

That is our basic principle. All citizens of India are eligible. Now, one thing has been taken care of, which is not based on caste or religion. Recruitment in the army is done in proportion to 'recruitable male population' of a State. The term 'recruitable male population' means 10 per cent of the total number of males in the age group of 16 to 22 years in each State. So each State gets a fair representation.

SHRI SUBRAMANIAN SWAMY: Why did the Minister say: I do not know the answer? (Interruptions).

श्री अटल बिहारी वाजपेयी : सभापति महोदय, मैंने गढ़वाल के एक नौजवान को फ़ौज में भर्ती के लिये भेजा था। वह नौजवान गढ़वाल का था। पहले तो उससे यह कहा गया कि तुम्हें गढ़वाल रेजीमेंट में लिया जा सकता है और कहीं नहीं। दूसरी बात यह कही गई कि जो मैट्रिकुलेट नहीं हैं उन्हें फ़ौज में भर्ती नहीं किया जायेगा। मैं जानना चाहता हूँ कि देश में करोड़ों नौजवान ऐसे हैं जिन्हें मैट्रिक तक पढ़ने का मौका नहीं मिला है तो क्या उन्हें सिपाही की नौकरी से भी वंचित किया जायेगा?

श्री सभापति: क्या सिफ़ारशी नौकरी ?

श्री अटल बिहारी वाजपेयी : सिपाही की नौकरी।

THE PRIME MINISTER (SHRI VISHWANATH PRATAP SINGH): Generally the educational standard required is matriculation. But for general duties specified in thirty trades it is upto 5th standard.

श्री अटल बिहारी वाजपेयी : सभापति जी, क्या सरकार का यह कहना है कि जो लड़का मैट्रिक पास नहीं है वह लड़ाई के मैदान में ठीक से लड़ नहीं सकता।

श्री विश्वनाथ प्रताप सिंह : नहीं फिफ्थ स्टैंडर्ड के लिये भी एक कैटेगरी है।

SHRIMATI RENUKA CHOWDHURY: I would like to know from the hon. Minister whether there has

been any significant drop in recruitment post-Operation Bluestar and post-Bofors scandal that has come up. (Interruptions)...

MR. CHAIRMAN: The question is not about Bofors. Please put your question.

SHRIMATI RENUKA CHOWDHURY: I want to know whether there has been a significant drop in recruitment all over India. How much budget allocation has the Defence Ministry asked for media telecast in order to try to communicate with the people countrywide appealing to them to join the services? How much are you spending for attracting people to join the Armed Forces?

DR. RAJA RAMANNA: Sir, I would like to bring to the notice of this august House that there is no shortage of people volunteering to join the services. This is a definite fact. I think just to make a reference to Bofors or to anything else is not a suitable method to plan our programmes.

National Institute of Educational Planning and Administration's document on Education

\*103. SHRI MURLIDHAR CHANDRAKANT BHANDARE†

SHRI MAHENDRA PRASAD:

Will the PRIME MINISTER be pleased to state:

(a) whether the National Institute of Educational Planning and Administration (NIEPA) has prepared a document on Education for all by 2000 A.D., making special provisions for educating girls and women;

(b) if so, what are the major observations and suggestions made in the document; and

(c) what is Government's attitude towards adopting the same?

†The question was actually asked on the floor of the House by Shri Murlidhar Chandrakant Bhandare.

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI CHIMANBHAI MEHTA): (a) to (c) A Statement is laid on the Table of the Sabha.

### Statement

(a) and (b) The National Institute of Educational Planning and Administration (NIEPA) has published a document entitled 'Education for All by 2000 — Indian Perspective'. Taking into account the present status and socio-economic-cultural milieu, the study highlights the place of basic education as one of the survival needs of the country and indicates the possible strategies and measures that may be adopted to provide basic education to all. It proposes special provisions for educational advancement of different disadvantaged groups, such as women and girls, Scheduled Castes and Scheduled Tribes.

The document begins with a critical review of the existing disparities in education between males and females and goes on to emphasise the need for laying down of separate targets for the different disadvantaged groups, including women and girls. It recommends a comprehensive framework for improving access of women and girls, particularly those belonging to Scheduled Castes and Scheduled Tribes and the minorities. The document also recommends that necessary support services should be provided to relieve women to secure the benefits of education. The document further suggests that the content and process of education, including course content, learning activities, evaluation and teacher education, should be revamped with a view to making education an instrument of women's equality.

(c) The National Policy on Education, 1986 is to be reviewed. The study will, *inter alia*, be placed before the Committee to be set up for this purpose.

SHRI MURLIDHAR CHANDRAKANT BHANDARE: Sir, educate a man and you educate an individual. But if you educate a girl, you educate a family. The key to the success of any national policy on education for all by 2000 AD must keep this aspect at the heart of this policy. More girl schools, increase in the number of women teachers, reservation of 75 per cent seats in the teaching/training institutes, increase in the number of non-formal education centres along with the increase in the number of women instructors and supervisors are some of the major recommendations of this report which ought to be implemented and included in the National Education Policy. But more than all these recommendations, unless the policy effectively provides for a positive monetary incentive to the girls, such as a stipend of Rs. 20/- per month, the number of drop-outs will not be brought under control. May I know what is the view of the Government on grant of such cash incentive to girl students belonging to the socially and economically weaker sections in the rural areas?

SHRI CHIMANBHAI MEHTA: Sir, we are very much concerned with the women and girls education, and the book published by the National Institute of Educational Planning and Administration, a document on Education for all by 2000 A.D., has also referred to various aspects about the women's education and girls' education. It is also a fact that women's education and girls' education suffers because of poverty, a prime factor in the rural areas. Almost today 50 per cent of women are illiterate compared to males, and the biggest percentage of illiteracy is found in the rural areas and that too largely in the tribal areas and among the Scheduled Caste population. Therefore, this book that is published in March, 1990, just some time back, is being looked into with great care. And the particular suggestion that is made about the drop-outs and the incentive to the girls to retain them in the study

would certainly be looked into by the Review Committee that is set up yesterday.

MR. CHAIRMAN: He was talking about stipend.

SHRI MURLIDHAR CHANDRAKANT BHANDARE: Cash incentive, Sir. The suggestion which I have made is not contained in the Report.

SHRI CHIMANBHAI MEHTA: That suggestion is not in the Report. That is why I said that the suggestion made by him will be kept in view because the Committee is set up, and I am going to make a statement here in the House...

MR. CHAIRMAN: Today.

SHRI CHIMANBHAI MEHTA: ... today. Therefore, at that time the details also will come.

SHRI MURLIDHAR CHANDRAKANT BHANDARE: I hope you stop appointing Committees and get to some action.

MR. CHAIRMAN: Shrimati Jayanthi Natarajan.

SHRIMATI JAYANTHI NATARAJAN: Thank you, Sir, for calling me. Sir, I would like to ask the hon. Minister about another recommendation that has come out of many surveys that have been conducted, specially in rural areas. The reason for the high drop-out rate is that the timings of the non-formal training and other education for these girls and young women are very inconvenient. Most of the day, they spend their time in household activities, in collecting fuel, firewood and drinking water, and in working on the fields. Has the Minister considered or will he consider establishing separate timings, specially for Government sponsored programmes on education in the afternoon or in the evening depending upon the convenience of the girls in various parts of the country?

SHRI CHIMANBHAI MEHTA: Sir, this is really a point which has been

noted in this book also. And a new scheme of Mahila Samakhya, that is, women speaking the language in equal terms with men, is launched, and it is being implemented in ten districts. The whole purpose and philosophy behind it is that women will be involved in working out the scheme which is largely a non-formal educational scheme, keeping in view the local needs. That means, if the timings, the working timings and other timings are not suitable, they can be worked out in consultation with the concerned women. And we are envisaging in this that village committees would be set up because the planning at the moment is centralised. So, decentralised planning would take care, particularly of this aspect.

SHRI G. G. SWELL: I am afraid, the statement which the hon. Minister has laid on the Table of the House does not really convey anything, or, convey much. It is an attempt at summarising: not a very good attempt. This document 'Education for all by 2,000 A.D.—Indian Perspective', however, speaks of special provisions for educational advancement of the Scheduled Tribes. I would like to know from the hon. Minister, what are the highlights of these special provisions for educational advancement of the Scheduled Tribes?

MR. CHAIRMAN: Has not this report been circulated?

SHRI G. G. SWELL: This document does not convey anything. I want only the highlights.

MR. CHAIRMAN: Highlights of the report?

SHRI G. G. SWELL: Yes.

SHRI CHIMANBHAI MEHTA: Sir, this document is not circulated but it is kept in the Library. It can be read. About the Scheduled Tribes, particularly, we have taken note of the fact that women's education is very much less. Even in the case of the Scheduled Castes, it is much below 10 per cent.

SHRI G. G. SWELL: I want the highlights—one, two, three, etc. What does the Government propose to do? What does the report say?

SHRI CHIMANBHAI MEHTA: In the tribal areas, there will be a greater concentration of Mahila Samakhya and non-formal education and other schemes will be implemented taking them as target areas so that they are brought gradually to the level of the other sections of the population.

श्रीमती सरला माहेश्वरी : माननीय सभापति महोदय, यह साक्षरता वर्ष है और सवाल भी महिलाओं के लिए उठा है। राजस्थान जैसे पिछड़े हुए प्रांत में शिक्षा का स्तर बहुत ही कम है, अगर प्रतिशत के हिसाब से देखें, शायद सरकार ज्यादा परिचित होगी। वहां 6 प्रतिशत महिलाएं भी शिक्षित नहीं हैं। मैं जानना चाहूंगी कि ऐसे प्रांतों में महिलाओं की शिक्षा के लिए क्या सरकार कोई विशेष परियोजनाएं तैयार कर रही है? इसके अलावा मैं यह जानना चाहूंगी कि प्राथमिक शिक्षा अनिवार्य और मुफ्त हो इसके बारे में सरकार की क्या राय है? साक्षरता वर्ष में अगर सरकार ऐसी योजना ले तो अच्छा है।

SHRI CHIMANBHAI MEHTA: We have not worked out any special schemes for Rajasthan. But there are 10 States which are considered as backward areas in relation to women's education. Rajasthan is certainly one of them where it is less than 10 per cent, according to our latest estimate. We have the Mahila Samakhya scheme and other schemes for girl students like free books, free uniforms, free midday meals and other support services are being partially implemented. We have been trying for hundred per cent grant for certain schemes and ninety per cent grant for certain other schemes. Rajasthan would be covered by these schemes.

\*104. [The questioner (Shri Talari Manohar) was absent. For answer, vide col.....infra.]

### Cost of training of IAF pilots

\*105. SHRI SANTOSH BAGRODIA: Will the PRIME MINISTER be pleased to refer to answer to Unstarred Question 181 given in the Rajya Sabha on the 26th December, 1989 and state:

(a) what was the cost of training each IAF pilot in India in 1989;

(b) whether any IAF pilot was sent for training abroad; and

(c) if so, what was the cost incurred for training each pilot in such cases?

THE MINISTER OF STATE IN THE MINISTRY OF DEFENCE (DR. RAJA RAMANNA): (a) The cost of training of each IAF pilot is worked out on an annual basis. The estimated training cost per pilot in 1989-90 is as follows:

Stage I : Rs. 25.15 lakh

Stage II : Rs. 37.15 lakhs

Stage III :

(i) Fighter Stream: Rs. 81.21 lakhs

(ii) Transport Stream: Rs. 44.92 lakhs

(iii) Helicopter Stream: Rs. 10.42 lakhs

(b) and (c) Only five pilots were deputed abroad for training relating to specific equipments, in 1989. The cost incurred in one case, for one pilot for a period of 13 months was Rs. 103.187 lakhs; and the cost in respect of the other 4 pilots, for a period of 3 months, was Rs. 85.60 lakhs.

SHRI SANTOSH BAGRODIA: Sir, I would like to know from the hon. Minister, through you, who are these five pilots who were sent abroad for training relating to specific equipments, in 1989, spending nearly Rs. 20 million? Has it finally proved to be useful; spending so much foreign exchange? If 'yes', how many more