

PROF. M.G.K. MENON: Sir, as you are aware, this is a matter which can be settled only when the total allocation for the Eighth Five Year Plan period are accepted. We have at present only an allocation for the current year, 1990-91, and the figures allocated for various Indian languages have been indicated. I can assure the hon. Member that with regard to the 8th Plan as a whole, a strong case would be put forward for increased allocation for the promotion, development and use of all Indian languages.

SHRI LOKANATH CHOUDHURY: Sir, I want to know the States which are not implementing the 3-language formula. Have they given the reasons for that? If so, what are the reasons for which they are not implementing the formula and what action have Government of India taken, after getting such information from them?

PROF. M.G.K. MENON: The three-language formula has been implemented to a varying extent and degree with significant variations. As already explained in the detailed statement placed on the Table of the House, the reasons for these variations are given as lack of adequate financial resources, lack of availability of language teachers and indifference among the students and parents to learning more than one language. The fact of the matter is that the curriculum load on children is very significant, and very many want to confine themselves only to one, or possibly two languages and not more. This is a basic problem; and we will have not overcome it.

SHRI LOKANATH CHOUDHURY: Sir, he has not replied to my specific question. I have asked what steps the Government of India have so far taken to overcome this difficulty.

PROF. M.G.K. MENON: Sir, I had already indicated that the Government of India do provide assistance with regard to the implementation of the 3-language formula. But it cannot provide the totality of financial resources required for the purpose because the implementation of this particular formula

which is at school level is a responsibility of the State Government as part of the school curriculum itself. (Interruptions)

SHRI AJIT PANJA: Sir, the hon. Minister has taken a lot of pains in answering this question in four pages in 60 lines.

There are four categories mentioned by the hon. Minister. One category is of those who have implemented the three-language formula. The second is of those who have made Sanskrit as one of the languages, the third category is of those who have taken Sanskrit as an optional language, and the fourth category is of those who have not done it. And in none of these, the State of West Bengal appears. So, I want to tell the hon. Minister that all the 25 States and 7 Union Territories except Bengal are mentioned here. If so, what is the position of the education policy in West Bengal? Or I would like to know whether there is any education going on there at all.

PROF. M.G.K. MENON: Sir, on page 3, paragraph 4, of the Statement I have stated: "In the following States and Union Territories, study of a third language is optional at the Secondary stage:—"(Interruptions) Here, item 5 is West Bengal.

Observance of 1990 as SAARC Year of the Girl Child

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*563. **SHRI K.S. RAO:**
SHRI BALASAHEB VIKHE
PATIL:

Will the PRIME MINISTER be pleased to state:

(a) whether a decision to observe '1990' as the SAARC year of the Girl Child was taken in the 4th SAARC Summit held at Islamabad (Pakistan) in 1988;

(b) if so, the details of plan of action and calendar of activities drawn up for this purpose;

(c) the total amount earmarked for the purpose and how much amount has been spent so far; and

(d) whether any financial assistance in this regard has been received or likely to be received from other countries?

THE MINISTER OF STATE IN THE MINISTRY OF SCIENCE AND TECHNOLOGY AND MINISTER OF STATE IN THE DEPARTMENT OF EDUCATION IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF M G K MENON) (a) Yes, Sir

(b) A copy each of the Plan of Action and the proposed Calendar of Activities drawn up for India are laid on the Table of the House under the heading statement

(c) In the Budget Estimates of the Department of Women and Child Development for 1990-91 an outlay of Rs 175 crores has been provided for this purpose

(d) No, Sir

STATEMENT

Plan of Action for Observing 1990 SAARC Year of the Girl Child India

Assessing the problem

Output in terms of papers/studies for gender differentiated data, disaggregated data for girl child for the age group 0-6, 7-12 and 12-18, and urban rural break up of the above data would have to be on the extent of morbidity, accessibility to health and educational services and occupational status. Qualitative studies on specific issues such as child marriage, female infanticide, exploitation of young girls as an unseen workforce beyond the purview of child labour laws etc. Studies to locate specific problems/areas with reference to geographic location, regional status, religious, cultural and social milieu

This would facilitate recognition of the

problem in government and the society at large.

2 Review/assessment of different sectoral development programmes as they bear upon the problem of the girl child. Specific measures for reorientation of the programmes wherever possible towards the girl child would be considered by government.

3 *What needs to be done*

Specific programmes/events to be launched in 1990

i) Intellectual activity flowing from the information gathered from the studies/papers regarding the assessment of the problem/seminars/high level conferences/workshops would be held to indicate programmatic interventions necessary for the development of the girl child covering the span from pre-birth to 0-6, 7-12 and 12-18

ii) Media campaigns which would include the electronic media to highlight problems and generate awareness and positive images and attitudes towards the girl child. Exhibitions through professional bodies would also be covered

iii) Launching of specific programmes or strengthening existing programmes to address specific problems

I Literacy

ii (a) Immoral Traffic Prevention Act 1956 and girl child specific areas/classes of individual from where these girls are drawn to the studied to see if the problem can be tackled at source, e.g. if it follows impoverishment brought about in a drought hit area which steps up the migration of

girls to red light areas. Specific programmes could be formulated to prevent such migration. At present remedial action at the points of destination alone are contemplated.

- (b) Devdasis/Jogins and the adolescent girls where the genesis of the problem is in the socioreligious sanction given to this practice. Legislation in three States of Karnataka, Andhra Pradesh and Maharashtra has made it an offence to dedicate young girls but the practice continues—in situ programmes would have to be thought of for prevention as well as rehabilitation in recognition of this evil which continues to exist. If the practice exists in some other States and there is no Act then the Department of Women and Child Development should pressurise State Government to have an enactment.

4. SLOGAN

***No child marriage in 1990*.**

Special emphasis would be given to the four States where this evil is most rampant Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan. In Rajasthan special efforts are to be made to develop an integrated media package and the climax of the activities would be in April on the occasion of Akatij.

5. In recognition of the differential treatment meted to the girl child, the National Development Plan should have a specific mechanism exclusively for monitoring the status of the girl child.

6. Setting up of Kishori Vikas Kendras in the four States of Uttar Pradesh, Bihar,

Madhya Pradesh and Rajasthan to begin with to provide an incentive to the girl and her family to put off her marriage till she is 18.

7. Innovative schemes for tackling the problem of the poor urban girl child—could be problem specific and in the nature of pilot projects to give necessary flexibility.

Proposed activities for 1990—The Year of the SAARC Girl Child (YSGC)

The year of the Girl Child will be celebrated through various Action and Advocacy Programmes mentioned below:—

A. Action Programmes

1. Implementation of Annual Action Plan with special programmes for the Girl Child including Adolescent girls:

- Health
- Nutrition
- Education and training
- Recreation
- Others

2. Specific Action Programmes for most vulnerable girl children

- Prevention of usage of Amniocentesis for sex detection
- Prevention of child marriages
- Prevention of girl children from induction into Devdasi/brothels etc.

(This will be finalised in consultation with concerned Central Ministries/Departments)

B. Advocacy Programmes

1. National level competition inviting

	entries for LOGO and SLOGAN for YSGC	May	Girl Child and Nutrition
2.	Release of Commemorative STAMPS	June	Girl Child and Recreation
3.	Release of Commemorative COINS	July	Girl Child and Child Labour
4.	Release of the Girl Child Seals, carrying the LOGO and SLOGAN of the YSGC for circulation in the schools.	August	Girl Child and Sex Discrimination
5.	Postage with YSGC LOGO	September	Girl Child and the Family
6.	Posters/Hoardings/Pamphlets/ Data and Information sheets on the Girl Child	October	Girl Child and her the Society
7.	National/States Level Painting Competitions	November	Girl Child and her contribution to the Society and to the Nation
8.	National/State/District Level Essay Competitions	December	Girl Child—The Future Mother of India
9.	Mobile Exhibition from city to city in 10 selected cities. (The same exhibition set up in Delhi)		
10.	Preparation of special Documentary Film on Girl Child.		(Media and Publicity Programmes will be based on these 12 Themes during the YEAR through—i) Debates/Discussions/Quiz in schools/colleges; ii) Series of Programmes on the Girl Child on TV and Radio; and iii) Quickies/TV Sports on the Girl Child).
11.	Special Research Studies.		
12.	Adoption of Monthly Themes during 1990.		
	January	Girl Child and Equality	13. On-the-spot painting competitions in collaboration with the organisers of Shankar's International Competition:
	February	Girl Child and National Development	14. Campaign against the evil practice of child marriage in Rajasthan.
	March	Girl Child and Education	15. Newsletter (3 Issues in both English and Hindi).
	April	Girl Child and Health	16. Balika Melas in 5000 blocks (Awareness Generation).

SHRI K.S. RAO: Sir, the issue of girl child in particular in this country is a very serious problem particularly because of the

dowry system and all that. I wish to know from the hon. Minister whether the Government proposes any statutory measures to be taken in this regard to prevent the social status of these girls, particularly the girl children from coming down.

PROF. M.G.K. MENON: There are several legislative measures at the present moment which relate to women to ensure that they are not discriminated against and that they do not suffer any disadvantages. But the most important action must relate to building up of awareness among the concerned people, the whole aspect of education and finally, implementation of the measures that are already in force meaningfully. These are the three aspects on which we should focus.

SHRI K.S. RAO: Sir, as the Minister for Education, the hon. Minister must be aware of the importance of education, particularly to the women. But when we are only hearing his statement, we find that while making the budget allocations or taking any concrete measures, they do not show any evidence to that effect. So, I wish to know from the hon. Minister that keeping in view the impact of our population control policy and also of these measures, will he think in terms of asking the Government to provide more allocation for women's education in this budget?

PROF. M.G.K. MENON: Sir, the Government has attached the highest priority to the education of women both from the view point of enhancing the literacy of women through greater enrolment of girls in schools, retention of the children in schools adult literacy programme and also taking measures which will lead them to economic independence. These measures in succession—literacy, education and economic independence—will ensure that they are in a position to have equality in status without any discrimination in society. The hon. Member has asked a valid point concerning the translation of this priority, which the Government has accorded, into action and implementation through budgetary allocation. Certainly, within the resources which are available to

the area of Human Resource Development, this has been given the highest priority.

PROF. K.V. THOMAS: Sir, the United Nations has declared 1990 as the Year of the Girl Child and we are a signatory to the Charter. My question to the hon. Minister is, what steps have we taken, so that the rights and privileges of a child including the infant, is being looked after; and my request is that we should have a discussion in this House on the rights and privileges of the girl child, because it is the Year of the Girl Child.

PROF. M.G.K. MENON: Sir, as far as the girl child is concerned, as the hon. Member has stated, we are at the present moment, observing the 'SAARC Year of the Girl Child'. There are no separate programmes for the welfare and development of the girl children; they form part of the total beneficiary group which relates to women and children. There are a whole range of programmes and I can read them out if the Member so desires or make them available to him. They relate to the manner in which one would essentially observe this particular year in terms of action programmes on health, nutrition, education and training, recreation and others. There are also specific action programmes on the most vulnerable girl children, through prevention of child marriages, prevention of girl children from being inducted into prostitution and a whole range of awareness building programmes, I will not read in detail. There are also special research studies to ensure that the sex bias that exists in various areas is understood and eliminated; and there are a large number of programmes which are going to be implemented this year, in this connection.

SHRIMATI UMA GANJAPATHI RAJU: Mr. Speaker, Sir, I would like to draw the attention of the hon. Minister to the fact that the female society wants more male children than female children. Therefore, sex determination takes place while the baby is in the womb of the mother and then the child is removed. So, does the Government propose to take any statutory action so that this is not done? If it is not done in the Year of the

Girl Child, when will it be done?

PROF. M.G.K. MENON: Sir, as far as the Government is concerned, it has a very clear view that there should be no discrimination in respect of female infants, no sex determination through amniocentesis which is meant to lead to female infanticide. The question asked by the hon. Member relates to actual legislative measures and implementation. There are major problems in working this out in detail. This will have to be gone through and understood before one enacts legislation for implementation. But, in the meantime, there are several other legislations which are available to curb this menace.

SHRIMATI UMA GAJAPATHI RAJU: Sir, if they do not do in the Year of the Girl Child, when are they going to do it?

PROF. RAM GANESH KAPSE: Mr. Speaker, there is already legislation in Maharashtra.

MR. SPEAKER: I have not called you. I have called Mr. Asim Bala.

DR. ASIM BALA: Sir, in the country as a whole, as we all know, the literacy percentage of girl child is dismal. In Madhya Pradesh and Orissa tribal belt, the girl literacy percentage is only 3.9.

I would like to know whether there is any proposal in the Ministry of Human Resource Development to improve the literacy percentage of tribal girl child in the tribal areas? Is he having such a proposal or not?

MR. SPEAKER: Question Hour is over.

WRITTEN ANSWERS TO QUESTIONS

Concessions to Artists

*557. **SHRIMATI VYJAYANTI MALA BALI:** Will the PRIME MINISTER be pleased to state:

(a) whether it has been the policy of the Government to encourage the performing artist in promoting culture and arts;

(b) whether Government have provided some concessions/ facilities to the artists for furtherance of the cause of art; and

(c) if so, the details of such concessions/ facilities given and the nodal agencies channelising these facilities?

THE MINISTER OF STATE IN THE MINISTRY OF SCIENCE AND TECHNOLOGY AND MINISTER OF STATE IN DEPARTMENT OF EDUCATION IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF. M.G.K. MENON): (a) The Government does provide encouragement to performing artists as it does to other artists and organisations as well for promoting art and culture.

(b) Yes, Sir.

(c) A statement is laid on the Table of the House.