

1	2	3	4	5
20.	Madhya Pradesh	200408.56	149094.91	160197.85
21.	Maharashtra	65653.65	58288.54	41225.28
22.	Manipur	13193.93	21465.80	18355.46
23.	Meghalaya	28340.86	20404.51	16626.96
24.	Mizoram	10657.69	14739.69	9437.51
25.	Nagaland	15803.02	20568.72	8739.53
26.	Odisha	73956.08	66695.31	82081.65
27.	Puducherry	443.19	100.00	583.14
28.	Punjab	38323.72	36215.98	30003.82
29.	Rajasthan	242488.70	248041.55	193462.09
30.	Sikkim	4195.08	4526.13	4054.36
31.	Tamil Nadu	96827.48	135819.79	82111.73
32.	Telangana	-	81406.88	21776.01
33.	Tripura	15991.09	19800.13	16956.97
34.	Uttar Pradesh	466698.04	449867.53	505434.30
35.	Uttarakhand	22043.51	22880.56	22588.40
36.	West Bengal	153196.42	97240.30	84679.41
TOTAL		2473509.82	2403016.25	2159014.41

*Note:* Expenditure shown above is against receipts from Central release, State share release, Finance Commission Award and Miscellaneous incomes, if any.

#### **Additional grace marks for CBSE students**

2870. SHRI R. VAITHILINGAM: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government is aware that other Twelfth Standard Boards are inflating the marks obtained by the students in the twelfth standard examination, if so, the details in this regard;

(b) whether such practices are putting the Central Board of Secondary Education (CBSE) students to great disadvantage in admission to higher education, if so, the details in this regard;

(c) whether this distorted marking system is leading to an unhealthy competition among various boards; and

(d) if so, the action taken by Government to protect CBSE, All India and Delhi students in Twelfth Standard?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA): (a) No, Sir.

(b) CBSE is not aware of such disadvantage.

(c) and (d) Government does not have any specific input on unhealthy competition among Boards. As far as Central Board of Secondary Education (CBSE) is concerned, question papers are designed to cover learning areas specified in the curriculum with a view to test knowledge, understanding of subject, application of concept and thinking skills of students. Specific weightage is given to various topics in the syllabus. As regards evaluation process, subject experts design a common marking scheme on the basis of which qualified examiners evaluate the answer books under the supervision of Head Examiners, who are subject experts. In a meeting of Central and State Boards of Examinations held in October, 2015, the issue of question paper design to streamline the marking system was discussed.

#### **Promotion of vocational education**

2871. SHRIMATI VIPLOVE THAKUR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government has taken any steps to promote and popularise vocational education in the country, if so, the details thereof;

(b) whether Government has advised each technical institution in the country to conduct courses in core engineering skills after the college-hours for the unemployed and interested youths; and

(c) if so, the details thereof along with the number of students who have benefited under the scheme in Himachal Pradesh?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. MAHENDRA NATH PANDEY): (a) Yes, Sir. The Government is committed to promoting vocational education at all levels.

- (7,448) high schools have been selected for introduction of vocational education.
- The skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY) has been launched in November, 2014 providing for credit framework for equalisation of vocational and regular qualifications.
- Bachelor in Vocational (B. Voc.) Programme has been launched for producing the skilled trainers required for the vocational courses.
- The Schemes like the Community Colleges, the Community Development Through Polytechnic (CDTP) have been launched for providing skill training to the unemployed youth.