

- Government institutions accounted for 63 per cent of all students (i.e. those who were currently attending), followed by private unaided institutions (17 per cent), private aided institutions (14 per cent) and local body institutions (only 6 per cent).
- Among males (5-29 years) who were currently not attending any educational institution, about 55 per cent reported the reason 'to supplement household income' for not attending. The reason 'to attend domestic chores' was reported by 30 per cent of females who were currently not attending any educational institution.
- Among persons of age 15-29 years, about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non-formal vocational training.
- The proportion of persons (15-29 years) who received formal vocational training was the highest among the unemployed. The proportion was around 3 per cent for the employed, 11 per cent for the unemployed and 2 per cent for persons not in the labour force.
- Among the persons (15-29 years) who received formal vocational training, the most demanded field of training was 'computer trades' and around 31 per cent received such training.
- The Industrial Training Institutes (ITIs)/Industrial Training Centres (ITCs) played a major role in providing formal vocational training. About 20 per cent received formal vocational training from ITIs/ITCs.

Teaching of different syllabus in schools

*91. SHRI K. CHANDRAN PILLAI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether curricula are being prepared and pursued independently by schools run by various organizations, especially religious organizations in the country;

(b) if so, the State-wise details of number of such schools in the country;

(c) whether Government are aware that factual errors and distortions are found in the Syllabi particularly in History being taught in some of these schools;

(d) if so, whether Government have evolved any mechanism to monitor the situation;

(e) whether there is any proposals to bring a uniform syllabus in schools across the country; and

(f) if so, the details thereof?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b) Most of the States/Union Territories have their own Examination Board which prescribe syllabi and textbooks for schools affiliated to these Boards. The respective State Directorates along with State Council of Educational Research and Training (SCERT) prepare textbooks. Schools affiliated to Central Board of Secondary Education (CBSE) follow the curriculum prescribed by CBSE for classes 9 to 12 and the curriculum prepared by NCERT for classes 1 to 8. Some Schools run by religious or social organizations follow their own textbooks. The number of such schools is not centrally maintained in the Ministry.

(c) and (d) A report of a Sub-committee under the Central Advisory Board of Education (CABE) has pointed out that some textbooks produced by social and religious organizations reflect biases and distortions. The Sub-Committee under CABE has recommended institution of a National Textbooks Council to monitor textbooks.

(e) No, Sir.

(f) Does not arise.

Different electricity rates in NDMC and MCD areas

***92. SHRIMATI JAYA BACHCHAN:** Will the Minister of POWER be pleased to state:

(a) whether it is a fact that there are two sets of rates of electricity in Delhi—one for consumers living in NDMC areas and the other for rest of Delhi, if so, the reasons for the discriminatory rates; and

(b) whether Government propose to do away with the discriminatory rates, if not, the reasons therefor?