

अभ्यावेदन भेजा गया था। दिनांक 31.1.1996 के इस अभ्यावेदन में शिक्षकों की सेवा-शर्तों में कुछ सुधार करने के लिए कहा गया था। उनकी मांग बिना पी.एच.डी डिग्री किये लेक्चरर से रीडरशिप और रीडर से प्रोफेसरशिप पर पदोन्नति देने के संबंध में थी। सरकार ने विश्वविद्यालय अनुदान आयोग के परामर्श से इन मांगों की जांच कर ली है और इस संबंध में कोई अंतिम निर्णय लेने से पूर्व शिक्षकों के लिए विश्वविद्यालय अनुदान आयोग ने वेतन पुनरीक्षा समिति की सिफारिशों के प्राप्त होने तक प्रतीक्षा करने का निर्णय लिया है।

शिक्षकों की भर्ती के संबंध में समाचार

398. श्री शिव चरण सिंह:

श्री राघवजी:

क्या मानव संसाधन विकास मंत्री यह बताने की कृपा करेंगे कि:

(क) क्या सरकार का ध्यान 4 मार्च, 1997 के “जनसत्ता” में “शिक्षकों की नियुक्ति की संदेहास्पद प्रक्रिया” शीर्षक से प्रकाशित समाचार की ओर दिलाया गया है; और,

(ख) यदि हां, तो इस पर सरकार की प्रतिक्रिया क्या है?

मानव संसाधन विकास मंत्री (श्री एस. आर. बोम्मई): जी, हां।

(ख) केन्द्रीय विद्यालयों में शिक्षकों की भर्ती इस प्रयोजन के लिए निर्धारित नियमों तथा प्रक्रिया के अनुसार की जाती है।

Development of moral standard of school students

*399. SHRI W. ANGOU SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the measures being contemplated by Government to improve the present standard of school education in order to develop the moral standard of students from the grassroot level;

(b) whether Government are aware of the changes that have occurred in the overall thinking of younger generation for casteism and separation that may endanger the national integration; and

(c) if so, the measures contemplated to meet such challenges in the interest of the country's integrity?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI S.R. BOMMAI): (a) to (c) The National Policy on Education 1986 and the Programme of Action 1992 have dealt with the question of development of moral standards by way of enrichment of the existing curriculum by incorporating culture content at two levels. At one level, India's common cultural heritage has been identified as one of the elements of core curriculum. At another level, a synthesis has been envisaged between changed oriented technologies and cultural traditions through educational institutions. The NCERT has also prepared exemplary instructional package for the benefit of school students. The cultivation of social and moral value is dealt both at the elementary as well as secondary education. The Central Board of Secondary Education has directed its affiliated schools for inculcation of universal and human values both in general and in relation to the school curricula. Imparting of value education is regarded as an integral part of the entire educational process as distinct from dissemination of values through special lectures on morality or through textbooks.

The textbooks published by the NCERT include elements of universal values, which are interwoven in the curriculum of various subjects. Further, the Teacher Education curricula both at the Elementary and Secondary level incorporate value education components. Some of the schools play a vital role in bringing out national integration and social cohesion among the young minds. The programme design in the schools also awaken in the students an awareness of national integrity and for this purpose, various steps have been taken, such as, community living based on cooperative self-help and democratic principles and also the study of India's history and