

- (i) Drop-out Rate declined in the case of Assam during the period 1991-92 to 2001-2002, and
- (ii) Separate figures for Drop-out Rates are not available for the newly formed States of Chhattisgarh and Jharkhand.

(c) and (d) Sarva Shiksha Abhiyan, Mid-Day Meal and Kasturba Gandhi Balika Vidyalaya schemes are being implemented to reduce drop-outs. State Governments have been requested to implement various schemes in an intensive and coordinated manner, monitor the status of drop-out in a disaggregated manner, and take all necessary steps so as to bring down drop-outs at the primary stage to near zero in a time bound manner.

### **Disparities in education**

†4093. SHRI NAND KISHORE YADAV: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that there are several disparities in imparting education; and

(b) if so, the details of the efforts being made by Government for removing such disparities?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) and (b) The extant National Policy on Education (NPE) implies that, up to a given level, all students irrespective of caste, creed, location or sex have access to education of a comparable quality. It includes a common educational structure, a national curriculum framework and minimum levels of learning for each stage of education.

The NPE lays special emphasis on the removal of disparities and the equalisation of educational opportunities by attending to the specific needs of those who have been denied equality so far. Concerns regarding quality and equity in education are continuously addressed and several measures taken which include separate schools and hostels for girls, exemption of tuition and other fees, incentives such as free textbooks, stationery, uniforms, scholarships, free studentships for poor and meritorious students and reservations in admission. The educational development of the girl

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†Original notice of the question was received in Hindi.

child, children of the weaker sections of society and the minorities is a matter of prime concern as also highlighted in the National Common Minimum Programme of the Government.

The Central Advisory Board of Education (CABE) has since been reconstituted by the Government. In pursuance of the decisions taken in the meeting of the reconstituted CABE on 10-11 August, 2004, seven CABE committees have been set up on the following issues:—

1. Free and Compulsory Education Bill and other issues related to Elementary Education
2. Girls Education and the Common School System
3. Universalisation of Secondary Education
4. Autonomy of Higher Education Institutions
5. Integration of Culture Education in the School Curriculum
6. Regulatory Mechanism for the Text Books and parallel text books taught in schools outside the Government
7. Financing of Higher and Technical Education

### **Kendriya and Navodaya Vidyalayas**

†4094. SHRI NAND KISHORE YADAV. Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the number of Kendriya and Navodaya Vidyalayas proposed to be opened in Bihar and Uttar Pradesh during 2004-05;

(b) the number of such Vidyalayas Government are considering to open in 2005-06; and

(c) the details of the locations of such vidyalayas in both the States?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) to (c) Kendriya Vidyalayas and Navodaya Vidyalayas are opened following the established procedure. Government's effort is to progressively increase the number of these schools. This is an ongoing process. During the year 2004-05, 12 Kendriya Vidyalayas were opened in Bihar and 03 in Uttar Pradesh.

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†Original notice of the question was received in Hindi