methods of assessment of quality of an HEI. However in the absence of a comprehensive mandatory accreditation framework till recently, many institutions had not applied for and obtained accreditation.

(c)   No, Sir. No such expert group has been set up by the Central Government.

(d)   The Government has taken concrete steps to ensure that the independent quality assurance framework is made mandatory through compulsory assessment and accreditation. The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010, which provides for making accreditation mandatory in order to ensure independent credible quality assurance mechanism for higher educational institutions, has been introduced in Parliament on 3rd May, 2010. The University Grants Commission (UGC) has also notified the Mandatory Assessment and Accreditation of Higher Educational Institutions Regulations, 2012 which makes it mandatory for higher educational institutions, other than technical institutions to get themselves assessed and accredited. The UGC (Promotion and Maintenance of Standards of Academic Collaboration between Indian and Foreign Educational Institutions) Regulations, 2012, have been approved by the UGC in order to raise standard of higher education in Indian universities by collaborating with the best institutions in the world. The UGC has also framed guidelines for Joint Appointment of faculty by Universities and Research Institutions to improve the academic environment in the University system by promoting collaboration between Universities, National Laboratories, Institutes of National Importance in the Sciences, the Humanities and the Social Sciences.

The All India Council for Technical Education (AICTE) too has approved Regulations to make accreditation mandatory for technical higher educational institutions.

Imparting of moral and ethical education in schools

†2902. SHRI RAM JETHMALANI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a)   whether it is a fact that in the backdrop of huge public agitation after the Delhi gang rape case, Prime Minister has directed the Ministry to take steps to impart moral and ethical education in schools in the country;

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†Original notice of the question was received in Hindi.

(b)   if so, the facts in this regard;

(c)   whether on the basis of the said direction, Government has chalked out any concrete programme for schools; and

(d)   if so, the outlines of the programme?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) to (d) The Cabinet Secretary had held a meeting of the Committee of Secretaries on 23.01.2013 to consider various suggestions, particularly those which had been received in the Prime Minister's Office following the horrific gang rape incident which took place in Delhi in December, 2012. A number of decisions were taken in the meeting for strengthening and improving the police, administrative and educational set up. The matters and decisions which required action by the Ministry of Human Resource Development (MHRD) are as under:

(i)   It would be useful to impart training to girls in educational institutions in self-defence/martial arts.

(ii) The role of value education in schools is recognized as being very important. However, merely prescribing it in the curricula/syllabus is not adequate. Teachers should also be given training in value education.

(iii) Sustained awareness campaigns on gender equality need to be undertaken in all schools and colleges and gender modules need to be integrated in the curriculum at every level.

(iv) In order to ensure that there is effective and time bound implementation of the above measures, it is necessary for the concerned Ministries to put in place a credible and effective monitoring mechanism at the level of the concerned Secretary.

The MHRD has asked the Education Secretaries of all the States/UT's Government that:

(i)   Curriculum and textbooks be re-examined and improved for gender positive materials,

(ii) At least a 2-3 day gender module be conducted with all teachers during the annual in-service training programmes. If necessary they may

approach the National Council of Educational Research and Training (NCERT) and the Central Board of Secondary Education (CBSE) for any help/suggestions in preparing the modules for gender sensitization/value education in the Teacher's Training,

(iii)   All schools promote gender sensitivity in classroom transactions and in their extra-curricular activities, and

(iv)   From upper primary classes, physical education classes include training in self-defence for girls.

The National Curriculum Framework (NCF)-2005 prioritizes gender as an important guiding principle in all curricular areas. The focus Group Paper on Gender Issues in Education has mentioned that gender is an integral part of all disciplines offered to children at school stage. Gender concerns have been integrated in the curriculum and in the textbooks at an appropriate level. The Central Board of Secondary Education (CBSE) which had already issued "Values Education Kits" has also decided to offer an elective course on 'Human Rights and Gender Studies' for classes XI and XII. This elective will be offered at pilot stage for the CBSE affiliated schools in session 2013-14 and as a regular elective from session 2014-15 onwards.

Budget for security

†2903. SHRI PRABHAT JHA: Will the Minister of RAILWAYS be pleased to state:

(a)   whether it is a fact that almost half the allocated budget for security is returned unutilised by Railways;

(b)   if so, the reasons therefor;

(c)   whether it is also a fact that a large number of posts at various levels related to railway security are lying vacant; and

(d)   if so, the reasons for not filling these posts?

THE MINISTER OF STATE IN THE MINISTRY OF RAILWAYS (SHRI K.J. SURYA PRAKASH REDDY): (a) and (b) No, Sir. Budgetary provisions are made by the Railways under head Security for incurring expenditure on the Railway

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†Original notice of the question was received in Hindi.