

(b) whether any measures, over and above those ensured by concerned legislations and court rulings, have been taken to secure adequate representation of these communities;

(c) if so, the details thereof; and

(d) the number of drop-outs in the aforementioned institutions amongst Scheduled Castes and Scheduled Tribes?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI): (a) The information is being collected and will be laid on the table of the House.

(b) and (c) To secure adequate representation of SC/ST students in IITs, 5% relaxation in aggregate marks in qualifying examination (10+2) is being allowed in IIT-Joint Entrance Examination. In case seats reserved for SCs/STs, 15% and 7.5% respectively, are not filled in, a limited number of candidates are admitted to a one year preparatory course and on successful completion of the course the students are admitted in the next year. All SC/ST students are exempted from payment of tuition fees, provided with free book bank facilities and in case their parental income is below ₹ 4.5 lakhs per annum, free mess with pocket allowance of ₹ 250 per month, is provided. The holders of Institute Scholarship for SC/ST are also exempted from payment of hostel seat rent. In addition to this various scholarships/fellowships for SC/ST students are being provided by Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs and University Grants Commission. In order to fill up vacancies of staff, as per the prescribed reservation norms, special recruitment drive for recruitment of SCs/STs are launched from time to time.

(d) The statistics on drop-outs at degree and above level is not centrally maintained.

Imparting moral and civic education

2637. SHRI TIRUCHI SIVA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether moral and civic education is being imparted to children in schools across the country;

(b) if so, the details thereof and if not, the reasons therefor;

(c) whether Government recognises the public value of imparting such education to children;

(d) whether Government proposes to make moral and civic education compulsory in the curriculum from nursery to university level; and

(e) if so, the details thereof and if not, the reasons therefor?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI): (a) and (b) The National Council of Educational Research and Training (NCERT) recommends implementing education for peace as an integrated and holistic intervention to complement education, which have been developed and disseminated in the context of the National Curriculum Framework (NCF) 2005. The NCERT has brought out a publication “Values in Schools-A Framework” in 2012. The NCERT has interwoven values of peace in the content and also incorporated them in the guidelines for teachers and teacher educators to highlight these values during transaction of content.

The Central Board of Secondary Education (CBSE) exclusively emphasizes values enshrined in the Article 51-A of the Constitution and therefore, considers Civic Education as a part of the Value Education. The Board has launched a **Values Education Kit** comprising of a revised “*Handbook for Teachers*”, a set of “*Value Cards*” and a “*CD of Songs*”. The Board had initiated a School Based Assessment scheme in the year 2009 which includes co-scholastic areas of Life-Skills, Attitude and Values, Sports and Games as well as co-curricular activities. The schools follow a cross curricular pedagogy involving all the major subjects to impart value education including civic education.

(c) to (e) Civic Education is compulsory in the school curriculum at the elementary and secondary stages. The NCERT textbooks in various subjects/disciplines such as Environmental Studies (EVS), Social Sciences, Political Science, Sociology, Economics and Business Studies deal with various civic and moral issues including business ethics in Primary to Higher Secondary Stage. The University Grants Commission (UGC) provides financial assistance for conducting various courses under the scheme of Human Rights Education (HRE) at under-graduate and post-graduate level.

Enrolment of disabled children in schools

2638. SHRI DEVENDER GOUD T.: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that, as per the survey carried out by the National RTE Forum, Delhi and SPARC India from U.P., there are less than 1 per cent enrolment of disabled children in schools even after three years of implementation of RTE;

(b) if so, the reasons therefor; and

(c) the manner in which the Ministry is planning to address this problem?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI): (a) to (c) Yes Sir, the report National Right to Education (RTE) Forum