

1 P.M.

**ANNOUNCEMENT re GOVERNMENT BUSINESS DURING THE WEEK COMMENCING THE 12TH AUGUST, 1985**

THE MINISTER OF STATE IN THE MINISTRY OF PARLIAMENTARY AFFAIRS (SHRIMATI MARGARET ALVA): With your permission, Sir, I rise to announce that Government Business in this House during the week commencing 12th August, 1985, will consist of:

1. Consideration and return of the Appropriation (No. 5) Bill, 1985 as passed by Lok Sabha.
2. Discussion on the resolution seeking disapproval of the Terrorist and Disruptive Activities (Prevention) Amendment Ordinance, 1985 consideration and passing of the Terrorist and Disruptive Activities (Prevention) Amendment Bill, 1985 as passed by Lok Sabha
3. Consideration and passing of the Employment of Children (Amendment) Bill, 1985 as passed by Lok Sabha.
4. Discussion under Rule 176 on Textile Policy on Tuesday, the 13th August 1985.
5. Discussion under Rule 176 on the Report on Existence of Black Money on Wednesday, the 14th August 1985.

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): The House stands adjourned till 2.30 p.m.

The House then adjourned for lunch at one minute past one of the clock.

The House reassembled after lunch at thirty-four minutes past two of the clock. The Vice-Chairman (Shri R. Ramakrishnan) in the Chair.

**RESOLUTION RE INVOLVING WOMEN TEACHERS IN FAMILY WELFARE PROGRAMMES—contd.**

THE VICE-CHAIRMAN (SHRI R. RAMAKRISHNAN): Now we take up the Private Member's Resolution. Shri K. C. Pant will continue and conclude his intervention, after which the Mover of the Resolution will have a few minutes to reply. There will be no further speakers.

श्री हुक्मदेव नारायण यादव (बिहार) :  
यह उसी दिन खत्म होना था ।

उपसभाध्यक्ष (श्री आर० रामकृष्णन) :  
ठीक है, दो-पांच मिनट में खत्म हो जायेगा ।

श्री हुक्मदेव नारायण यादव :  
अगला वाला बहुत भारी है ।

THE MINISTER OF EDUCATION (SHRI K. C. PANT): महत्वपूर्ण है ।

Sir, on the previous day I have intervened briefly.

I had in fact congratulated the Mover of the Resolution, Shrimati Monika Das, for having focussed the attention of this House on the importance of girls' and women's education, on the need and desirability of involving women teachers in the task of imparting education as well as imparting information and knowledge about family planning, health care, nutrition and vocational education—these are the four areas she has picked up—particularly relating to women and girls. It is my impression after listening to many hon. friends who participated in the debate that there was general support for the thrust of her Resolution and the emphasis which she has attached to the complementarity of education and the other developmental sectors which I just mentioned amongst them. She also mentioned population education for family planning whatever you call it and many honourable friends chose,

[Shri K. C. Pant]

in fact, to focus their attention on the link between family planning and population education.

I had referred briefly on the last occasion to the concern of the country for the growing population and for the way in which we have not been able to achieve our targets particularly in respect of the reduction of birth rates, because our population growth is primarily due to the different rates of reduction between death rates and birth rates. Our death rates are being reduced much faster with the result that population increase does not decline so fast; and this is a cause of serious concern. When one looks around for possible remedies then one always comes across the basic question of whether one should follow a policy with an element of coercion in it to see that family planning becomes effective. And I find in the House and decide that people do not accept the idea of coercion. They do not want coercion. They do not want compulsion in the matter of family planning. Yet family planning is desirable. Therefore, the right approach is to motivate and start motivation early during the school stage itself. You begin the process of motivation so that the young people also realise the responsibility of each one of them—when they grow older in relation to the problems which the growing population poses for the country. It is not merely a question of individual choice, but of relating to that individual choice to the larger problems of the country. This conscience and awareness has to be built into the minds of the young while they are still in school. To what extent?

श्री जगदम्बी प्रसाद यादव ( बिहार ) :  
आपके विभाग ने इसे सीरियसली नहीं लिया है ।

श्री के० सी० पन्त : आप सुनते रहिये,  
अब गवर्नमेंट ने सीरियसली लिया है ।

श्री जगदम्बी प्रसाद यादव : अभी तक  
तो नहीं लिया है ।

श्री के० सी० पन्त : आपको जानकारी नहीं है । मैं आपको बताऊंगा और आप मानेंगे कि अब सीरियसली लिया है ।

Sir, I would like to refer briefly in response to what Shri Jagdambi Prasad Yadavji said to a quotation from a speech delivered by late Mrs. Indira Gandhi, Prime Minister, in her inaugural address at the Conference of the Asian Forum of Parliamentary Association on Population and Development, on February 17, 1984. This is what she said. I quote:

"In schools and colleges and through non-formal education they must be conscious of the dynamics of population growth and its implication for their future well-being and that of the nation. Properly planned population education programmes need to be introduced at various levels so that when young people grow older they are fully aware of the responsibility. But this is to future generations and to society".

This, I think, goes right to the heart of the matter. Now, Shri Yadavji will ask: what have you done about it? In the month of April, 1980, the Ministry of Education launched a population education programme and introduced the population education in the formal education system. So, . . .

SHRI JAGDAMBI PRASAD YADAV: Now I want your quotation.

SHRI K. C. PANT: My quotation will be quoted after I have spoken. So today's speech, I hope, will be quoted by Yadavji later. Therefore, the population education project has begun by the Central Government in 1980 and the objectives of this, as I have explained earlier, is in line with what our late Prime Minister said, that is, to create this kind of awareness amongst the young, as to the implications of large families, for

the welfare of the families themselves, and the relationship between the welfare of the family and the larger problems of the country because while the national aspect of the problem is important but to the individual, very often, the personal aspect of the problem also needs to be spelt out with clarity so that the individual understands that his own welfare lies in a smaller family. This can best be done through the schools and now, Yadavji will be happy to know that both in respect of curricula, prototype curriculae were drawn up, instructional materials were drawn up and audio-visual programmes were drawn up and the best part of this thing is, that the population education programme on the one hand is a part of our population policy programme. In other words, there are two elements. The population education programme is related to the education process and it is a part of that framework, is also related to the population programme and is a part of that process. So, it is directly related to both and it is a matter of deliberate policy on the part of the Government that has led to this position. In fact, the policy on population, it was related to as early as 1976 and in 1980, as I said, this programme was launched in relation to the education policy. So, this has been done and finally I would like to tell Yadavji that in less than a decade—I begin from 1975—28 States and Union Territories have taken steps to introduce population education in the school curriculum. This is important. Fifty universities and more than 1,000 colleges have also included population education as an element in Teachers Training Courses because then that is the natural conduit for these ideas to pass into schools and to the children. So, it would not be right to say that the Government has not done anything about it and it would not be right to say that the Government has been indifferent to the need to incorporate

a population education programme in the general education programme.

श्री जगदम्बी प्रसाद यादव : देखिए, स्कूल में और कालेज में जो पढ़ाई होती है रेफ्रेंस जरूर है, लेकिन एक विषय के रूप में और विषय के रूप में टेक्स्टबुक और रेफ्रेंस बुक का विषय पर कहीं भा एक्लेबल नहीं है और जब तक एक रेफ्रेंस बुक के साथ टेक्स्ट बुक नहीं हो और टेक्स्ट बुक की पढ़ाई साथ न हो तब तक वह विषय वैसा नहीं होगा। दूसरी बात इसको राष्ट्रीय समस्या माना गया है। लेकिन सभी विभागों ने अपने यहां इसको मान लिया लेकिन काम में कार्यान्वित नहीं कर रहे हैं। यह काम शिक्षा विभाग और स्वास्थ्य विभाग का नहीं लेकिन सब विभाग इकट्ठे मिल कर लगेंगे तब जाकर होगा। इसलिए इसको भी पहले ठीक किया जाना चाहिये।

श्री. के० सी० पन्त : मुझे तो बड़ी प्रसन्नता है कि आपका समर्थन इस प्रोग्राम के लिए है और पुरजोर समर्थन है और अगर इस कार्यक्रम को और मजबूत बनाने की आवश्यकता हो तो उस पर विचार जरूर करेंगे। आपके सुझाव का मैं स्वागत करता हूँ और इसको हम दिखलायेंगे कि इसमें और क्या मजबूती लाई जा सकती है।

श्री जगदम्बी प्रसाद यादव : ढाई वर्ष हमने इस काम को किया है।

श्री के० सी० पन्त : तो फिर उस वक्त क्यों नहीं किया ?

श्री जगदम्बी प्रसाद यादव : हमने किया है। शुरू किया है।

श्री के० सी० पन्त : चलिए ठीक है, लेकिन अब इस काम को आगे बढ़ाना है इसमें कोई दो राय नहीं है। मैं आपसे सहमत हूँ।

Now, Sir, the debate, naturally touches on the wider question of the status of women in this country and the handicaps from which they suffered. It is a fact of history that in

[Shri K. C. Pant]

a country which was witnessing practices like *sati pratha* not so long ago, great social reformers like Swami Dayanand, Swami Vivekananda, Raja Rammohun Roy and others succeeded in impressing upon the people of India the need to change their whole attitude towards women. And this was followed up by Gandhiji, who did quite remarkable work in being able to draw out women from their homes—women who used to stay in purdah—and draw them into the national struggle, taking them out in the field, making them equal partners who fought shoulder to shoulder with the men in the freedom struggle. Therefore, they did, in fact, become equal partners because they went to jail and they suffered. And this is the reason why in the politics of India, there was ready acceptance of women after freedom. In Switzerland—some Members possibly know it; some others don't—women there did not have the right of vote. got the right of vote only a few years back. Women there did not have the right of vote, the right of franchise.

SHRI BAHARUL ISLAM (Assam): Even in England.

SHRI K. C. PANT: Even in England. In England, of course, there was a great movement, the suffragette movement, which led ultimately to the right of vote being given to women. But in Switzerland it was given only a couple of years back. But fortunately in India, the position was clear right from the beginning and in the post-independence period, we have had women occupying all important positions of public life. We have had women Chief Ministers; we have had women Governors; we have had others occupying various positions; and finally, we had Mrs. Gandhi who epitomised the mind and will of India at very crucial stages of her history. I think that these are matters which we can be proud of. But the point is that in spite of these outstanding women, what about the generality of women?

What about their problems both in the urban areas and in the rural areas—problems like dowry-burning which we face even today? what about the problems of the rural areas? I basically belong to a hill region. I have been to the villages there. I can tell you from personal experience that the drudgery of women's life in one of those remote villages is hard to believe even today. They have to get up in the morning and fetch water—sometimes walk a couple of miles for a can of water. They have to go and fetch wood for cooking. They have to cook their meals. They have to fetch grass for the animals. With deforestation going on as it is today, sometimes they go and stay in the jungle overnight and come back the next day with firewood. So their life is one long drudgery. And on top of that, there are other problems which all of us are aware of. So I did not mention the few outstanding women to throw a screen on the general reality of the status of women, on the problems and difficulties of women in this country. I am conscious of them. I am acutely aware of them. I think we have to understand that unless education reaches the women of India, to that extent they will not be able to fight for themselves in the real sense of the term and they will remain a little helpless. And all over the world, after getting education women have gained greater confidence and have been able to stand up for themselves as individuals. And, therefore, this basic fact has got to be recognised. Gandhiji used to say—I think Monikaji quotes him—if you educate a woman, you educate a family; if you educate a man, you educate an individual. And that remains equally true even today. We must recognise the fact that if we are to build up a society in which the woman is not confined to her home but has equal opportunities with men, and she performs various roles. She performs the role of a wife, of a mother, of a housewife, and many are working women who are working the same as

men. All are citizens who have to discharge their duties as citizens of this country. So, in order to perform all these social roles, they need the support of modern education. Therefore, the need for education does not require any argument, it does not require any persuasion. It is necessary if the country is to progress for its women to be educated. I can say nothing stronger than that. What is the position of education amongst women? Unfortunately, even today 70 per cent of women are illiterate. Illiterate means that they cannot write a word of the language they speak, illiterate means they cannot read a word of the language they speak. Very often they do not understand the numerals. This is the position on the ground....

श्री जगदम्बी प्रसाद यादव : ग्रामीण अंचल की स्थिति कितनी खराब है ।

श्री के० सी० पन्त : हाँ, ग्रामीण अंचल में स्थिति और खराब हो जाती है, लेकिन 70 फीसदी तो बहुत बड़ा आंकड़ा है ।

I would like to say that in spite of all this handicap our women are really the conduits of the culture of this country from generation to generation. In spite of lack of education there is no lack of knowledge, there is no lack of understanding, there is no lack of compassion there is no lack of feel for the past of the country. All these things are there. But education is necessary if they are to deal and cope with the problems of the modern world. Therefore the stress on education must remain and cannot be diluted by a reference to any of these factors. The spread of educational facilities has been quite phenomenal since independence. I do not want to go into the statistics of how many schools have been built how many habitations of schools have come up. It is quite impressive. But mere access to education is not enough. The question is illiteracy has not been reduced by any large margin. Illiteracy continues. Of course, there has been growth of population. That is why

the illiteracy figure is so high. Had population been controlled, the illiteracy figure would have been different.

[The Vice-Chairman (Shrimati Kanak Mukherjee) in the Chair.]

The fact of the matter is the population has grown and the illiteracy figure has remained. And what makes it a matter of greater concern is that even where enrolment is fairly large at the initial stage, the drop-out rate is high. I find that in respect of girls the drop-out rate at the primary stage is 74 per cent. If 100 girls are going to the primary school, by the end of Class V 74 of them drop out. This gives an idea of the size of the problem. I am not at this stage going into the causes, the reasons, for this. Obviously economic reasons are there. I will mention a few of the steps that the Government have taken and what we have advised the State Governments to do in this matter. But basically this is the crux of the illiteracy problem, this is the crux of the problem of education of women. Monikaji said that there is need for Centre-State collaboration in this matter. And, Madam, she said that at least till Class V we should ensure that all the girls get themselves educated, whether they are in the villages or in the towns, and she mentioned particularly those who are in urban slums and I fully appreciate her sentiments and I agree with her and I think that we must bend all our energies to this end. Now, the States have the responsibility for primary education and elementary education and it is really for them to accept this challenge in full. I would only say that where universalisation of elementary education comes in, we have taken some steps which I will outline in respect of girls and women in particular. But it is for the States to really grapple with this problem. Women Scheduled Castes and the Scheduled Tribes—these three groups form the hard core of the illiterates and the drop-outs and, therefore, it is these groups which have become the target groups in our

[Shri K. C. Pant]

efforts to bring about universalisation of education. Then the regional picture is also different. That has to be taken into account. There are nine States in this country which account for 80 per cent of the unenrolled children and, so, we call them nine educationally backward States and only when one concentrates on these nine backward States and tries to bring them up and tries to see that the enrolment increases and the drop-outs decrease the national figure can improve and the national picture can improve. So, we have tried to take some special steps with regard to these nine States.

श्री जगदम्बी प्रसाद यादव: बिहार के लिए आपको ज्यादा कुछ करना पड़ेगा।

श्री के० सी० पन्त: बिहार भी है। ब्रैकवर्ड स्टेट्स में बिहार कैसे छूट सकता है।

Now, there are various steps suggested. I do not want to go into all the details. Obviously, one important step is the provision of schools. The other important step is that the single-teacher primary school should be converted into two-teacher schools. Unfortunately, out of the five lakh primary schools in the country, over 35 per cent of the schools are single-teacher schools. So, you can imagine the magnitude of this problem. If one teacher has to handle five classes and so many children it means certainly dilution of the capacity of the teacher as well as the quality of education. So, if second teachers could be appointed particularly if women teachers could be appointed, in all these schools, that would go a long way in trying to tackle this problem both from the point of view of drop-outs and also from the point of view of drop-outs amongst girls and women in particular. I say this because I have no doubt that the woman teacher is able to retain the interests and retain the girls and women in her classes better and this is a fact of life which also has to be taken into account. Then there are Early Child

Education Centres in the rural areas and there is a part-time education programme for children who cannot attend schools on a whole-time basis due to certain factors, for certain reasons. I do not mind telling you—and I want your co-operation in this—that the real problem is that the parents must be motivated. Why do the children drop out of the classes? There is a certain element of compulsion, that is, the compulsion of economic factors and the sociological factors. He or she has to look after his or her brothers and sisters at home. All these are real factors. There are also—let us be quite frank in this—sociological factors and there is adherence to tradition in some families. There is reluctance to let the girls go to co-educational institutions and so on and there is even *purda* in some areas. Let us take all these things into account. Therefore, each of us has to participate in this programme in the form of leaders of public opinion to help in creating a certain climate in which parents would want to send their children to schools because there is no substitute for that. Parents must want to send their children to schools and they must understand the importance at least of a minimum level of education for their wards and for their children. In this, I seek your co-operation.

3 P.M.

श्री जगदम्बी प्रसाद यादव: जब तक पब्लिक स्कूल केन्द्रीय सरकार के अधीन नहीं होंगे तब तक जनरल स्कूलों का सुधार नहीं हो सकेगा। उन्हीं स्कूलों में सारी सुविधाएँ हैं जनरल स्कूलों में नहीं। जब तक आपके कंट्रोल में वह स्कूल नहीं होंगे तब तक जनरल स्कूलों का कैसे सुधार होगा ?

(व्यवधान)

SHRIMATI MONIKA DAS (Karnataka): I want to ask, if the parents have to send their children to school and if they are ignorant, what to do? How will they send their children to school? First of all, we have to edu-

cate the parents. Adult education we have to give. Then they will understand education.

SHRI K. C. PANT: But the point is well taken, and I think that adult education certainly helps because, I think, if a woman is educated she will not allow her children to remain uneducated. I accept that point. Only trouble is that in spite the efforts being made—and I shall refer them... (Interruption) Monikaji will be said to know that the percentage of women has gone up in our adult education programme and it has crossed the 54 per cent mark, and therefore the majority of adult centres are of women. And this is a matter of deliberate policy. Nevertheless...

SHRIMATI MONIKA DAS: What is the percentage?

SHRI K. C. PANT: 54 per cent of those attending adult education centres are women. This is a matter of great satisfaction. But in spite of that, the fact of the matter is that there is still a large number of illiterates. And the fact of the matter is that the illiterate parents may not realise the importance of education. That is why I sought your cooperation. And if we launch later a mass movement for removal of illiteracy, there also the public cooperation is absolutely essential. While recognizing the difficulty of persuading those who have not had the advantage of education, I cannot fully agree with Monikaji that a person who is not educated does not realise the value of education. I think that the two things are different. In my opinion, a person who has not much education is very often overestimating the value of our education. Therefore, I would accept that statement with great caution.

Now, with regard to another suggestion of Mrs. Monika Das about monitoring of measures to promote the education of girls, I agree with this suggestion, and I would like to inform her that in view of our desire

to achieve universalisation of education by a certain target date—the present target date is 1990—as well as adult education between the ages of 15 and 35, we have in fact already taken steps to see that there is monitoring of the progress of these two programmes. And you will be glad to know that there is a State Level Task Force under the chairmanship of the Education Minister of each State which reviews and monitors these two programmes and which is supposed to take steps to see that there is no weakening of these programmes and wherever necessary, steps are taken to see that the targets which have been set down are in fact achieved.

Now, Mrs. Ila Bhattacharya made several suggestions. I do not want to go into the details of the suggestions. But I would like to inform her about some of the steps which the Government is taking. Firstly, the fact is that this Government took a step very early after its formation which I am sure, she will approve of. And that is that the Prime Minister announced that girls' education will be made free all over the country up to Class XII. And the importance of this programme is that it is perhaps the first major programme which is accepted by this Government. Education upto Class XII was made free all over the country. It was already so in some States. Now we have made it free all over the country. The second thing is about the appointment of women teachers which has been greatly emphasised and rightly so by Mrs. Monika Das. She has pointed out that this has an influence on the girls and women in the matter of enrolment also. At present, approximately 26.3 per cent of primary school teachers and 31.2 per cent of middle school teachers are women. We are a long way from every school having a woman teacher. Let us be conscious of the pace at which we can increase the number and also the other policy implications of the speed with which we can do it.

**SHRI NIRMAL CHATTERJEE** (West Bengal): It is really heartening to know that you have decided that the girls' education up to Class XII would be free. This would mean a great deal of expenditure on the States.

**SHRI K. C. PANT:** The Centre will pay money for this.

**SHRI NIRMAL CHATTERJEE:** Will those States who have already introduced it also get this amount?

**SHRI K. C. PANT:** This is a matter of some dispute between the two departments of the Government of India. You can easily guess which are the two departments. I need not spell them out. We will sort that out. At this stage I cannot tell you which way ultimately the decision will be taken. But the basic decision has been taken and the Centre is going to help the States. On this pointed question, I cannot give you a reply just now.

Now, there is a central sector scheme of the Ministry of Education for the nine educationally-backward States in which the Centre is bearing 80 per cent of the expenditure for appointment of women teachers. I do not know how many of you know about it. This has resulted in 8000 new women teachers being recruited till 1984-85. It is our proposal to sanction 10,000 posts of women teachers during the current year. Here is one instance in which the Centre directly assists the States in the appointment of women teachers.

Another scheme in which the Centre directly assist the States is in respect of setting up of non-formal education centres, especially for women. In that case, in the nine educationally-backward States the share of the Centre is 90 per cent. Now, 90 per cent is given by the Centre, the only condition being that the non-formal centres should be especially for girls and exclusively for girls. The literacy ratio has come up be-

cause of these two schemes. This is how you look at it.

Then comes the assistance to voluntary organisations. This is cent per cent for running non-formal education centres both for boys and girls. In the nine educationally-backward States this too is being provided by the Central Government. I have given you three schemes with which the Central Government takes a direct interest in girls' education in a practical way.

Finally, there is another scheme for incentives for best performance in respect of enrolment of girls in elementary schools and non-formal education centres which began in 1984-85. Awards are given at the Panchayat, district and State levels. These are schemes which everyone in the House will appreciate. There was a reference to mid-day meals programmes. I do not want to go into details about it. But some States have mid-day meal programmes for primary school children. Some have gone beyond that. Some had the scheme and have now discontinued it. The picture is uneven in the country. I have the figures for the total numbers in different States. But I do not want to take the time of the House. The picture is, by no means, uniform. So far as the scope of the scheme, the kind of meals, the administrative arrangements, etc. are concerned, even here the picture is not uniform. It varies from State to State.

Then there was a reference to the need to step up female literacy I have already given the steps which the Central Government is taking in this area. But I would like to now give you a general picture of female literacy. Firstly, the literacy rate among women is 24.88 per cent at the national level as against 46.9 per cent for men. And the average figure is, I think, about 36 per cent or so. Now, the regional disparities in female literacy rates must cause us concern. In Kerala it is 64.68 per cent. And



• in Rajasthan it is 5.46 per cent. Imagine this. And I would like to mention one fact which, I think, is important in the context of the debate we are having that the birth-rate is the lowest in Kerala. It is only 25.6 per thousand. And it has high literacy rate amongst women. So, although I would not say this as a scholar, I do not know whether this co-relation is established in a scholarly manner, but there is this aspect that there is a co-relation between the rate of education amongst women and the birth-rate. And in Kerala, as the hon. friends know, there is a large Muslim population, there is a large Catholic population. So, all these various excuses which are trotted out as to why family planning is not succeeding are demolished in Kerala. The main fact in my view is the education of women.

SHRIMATI MONIKA DAS: That is substantiated.

SHRI K. C. PANT: That is what I am saying. I am substantiating it with facts and figures.

SHRI K. MOHANAN (Kerala): But there is no special consideration for us in this regard.

SHRI K. C. PANT: Well, the Middle-East is kind to you. Now, about the adult education programme...

SHRI N. E. BALARAM (Kerala): It has become a big problem.

SHRI K. C. PANT: Well, a problem State should have more problems; it is bound to.

About adult education programme, as I said earlier, women are a special target group. And, in fact, the programme is so designed that wherever the education of women is below 20 per cent adult education centres are opened. Wherever it is below the national average, there also adult education centres are encouraged, and I was mentioning the figure ear-

lier. Now, I will come to the steps. The States have been requested by the Centre that at least 50 per cent of the beneficiaries enrolled under the adult education programme should be women. And I am happy that for the year ending March, 1985, approximately 54 per cent of the beneficiaries are women, a bulk of whom belong to the Scheduled Castes and the Scheduled Tribes. This is the figure I mentioned earlier because I was very encouraged to see the figure and, I am sure, the House will welcome it. Then, one of the main points raised by Monikaji and also mentioned by Mrs. Bhattacharya was the fact about the linkage between literacy programme and other activities—health, nutrition and so on—and to have a need-based literacy programme. Under the adult education programme training is given in skills and so on and so forth. And in conjunction with programmes like the development of women and children in rural areas—you are familiar with the DWCRA—such training is given precisely for this reason. And I may say that those programmes of general development and imparting of skills which are strengthened by adult education input are better from the point of view of women than programmes without the adult education input. Therefore, I would be very much interested in extending the adult education programme inputs into the other programme. There must be greater coordination between them. It will help both the programmes. And, so far as voluntary agencies are concerned, as I told you, they are helped by the Centre.

AN HON. MEMBER: And trisome also.

SHRI K. C. PANT: Yes. And here a relaxation has been made that in the case of adult education centres instead of 30 centres a minimum number of five centres are accepted and then the voluntary agency is given assistance on that basis. This is a concession only for adult education centres meant for girls exclusively.

[Shri K. C. Pant]

And in the Sixth Plan Period nearly 550 voluntary agencies have been assisted to run adult education centres. So, it is not just a small number. Again, there is a scheme of awards for female literacy. I do not want to go into the details but you can understand that this encourages this particular activity in the various States. Then I do not want again to go into the details but there is a scheme with the UNESCO which is undertaken for the development of women in two blocks of Lucknow and there is a five-year project with assistance from the UNFPA integration of population, education and adult education programmes. There is a special programme also for this. So, one tries out various combinations and so this is another scheme which will interest the House.

Then there is the UNICEF aided project regarding nutrition, environmental sanitation, etc. and in this various instruction materials have been developed and teachers are taught and so on and so forth. Therefore, this is a programme which covers another important area which you mentioned in general.

Then, finally, there is another experimental project regarding development activities for community education and participation which emphasises the role of primary school as the focal point for a variety of educational services to the local community and with this concept of housing I think primary school buildings or other buildings which are available for educational purposes whether formal or non-formal, whether adult education or not, or imparting of skills, I think this is a concept which needs to be developed because we do not have enough houses to provide one house for each kind of activity. So we should utilise the buildings that we have in the best way that we can.

Finally, I have taken enough time. I would like to support the main idea behind this Resolution, i.e., that there

should be an integrated approach to women's education, that there should be a multi-sectoral approach to the development of education amongst women. And, I think that what we have tried to see is to combine the resources that are available at the grassroots level in the form of the functionaries of various development departments. And if we can have a proper coordination and integration between them, then I think all the programmes can move faster. I would like to say that this is how we can progress so that with this kind of coordination we can achieve more with the same resources that we are now putting in and this will be one of the areas which we shall study in depth and this is one of the lessons which emerges from the discussion that took place on this Resolution.

Madam, I have done and I have tried not merely to give facts and figures but tried to associate myself almost totally with the Resolution brought forward by the hon. Member and also associate myself unreservedly with the thrust of intention of her Resolution and but for the wording which might create some difficulties, which we have gone into, I would have even accepted it. I have told her as much but because of these difficulties that I have explained to her, I am sure that she will withdraw and will not press this Resolution. The Resolution may not be passed by the House but the thrust of the Resolution will be accepted by this House and we shall try our level best to implement it in its spirit.

SHRIMATI MONIKA DAS: Madam Vice-Chairman, I am thankful to all the hon. Members participated in the discussion on this Resolution and who have given very valuable suggestions in support of my Resolution. At the same time I also thank the hon. Education Minister that though he has not accepted my Resolution, he has really taken note of

it and he agrees with it in principle and I must thank him. I would request the hon. Minister to continue with his efforts. I would suggest that we together discuss on how to carry on the work towards this end. I feel until and unless we impart education to our women, we shall not be able to succeed in our programmes. Whenever the hon. Minister wants, we can sit together and discuss the issue because, to my mind, women education is of the utmost importance. I am not discouraged by the fact that my Resolution has not been accepted because the hon. Minister agrees with the spirit of the Resolution in toto because it is not my case alone; it is a common cause; it is a cause for the whole country and our Education Minister is very much involved; the whole House, the whole society is involved because we know that we cannot succeed in our programmes without giving proper education to the women: As you know, 50 per cent of the population consists of women. Though it is a man's world, women are in no way less than men. We don't say we are superior to men but we are in no way less than men; we are equal to men, and if we are equal to men, we want the women in the country should also have proper education. That is my idea. Maybe, there has been some mistake in my Resolution and is that is so, I shall try to rectify that mistake next time when I move another Resolution next time. But I am sure the hon. Minister will definitely fulfil his assurance. After six months or so, I am again going to raise the same issue in this House and I hope the hon. Minister will accept my Resolution next time. Thank you.

THE VICE-CHAIRMAN (SHRI-MATI KANAK MUKHERJEE): Are you withdrawing your Resolution?

SHRIMATI MONIKA DAS: I am withdrawing my Resolution because after all we belong to Congress Party, and we have got a culture. I withdraw my Resolution.

THE VICE-CHAIRMAN (SHRI-MATI KANAK MUKHERJEE): Does the hon. Member have leave of the House to withdraw her Resolution.

HON. MEMBERS: Yes.

*The Resolution was, by leave withdrawn*

**RESOLUTION RE: APPOINTMENT OF A PARLIAMENTARY COMMITTEE TO GO INTO THE WORKING OF BANKS**

SHRI R. RAMAKRISHNAN (Tamil Nadu): Madam Vice-Chairman, I beg to move the following Resolution:

“Having regard to the fact—

that despite sixteen years having elapsed since the nationalisation of Banks in the country, they have not been made accountable to Parliament in a proper manner;

that increasing number of frauds and other malpractices brought to light from time to time have revealed the unsatisfactory functioning of banks generally and in the matter of advances particularly;

that, as reported, numerous incidents of dacoity and theft are taking place frequently in nationalised banks;

that despite most of the Banks performing the same function there is no uniformity of pay scales and service conditions amongst the officers and employees of these banks;

this House is of opinion that a Committee consisting of members of Parliament along with some other experts having experience in the field of finance and banking be appointed under the chairmanship of a sitting or retired Supreme Court Judge to enquire into the