

**Statement**

(a) to (d) Secondary Education, and reforms therein, are primarily the responsibility of the State Governments. The Mid-term Appraisal of the 10th Five Year Plan has, *inter-alia*, recommended that "in order to plan for a major expansion of Secondary Education in the event of achievement of full or near full retention under SSA (Sarva Shiksha Abhiyan), setting up a new mission for Secondary Education, on the lines of SSA, should be considered".

A Committee of the Central Advisory Board of Education (CABE) was constituted in September 2004, to prepare a blueprint for Universalisation of Secondary Education consequent upon the attainment of Universalisation of Elementary Education. The Committee submitted its Report in June, 2005.

The above recommendations are being examined in consultation with concerned agencies, after which a scheme may emerge for implementation during the XI Plan.

**Vocationalisation of Secondary Education**

†\*37. SHRI SANTOSH BAGRODIA:  
SHRI MOOLCHAND MEENA:††

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

(a) the steps being taken to vocationalise the secondary education as recommended in Mid-term Appraisal of Tenth Five Year Plan;

(b) the manner in which the agencies would be identified and involved in imparting vocational training; and

(c) the measures being taken to ensure the linkage with local market and industry requirements?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) to (c) Revision of the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, keeping in view, *inter-alia*, the observations of Mid-Term Appraisal, is under consideration. The revision exercise is likely to

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†Starred questions 21 and 37 were taken together.

††The question was actually asked on the floor of the House by Shri Moolchand Meena.

be completed in time for implementation of the revised scheme from the beginning of the 11th Five Year Plan.

श्री संतोष बागड़ोदिया: सर, क्वेश्चन नम्बर 37 भी इन्क्लूड कर लीजिए क्योंकि सेम सबजेक्ट है।

श्री सभापति: ठीक है, इससे आप सेटिसफाइड हो जायेंगे, तो उसको इन्क्लूड कर लूंगा।

श्री मूल चन्द मीणा: चेयरमैन सर, मैंने जो क्वेश्चन पूछा उसका जवाब तो इसमें कहीं नहीं है। मैंने क्वेश्चन में यह पूछा था कि देश में माध्यमिक शिक्षा में सुधार किए जाने हेतु कार्यक्रम के संघटक क्या-क्या हैं? इसका जवाब नहीं है। इन सुधारों के निर्धारण एवं कार्यान्वयन में शामिल की गई विशेषज्ञ एजेंसियां कौन-कौन सी हैं? इसका भी उत्तर नहीं है। ऐसे कार्यक्रम के लिए कितने संसाधनों की आवश्यकता होगी और सरकार किस प्रकार से ये संसाधन जुटाने का विचार रखती है? सर, इसलिए मैं माननीय मंत्री महोदया से यह जानना चाहूंगा कि जो मैंने क्वेश्चन पूछा है, उसका जबाब तो दें।

SHRIMATI D. PURANDESWARI: Sir, the expert agencies concerned with the secondary education would be the NCERT for the curriculum, the CBSE for the examination reforms and the NCTE for the teachers' training and the NIOS for the open and distance education. And, at the State level, Sir, it is SCERT, the State Boards of Secondary Education, State open schools, wherever they exist.

And, Sir, when it comes to the reforms, the reforms are basically the qualitative and the quantitative. When we look at the quantitative reforms we have the universalising access to the secondary education, and this would imply that every child in the relevant age group should have access to secondary education and this means that the schools should be within the reachable distance to the child. It can be within 5-7 kilometres. It also incorporates enhancing the participation rate. Presently, forty per cent of the children today between the age groups of 14-18 years are enrolled in classes 9-12 and this is definitely a very dismal percentage to look at, and this needs to be substantially enhanced and definitely the reforms are being steered into this direction.

Coming to the qualitative reforms, Sir, we are working on the improvement of quality, and this implies the improvement in curriculum, examination system, teaching methods, training of teachers, availability of infrastructure like classrooms, etc.

Sir, when it comes to the reforms in examination, the CBSE, which looks into the reforms in examination, has also brought in good reforms by giving fifteen minutes' time prior to the examination to the student wherein the student can actually cool down and think and even browse through the paper and prioritise which question he/she would like to answer first.

श्री सभापति: अच्छा जवाब है।...(व्यवधान)... जवाब तो पहले भी दिया था, वे समझे नहीं। उनको समझाना पड़ा।...(व्यवधान)...बस हो गया अब।

श्री मूल चन्द मीणा: इसमें समझने की बात क्या है? मेरा सेकेंड सप्लीमेंटरी यह है कि शिक्षा को व्यवसायोन्मुखी बनाने के लिए क्या सरकार की कोई योजना है? अगर हां, तो उस योजना पर कितना खर्च होगा?

SHRIMATI D. PURANDESWARI: Sir, we have to take into consideration the success rate of *Sarva Shiksha Abhiyan* also. It is expected to have a great impact on secondary education later on, which it is supposed to. This would be definitely looked into and the details would be sent to the hon. Member ...(Interruptions)...

SHRI SANTOSH BAGRODIA: Sir, I thought that Mr. Jairam Ramesh has become a Minister and there would be peace in the House ...(Interruptions)... I don't mind, because old habits die hard. After sometime, he would become ...(Interruptions)...

श्री सभापति: आपको मिनिस्टर के नाते चेयर वही मिली है ...(व्यवधान)... सीट वही मिली है? Please, come to your seat ...(Interruptions)... Please, come to your seat.

SHRI SANTOSH BAGRODIA: Sir, this is his seat ...(Interruptions)... Sir, he is on his seat ...(Interruptions)...

Sir, we talk about reforms in the education system It sounds very good that we are going to reach every village, the schools should be closer to the houses, and so on. All these things are good. But when we talk about training teachers, what is the real programme for training them? Are they also being trained to teach morality to the ordinary students, and not only routine things like teaching properly, coming on time, etc.? If they speak in a language, which is not really moral, all the education system would ultimately fall flat. What is the programme of the Government on this?

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Similarly, while we talk about reforms, there are no laboratories, or libraries in the schools. There are only small rooms as libraries and there are no books there. What is the real programme for these reforms? Lots of funds are available. Are they being used in the proper manner? What is the plan of the Ministry on this?

SHRIMATI D. PURANDESWARI: Sir, accepting the fact that qualitative teaching is very important and teachers do play a major role in imparting qualitative education to the students, reforms are being steered in this direction. Teachers' training has been taken up in a pretty important way; lot of importance has been given to teachers' training.

Turning to infrastructure, we do accept that there is a lot of pressure on infrastructure. The CABE Committee has actually sent a blueprint to this extent to the Planning Commission. And, Sir, we are definitely looking at improving and strengthening the infrastructure.

SHRI RAVI SHANKAR PRASAD: Sir, at the very outset, I would like to welcome the hon. Minister and congratulate her on her maiden reply today. But, I am little afraid about the very pedantic nature of the reply given on an issue of such vital importance, namely, that reform in secondary education is primarily the concern of the State.

I hope the hon. Minister would appreciate that if we have to move forward, there has to be a national commitment, obviously within the federal principle, for the quest of complete literacy, which means a reformed secondary education. We have got 250 educationally backward districts in the country. Therefore, my query is, does the Government have any focussed all-India programme to ensure that secondary education reforms, which are very vital for total literacy, are taken up on a priority basis, in proper coordination with the Government of India?

SHRIMATI D. PURANDESWARI: Sir, the hon. Member has rightly pointed out the importance of education. But secondary education is basically and most importantly the responsibility of the State Government. The Central Government does have a role, but a very limited role to play, when it comes to secondary education. Elementary education definitely lies with the Union Government because as per the Constitution, elementary education needs to be imparted to the students. So, I hope the hon. Member realises this and definitely the Union Government is trying to coordinate with the State Government

and is trying to identify these areas, and is trying to strengthen these schools in these areas.

**SHRIMATI N.P. DURGA:** I would like to know from the hon. Minister whether the Central Advisory Board of Education Committee on regulatory mechanism for textbooks and parallel textbooks taught in schools outside the system of education has been recommended for setting up of National Textbook Council to monitor the material produced in the country as a part of its reforms in the secondary education. If yes, the details thereof. What has the Government done in setting up of National Textbook Council?

**SHRIMATI D. PURANDESWARI:** Sir, the Committee of Central Advisory Board of Education (CABE) is the highest deliberative and advisory forum on education in the country and it is basically the NCERT which frames the National Curriculum Framework and then it is approved by the CABE. So, the NCERT is working on improving the curriculum and is also working on the textbooks.

**श्री दत्ता मेहे:** सर, सेकेंडरी एजुकेशन के बारे में, अभी सीबीएसई की बात की गयी, हमारे पूरे देश में एजुकेशन सेकेंडरी हो या प्राइमरी, जिनके पास पैसा है, वे अच्छी एजुकेशन लेते हैं, उनको अच्छी एजुकेशन मिल रही है लेकिन जो गरीब हैं, झोपड़-पट्टी में रहते हैं, गांव में रहते हैं, उनको एजुकेशन ठीक तरह से नहीं मिल रही है। इस प्रकार यह जो बहुत बड़ा अंतर है, इसके बारे में केन्द्र सरकार क्या कुछ विचार कर रही है? पैसे वाले को एजुकेशन...

**श्री सभापति:** ठीक है, आपने कह दिया है। ... (व्यवधान) ... ठीक है। आपका क्वेश्चन बड़ा इम्पोर्टेंट है।

**SHRIMATI D. PURANDESWARI:** We already have the Kendriya Vidyalayas, the Kasturba Balika Vidyalayas which cater to the economically and the backward SC/ST communities also. I think, these are doing a pretty good job in the rural areas and, to a large extent, they are catering to their needs.

**श्री मोती लाल बोर:** माननीय सभापति महोदय, मैं माननीय मंत्री जी से यह जानना चाहता हूँ कि माध्यमिक शिक्षा सभी को सुलभ कराने के लिए ब्लूप्रिंट तैयार करने हेतु केन्द्रीय शिक्षा सलाहकार बोर्ड की एक समिति सितम्बर 2004 में गठित की गयी थी। इस समिति ने अपनी रिपोर्ट जून 2005 को दे दी है। माननीय सभापति महोदय, जो इसके परिणाम के बारे में कहा गया है कि "संबंधित अभिकरणों के परामर्श से उपर्युक्त सिफारिशों की जांच की जा रही है और इसके

[20 February, 2006]

RAJYA SABHA

बाद ही ग्यारहवीं योजना के दौरान कार्यान्वित करने के लिए कोई स्कीम बनायी जा सकती है।” मेरा माननीय मंत्री जी से यह जानना है कि जब आपके पास रिपोर्ट आ चुकी है, ग्यारहवीं पंचवर्षीय योजना में इसे लागू करने की दिशा में आप प्रयत्न कर रहे हैं, इसके बाद में कहा जा रहा है कि “कोई स्कीम बनायी जा सकती है।” What is the scheme or report which has been given by the Committee? I would like to know from the Minister concerned.

SHRIMATI D. PURANDESWARI: Sir, I will have the details sent across to the hon. Member.

### **State funding of elections**

\*22. SHRI ABU ASIM AZMI:†

SHRIMATI SUKHBUNS KAUR:

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

(a) whether Government have finalised any proposal of State funding of elections;

(b) if so, the details thereof;

(c) by when it is likely to be enforced;

(d) whether any rules or guidelines have been laid down for such funding of elections; and

(e) if so, what steps have so far been taken in pursuance of this decision?

THE MINISTER OF LAW AND JUSTICE (SHRI H.R. BHARDWAJ):

(a) to (e) A Statement is laid on the Table of the House.

### **Statement**

The Central Government considered the various recommendations/ proposals relating to State funding of elections received by it. With a view to building consensus among the recognized political parties, it has decided to request the Election Commission of India for its consideration certain recommendations. Accordingly, on the 2<sup>nd</sup> January, 2006, the Government requested the Election Commission of India to recommend, in consultation with the recognized political parties, the quantities of the following items to be provided to the recognized political parties or to the

†The question was actually asked on the floor of the House by Shri Abu Asim Azmi.