage, intellectual integrity and the sense of value.

It is gratifying to note that the hon. Minister in his statement has expressed in very clear terms that our aim today is a total development of human personality.

Which will ultimately result in the total development of the community and the nation.

Planning for education is essential in order to achieve the real goal. In a country like that of ours where a large section of the people still remains below the poverty line these ideals will not be fulfilled unless planning takes into account the local conditions of the families from the poorer and weaker sections of the community. The main defect in the quality of education is that, today, to a large extent it is available only to

[Shri A. Charles]

the rich and the elitist group. So, my first proposal is that in the implementation of the Government's Education policy steps should be taken for the development of the human resources in the rural areas.

About implementation, I feel that there is no stress on implementation in the Paper. It is one thing to lay down a policy, but it is another to ensure effective implementation. The Paper speaks of various constraints in implementation. Financial constraint is the major hurdle that stands in the way of effective implementation of our educational policy today. It is really sad that only three per cent of the national income is earmarked for education, this is far too inadequate. Even out of this, 80 per cent is spent on salaries. This is a very sad picture. What is the state of real development of character in children? The equipment available now for the development of the existing type of education is practically negligible. As suggested in the Paper the Centre should enhance its allocation. I specifically point out that the suggestions made in the Chapter IV, Para 50 and 69 deserve serious consideration and that more emphasis should be laid on implementation itself.

There are also legal constraints. Education, as we know is a Concurrent subject. So, the State can suo motu take action in most of the cases. I feel that the Centre should be armed with the necessary powers to act independently on major policy issues.

There is a mention about the three language formula but nothing has been said about how it should be implemented.

In many States undue importance is given to the teaching of English, even at the pre-elementary stage. There is a rush for English medium schools and poor children below the age of two to three years are compelled to study in English medium schools and therefore, they do not get an opportunity to learn

their mother tongue even in their childhood. Therefore, there should be some central directions on how this three-language formula should be implemented. The other day an hon. Member from Tamil Nadu had very very strongly said that they are in favour of only a two-language formula and the Northern States are also having only a two-language formula. So, there should be some uniformity in this to decide as to at what stage the three-language formula should come in. This is a serious issue that has to be taken into consideration.

Another point is, there should be a code of conduct both for the students and for the teachers. The education field is totally indisciplined today and due to lack of funds no institution is able to survive independently. Efforts should be made to prevent politics from coming into the educational institutions like schools and colleges.

One more point is about the NCC. As it is today NCC is—I may say—treated as if it has no place. After imparting NCC training no care is taken of the persons to get them further practical training or jobs. I suggest that the NCC cadets after their education should be given some practical training and they can also be given the minimum training and they should be asked to serve any one of the Armed Forces, for a particular period and after their employment should also be ensured.

So, like that from the NCC onwards the training should go on so that their services could be better utilised I suggest that another motion bringing in concrete suggestions for the implementation of the policy for removing financial and legal constraints, ensuring discipline among students and teachers, rule of NCC and the medium of instruction, should be presented in the next session of the Parliament so that the new policy can go ahead...

MR. DEPUTY-SPEAKER : Please conclude.

SHRI A. CHARLES : I have taken

only five minutes. I will take a few minutes more.

SHRI AMAL DATTA : When a person says he wants one minute, he takes five minutes. If he is taking five minutes more...

MR. DEPUTY SPEAKER : Eight minutes you have taken. That is all.

SHRI A. CHARLES : I am making only a few suggestions. Pre-primary education should be taken care of. At that level I am glad that the ICDS and the Angan Vadi programmes are there but there is lack of pre-primary education for handicapped children and for children from poorer families to compete with their counterparts in the rich sections. So, all the children in the rural areas should be taken care of in the ICDS, creches, Angan Vadis and the nursery schools. Voluntary agencies should be encouraged to take up effective works in that areas. If the nation is to take the whole responsibility, that may not be a success.

The quality of teachers at the elementary stage is very poor. I suggest that teachers with higher qualifications and committed teachers should be selected at the elementary stage and the salary should be commensurate with the qualification of the teacher rather than the grade to which he is appointed.

Secondary and higher education should be job-oriented. They should be given intensive vocational training in agriculture, industry, business and the like so that they may be able to cope up with the professional job requirement when they go out of the elementary stage. Higher education, as far as possible, should be confined to the selected candidates with skill, and those who have proved their ability in the elementary stage. More stress should be given on research at that stage and the result of the research study should be made available immediately for the progress and the development of the entire community.

Continuing education is another important aspect. Now it is totally neglected. I suggest that in every walk of life, whether it be industry or business or teaching or medical profession or engineering, continuing education should be there. Orientation programmes should be made available to them so that periodically they get the latest technology and the latest information about what is going on in the nation.

Stress should be laid on the ethical values also enabling to create a society free from discrimination, oppression, exploitation and corruption. The Prime Minister has often reminded us about the need for the inner growth. I am glade that the new Ministry of Human Resources is laying more stress on that. I wish to remind the House of the great dream of Pandit Ji when he visualised that this nation may grow into a mighty nation, mighty not in the sense of the number of armies or the navy or the type of the weapons we have, but mighty in the sense that the people may grow with large hearts so that this land may grow into a big country receiving all cultures and all types of secularism so that the nation may grow forward. Thank you, Sir.

DR. SUDHIR ROY (Burdwan) : Mr. Deputy Speaker, Sir, first of all I want to point out that the document 'Challenge of Education' seeks to strengthen the elitist bias of education which already exists because the 'Challenge of Education' seeks to sanctify the establishment of modern schools at each district centre. These model schools will be accessible only to the rich and the elites because only English and Hindi would be the medium of instruction. Majority of our people live in villages. How can poor students living in remote village areas have access to these model schools? Like five-star hotels, these five-star schools would benefit only the rich and the elite while the common people, the people belonging to the low income groups and the people belonging to the poor strata of society will have no

[Dr. Sudhir Roy]

access to these so-called model schools. It will only strengthen the grip of the rich people.

We also find in the new National Education Policy that there is a scheme for privatisation of education i.e. certain institutions of excellence would be handed-over to the private parties who can finance them. This would also widen the gap between the rich and the poor.

This Challenge of Education document does not say anything regarding the evils of capitation fees. It is well known that in many southern States like Karnataka, Tamil Nadu, Andhra Pradesh, Kerala and Bihar, many cheap degree mills are being started. Rupees one lakh to three lakhs are being realised from the students who want these cheap degrees in Engineering and Medical branches. Nothing has been said regarding the abolition of these capitation fees in this document.

This Challenge of Education document does not categorically say that the universalisation of education, which was a directive from our founding fathers, should be the main objective of our education policy. The Constitution said that within ten years from the commencement of the Constitution boys and girls below the age of fourteen should be provided with free and compulsory education. We all know that if we want a real development of the country, if we want success in the family planning programme, if we want to create social awareness, then universalisation of education is a must. But it requires funds. In the 50s, the B.G. Kher Committee had opined that in order to implement this goal of universal education, ten per cent of the Central Budget, thirty per cent of the States' Budget and 6 per cent of the G.N.P. should be spent on education. Now a days almost all the State Governments spend nearly 30 per cent of their Budget, but the Central Government is spending less than two per cent of its Budgetary

allocation on education. Therefore, I am constrained to say that there is lack of political will on the part of the Central Government. In this way, they only want to maintain the

Had there been universal education, it would have democratised the society and it would have struck at the roots of the vested interests.

Nothing has been done regarding democratisation of educational institutions. Kothari Commission and the Gajendragadkar Committee laid emphasis again and again that colleges and university management should be democratised. Teachers, students, non-teaching employees should have a say in the management of the university. But in the name of depoliticization, they are indulging in the worst type of politics. In the name of depoliticization, they are allowing the educational bureaucrats to say the last word. Taking shelter behind ministerial responsibility these bureaucrats will decide everything and teachers will have no say in these matters. We find that in all the recently passed University Acts—the Vishwabharati Act, the Indira Gandhi National Open University Act, the Pondicherry Act—the university bodies consist of many nominated and ex-officio members. Teachers, students, non-teaching employees have no representative on the university bodies. But we teachers always assert the right that the teachers should have the last say in the management of a University. But today, in the name of 'de-politicisation' this document is trying to concentrate all powers in the hands of educational bureaucrats. Sir, much fears are shed for college autonomy. But what is the real nature of the proposed college autonomy ? If colleges are allowed to distribute diplomas and degrees what will happen ? Only a few colleges (like the St. Stephen's college and the Presidency College in Calcutta) will develop; only their degrees and diplomas will be valued in the market. But colleges situated in the rural areas; and mofussil places will suffer. Their students will have no place in the job market at all, So, this is a sinister game. In the

name of 'college autonomy' you are trying to discriminate the college situated in the rural areas.

Now, Sir, we are opposed to the scheme of 'De-linking of jobs from degrees'. Now a days, students who have got degrees can demand jobs. They can say; "We have got education; it is the duty of the Government to provide us with jobs" But in the name of de-linking of job from degree what you want to do is this, You are conducting examinations for I.A.S., I.P.S., I.E.S. etc. Only a few students qualify themselves in these examinations, The rest will be told, "You are not fit for the job; therefore Government has no responsibility for you." So, in this way, the university degrees and diplomas will be de-valued, So, this is a sinister game.

They say about non-formal Education, open university scheme, distance learning, etc. In Education it is the teacher who counts the most. Education is not merely the importing of knowledge. It is from the teacher that the students learn the moral values. In Great Britain, Lord Perry, the first Vice Chancellor of the Open University said that Open University will only get second best students. It cannot impart that training which can be had in formal regular classes. In Britain, engineers and technicians qualify themselves from this Open University. But here you opine that universities and colleges have become hot beds of politics. Therefore, you want Open University; you want non-formal education. You are afraid of students' agitation, you are afraid of teachers' agitation. About six thousand Delhi teachers are today on strike. They are agitating because Government has refused to implement the agreements

We are opposed to this non-formal education. Non-formal institutions can be complimentary but they can never be the substitutes of regular, formal colleges and universities.

Sir, in the syllabus of secondary schools, sports and games should be

compulsory. We find that sports and games are altogether neglected. In the primary stage, one-teacher schools should be entirely abolished. There should be at least one teacher for every class. This should be ensured. Vocational schools should be opened; at least there should be one in each subdivision. The students coming out of vocational Schools or ITIs are not getting jobs. Therefore, in order to make it attractive, the students should be provided with employment and for this purpose, the banks, the cooperative societies and the Departments of the Government dealing with industry should act in a coordinated way so that the students from vocational institutions get jobs or become self-employed.

Since the time is short, I am pointing out certain other points only. First of all, education should be retained as a State subject. Under the Act of 1918 it was a State subject. Then under the Government of India Act, 1935, it was a State subject. Our founding fathers, after much deliberations and discussions, decided that education should remain a State subject because it is the State Governments which bear the expenditure mainly. Since India is a vast multi-national States of almost sub-continental dimension, certainly, the syllabus cannot be the same in Tamil Nadu and Nagaland because syllabus must conform to the regional culture, language, way of life of ethnic origin. Therefore, it is preposterous to think that there should be same syllabus all over the country. It will be against democratic norms.

Last of all, I should say that the time allocated is very short. There should be national debates and discussions over this important document. The teachers, students and guardians should express their views so that a national, consensus may be evolved. Last time, in 1968, sufficient time, was given for evolving a national consensus. Therefore, I would request the Hon. Minister not to take a decision in hurry. They should give time to all the organisations so that, there may be a national consensus on the subject.

MR. DEPUTY SPEAKER : Shrimati Basava Rajeswari, I hope, Madam, you will finish your speech within 10 minutes. Please try to finish.

SHRI RAM PYARE PANIKA (Robertsganj) : Sir, time may be extended as the subject is very important.

PROF. SAIFUDDIN SOZ (Baramulla) : Mr. Deputy-Speaker, Sir, this is a very important subject. I request, the hon. Minister through the Deputy-Speaker. It is a very important subject. I think, hon. Minister should rise to the occasion. It is a basic thing to our development.

MR. DEPUTY-SPEAKER : All the Bills are like that. We can extend time. But we cannot extend the whole session for this.

SHRI MOOL CHAND DAGA (Pali) : We all Members of the House request you to extend the time.

MR. DEPUTY-SPEAKER : How long can you extend the time?

SHRI MOOL CHAND DAGA : At least three hours more.

MR. DEPUTY SPEAKER : Even in three hours, it cannot be possible because there are so many speakers.

(Interruptions)

MR. DEPUTY-SPEAKER : 5 hours have already been allotted.

PROF. SAIFUDDIN SOZ : We have not got the time.

MR. DEPUTY-SPEAKER : Your time is always there.

SHRI AMAL DATTA (Diamond Harbour) : You can take the sense of the House. (Interruptions)

MR. DEPUTY-SPEAKER : Time can be extended by one hour maximum. Madam, you can proceed. No interruptions. Please take your seat.

SHRI BASUDEB ACHARIA : You can extend it by three hours.

MR. DEPUTY-SPEAKER : Why are you unnecessarily wasting the time of this House? You cannot take one hour for one speech. I cannot allow. There are 50 persons more to speak. How long can you extend you tell me.

(Interruptions)

MR. DEPUTY-SPEAKER : No.

PROF. SAIFUDDIN SOZ : Please extend it by two hours.

MR. DEPUTY-SPEAKER : Even in two hours, we cannot finish the list.

SHRIMATI BASAVARAJESWARI (Bellary) : Mr. Deputy-Speaker, Sir, I wholeheartedly support the motion...

PROF. SAIFUDDIN SOZ : Sir, I am on a point of order. There is no quorum. This is out of my conviction, I say. There is no priority for education. There is no quorum.

MR. DEPUTY SPEAKER : What do you want? I will count it. Please sit down. I will let you know the result. Why are you in a hurry?

PROF. SAIFUDDIN SOZ : There is no quorum.

MR. DEPUTY SPEAKER : Please wait. The bell is being rung—Now there is quorum. You can continue your speech.

[Translation]

***SHRIMATI BASAVA RAJESWARI** (Bellary) : Mr. Deputy Speaker, Sir, I

*The speech was originally delivered in Kannada.

wholeheartedly support the motion :

"That this House takes note of the status—paper entitled 'challenge of Education—a policy perspective', laid on the Table of the House on the 20th August 1985"

moved by our hon. Minister P.V. Narasimha Rao. Shri Narasimha Rao is a philosopher, educationist and a linguist. Under his able administration and good guidance I am sure that the education system in our country will take a new and progressive turn. Our hon. Prime Minister has rendered yeoman's service to bring about commendable reforms in our education system. He has brought different fields like sports, culture education etc. under one umbrella of one Ministry. Shri Narasimha Rao has abundant experience. His energy, experience and intelligence would be of great use to our education system. He is a sculptor. The whole nation is looking forward for progressive reforms in the field of education. I am confident that he will definitely mould the 20th century generation to become good citizens of the country. I want to give some suggestions for the consideration of our Government.

Integrated child development and care projects are there in various part of the country. I urge upon the hon. Minister to extend this project all over the country in the 7th five year plan. Sufficient funds are not there for this project. The Government has to come forward to give more financial assistance for this project.

First of all there should be Anganvadis in every village. There should be proper buildings for these Anganvadis. Trained teachers should be posted to these institutions. The food that is supplied in these Anganvadis is of very poor quality. To improve health conditions of the children it is very essential to provide better food and milk. Children in the age group of two and five should be fed well. All other facilities also should be provided to these Anganvadis to enable them to function satisfactorily.

Secondly, I would like to express my views on compulsory education. Unfortunately, child labour is still prevailing in our country. Unless this malady is rooted out from our society compulsory education will not be successful. Many families in the rural areas depend upon the earnings of their children. The Government should take the responsibility of putting an end to child labour. Proper encouragement must be given to enable the children of rural areas to attend the school compulsorily. Mid day meals, uniforms, reading and writing materials should be provided to the children in rural areas to attract them to school. Trained teachers should be posted to rural primary schools. Today in our country we find some primary schools without teachers. Many primary schools do not have buildings at all. Other facilities like black-boards, seating arrangements etc. are not there in most of the rural schools. It is the responsibility of the Government to see that all these facilities are provided to encourage compulsory education. These facilities should be extended to middle schools and high schools also especially in the rural areas.

Thirdly, I would like to say about Sainik schools. There are several Sainik schools in my State of Karnataka which are functioning very well. These schools are maintaining good discipline and the teachers are imparting good education to the children. I request our hon. Minister to open Sainik Schools throughout the country at the district level. This will enable our younger generation to study different courses. Discipline would be inculcated in the minds of our children. They would be good citizens of our country. These Sainik schools should be there for girls and also for boys.

I welcome the idea of opening Model schools, pre school training should be imparted to children to enable them to study in model schools. English will be the medium of instruction in Model schools. But this is an hurdle for rural children. I, therefore, emphatically say that education should be imparted through regional language. Research programmes

[Shrimati Basavarajeswari]

in the field of education are very few in our country. Compared to foreign countries the amount spent on educational research in our country is very meagre. Therefore, I urge upon the Government to allocate more funds for educational research.

Several medical colleges are coming up in our country, but there is no sufficient encouragement for Ayurvedic, Homeopathy and Unani medicine. In fact, Homeopathy and Unani are the best system of medicines. These old system of medicine which are prevailing in our country since centuries must be encouraged. Our country has enormous wealth of herbs. These medicinal plants should be utilised and research should be conducted in this regard. Post Graduate courses should be opened in Unani and Homeopathy, Ayurvedic medicine.

Most of the doctors in our country are reluctant to serve in rural areas. What I suggest to our hon. Minister is to open Rural medical colleges. These colleges should cater to the needs of the rural masses. The doctors who come out of such medical colleges should have a mind to work in the rural areas.

About 80% of our population belongs to the agricultural community. New technology has to be adopted in agriculture. Then only we can grow more and more good grains. New technology should be adopted in various fields like Horticulture, Floriculture, Sericulture, animal husbandry, poultry, piggery, bee keeping etc. more agricultural universities and research centres should be opened in the country. We have the system of reservation for the Harijans, Girijans and other under privileged classes. Such reservation should be there for agricultural community also. At least 10% of the seats should be reserved for the candidates who hail from rural areas. Income and merit can be taken into consideration for reservation purposes.

Today children have to carry a big load of books. This load has to be

reduced considerably. T.V. programmes and other exhibitions should be arranged to enhance the knowledge of 10+2+3 system should continue. I support the three language formula. This will strengthen national integration.

Girls' education and Adult education should be given top priority. We have traditional courses like mechanical, electrical and civil engineering etc. in our polytechnics. But it is high time to introduce new branches like computer course, electronics course, space research, radar development etc.

Drop out is another important aspect. The percentage of drop outs is higher in the rural areas. This problem has to be tackled rigorously in the villages.

Many foreign students are coming to our country to study engineering, medicine etc. They are all rich students who bring here huge amounts of money. They stay here in some hotel and spoil the whole atmosphere. Many of them indulge in various activities like, murder, rape etc. This is a serious matter. I hope the hon. Minister will take note of this and take stern action to discourage such foreign students. Electioneering is another aspect which is spoiling our Universities. Some solution has to be found to this problem also.

Our hon. Minister Shri P.V. Narasimha Rao is a great sculptor. I hope that the carving by his chisel will mould our future generation into a fine shape and a new era of progress and prosperity will usher in.

[English]

MR. DEPUTY SPEAKER : The House now stands adjourned for Lunch to re-assemble at 14.10 hrs.

*The Lok Sabha then adjourned for
Lunch till ten minutes past Fourteen
of the Clock.*