

**Reforms in education system**

2094. SHRI C.M. RAMESH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government has felt any necessity to bring in reforms in the entire education system, particularly after Class XII Board Examinations, so that there is no need to rely upon coaching classes for competitive examinations, which have become a profitable business for some entrepreneurs; and

(b) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI JITIN PRASADA): (a) and (b) Education reforms are a continuous process and the Government seek to carry them forward through expansion, inclusion and rapid improvement in quality through institutional and policy reforms and by enhancing public spending. Education, being in the concurrent list, is the responsibility of both Centre as well as the State Governments. Educational reforms are taking place after consultation with all stakeholders including State Governments and academics.

The Right of Children to Free and Compulsory Education Act, 2010 has been enacted which envisages significant reforms in the Elementary Education sector. The Act makes it incumbent on Government to provide free and compulsory education to all children of 6-14 years of age; ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years. It also makes it mandatory for the States to ensure availability of neighborhood school within three years of the commencement of the Act. The Act stipulates that the State needs to provide infrastructure including school building, trained teaching staff and learning equipment as well as ensure good quality elementary education according to the standards and norms specified.

Sarva Shiksha Abhiyan (SSA) follows a holistic approach to improve the quality of elementary education, and subject to certain norms, provides for opening of new primary schools, upgradation of primary schools to upper primary schools, construction of school buildings, construction of additional classrooms to improve the students classroom ratio, recruitment of additional teachers to improve the pupil teacher ratio, in-service training of the teachers and training of the teachers and training of untrained teachers, provision of text books, learning enhancement

programme, remedial teaching, school and teacher grant and regular academic support to the school through Block Resource Centres and Cluster Resource Centres to improve the quality of classroom practices.

Rashtriya Madhyamik Shiksha Abhiyan was launched in March, 2009 with the objective to universalize access to secondary education and to improve its quality. The scheme aims to achieve an enrolment ratio of 75% for class IX and X within five years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barrier and universal access to secondary level education by 2017.

CBSE has taken number of steps for educational reforms which includes no Class X Board examination *w.e.f.* 2011 for students studying in CBSE's Senior Secondary Schools and who do not wish to move out of the CBSE system after Class X. The students studying in CBSE's Secondary Schools will, however, be required to appear in Board's external examination because they will be leaving the Secondary School after Class X. The Continuous and Comprehensive Evaluation has been strengthened in all CBSE affiliated schools *w.e.f.* October, 2009 in Class IX. The new Grading System has been introduced at Secondary School Level (for Class IX and X) effective from 2009-10 academic session. During various meetings with stakeholders, survey etc. the Board has received overwhelming response in favour of these reforms.

The University Grants Commission (UGC) has taken a number of steps and has written to all universities to implement academic reforms including introduction of semester system, choice based credit system, curriculum development, reforms in admission procedures, in examination and evaluation systems. UGC has also notified regulations specifying that qualifying National Eligibility Test (NET) or State-Level Eligibility Test (SLET) shall be the minimum eligibility criteria for appointment as Assistant Professor with exemption to those who have obtained a Ph.D. degree. UGC has also taken various steps for educational reforms which includes Quality Assessment Cell in Universities and Colleges, Regulations for Deemed Universities, Reform of College Affiliation System, Academic Reforms of Universities and College System, regulations for M.Phil. and Ph.D. admission, Faculty Development, Pay and Service conditions of Teachers, etc.

AICTE has taken initiatives for reforms which include permission to institutions under Section 25(g) of the Company Act, 1956 for setting up technical education institutions. Further, stand alone Post Graduate institutes are allowed to be set up for promoting research and development.

**Representation of SCs and STs in teaching and non-teaching staff**

2095. SHRI D. RAJA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Ministry is keeping a record of the number of teaching staff belonging to Scheduled Castes and Scheduled Tribes separately in private and Government-aided schools and colleges;

(b) if so, the details of the percentage/fraction of teachers belonging to Scheduled Castes and Scheduled Tribes categories out of the total number of teachers and other non-teaching staff in private and Government-aided schools and colleges;

(c) if not, the reasons therefor; and

(d) the steps taken to increase the representation of Scheduled Castes and Scheduled Tribes in teaching staff?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI JITIN PRASADA): (a) to (c) As per the annual publication "Statistics of School Education" of the Ministry of Human Resource Development, the number of teachers in Primary, Upper Primary, Secondary and Higher Secondary schools in the country during 2010-11 (Provisional) is given below:

Type of school	Primary Schools	Upper Primary Schools	Secondary Schools	Senior Secondary Schools
Number of teachers	2100462	1887343	1244515	1255586

As per the District Information System for Education (DISE) data base brought out by National University of Educational Planning and Administration (NUEPA) for elementary education annually, in the year 2011-12 (provisional), SC teachers in government aided schools were 8.04% and ST teachers 7.57% while in the private schools the SC teachers were 9.37% and ST teachers 4.42%. Data on number of non-teaching staff is not maintained.