

MR. CHAIRMAN: You may have a different discussion on this. ...(*Interruptions*).. Mr. Narayanan, you ask your supplementary.

Plan to improve quality of education

*229. SHRI C. P. NARAYANAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government has any plan to improve quality of education especially with reference to mother tongue, Mathematics, Science and English; and

(b) if so, the details in this regard?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KNSHWAHA): (a) and (b) A Statement is laid on the Table of the House.

Statement

The Right of Children to Free and Compulsory Education (RTE) Act, 2009 lays down the duties of the appropriate Government and the local authority to ensure that good quality elementary education conforming to norms and standards is provided, that curriculum and courses of study are prescribed in a timely manner, and that teachers are trained. In order to focus on quality education, the Central RTE Rules have been amended on 20th February, 2017 to include reference on class-wise, subject-wise Learning Outcomes. The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. These would serve as a guideline for States and UTs to ensure that all children acquire appropriate learning level.

In pursuance of the decision taken in the meeting of the Central Advisory Board of Education (CABE) on 25.10.2016 and suggestions from States and UTs, the Central Government is proposing suitable amendment to the provision of no-detention as laid down in Section 16 of the RTE Act, 2009.

Under the Centrally Sponsored Scheme of 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. For the year 2016-17, 10% of SSA funds have been clearly earmarked for quality interventions.

Additionally, the Central Government, supports States and UTs on early grade reading, writing and comprehension, and early Mathematics programmes through a sub-programme of SSA 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.

In order to provide quality education to students at the secondary level, various interventions are funded under the RMSA, a Centrally Sponsored Scheme. These include provision for: (i) Appointment of 1 head teacher and 5 teachers (2 language teachers, 1 science teacher, 1 social science and 1 maths teacher) for every new/upgraded secondary school, (ii) Additional teachers to improve Pupil Teacher Ratio, (iii) Induction and in-service training for Principals, Teachers, Master Trainers and Key Resource Persons, (iv) Maths and Science kits, (v) Lab equipments, (vi) Special teaching for learning enhancement, (vii) ICT facilities in schools, (viii) Introduction of vocational education component at the secondary level and (ix) Activities under 'Unnati' project for improvement in English language skills.

The Central Board of Secondary Education has decided to make X Board Examination compulsory from the academic year 2017-18. It has also introduced a uniform system of Assessment, Examination and Report Card for classes VI-IX that would prepare the students to face the challenge of Class X examination.

Further, for improving the quality of school education, the School Standards and Evaluation framework, known as 'Shaala Siddhi' has been launched by 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.

SHRI C. P. NARAYANAN: Sir, I thank the hon. Minister for giving a detailed reply. Our country is very backward in general education, or, school education. Out of 148 countries, we were at 126th place a couple of years back. You have given details regarding the SSA and RMSA and all that. But in different States, we have got different levels, quantity-wise and quality-wise, of enrolment in the schools as

well as the quality. So you are prescribing uniform standards which, of course, they should maintain. But, if you insist on uniform standards in minor details, the States will find difficulty in various areas. So, my question is, will the Ministry of Human Resource Development be giving some leeway to the States to attack the problems they have at hand? You also have to review these things year-wise as to whether they have done it properly. Will such a thing be done in this matter?

श्री उपेंद्र कुशवाहा: महोदय, माननीय सदस्य की बात से हम निश्चित रूप से सहमत हैं कि राज्यों की स्थिति भिन्न-भिन्न होती है और हम अपनी पॉलिसी को बनाते समय इसका ख्याल भी रखते हैं। अभी क्वालिटी ठीक करने के लिए जो भी स्टेप्स लिए गए हैं, जिनके बारे में उत्तर में भी मेंशन किया गया है, उसमें मैं माननीय सदस्य से आग्रह करूँगा कि अभी हमारी जो no detention policy चल रही है, उसमें हमने सभी स्टेट्स को बुलाकर उनके साथ मीटिंग की और फिर उनके अलग-अलग सुझाव लिए। उसके आधार पर, अलग-अलग स्टेट्स में से अधिकांश राज्यों ने यह कहा कि no detention policy review होनी चाहिए, इसको समाप्त करना चाहिए। कुछ ही राज्यों ने यह कहा है कि यह चलनी चाहिए। हमने सबका ख्याल रखा और इसके आधार पर हमने इसे राज्यों के ऊपर छोड़ने का प्रस्ताव किया है कि राज्य ही डिजीज़न लेंगे कि no detention policy में उनको बदलाव करना है या उसको आगे जारी रखना है। इस तरह, हमने विभिन्न स्टेट्स की बात उदाहरण के रूप में बताई है, लेकिन अलग-अलग स्टेट्स की आवश्यकता और उनकी परिस्थिति के हिसाब से हम करते हैं।

SHRI C. P. NARAYANAN: Sir, my question was also regarding the teaching of language, Mathematics and English. Now in our country, in various States, we find that both in English and Mathematics, the general level is very poor. As far as English is concerned, one thing is that we have to teach that language in the way it is being taught. It should not be taught in the way in which either Hindi or Malayalam is taught because the whole structure of sentence and all that will be different in English language. So, my question is, will the teaching of English be done in such a way that the students are trained to speak in English and to write in English? What we are now doing is, 'parroting' that is to make students learn by heart. I was also a teacher. That is why I am saying it. Instead of parroting, the individual student should be guided to express herself.

MR. CHAIRMAN: Thank you.

SHRI C. P. NARAYANAN: Along with that, in Mathematics also, generally, in all countries, Mathematics is a difficult subject. So, I want to know whether we can teach it in a particular way in which it will be intelligible to students. There are various ways of doing it. I don't want to go into details. I want to know whether this will be done to help students.

श्री उपेंद्र कुशवाहा: महोदय, माननीय सदस्य ने अलग-अलग सब्जेक्ट्स के बारे में चिन्ता व्यक्त की है। हमने इंग्लिश के लिए अलग से योजना बनाई है। कई स्टेट्स ने हमारे यहां "उन्नति प्रोजेक्ट" के संबंध में प्रोजेक्ट्स दिए हैं, जिसे देखकर हम लोगों ने उनको "उन्नति प्रोजेक्ट" के लिए अलाऊ किया है। अगर कोई स्टेट इंग्लिश-लर्निंग के लिए अलग से भी कुछ करता है, तो हम ...(व्यवधान)...

SHRI C. P. NARAYANAN: Their quality is very poor. ...(Interruptions)...

MR. CHAIRMAN: Please. ...(Interruptions)...

श्री उपेंद्र कुशवाहा: बिल्कुल। गुणवत्ता खराब है, इससे हम सहमत हैं। गुणवत्ता आज खराब नहीं हुई है, गुणवत्ता खराब होने की प्रक्रिया पहले से चल रही है। माननीय सदस्य को मैं बताना चाहता हूँ कि जब से हमारी सरकार बनी है, हमारे प्रधान मंत्री जी ने खुद इनिशिएटिव लिया है। प्रधान मंत्री जी ने हम सभी मिनिस्टर्स और बाकी अधिकारियों को बुलाकर इस बात के लिए खुद इंटरवीन किया है कि क्वालिटी एजुकेशन कैसे लाई जाए और इसमें कैसे सुधार हो। ...(व्यवधान)...

श्री आनन्द शर्मा: सर, ये प्रश्न का उत्तर नहीं दे रहे हैं, ये प्रधान मंत्री का प्रशंसा-पत्र पढ़ रहे हैं। ...(व्यवधान)...

श्री सभापति: शर्मा साहब, प्लीज़ आप बैठ जाइए। ...(व्यवधान)...

श्री आनन्द शर्मा: सर, प्रश्न क्या है और ये क्या उत्तर दे रहे हैं? ...(व्यवधान)...

MR. CHAIRMAN: Please. ...(Interruptions)... Please. ...(Interruptions)...

श्री उपेंद्र कुशवाहा: उसके आधार पर ...(व्यवधान)... महोदय, ...(व्यवधान)...

श्री सभापति: आप सुन लीजिए। ...(व्यवधान)... Please. ...(Interruptions)...

श्री आनन्द शर्मा: सर, ये प्रश्न का उत्तर दे दें। ...(व्यवधान)...

MR. CHAIRMAN: No, no, please. Precious time is being lost in this. ...(Interruptions)... Please.

श्री उपेंद्र कुशवाहा: महोदय, "पढ़े भारत, बढ़े भारत" नाम से सर्व शिक्षा अभियान के तहत हमने योजना ली है। उसमें Class-I और Class-II के बच्चे हैं, उन्होंने mother tongue के बारे में कहा, local language के बारे में कहा तो local language बच्चे कैसे सीख पाएं, इंग्लिश कैसे सीख पाएं, Mathematics कैसे सीख पाएं, इसके लिए एक अलग योजना है, जो चल रही है।

SHRI P. BHATTACHARYA: Sir, the Sarva Shiksha Abhiyan, was a unique programme of the UPA Government. But nowadays, during the reign of the NDA Government, particularly the BJP Government, we have seen two very important things. One, teachers of the Sarva Shiksha Abhiyan are not getting their salaries properly. You may say that that depends on State Governments. But my submission

to you very clearly is that the Central Government certainly has something to do with this matter. Their pay scales have to be properly indicated by the Government of India. If we do not do this thing, then, how can we fulfill the requirements of the teaching standards? You have mentioned here that teaching standard is included in the regular service teachers' training.

श्री उपेंद्र कुशवाहा: महोदय, टीचर को कितनी salary मिले, यह State Subject है, इसमें हम लोग interfere नहीं कर सकते हैं। ...**(व्यवधान)**... सर, अगर हम इसमें interfere करने लगे तो माननीय सदस्य भी इस पर सवाल उठाएंगे कि State Subject में आप interfere कर रहे हैं। यह राज्यों का अधिकार है और यह राज्यों के ऊपर है। ...**(व्यवधान)**...

MR. CHAIRMAN: Please. ...**(Interruptions)**... Please sit down.

श्री उपेंद्र कुशवाहा: हम सर्व शिक्षा अभियान में salary के लिए जो भी पैसा देते हैं, हर तरह से हम financial support करते हैं, लेकिन किस टीचर को कितनी salary देनी है, यह हम यहां से तय नहीं कर सकते।

डा. सत्यनारायण जटिया: माननीय सभापति जी, यहां पर सर्व शिक्षा अभियान की चर्चा हो रही है। यह योजना केंद्र सरकार की है और उसे कार्यान्वित करने का काम राज्य सरकारें करती हैं। वैसे तो सभी जो शिक्षा के उपाय किए गए हैं, उनमें इस सरकार और इसके निर्णयों का मैं स्वागत करूंगा, अब No Detention Policy के बारे में भी कहा है, रोको मत, जाने दो और रोको, मत जाने दो — इस प्रकार के जो निर्णय हैं, उनमें असमंजस पैदा हो जाता है। इसके स्थान पर सीधा कहना चाहिए कि इस प्रकार की व्यवस्था लागू होगी, जिसमें हम परीक्षा के बिना किसी को आगे नहीं जाने देंगे। मेरा प्रश्न सीधा है और मैं यह पूछना चाहता हूँ कि देश में कितने सर्व शिक्षा अभियान में कुल कितनी धनराशि और प्रोन्नत माध्यमिक स्कूल में प्रत्येक के लिए कितनी धनराशि का प्रावधान किया गया है?

श्री उपेंद्र कुशवाहा: सर, धनराशि का डिटेल माननीय सदस्य को बाद में भिजवा दिया जाएगा। अभी वह डिटेल मेरे पास नहीं है, मैं माननीय सदस्य को वह बाद में दे दूंगा।

DR. K. KESHA RAO: Sir, if the answer is to be believed — because there are seven issues that need to be answered then, one can say that this Government gives the highest recognition. Under the RMSA Scheme, I would like to know what the ratio of funding is. That is number one. Number two, if the ratio is full, then, of the entire secondary education, fifty per cent would be sponsored and funded by the Central Government under your scheme. You explain that, because this is very vaguely written here. They say they would give five teachers, all the equipment, teaching aids, the wherewithal, the training programme. If that is so, from tomorrow every State would close down its secondary school and upgrade all their primary schools and elementary schools so that you start paying for them. Am I right to say that?

श्री उपेंद्र कुशवाहा: महोदय, माननीय सदस्य की आशंका सही नहीं है। माननीय सदस्य ने जानना चाहा है कि राज्यों को RMSA के माध्यम से किस ratio में देते हैं तो मैं उन्हें बताना चाहता हूँ कि हम उन्हें 60:40 के ratio में देते हैं। जो राज्यों के regular teachers होते हैं, उसके अलावा RMSA में अलग से और सर्व शिक्षा अभियान में भी अलग से हम टीचर्स देते हैं।

डा. के. केशव राव: आपने RMSA की बात की, उसके डिटेल्स नहीं हैं। या तो आप डिटेल्स दीजिए। इसमें दिखाया गया है कि अगर upgrade हुआ तो पांच टीचर्स आप देंगे। तो कल से हर प्राइमरी स्कूल, हर elementary school, हाई स्कूल को क्लोज करके उसे upgrade करने का नाम दे देगा। It would be totally funded by you; that would be the easiest method. यह आपका रूल है।

Protecting interests of Tamils in Sri Lanka

*230. SHRI D. RAJA: Will the Minister of EXTERNAL AFFAIRS be pleased to state:

(a) whether Government's attention has been drawn to the recent United Nations report raising serious concern about the delay in addressing the allegations of war crimes and in meeting other promises Colombo made when it co-sponsored a resolution at UN Human Rights Council in 2015;

(b) if so, the details thereof; and

(c) what steps are being taken by Government to take up the matter with the Government of Sri Lanka in order to protect the interests of Tamils there?

THE MINISTER OF EXTERNAL AFFAIRS (SHRIMATI SUSHMA SWARAJ):

(a) to (c) A Statement is laid on the Table of the House.

Statement

(a) to (c) During the UN Human Rights Council (UNHRC)'s 34th Session from 27 February – 24 March, 2017, the Report of the Office of the United Nations High Commissioner for Human Rights (HCHR) on Sri Lanka has been presented before the Council. This report assesses the progress made in the implementation of UNHRC resolution 30/1, on promoting reconciliation, accountability and human rights in Sri Lanka between October, 2015 and January, 2017. On that basis, the HCHR has identified efforts that need to be taken to achieve progress in the reconciliation and accountability agenda to which the Government of Sri Lanka has committed by agreeing to be the co-sponsor of the resolution that is tabled before the UNHRC. The HCHR also advocates for the Government of Sri Lanka to continue meaningful consultations with relevant stakeholders on transitional justice and the reform agenda,