

year integrated course with BA or B.Sc. since teacher education and arts and science universities function separately in the State;

(b) whether, if a student is interested in pursuing B.Ed. programme, he/she has to pursue graduation for three years and then do B.Ed. for two years in the State, as per the new four year integrated course with BA or B.Sc.;

(c) whether majority of the students who want to pursue B.Ed. programme, is from economically backward sections;

(d) whether it would be a waste of time and money for these students to enter the teaching profession; and

(e) if so, whether Government has received any representation in this regard?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI): (a) to (e) The NCTE has revised the norms and standards for Teacher Education Programmes with a view to improve quality of pre-service teacher training as well as to provide youth with improved employment opportunities in the teaching profession as teachers and as teacher educators. Students of Tamil Nadu desirous of pursuing the new four year Integrated B.A, B.Ed./ B.Sc, B.Ed course can enroll in Institutes/ Universities offering this program after completing intermediate or +2 level. The Universities or Colleges willing to offer this course, can apply for recognition of the same as per the procedure stipulated in the National Council for Teacher Education (Recognition Norms and Procedure) Regulations 2014 which have been notified on 28.11.2014. In fact, NCTE has enabled all science & arts colleges and Universities to introduce and run Teacher Education Programmes, instead of standalone B.Ed, D.Ed institutions only. Thus more educational institutions can run teacher education programmes which in turn will bring more opportunities for teacher aspirants.

#### **Non-availability of Kendriya Vidyalayas**

306. SHRI K. RAHMAN KHAN : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Kendriya Vidyalayas are not available in some parliamentary constituencies in the country;

(b) if so, the details of such constituencies and the reasons therefor; and

(c) the corrective steps being taken in the matter?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI) : (a) to (c) Kendriya Vidyalayas (KVs) are opened primarily to cater to the educational needs of the wards of transferable Central Government Employees including Defence personnel on receipt of the proposal in prescribed proforma from the various Ministries of Govt. of India/State Governments/UTs thereby committing the availability of requisite resources for setting up a new Kendriya Vidyalaya. KVs are not opened on the criteria of State-wise/ District-wise / Parliamentary Constituency wise etc.

#### **UNESCO's report on education**

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

(a) whether Government has studied the recently released UNESCO's Education for All Global Monitoring Report-2015 placing India far below in ranking for quality of learning outcomes, adult illiteracy and proliferation of private schools in urban slums;

(b) whether the report has conceded that India has made great strides in school enrolment and gender parity in classrooms; and

(c) whether, as the report suggests, the girls-to-boys ratio in primary sections is already 1.02 while in secondary sections in schools it is 0.94 placing India as the only country in South and West Asia to have equal ratio of girls-to-boys both at primary and secondary levels?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI) : (a) The UNESCO's Education for All (EFA) Global Monitoring Report (GMR)-2015 in Chapter 6 (Pg 192) refers to the Annual Status of Education Report (ASER) wherein wide disparities in students' achievement of basic skills across states has been reported, although India's education system succeeded at enrolling many more children. The report also indicates the Saakshar Bharat Mission as one of the literacy campaigns in Table 4.2 (Pg 146) launched since 2000. In box 2.1 (Pg 100) the report also mentions about the proliferation of low-fee private schools in urban slums in India.

(b) and (c) Yes, Sir. The EFA GMR 2015 in Chapter 2 (Pg 81) states that India made marked progress, increasing its net enrolment ratio significantly as Gross National Product (GNP) per capita improved, suggesting a more equitable distribution of economic gains. In Chapter 5 (Pg 155-156) the report states that there was particular improvement in reducing gender disparity in primary enrolment in South and West Asia, where the