

12.00 NOON

(MR. CHAIRMAN *in the Chair*)

ORAL ANSWERS TO QUESTIONS

[*76 The questioner (SHRI K. C. TYAGI) was absent]

Poor quality of primary and secondary education

*76. SHRI K. C. TYAGI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government's attention has been drawn towards poor quality of primary and secondary education in the country; and

(b) if so, whether Government plans to reform primary and secondary education syllabus and evaluation system and if so, the details thereof?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI SMRITI ZUBIN IRANI): (a) and (b) A Statement is laid on the Table of the House.

Statement

(a) and (b) The National Council of Educational Research and Training (NCERT) conducts periodic national surveys of learning achievement of children in classes – III, V, VIII, and X. Four rounds of National Achievement Surveys (NAS) have been conducted so far for class V whereas three rounds have been conducted for classes III & VIII. These reveal improvement in learning achievement levels of pupils, in various subjects. First round of NAS has been conducted at Class X level, indicating that there is need for significant improvement in learning levels. The Central Government through a centrally funded programme, Sarva Shiksha Abhiyan (SSA), supports States/UTs on early grade reading, writing and comprehension, and early Mathematics programmes through a sub-programme namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes I and II. Further the Government has launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, *inter alia*, as a sub-component of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

Additionally, under Sarva Shiksha Abhiyan (SSA), the State Governments and UT Administrations are supported on several interventions to improve teaching standards, including regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications

through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies statutory duties and responsibilities of teachers and lays down the minimum qualifications for a person to be eligible for appointment as a teacher in elementary schools.

The Central Government has launched the 'Pandit Madan Mohan Malviya National Mission on Teachers and Teaching' in December, 2014 with a vision to comprehensively address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, research in pedagogy and developing effective pedagogy.

The NCERT has developed Performance Indicators for Elementary Education (PINDICS) to track teacher performance and attendance in Government schools. PINDICS have been shared with State Governments/UTs to assess teacher's performance.

In the recent meeting of Education Ministers on Teachers' Education held at Vigyan Bhawan, New Delhi on 8.2.2016 several steps for improvement of the quality of education were discussed. These include; internship for Teacher Education Programmes in Government Schools; development of an accreditation framework for Teacher Education Institutions and volunteerism involving retired teachers.

The National Curriculum Framework (NCF), 2005 provides the broad framework for school curriculum development. The States/UTs have aligned their school education curriculum with the provision of NCF. All States/UTs have either adopted textbooks developed by the NCERT or revised their textbooks in accordance with the provisions of NCF, 2005 and in conformity with the values enshrined in the Constitution.

The NCERT has developed exemplar materials on Continuous and Comprehensive Evaluation (CCE) System, which has been shared with all States/UTs for adaptation. The Central Board of Secondary Education (CBSE) has also developed its CCE system for its schools.

In order to provide quality education to students at the secondary level, various interventions are funded under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), a Centrally Sponsored Scheme. These include provision for : (i) additional teachers

to improve Pupil Teacher Ratio, (ii) induction and in-service training for Principals, Teachers, Master Trainers and Key Resource Persons, (iii) Maths and Science kits, (iv) Lab equipments, (v) Special teaching for learning enhancement, (vi) ICT facilities in schools, (vii) introduction of vocational education component at the secondary level.

Further, for improving the quality of school education, the School Standards and Evaluation framework, known as 'Shaala Siddhi' has been developed by National University of Educational Planning and Administration (NUEPA), to enable schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement.

MR. CHAIRMAN: Q. No.76. ...(*Interruptions*)... Please sit down, sit down. Please sit down. There is a process by which supplementaries are taken. The questioner is not present, let the answer be given.

श्री हुसैन दलवाई: थैंक्यु सर। इस प्रश्न का उत्तर दो-तीन पेज में दिया गया है, लेकिन हालात ऐसे हैं कि छठीं और सातवीं तक पढ़े हुए बच्चों को किताब पढ़नी नहीं आती है। टीचर्स रेगुलरली स्कूल में नहीं रहते हैं। टीचर्स को आजकल अच्छी पगार मिलती है। वे दूसरे धंधे करने लगे हैं, कोई साहूकारी करता है, कोई पैसे उधार देता है, कोई मनीलेंडर्स का धंधा करता है। भिवंडी के उर्दू स्कूल की स्थिति तो बहुत ही खराब है। वहां पर स्कूल की बिल्डिंग ठीक नहीं है।

श्री सभापति: आपका क्वेश्चन क्या है? Put the question.

श्री हुसैन दलवाई: बच्चे जब स्कूल में जाते हैं, तो उनमें बैठने के लिए आपस में लड़ाई होती है कि कहां बैठना है। बच्चों को मिड-डे-मील ठीक ढंग से नहीं दिया जाता है। आश्रमशालाओं की स्थिति बहुत खराब है। माननीय मंत्री जी, आप इसकी तरफ ध्यान दीजिए।

श्री सभापति: प्लीज़, आप भाषण मत दीजिए। आप इस पर क्वेश्चन पूछिए।

श्री हुसैन दलवाई: सर, ये सारे सवाल हैं। बच्चों को किताब पढ़ना नहीं आता है, आप इस बारे में क्या करने वाली हैं? टीचर्स क्लास में आते नहीं हैं, इसके लिए आप क्या करने वाली हैं? मिड-डे-मील अच्छा नहीं दिया जाता है, इसके लिए आप क्या कर रही हैं?

MR. CHAIRMAN: Dalwai sahib, please do not give a lecture. Ask a supplementary question on the answer given.

श्री हुसैन दलवाई: आश्रमशालाओं की स्थिति बहुत खराब है, उसके बारे में आप क्या करने वाली हैं?

MR. CHAIRMAN: I am afraid; I am going to the next person. Mr. Ramalingam.

श्री हुसैन दलवाई: सर, मैंने प्रश्न पूछा है। मैंने आश्रमशालाओं के बारे में प्रश्न पूछा है।

MR. CHAIRMAN: Sorry, please sit down.

श्री हुसैन दलवाई: सर, मैंने आश्रमशालाओं के बारे में क्वेश्चन पूछा है।

DR. K. P. RAMALINGAM: Para six of the reply says, "The National Curriculum Framework (NCF) 2005 provides the broad frame for school curriculum development. The States/UTs have aligned their school education curriculum with the provision of NCF." But I would like to know from the Minister whether the Government has any plan to include agriculture farming work and traditional artisan activities in the basic education level.

SHRIMATI SMRITI ZUBIN IRANI: The hon. Member's concern with regard to education in the field of agriculture is an issue which is being debated during the formulation of the new Education Policy for which a committee has been suitably constituted. Many a State has given their representations that they would like some new elements introduced into the curriculum. However, let it be said, that only after a new policy comes to the fore, can curriculum be so devised by States and the NCERT is an autonomous institution on its own. I will only say this that till such a time a conclusive policy is not presented to the nation through which the NCERT or the SERT in the States can devise or reinterpret syllabus to include agriculture, it would be improper for me to give any conclusive remark.

श्री अविनाश राय खन्ना: सर, क्वालिटी एजुकेशन के लिए स्कूल अच्छा, फर्नीचर अच्छा, सिलेबस अच्छा, सब बात ठीक हो जाती है, लेकिन पढ़ाने के लिए टीचर न हो, तो हम क्वालिटी एजुकेशन नहीं दे सकते। देश भर में टीचरों की कमी न हो, इसके लिए मिनिस्ट्री की तरफ से क्या प्रयास हो रहा है, यह मैं जानना चाहता हूँ?

श्रीमती स्मृति जूबिन इरानी: सर, मैं माननीय सदस्य को बताना चाहती हूँ कि 8 फरवरी, 2016 को हमने सभी राज्यों के साथ, विशेषरूप से टीचर्स और टीचर एजुकेशन के संबंध में एक विशेष बैठक की। मुझे यह बताते हुए बहुत खुशी है कि सभी राज्यों के प्रतिनिधियों ने इस बात का समर्थन किया कि सिस्टम को overhaul करने की जरूरत है। इस संदर्भ में हमने समन्वय से जो डिजिटल सिस्टम लिए उनको मैं आपके सामने प्रेषित करना चाहूंगी। सबसे पहले हम सभी ने मिलकर यह निर्णय लिया है कि सभी राज्यों में जाकर जो गवर्नमेंट स्कूल के प्रिंसिपल्स हैं, उनके लिए विशेष रूप से एक ट्रेनिंग वर्कशॉप रखी जाए, ताकि हम लोग स्कूल प्रिंसिपल्स के माध्यम से स्कूल में टीचर क्वालिटी को कैसे इंप्रूव किया जाए, इस पर थोड़ी तवज्जो दे सकें। साथ ही हमने यह कोशिश की है कि दिसंबर, 2013 में "पिंडिक्स" नाम का एक परफॉर्मेंस इंडिकेटर फोर टीचर्स राष्ट्र को समर्पित किया गया था। हम लगातार प्रदेश की सरकारों के साथ इस में हैं कि वह पिंडिक्स, जिसके माध्यम से टीचर्स अटेंडेंस और टीचर परफॉर्मेंस को इवैल्यूएट किया जाता है, उसे स्टेट्स अपनी जरूरत के हिसाब से कंफर्म करें और उसका इस्तेमाल करें। हमने साथ ही "शाला सिद्धि" नाम का एक नया कार्यक्रम शुरू किया है, जिसमें स्कूल का पूरा इवैल्यूएशन, स्कूल एडमिनिस्ट्रेशन के माध्यम से और हमारे जिले के जो एडमिनिस्ट्रेशन्स हैं, उनके सुपुर्द और प्रदेश की सरकार के सुपुर्द किया जाए, ताकि इंफ्रास्ट्रक्चर के साथ-साथ पीटीआर जैसे इश्यूज पर भी जिला और प्रशासन में स्टेट लेवल पर जो अधिकारी हैं, वे इस पर काम कर सकें। ..(व्यवधान)...

MR. CHAIRMAN: Thank you very much. Question 77. ...*(Interruptions)*... I am sorry, I can take only three questions. ...*(Interruptions)*... I can take only three questions. ...*(Interruptions)*... Sorry, he got the opportunity, but he didn't use it. ...*(Interruptions)*... बैठ जाइए, बैठ जाइए ...*(व्यवधान)*...

SHRIMATI SMRITI ZUBIN IRANI: Sir, I can only say to Dalwai saab that *ashramshalas* do not come under the jurisdiction of HRD. ...*(Interruptions)*...

श्री राजीव शुक्ल: सर, आपने रिजेक्ट कर दिया। ...*(व्यवधान)*... सर, दो ही सप्लीमेंट्री ...*(व्यवधान)*...

MR. CHAIRMAN: Let me take up the next question, please. ...*(Interruptions)*... Please. What is this?

श्री राजीव शुक्ल: सभापति जी, दो ही हैं। ...*(व्यवधान)*... सप्लीमेंट्री में इसका जवाब आएगा। ...*(व्यवधान)*...

श्री सभापति: इन्होंने सवाल नहीं पूछा, इन्होंने भाषण दिया। ...*(व्यवधान)*... I am sorry. ...*(Interruptions)*... I am sorry. ...*(Interruptions)*... No, no. You give notice for it. Keshava Raoji, you give notice for it; there will be a discussion.

श्री राजीव शुक्ल: सभापति जी, सबसे पहले मैंने स्लिप दी थी। ...*(व्यवधान)*...

श्री सभापति: देखिए, Rajeevji, please. You are a very senior Member.

श्री राजीव शुक्ल: सभापति जी, यह वाला सवाल ...*(व्यवधान)*...

MR. CHAIRMAN: I have to rotate supplementaries.

श्री राजीव शुक्ल: हमारे सवाल का जवाब नहीं आया, तो हमारा क्लेम बन जाता है। ..*(व्यवधान)*..

श्री सभापति: देखिए, सप्लीमेंटरी पर किसी का क्लेम नहीं है।

श्री राजीव शुक्ल: सभापति जी, दो ही सप्लीमेंटरी प्रश्न हुए हैं, तीन हुए ही नहीं हैं, इसलिए मैं कह रहा हूँ। ...*(व्यवधान)*...

MR. CHAIRMAN: Thank you, Rajeevji. I value your advice and I value your friendship. Thank you very much. Question 77, Shri D. Raja. Let the answer be given.

Reservation for OBCs in private sector

*77. SHRI D. RAJA: Will the Minister of SOCIAL JUSTICE AND EMPOWERMENT be pleased to state:

(a) whether the National Commission for Backward Classes (NCBC) has recommended the Government to enact a legislation to make it mandatory for private sector entities to reserve 27 per cent of all hiring for people from the Other Backward