

Integrated Child Development Service Scheme

3396. SHRI IQBAL SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government propose to revamp the entire Integrated Child Development Services scheme in the country; and

(b) if so, the details thereof and the reasons therefor?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT) (SMT BASAVA RAJESHWARI): (a) and (b) The Government does not have any proposal under consideration at present to revamp the Integrated Child Development Services (ICDS) Scheme in the country. However, with a view to improving the Monitoring System, the community based monitoring mechanism has been recently evolved. The States/Union Territories have been asked to constitute Balvikas Mahila Samitis at the village, block and district levels for involvement of elected women representatives of Panchayati Raj Institutions in monitoring Women and Child Development Programmes including ICDS. Involvement of community in monitoring the growth of malnourished children is also being introduced through community growth monitoring chart. Steps have also been taken for greater involvement of Mahila Mandals and non-Governmental Organisations (NGOs) in the implementation of ICDS Scheme by specially earmarking 52 new ICDS Projects sanctioned during 1992-93 and 1993-94 for implementation through NGOs.

Low Progress in Education

3397. SHRI O. P. KOHLI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether even after 46 years of independence India ranks 134th among 173 countries in so far as the factors like purchasing power parity, adjusted real per capita GDP, life expectancy at birth and core social sectors such as education and

health are concerned and particularly India is behind most of the Asian countries;

(b) if so, whether Government has gone into the causes of such a tardy progress and if so, the details thereof; and

(c) what concrete and effective steps are being taken to improve the situation particularly in the matter of education and health?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) to (c) The information is being collected and will be placed on the Table of the House.

Moral Education in Schools

3398. SHRI BRAHMADEO ANAND PASWAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government is planning to reintroduce moral education in the curriculum for the students of Secondary and Senior Secondary classes;

(b) whether Government is also planning to introduce formal teaching of National Character and Patriotism;

(c) if not, reasons therefor; and

(d) when Government will introduce the system of Nationwide Universal Common Syllabus from Primary to + 2 stage?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) to (d) Moral education which is a holistic concept giving stress on inculcation of certain fundamental values, presupposes that consciousness of such values should permeate the whole curriculum and programme of activities in school. The National Policy on Education, 1986 calls for a National System of Education based on a National Curricular Framework with common core containing component like History of India's Freedom Movement, the constitutional obligations and other contents essential to

nurture national identity. The Policy also stipulates that these elements should cut across subject areas and should be designed to promote values including India's common cultural heritage, egalitarianism, democracy and secularism. Keeping in view these policy postulates, the NCERT brought out a National Curricular Framework for all stages of school education and revised its own textbooks during 1989-92 integrating the various elements of value education. Based on the Framework guidelines and the revised textbooks of the NCERT, the State Governments are expected to take to adopt or adapt the same for revision of school curricula, syllabi and textbooks in their respective school systems in a phased manner.

Transfer Guidelines for Employees of KVS

3399. SHRI SARADA MOHANTY : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether it is a fact that the Transfer Guidelines for employees of Kendriya Vidyalaya Sangathan are being followed in their breach as violations are too numerous to be taken as exceptions ;

(b) if so, whether it is a fact that All India Kendria Vidyalaya Teachers Association (Democratic) have asked for annulment of these Guidelines ; and

(c) if so, the reaction of Kendriya Vidyalaya Sangathan thereto ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA) : (a) No,

Sir. The transfer guidelines are quite clear and the Sangathan authorities have been conforming to the transfer guidelines while effecting the transfers. The guidelines also provide for relaxation wherever required by the Commissioner, Kendriya Vidyalaya Sangathan

(b) According to information furnished by Kendriya Vidyalaya Sangathan, there is no such recognised association called All India Kendriya Vidyalaya Teachers' Association (Democratic).

(c) Does not arise

नेशनल लाइब्रेरियों के लिए नई पुस्तकें

3400. श्री शंकर दयाल सिंह : क्या मानव संसाधन विकास मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या सरकार द्वारा निर्धारित इस नियम का पालन हो रहा है कि भारत में प्रकाशित सभी नई पुस्तकों का एक-एक प्रति सभी नेशनल लाइब्रेरियों का भेजी जाये; और

(ख) यदि हां, तो वर्ष 1993 के दौरान विभिन्न नेशनल लाइब्रेरियों में विभिन्न भाषाओं की कितनी नई पुस्तकें प्राप्त हुई और उनका भाषावार व्यौरा क्या है ?

मानव संसाधन विकास मंत्रालय (शिक्षा विभाग और संस्कृति विभाग) में उपमंत्री (कुमारी शैलजा) : (क) जी, हां ।

(ख) विवरण संलग्न है ।

विवरण

1 राष्ट्रीय पुस्तकालय, कलकत्ता

असमिया	270
बंगला	1621
अंग्रेजी	1938
गुजराती	294
हिन्दी	1394
मलयालम	100
मराठी	437
उड़ीया	145