teachers in Government institutions with the motive to incentivize them to perform better; and

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

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA): (a) The recruitment of terms and conditions of service, 'including salary and accountability measures of school teachers are largely in the jurisdiction of State/Union Territory Governments, and not in the realm of the Central Government.

(b)   Question does not arise.

Poor quality of education

35.   SHRI HUSAIN DALWAI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a)   whether poor quality of education, resulting in weak learning outcomes at each stage of education, is the central challenge facing the Indian education sector today;

(b)   if so, the details thereof;

(c)   how Government proposes to meet this challenge;

(d)   whether any strategy has been evolved to deal with this issue; and

(e)   if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF. (DR.) RAM SHANKAR KATHERIA): (a) to (e) Yes, Sir. The Ministry has taken a number of initiatives including various Centrally Sponsored Schemes (CSS) to enhance quality of education. The details are as under:

The National Council of Educational Research and Training (NCERT) conducts detailed periodic national surveys on learning achievement levels of children in classes - III, V and VIII. Three rounds of these National Learners' Achievement Surveys have been completed by the NCERT over the period from 2002-03 to 2012-2013, which have revealed improvements in the overall learning levels of students, even though achievements remain low.

Under the Sarva Shiksha Abhiyan (SSA), the State Governments and UT Administrations are supported on interventions to improve the quality of elementary

education, including *inter alia*, programmes to improve foundational learning levels in language and mathematics in early primary grades, strengthening science and mathematics teaching-learning at upper primary level and implementation of a system of continuous and comprehensive evaluation system with regular State level learning assessment studies, as well.

With regard to Secondary Schools (IX-X) under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme, one of the objectives is to improve quality while providing access to secondary schools at the same time. Financial support is given to States under RMSA for additional class rooms, science, maths and computer laboratories, libraries, art and crafts room, toilet blocks, drinking water provisions and residential hostels for teachers in remote areas.

The University Grants Commission (UGC) has taken various measures for educational reforms, such as the introduction of a semester system, the regular updating of Curricula and Choice Based Credit Systems (CBSC), etc. The UGC has also issued Regulations on "Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education, 2010" for improving the standard of teaching in Indian Universities. The UGC has also issued the Mandatory Assessment and Accreditation of Higher Educational Institutions Regulations, 2012 whereby all eligible higher Educational institutions are required to get themselves accredited.

The UGC also implements various schemes aimed at improving the quality of higher education, such as Universities with Potential for Excellence (UPE), Colleges with Potential for Excellence (CPE), Special Assistance Programme (SAP), Assistance for Strengthening of Infrastructure for Science and Technology (ASIST), "Assistance for Strengthening of Infrastructure for Humanities and Social Sciences" (ASIHSS), Basic Scientific Research (BSR) etc.

Apart from strengthening the on-going schemes of the Ministry, the following new initiatives have been included in the Budget 2014-15:-

(i)   Setting up of 5 IITs and 5 IIMs

(ii)   Pandit Madan Mohan Malviya National Mission on Teachers' and Teaching.

(iii)   Setting up of Virtual Classrooms and Massive Open Online Courses (MOOCs)

(iv)   Creation of National e-library.

(v)   Establishing Lok Nayak Jayaprakash National Centre for excellence in humanities in Madhya Pradesh.

(vi)   Provision for toilets and drinking water in all the girls' schools.

(vii)   Schools Assessment Program.

(viii)   Simplification of norms for education.

Foreign academic centres

36.   SHRI K.N. BALAGOPAL: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a)   whether Government has decided to allow foreign universities and foreign educational entities to start their academic centres in the country; and

(b)   if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF. (DR.) RAM SHANKAR KATHERIA): (a) and (b) No, Sir. The Ministry of Human Resource Development had introduced the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010 in Parliament on 3rd May, 2010. The Bill sought to put in place a mechanism to regulate the entry and operations of Foreign Educational Institutions (FEIs).

However, with the dissolution of the 15th Lok Sabha, the Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010, has since lapsed.

Blacklisting of deemed universities

37.   SHRIMATI WANSUK SYIEM: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a)   whether the Ministry had blacklisted 44 deemed universities in 2009 because of crumbling infrastructure, sub-standard faculty and shoddy academic standards;

(b)   whether a four-member UGC Expert Committee, reviewing the decision for blacklisting the universities, has submitted its report to Government; and

(c)   if so, whether Government has examined the report and whether the same is being considered for submission to the Supreme Court?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (PROF. (DR.) RAM SHANKAR KATHERIA): (a) Keeping in view