

(c) whether the recent encounter between LTTE and Sri Lankan Army followed by indiscriminate attack on innocent Sri Lankan Tamils by Sri Lankan Army will affect the trade and commerce intercourse between these two countries?

THE MINISTER OF POWER (SHRI SUSHILKUMAR SHINDE): (a) and (b) No, Sir. However, the project is envisaged to be implemented through a Joint Venture Company of NTPC Ltd. and Ceylon Electricity Board, which is proposed to be incorporated in Sri Lanka. The project cost will be known after completion of Detailed Project Report.

(c) The increasing trend of bilateral trade between India and Sri Lanka during the last six years seems to indicate that there is no correlation between the internal security situation in Sri Lanka and the bilateral trade and commerce between the two countries. The figures of bilateral trade are given below:

Year	Imports by Sri Lanka from India (US\$)	Exports from Sri Lanka to India (US\$)	Total Trade (US\$)
2000	600	58	658
2001	602	72	674
2002	835	171	1006
2003	1093	245	1338
2004	1350	382	1732
2005	1437	588	2025
2006	1811	491	2302

Separate syllabus in Kendriya Vidyalayas and other schools

†*548. MISS ANUSUIYA UIKEY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether there are separate syllabus in Kendriya Vidyalayas and the schools of the State Governments;

†Original notice of the question was received in Hindi.

(b) if so, the reasons therefor and whether it is not a discriminatory policy to keep the intellectual level of children at unequal level;

(c) whether Government would consider it and take a proper decision to maintain the uniform education level; and

(d) if so, by when it would be considered?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) to (d) Kendriya Vidyalayas (KVs) are affiliated to Central Board of Secondary Education (CBSE) and hence follow the curriculum and syllabus prescribed by CBSE. State Governments have their own Boards of School Education and they prescribe curriculum and syllabus for the schools affiliated to the respective State Boards. However, the curriculum and syllabi of various Boards in the country are broadly based on the National Curriculum Framework. Flexibility in curriculum and syllabi helps in contextualisation of education based on State-specific needs, cultural ethos, aspirations and geographical and historical backgrounds. Different syllabi are necessary to make education relevant and life-oriented. At the same time, the different syllabi have a fundamental uniformity because of their adherence to the National Curriculum Framework. Thus, the flexibility in curriculum and syllabi does not reflect any discriminatory policy nor does it promote different intellectual level of children. Further there is equivalence between certificates issued by the different Boards at class X and XII levels.

Educational programmes on school education and literacy

***549. SHRI JESUDASU SEELAM:** Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Rs. 4274.69 crores was allocated to his Ministry for the year 2006-07 for programmes on school education and literacy with at least 20 per cent allocation benefits to the Scheduled Castes and Scheduled Tribes;

(b) the details of such programmes undertaken by his Ministry for 2006-07 alongwith the details of budget funds utilized, quantitative and qualitative benefits accrued to these sections, State-wise; and