

RAJYA SABHA

Monday, the 15th December, 2008/ 24 Agrahayana, 1930 (Saka)

The House met at eleven of the clock,

MR. CHAIRMAN in the Chair.

ORAL ANSWERS TO QUESTIONS

वर्तमान परीक्षा प्रणाली के प्रतिकूल प्रभाव

*181. श्री शिवानन्द तिवारी:††

डा. मुरली मनोहर जोशी:

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

(क) क्या यह सच है कि वर्तमान शिक्षा प्रणाली के तहत छात्रों पर परीक्षा के दबाव से होने वाले प्रतिकूल प्रभावों का अध्ययन किया गया है;

(ख) यदि हां, तो इस संबंध में तथ्य क्या हैं और वर्तमान परीक्षा प्रणाली के दबाव एवं तनाव के कारण क्या-क्या कुप्रभाव देखे गए हैं;

(ग) क्या सरकार ने वर्तमान परीक्षा-प्रणाली में परिवर्तन करने का कोई निर्णय लिया है; और

(घ) यदि हां, तो इस संबंध में लिए गए निर्णयों का ब्यौरा क्या है?

मानव संसाधन विकास मंत्रालय में राज्य मंत्री (श्रीमती डी. पुरन्देश्वरी): (क) से (घ) एक विवरण सभा पटल पर रख दिया गया है।

विवरण

(क) और (ख) मानव संसाधन विकास मंत्रालय ने वर्तमान शिक्षा प्रणाली के तहत संचालित परीक्षाओं के दबाव के कारण विद्यार्थियों पर पड़ने वाले प्रतिकूल प्रभाव के बारे में कोई विशेष अध्ययन नहीं किया है।

(ग) वर्ष 1993 की यशपाल समिति रिपोर्ट जो "दबाव रहित अध्ययन" कहलाती है और परीक्षा सुधार संबंधी राष्ट्रीय फोकस समूह की सिफारिशों को ध्यान में रखते हुए वर्ष 2005 में एक राष्ट्रीय पाठ्यचर्या संरचना तैयार की गई थी। इस संरचना में शिक्षा को और अधिक विद्यार्थी केन्द्रित बनाने के लिए कई उपाय सुझाये गए हैं जैसे पाठ्यचर्या बोझ को कम करना, समझ-बूझ पर बल देना तथा ज्ञान का उपयोग करना, सतत् एवं व्यापक मूल्यांकन पर ध्यान केन्द्रित करना, रटत विद्या की जांच न करके समक्षता की जांच पर बल देना, परीक्षा प्रणाली को और उदार बनाते हुए उत्तर लिखने के लिए और अधिक समय देने, स्कूलों में मार्ग दर्शन तथा परामर्श का प्रावधान करना आदि।

(घ) उपर्युक्त सिफारिशों के आधार पर केन्द्रीय माध्यमिक शिक्षा बोर्ड ने परीक्षा से संबंधित दबाव को कम करने के लिए कई उपाय किए हैं जो इस प्रकार हैं:-

क विषयवस्तु आधारित परीक्षा के स्थान पर प्रश्न हल तथा सक्षमता आधारित परीक्षा को अपनाना।

ख प्रश्नों तथा प्रश्न-पत्रों के स्वरूप से शिक्षकों तथा विद्यार्थियों को अवगत कराने के लिए नमूना प्रश्न-पत्रों तथा अंकन स्कीम प्रकाशित करना।

ग गणित, सामाजिक-विज्ञान तथा विज्ञान जैसे महत्वपूर्ण विषयों में प्रयोजना कार्य तथा स्कूली कार्यों के आधार पर स्कूल आधारित आंतरिक मूल्यांकन को उचित वरीयता देना।

घ. कुछ महत्वपूर्ण विषयों में प्रश्न-पत्रों को सरल बनाया जाना ताकि प्रश्नों के और अधिक आंतरिक विकल्प दिए जा सकें और साथ ही विद्यार्थियों को समय तथा गति के संबंध में और अधिक तनाव मुक्त बनाया जा सके।

††सभा में यह प्रश्न श्री शिवानन्द तिवारी द्वारा पूछा गया।

- ड. कक्षा x तथा xii की बोर्ड परीक्षाओं में विद्यार्थियों को प्रश्न-पत्रों को पढ़ने तथा अपने उत्तर के बारे में सोचने-समझने के लिए 15 मिनट अतिरिक्त समय दिए जाने का प्रावधान करना।
- च. कक्षा x में दो विषयों तथा कक्षा xii में एक विषय हेतु कम्पार्टमेंट परीक्षा उत्तीर्ण करने के लिए 5 मौके देना।
- छ. विद्यार्थियों के लिए काउंसलिंग एवं हेल्प लाईन कार्यक्रम की व्यवस्था करना।

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद् ने भी राष्ट्रीय तथा क्षेत्रीय स्तर पर आयोजित अपने सम्मेलनों में राज्य शिक्षा बोर्डों के साथ परीक्षा सुधार संबंधी विषय को उठाया है।

विश्वविद्यालय अनुदान आयोग ने भी सभी विश्वविद्यालयों को परीक्षा सुधार, सतत् आंतरिक मूल्यांकन तथा सेमिस्टर प्रणाली प्रारम्भ करने आदि जैसे शैक्षिक सुधार प्रारम्भ करने की सलाह दी है।

Adverse effect of present examination system

†*181. SHRI SHIVANAND TIWARI :††

DR. MURLI MANOHAR JOSHI :

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

- (a) whether it is a fact that a study has been conducted on adverse effects on students due to pressure of examination under the present education system;
- (b) if so, the facts in this regard and the ill-effects observed due to pressure and stress of the current examination system;
- (c) whether Government has taken any decision to make changes in the present examination system; and
- (d) if so, the details of the decisions taken in this regard?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI) : (a) to (d) A Statement is laid on the table of the House.

Statement

(a) and (b) The Ministry of Human Resource Development has not undertaken any specific study on the adverse effects on students due to pressure of examinations under the present education system.

(c) Keeping in view the recommendations of Yashpal Committee report of 1993 called "Learning without Burden", and the recommendations of National Focus Group on examination reforms a National Curriculum Framework was evolved in 2005. It has recommended several measures for making education more child centric like reduction of curriculum load, emphasis on comprehension and application of knowledge, focus on continuous and comprehensive evaluation, emphasis on testing of competencies rather than rote memory, making examination more flexible in terms of giving more time for writing answers, provision of guidance and counseling in the schools etc.

(d) Based on the above recommendations, Central Board of Secondary Education (CBSE) has taken a number of steps as given below to reduce pressure on account of examination :

†Original notice of the question was received in Hindi.

††The question was actually asked on the floor of the House by Shri Shivanand Tiwari.

- a. Shift from content based testing to problem solving and competency based testing.
- b. Publication of sample question papers and marking schemes to familiarize teachers and students about the nature of questions and question papers.
- c. Proper weightage to internal school based assessment based on project work and assignments in important subjects like Mathematics, Social Science and Science.
- d. Simplification of question papers in some of the important subjects to provide more internal choices of questions and also to make the students comfortable in respect of time and speed.
- e. Provision of 15 minutes extra time for candidates to read the question paper and to plan their answers in class X and XII Board Examinations.
- f. Providing five attempts for clearing the compartment examination in two subjects in class X and one subject in class XII.
- g. Counseling and helpline programme for students.

NCERT has also taken up the subject of examination reforms with State Education Boards in their conferences at the national and regional level.

The UGC has also advised all the universities to undertake academic reforms including examination reforms, continuous internal assessment and the introduction of semester system etc.

श्री शिवानन्द तिवारी: सभापति महोदय, यह बहुत ही गंभीर सवाल है और समाचारपत्रों में जो खबर है, उसके अनुसार 2004, 2005 और 2006 में एग्जामिनेशन रिलेटेड प्रेशर और तनाव के कारण लगभग 16 हजार विद्यार्थियों में, जिनमें स्कूलों के विद्यार्थी हैं और कॉलेजों के विद्यार्थी भी हैं, उन्होंने आत्महत्याएं की हैं। इसलिए हमें ऐसा लगता है कि इससे सरकार अपना पल्ला झाड़ रही है। सरकार का जो जवाब है कि यशपाल समिति की रिपोर्ट के आधार पर दबाव रहित एग्जामिनेशन का तथा पढ़ने का इंतजाम किया गया है। हर साल जब भी परीक्षाफल निकलता है, अखबारों में हम पढ़ते हैं कि अमुक स्कूल के विद्यार्थियों ने आत्महत्या की, अमुक स्कूल के विद्यार्थियों ने आत्महत्या की, तो यह मामला बहुत गंभीर है और हम सरकार से यह जानना चाहेंगे कि इस दिशा में उसके पास कोई विशेष योजना है या नहीं?

SHRIMATI D. PURANDESWARI: Mr. Chairman, Sir, we do realise the fact that children are under stress and strain during examinations. However, it must be appreciated that examinations alone are not the cause for suicides which the children are resorting to. But realising the importance that reforms need to be ushered in and also realising very well that we need to support and help the children, various initiatives have been taken by the Ministry of Human Resource Development and the Government of India. Reform is not something that needs to be ushered in only when there is some untoward incident. Realising this fact; various Commissions and Committees have been constituted which have been, periodically, looking into reforms that need to be brought in the education sector. We had the Ishwarbhai Patel Review Committee in 1977; we also had the NCERT Working Group in 1994. The National Policy on Education Review Committee was constituted in 1990. Then the Yashpal Committee was also there in 1993. After the Yashpal Committee submitted its report in 1993, called 'Learning without Burden', wide deliberations were held right across the length and breadth of the country. Based on these deliberations, the Ministry of Human Resource Development constituted the

National Advisory Committee for the purpose of suggesting reforms. Against this background, there were 21 Focus Groups that were constituted. One such Focus Group actually looked into the reforms that needed to be brought in the examination system. Based on this, there have been various steps taken by the NCERT and the CBSE to ensure that there is not such kind of pressure on the children. Some of the steps, I would like to mention very briefly, are to look into the typology of question papers; 15 minutes which are given to children before they answer the question paper so that they have some time to go through the question paper to actually realise and understand how they would want to answer the question paper. These are just a few steps. There are various other reforms that have been brought in by the CBSE.

श्री शिवानन्द तिवारी: सभापति महोदय, माननीय मंत्री महोदय ने बहुत ही विस्तार से यह बताया है कि सरकार क्या-क्या कर रही है, लेकिन सरकार के और इनके विभाग के सारे प्रयासों के बावजूद आंकड़े यह बता रहे हैं कि दबाव और तनाव के कारण विद्यार्थियों में जो आत्महत्या की प्रवृत्ति पैदा हो रही है, उसमें कमी नहीं आ रही है। जैसा कि मैंने आपको बताया है कि वर्ष 2004, 2005 और 2006 में 16 हजार विद्यार्थियों की आत्महत्या की खबर छपी है, तो इसके बारे में इन्होंने जो प्रयास बताया है, उसका कोई नतीजा नहीं निकल रहा है।

सभापति महोदय, मैं आपके माध्यम से माननीय मंत्री महोदय से यह जानना चाहूंगा कि जिस तरह हमारे समाज में जाति प्रथा है, उसी तरह हमारी शिक्षण व्यवस्था में भी जाति प्रथा है क्या? IIT और IIM में पढ़ने वाले विद्यार्थी को जो पैकेज मिलता है और जो एक नम्बर से पीछे रह गया, उसका जीवन बिल्कुल अलग हो जाता है। यह जो hierarchical education system है, जिसमें शीर्ष पर जो कुछ शिक्षण संस्थान हैं, उनमें नामांकन कराने के बाद लोगों का पूरा जीवन बदल जाता है और आधा नम्बर और एक नम्बर से जो पिछड़ जाते हैं, उनका जीवन बिल्कुल दूसरी तरह का हो जाता है। इन सब जगहों से भी विद्यार्थियों में तनाव पैदा होता है, जिनमें यह आत्महत्या की प्रवृत्ति पैदा हो सकती है, ऐसा हमें लगता है।

श्री सभापति महोदय: आप सवाल पूछिए।

श्री शिवानन्द तिवारी: क्या सरकार ने इस आधार पर भी कोई अध्ययन कराया है या सरकार अध्ययन कराने की जरूरत को महसूस करती है?

SHRIMATI D. PURANDESWARI: Sir, the UGC has undertaken various steps to ensure that the children belonging to the marginalized sections of the society, who are unable to access higher education, are actually given support in such a manner so that they would be equipped well enough to actually enter the portals of higher education. Sir, to achieve social equity and socio-economic mobility of the disadvantaged sections of the society, the UGC has been implementing the scheme of remedial coaching for undergraduate and postgraduate students...

श्री शिवानन्द तिवारी: सर, हमारा सवाल कुछ है और जवाब कुछ आ रहा है।

SHRIMATI D. PURANDESWARI: Sir, as the hon. Member has raised the issue of IITs and higher educational institutions, I have mentioned various steps taken at the higher education level. Similarly, there have been coaching classes for these children to ensure that they come into higher education. And even after they come into the portals of higher education, there is a one-year preparatory coaching classes. ...*(Interruptions)*...

श्रीशिवानन्द तिवारी: सभापति महोदय, मेरे सवाल का जवाब नहीं आ रहा है।

SHRIMATI D. PURANDESWARI: Coming to school education, as I have mentioned earlier, I would like to re-emphasise that it is not just the examination stress. There has been a study conducted by the NCERT - actually, the findings are yet to be placed before the NHRD — and it has been stated that there have been various other factors besides the examination factor, like, the socio-economic factors, which are also adding to the stress on children. So, I think, it is not only the Government, but also the society, parents, all stakeholders, who will have to take the responsibility in providing support and help to our children.

डा. मुरली मनोहर जोशी: सभापति जी, यह बहुत महत्वपूर्ण सवाल है और कभी-कभी यह खतरा होता है कि हमारा देश आत्महत्या करने वालों का देश तो नहीं बन रहा है। पहले किसान आत्महत्या कर रहे थे, महिलाएं तो कर ही रही हैं, इसके साथ अब छात्र भी करने लगे, इंवेस्टर्स भी कर रहे हैं। अगर ऐसे जवाब आए, जैसे अब आ रहे हैं, तो शायद एमपीजी को भी करना पड़ेगा, क्योंकि इनके जवाबों के तनाव में हमें भी शायद परेशानी हो जाएगी। सवाल यह है कि इन्होंने पहले ही जवाब में यह लिखा है, "The Ministry of Human Resources Development has not undertaken any specific study on the adverse effects of students due to pressure of examination under the present examination system." जब आपने स्टडी नहीं कराई, तब आप क्या बात कह रही हैं। यशपाल कमेटी की रिपोर्ट इस सबके पर आधारित नहीं थी। किसी भी कमेटी की रिपोर्ट इस specific issue पर नहीं हुई है। इसलिए आप स्वीकार कीजिए कि सरकार ने इस मामले पर कोई ध्यान नहीं दिया है। इसको मानने में आपको क्या आपत्ति है?

दूसरी बात यह है कि जैसा आपने अभी सवाल उठाया, यह total question related है, आपकी सोसायटी से, इकोनॉमिक पॉलिसी से, आपके समाज में होने वाले और तनावों से related है। This is the filtering of the stress in society to the students as well. क्या आप parents का counselling कराएंगी? क्या आप देखती हैं कि हर parent बच्चों पर दबाव डाल रहा है कि इंजीनियर बनो, डाक्टर बनो, नम्बर लाओ? यह 95 परसेंट, 96 परसेंट, 97 परसेंट, यह जो आपने एक मानदण्ड बनाया है, इस बारे में विचार होना चाहिए कि समाज सिर्फ इसी तरफ क्यों जा रहा है? उसका तनाव यहां क्यों आ रहा है? क्या आपने शिक्षकों की quality देखी है? क्या वे बच्चों की तरफ ध्यान देते हैं, इसको देखा है? क्या शुरुआत से लेकर आखिर तक बच्चों का विकास कैसे हो, उनकी रुचि क्या है, उनका रुझान क्या है, इसको देखा है?

MR. CHAIRMAN: Put your supplementary, please.

डा. मुरली मनोहर जोशी: मैं इसलिए पूछ रहा हूं कि क्या सरकार इस बड़े सवाल पर, जो हमारे देश की नौजवानी को suicide करने के लिए मजबूर कर रही है, कोई specific study कराएगी? यदि कराएगी, तो कितने समय में उसका जवाब लेगी? आप क्या उपाय करना चाहती हैं, वे temporary उपाय हैं या long term उपाय हैं? इस सवाल पर आपने कोई अध्ययन नहीं किया है, तो आप कब study कराएंगी? इसका कितना गहरा दुष्परिणाम हो रहा है। तो मैं सरकार से यह जानना चाहता हूं कि इस मामले में कोई स्पेसिफिक स्टडी कब तक होगी? लेकिन जब तक स्टडी नहीं होती है, क्योंकि उसमें टाइम लग सकता है, तब तक क्या आप कोई इंतजाम करेंगे और इन सुसाइड्स को रोकेंगे?

SHRIMATI D. PURANDESWARI: Sir, there are 42 Boards in all, all over the country, and the Council of Boards for Secondary Education has been periodically holding review meetings to look into various aspects of the education reforms that need to be brought in. Sir, one such meeting was

held at Hyderabad on 9th and 10th August, 2008, and one of the areas of discussion was recommendation regarding de-stressing of examination. ...*(Interruptions)*...

डा. मुरली मनोहर जोशी: महोदय, इसका जवाब दोबारा दे दें, जब पूरी तरह से तैयार हो कर आएँ, यहां पर यह जवाब नहीं चल रहा है।

SHRIMATI D. PURANDESWARI: Which means, Sir, periodically at these conferences and meetings reforms that need to be ushered in the examination pattern have been discussed on and off.

Sir, with reference to counselling the parents, we have various counselling mechanisms in place. About 11 years ago, a counselling mechanism had been set up both for parents and for students. In these, we have counsellors from the CBSE-affiliated schools, private schools, psychologists, social scientists. All of them are members in the counselling mechanism process which is held, and parents are also counselled in the process. Sir, we also have a web-based counselling which is done. This was initiated on the 13th September, 2008, where both parents and students actually seek counselling, and they are counselled by the Chairman of the CBSE. Until now, since its commencement, in the web-based counselling or web-based interaction, as we would call it, Sir, there have been 1862 questions asked by students alone, and 842 questions that have been asked by parents. So, it is unfair and probably incorrect to say that we do not counsel the parents. The questions ranged from how do students attain good percentage of marks, what could they do after the subjects that they have chosen. So, it is a wide range of questions that have been addressed, and it is incorrect to say that the parents and students are not counselled.

श्री राजनीति प्रसाद: सभापति जी, धन्यवाद। मैं मंत्री महोदय से यह पूछना चाहता हूँ कि पूरे हिन्दुस्तान में जो इग्जामिनेशन सिस्टम है, जैसा कि हमारे माननीय सदस्य ने कहा कि उस सिस्टम के कारण अभी तक 16,000 लोग आत्महत्या कर चुके हैं, तो क्या शिक्षा की कोई नई पद्धति लागू की जाएगी अथवा क्या कोई नई परम्परा लागू होगी? क्योंकि विद्यार्थियों में इग्जामिनेशन से डर नहीं होना चाहिए। विद्यार्थियों को अभी इग्जामिनेशन से डर होता है कि इग्जाम है और उसके लिए वे रात भर जागते हैं। फिर उनको यह साइको भी होता है कि हम पास होंगे या फेल होंगे।

सभापति जी, कभी-कभी तो यह होता है कि लोग पास हो जाते हैं, लेकिन उसके डर में लोग आत्महत्या कर लेते हैं। अखबारों में कई बार यह आया है। तो मैं यह जानना चाहता हूँ कि आपकी यह जो परम्परा है, जो पुरानी चीज है, वह फेल हो रही है। लोग उससे डर रहे हैं। इग्जामिनेशन को डर का माध्यम नहीं बनाना चाहिए, बल्कि उसे एक खुशी का माहौल बनाना चाहिए कि आपने जो परिश्रम किया है, उसके बारे में आपका इग्जामिनेशन होगा। इस डर के माहौल को खत्म करने के लिए क्या आप कोई नया तरीका इजाद करेंगे? क्योंकि जब आप राष्ट्रीय पॉलिसी बनाते हैं, और अगर वह पॉलिसी अंग्रेजों के जमाने की है, उसमें आप सुधार लाने की कोशिश करेंगे, तभी कुछ हो सकता है। मेरा आपसे बस इतना ही अनुरोध एवं प्रश्न है।

SHRIMATI D. PURANDESWARI: Sir, there have been various steps taken by the CBSE to make changes in the present examination system. First and foremost, Sir, there is the 15-minute grace period that is given to the child, even before he or she starts attempting the question paper so that they can actually comprehend which question they would want to answer first or in which line they

would want to answer the question. Besides this, Sir, there is a continuous evaluation of the child which is done all through the year, and 20 per cent of these marks are added to the final examination. So, it is not just based on the final examination, but there is a continuous evaluation process in place, Sir, wherein the performance of the child is actually closely watched and is taken into consideration. We do not give percentages in the CBSE-affiliated schools. Sir, it is the grading system that has been ushered in so that the pressure and the fear of attaining low marks and failing would be dispelled with. The other very important change here is the bringing in of the compartmental system wherein we do not tell the child in the class X that he/she has failed but give children an opportunity; in case they do not secure the desired marks in two subjects, then they are allowed to appear in June-July itself so that they could clear it and not lose a year so that fear of losing a year is not there. Similarly, in class XI, there is a provision for one subject in case the child has not been able to clear, to be able to give a compartment. So, we do not use the term 'fail', but we say 'compartment examination' which the child can take without the fear of having to lose a year.

These are just some of the reforms that have been brought in so that the fear of the examination is not on the child. But, once again, Sir, let me, through you, bring to the notice of the august House that it is not simply the school and the Board, but the anxiety of the parents is also at times transferred to the child which is also very detrimental to the child.

DR. K. KESHAVA RAO: Sir, I ask a straight question. The question is about the adverse effects on the students as far as examinations are concerned. You say that we have not made any study; but your own statement that the National Focus Group on Examinations — not only one, there have been 17 such National Study Groups and every year, the State Education Boards have been meeting to review the examination system with a focus on how to evolve mechanisms to avoid adverse effects on the child contradicts it. We have the Yashpal Committee report which also tried to lessen the burden on the students. Keeping that in view, can you tell us how the Government will systematically work on some kind of a scheme which will further lessen the burden; as you said, you give 15 more minutes, it is not an answer on the adverse effects, but it is something to do with the examination reforms. We do not have detention system in Andhra Pradesh, till very recently. Many States do not have the detention system. That has relieved the boys from the adverse effects. That kind of recommendations are available in the Yashpal Committee report, in the NCERT recommendation as also in the National Focus Group's recommendation. Can we codify them and incorporate them into guidelines to be followed?

SHRIMATI D. PURANDESWARI: Sir, NCERT has been conducting regional conferences with chairpersons of various Boards of School Education during the last three years to reflect on critical issues related to the examination system. These discussions have been held in a very conducive atmosphere and these have been shared with the Chairmen of the other Boards also, and they are requested to take cognisance of these recommendations and to see that they are actually implemented in their own Boards. Some of the States have taken very good initiatives, for example, we have the grading system which has been introduced in most of the States as the hon. Member has pointed out — Andhra Pradesh, Haryana, Kerala — and there have also been training

programmes which have been conducted for paper setters in the States of Uttarakhand, Madhya Pradesh, West Bengal and Manipur. There have been various programmes conducted for teachers training through Edusat and many Boards have come forward and many States have come forward to accept and undertake the teachers training programmes.

We have been continuously in dialogue with the other Boards to talk to them and to request them to look at the reforms that have been suggested in many of the regional conferences. Otherwise, also, Sir, as I had mentioned earlier, reforms is an ongoing process and wherever we feel we need to firm ourselves up, we have always deliberated upon it. There has been a study which has been conducted by NCERT on the adverse effects of examinations and these recommendations are yet to come forward and we are awaiting them.

SHRIMATI JAYA BACHCHAN: Sir, since we have agreed to work together and not really attack each other, I think, the Minister-in-charge here has been a very sincere and very hard working Minister. She has always come very well prepared with all her answers. So, with due respect to our senior Member, Joshiji, I would like to say that she definitely has an idea of what is going on in the education system.

I have a small question. Madam, you are aware that all students in a school or in a college, it starts from a school in a primary level that all students do not have the same competence or intelligence level. Students who are not as brilliant as the others need to be given special attention, special education. Are we making an effort to see that this kind of system is followed? This is followed all over the world, in every progressive country. I think, we are progressive enough, our thinking is progressive, you are a very progressive person. I think, you have to concentrate because later on when these students have to compete with brilliant students during examination, do not come up to the mark. They are aware that they are not up to the mark and their insecurity starts from there and, then, the next step happens, as you have just said, they commit suicide or they have problems. These are psychological problems. Students who are not as brilliant as others in the same class need special education to come up to the mark. I think, if I am not going off the mark, you would have seen a film called *Taare Zameen Par*. That should be enough to tell you that students need special attention. Students who are not up to the mark in competition with the others need special attention so that when they come to a certain level, when they have to sit for competitive exams they are on par and they come up to the same level and they do not go through depression, parents do not go through the anxiety and we do not have suicides. Madam, I think you need to take care of this and see that this is implemented. Thank you.

SHRIMATI D. PURANDESWARI: Sir, once again I would like to emphasise that along with the Government's and the various Board we would also request the parents to support these children. It is very important that these children get the right kind-of support at home. Inclusiveness is one of the cornerstones of our education policy in India. So, we have not left out any child with special needs or

with disabilities out of the education system. Even in our *Sarva Shiksha Abhiyaan*, again, if I am not slightly going away from here, it has been an important component in one of the flagship programmes and in various schools we have been sensitising teachers not to segregate these children and to ensure that these children are actually mainstreamed into education after the little support which is required and is needed to be given to them. But, again, Sir, I would once again plead, through this House, to the parents and to everybody else that it is very essential that these children get the necessary support even at home which is very important for these people.

Pending cases in subordinate courts

*182. SHRIMATI SHOBHANA BHARTIA: ††

SHRI VIJAY JAWAHARLAL DARDA:

Will the Minister of LAW AND JUSTICE be pleased to state:

(a) whether Government is aware that more than three crore cases are pending in various subordinate courts across the country;

(b) if so, the facts and details thereof;

(c) whether the factors responsible for such pendency in subordinate courts have ever been assessed;

(d) if so, the details thereof; and

(e) the steps taken/directions issued by Government to speed up disposal of cases in subordinate courts?

THE MINISTER OF LAW AND JUSTICE (SHRI H.R. BHARDWAJ): (a) to (e) A Statement is laid on the Table of the House.

Statement

(a) and (b) As per the information available, about 2.52 crore cases are pending in the Subordinate Courts in the country. A Statement indicating the number of cases pending before the Subordinate Courts, State-wise, is enclosed as Statement-I (*See below*).

(c) and (d) A Statement showing the factors responsible for such pendency of cases is enclosed as Statement-II (*See below*).

(e) Time bound disposal of cases is within the exclusive domain of the judiciary. However, in order to facilitate speedy disposal of cases, Government has initiated a number of measures. Government is implementing a scheme for Development of Infrastructural Facilities for Judiciary under which financial assistance is provided to the State Governments and Union Territory Administrations for construction of court buildings and residential accommodation for Judges and Judicial Officers. Government is also implementing a scheme for computerization of District & Subordinate Courts, Fast Track Courts have been set up for speedy disposal of long pending Sessions cases and the cases involving under-trials in jails. Alternative modes of disposal including mediation, negotiation and arbitration have been encouraged. Some legislative measures have also been introduced for improvement in judicial procedure and for expediting disposal of civil and criminal cases in courts.

††The question was actually asked on the floor of the House by Shri Shivanand Tiwari.