

books on India and its culture, publication of books etc.

**Purchase of Stationery Items by
Kendriya Bhandar**

7760. SHRI MADAN LAL KHURANA:
Will the PRIME MINISTER be pleased to state:

(a) the details of items of stationery which are purchased by Kendriya Bhandar on the basis of tender and those which are purchased by selecting suppliers permanently;

(b) whether there is great difference between the rates of Kendriya Bhandar and Super Bazar on paper products: and

(c) if so, the reasons therefor?

THE PRIME MINISTER (SHRI VISHWANATH PRATAP SINGH): (a) Generally all stationery items like typing paper, duplicating paper, copier paper, stencil, carbon paper, file covers note sheet pads and computer stationery etc. are purchased through tenders. However, certain items of popular and standard brands like Kores-carbon paper and stencil, Sunlit duplicating paper and Sunshine copier paper of M/s. Ballarpur Industries etc. are procured directly from the manufactures on permanent basis.

(b) and (c). There are slight differences between the rates of the Kendriya Bhandar and Super Bazar on paper products, the rates of Kendriya Bhandar being lower. The difference in rates is due to the Kendriya Bhandar maintaining a maximum margin on cost of 9% as against a minimum of 10% of the Super Bazar.

**National Institute of Educational
Planning and Administration**

7761. SHRI MADHAVRAO SCINDIA:
Will the PRIME MINISTER be pleased to state:

(a) whether the National Institute of Educational Planning and Administration (NIEPA) has prepared a document on Education for all by 2000 AD making special provision for educating girls and women;

(b) if so, the details of major observations and suggestions made in the document; and

(c) the Government's reaction thereto?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI CHIMANBHAI MEHTA): (a) and (b). The National Institute of Educational Planning and Administration (NIEPA) has published a document entitled 'Education for All by 2000—Indian Perspective'. Taking into account the present status and socio-economic-cultural milieu, the study highlights the place of basic education as one of the survival needs of the country and indicates the possible strategies and measures that may be adopted to provide basic education to all. It proposes special provisions for educational advancement of different disadvantaged groups, such as women and girls, Scheduled Castes and Scheduled Tribes.

The document begins with a critical review of the existing disparities in education between males and females and goes on to emphasise the need for laying down of separate targets for the different disadvantaged groups, including women and girls. It recommends a comprehensive framework for improving access of women and girls, particularly those belonging to Scheduled Castes and Scheduled Tribes and the mi-