

शुरू किया गया और 1997 में ही Fifth Pay Commission के ऊपर examination चल रहा था, इसलिए इस पर temporary ban लगाया गया कि जब तक Fifth Pay Commission के ऊपर examination न हो जाए, तब तक आप Recruitment Rules को आगे न बढ़ाइए। इसके बावजूद मैं पूरे सदन को बताना चाहूंगा कि Assured Career Progression, जो 1999 में आया, वह इनके ऊपर लगाया गया, ताकि इनके वेतन में कोई हानि न हो, लेकिन ये सब 1999 में कोर्ट में चले गए और उसके बाद से यह मसला कोर्ट में चल रहा है। आज की तारीख में अभी भी यह मसला सुप्रीम कोर्ट में चल रहा है। उसके बावजूद, जो Departmental Promotion Committee है, उसके अंदर अब प्रमोशंस शुरू हो गए हैं। जैसा आपने फरमाया कि 57 पोस्ट्स के लिए हमने दिया था, जिनमें 51 ने join किया और आज की तारीख में इनमें से सिर्फ 10 लोग बचे हैं। ये सब लोग प्रमोशन के लिए applicable हैं, लेकिन उसके अंदर कुछ requirements हैं और वे requirements इन सभी व्यक्तियों को पता हैं।

Drop-out rate in Government *vis-a-vis* private schools

*123.DR. KANWAR DEEP SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether it is a fact that dropout rate of students is higher in Government than in private schools; and
- (b) if so, the details thereof, urban and rural area-wise and the reasons therefor?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI PRAKASH JAVADEKAR): (a) and (b) A Statement is laid on the Table of the House.

Statement

(a) and (b) Yes, Sir. Drop-out rate of students is higher in Government than in private schools. As per information available under Unified District Information System for Education (U-DISE) managed by National University of Educational Planning and Administration (NUEPA), drop-out rate at various levels of school education in Government and private schools, urban and rural area-wise is as in the table below:—

Drop-out rate in Government and private schools, urban and rural area-wise for Year 2014-15

Level of School Education	Government Schools			Private Schools		
	All	Rural	Urban	All	Rural	Urban
Primary	5.19	6.03	-	1.53	2.32	0.62
Upper Primary	11.72	14.12	-	-	-	-
Secondary	23.60	28.44	6.95	11.53	15.35	5.49

- : Negative Drop-out rate.

Source : Unified District Information System for Education (U-DISE) managed by National University of Educational Planning and Administration (NUEPA).

There is no separate study to find the reason for higher drop-out rate in Government schools as compared to private schools. However, as per the National Sample Survey (NSS) 71st Round (January-June, 2014) Report on 'Social Consumption : Education' conducted by National Sample Survey Office (NSSO) of Ministry of Statistics and Programme Implementation and Report of National Family Health Survey-III conducted by International Institute for Population Sciences (IIPS)-India (designated as the nodal agency by the Ministry of Health and Family Welfare, Government of India), the major reasons for drop-out are child not interested in studies, engagement in house-hold/out-side works, unable to cope-up with studies/failure etc.

DR. KANWAR DEEP SINGH: Sir, my question was on the drop-out rate of students in schools – a comparison between the Government schools and the private schools. As I feared, the answer is on the same lines. The drop-out rate in the Government schools is far higher than that of the private schools. The reason which has been given by the Ministry is the least to say, if not pathetic. I will use the word 'very dissatisfactory', because the answer says, "...unable to cope up with studies or not interested in studies." If this is what we feel as a Government and we stop at that, I don't think, Sir, that is a fair answer. However, I understand that this is Question Hour and I cannot engage the Minister in a debate. So, I will restrict myself to asking a supplementary question. Sir, this question of mine emanates from a question I had asked in the last Session, which was about the enrolment in the schools— a comparison between the Government schools and the private schools. So, that also proved that in urban areas, the enrolment of students was far higher in the private schools than that of the Government schools, whereas it was the reverse—it was 70:30,—in the rural areas. We all understand what the situation of a Government school is. No parent would like to send his or her children to a Government school unless he or she can afford it, or, there is no other school. So, my question is : Are we not creating a dual system of education, where rich can pay and get good education and those who cannot afford it, they get inferior education? This is against the Right of Equal Access to Education. My question is : What is the Government planning to do to address this?

श्री प्रकाश जावडेकर: सर, यह बहुत ही महत्वपूर्ण प्रश्न है और सच्चाई यह है कि हां, सरकारी स्कूलों के स्तर में जो गिरावट लगातार आई, उसके कारण निजी विद्यालयों की तरफ लोगों की रुचि बढ़ी। आज की स्थिति यह है कि अभी तक, तीन-चार साल पहले तक 4% गवर्नमेंट के स्कूलों में एनरोलमेंट हर साल कम हो रहा था और निजी स्कूलों का 1% बढ़ रहा था। So, this is the first point. The second is, yes, the drop-out rate is nearly half in private schools and double in Government schools; and this drop-out is to be seen in the context of Standard IX.

आठवीं तक तो किसी को फेल करना ही नहीं है, इसलिए कोई फेल होता ही नहीं है। अतः नौवीं क्लास की तुलना करेंगे, तो 23 परसेंट सरकारी स्कूलों में drop-out होना और 11 परसेंट प्राइवेट स्कूलों में बढ़ना, ये दोनों ही चिन्ता की बातें हैं। इसलिए मूल मुद्दा है कि सरकारी स्कूलों की शिक्षा में सुधार करना जरूरी है। इसके लिए हमने दो महत्वपूर्ण steps लिए हैं। पहले, तो there was no stopping of students who are not learning, and there was no accountability in the whole system because everybody will go from 1st Standard to IX Standard unchecked in a way. इसलिए अभी एक बिल आएगा, क्योंकि स्टेट्स के साथ हमारी मीटिंग हुई और 24 राज्यों ने मांग की कि पांचवीं और आठवीं में छात्रों के इम्तिहान लेकर, अगर वे फेल होते हैं, तो उन्हें एक और अवसर देकर, यानी मार्च में फेल होंगे, तो मई में अवसर देकर उनका पुनः इम्तिहान लिया जाए। अगर उसमें भी वे फेल होते हैं, तो उन्हें detain करने का अधिकार हमें दिया जाए। हम ऐसा बिल ला रहे हैं। मुझे लगता है कि इसमें सदन के सभी लोग हमारा सहयोग करेंगे, क्योंकि इसके माध्यम से हम राज्यों को अधिकार देंगे। ...**(व्यवधान)**...

MR. CHAIRMAN: Please, one minute. ...*(Interruptions)*... One minute. Please. ...*(Interruptions)*... Please. ...*(Interruptions)*...

श्री प्रकाश जावडेकर: दूसरी एक और महत्वपूर्ण बात यह है कि सरकारी स्कूलों में शिक्षा को बेहतर करने के अभी पिछले तीन-चार सालों में बहुत प्रयास शुरू हुए हैं। मैं उदाहरण बताना चाहता हूं, जैसे reasons for drop-outs बहुत सारे बताए गए हैं। शिक्षा प्राप्त करने में students interest क्यों नहीं लेते हैं, क्योंकि शिक्षा अभी तक रुचिकर नहीं है। इसलिए हमें शिक्षा को रुचिकर बनाना होगा, तब शिक्षा प्राप्त करने में विद्यार्थी interest लेंगे। If you don't make education entertaining and enjoyable, अगर, enjoyable learning नहीं करोगे, तो बच्चे नहीं सीखेंगे। यह भी system का failure है। इसलिए teachers के प्रशिक्षण के लिए वे नए modules लाए हैं। अभी joyful learning के कुछ प्रयोग मैं बताना चाहता हूं। महाराष्ट्र में हजारों स्कूलों में कम्युनिटी सपोर्ट से छात्रों के हाथ में टैब आ गए, जिसके कारण वे इतना interest लेकर पढ़ रहे हैं कि वहां drop-out की समस्या लगभग खत्म हो गई है। कर्णाटक में 'Nail-Kali-Play and learn' यह बहुत activity-based learning है और बहुत अच्छा चल रहा है। छत्तीसगढ़ में 'Improving early grade Maths and English at primary level', इसके बहुत सघन प्रयास एक एनजीओ के माध्यम से हुए हैं। हरियाणा में शनिवार को 'No Bad Day' किया और 'Joyful Learning' के अंतर्गत, जो कुछ भी बच्चों को आता है, जो करना चाहिए, वह छात्रों को करने की इजाजत दे रहे हैं। उत्तर प्रदेश में 'आओ अंग्रेजी सीखें', इस प्रकार का एक कार्यक्रम शुरू किया गया है। इस प्रकार से बहुत से अच्छे कार्यक्रम शुरू किए गए हैं। इसी प्रकार से तमिलनाडु में activity based learning के बहुत सारे प्रयास किए जा रहे हैं। So all States are also doing it and we held five *Sikshan Manthans* where all stakeholders came together to ensure that the quality of the Government schools improve and that is our direction in which we are going ahead.

DR. KANWAR DEEP SINGH: Sir, there is an organization know as PISA, which stands for Programme for International Student Assessment. This is a part of OECD. So,

when they conducted a study, they found that the teachers in China are paid four times less than teachers are paid in India; and when they did the ranking of the student-learning, it shows — I have the data, Sir — India ranks 73rd out of 74 countries and China ranks second. Now we are spending more than one lakh crore rupees on Sarva Siksha Abhiyan. We are providing free books, free meals, but in spite of that, it shows, clearly shows that we are neither able to retain the students in the schools nor are we in a position, as a Government school, to give quality education because when you say 'dropout', it is reverse — enrolment and drop-out. If you look at the ratio provided by your Ministry, there is a rush for private schools where there is no free meal, there are no free books and there is a fee. But parents are willing to put their children there. This clearly shows it. Sir, I am not trying to implicate you, I am not trying to imply that your Government is not doing anything. This is a system which we have inherited. Somebody has to address it. Since you are in a position of power, my appeal to you is that we need to address this system.

MR. CHAIRMAN: Thank you.

DR. KANWAR DEEP SINGH: No, Sir. Today morning, there was a newspaper report that the CEO of NITI Aayog made a statement — it is reported in today's newspapers — that they are proposing that the Government-aided schools should be given into private hands. My question to the hon. Minister is this: Is it true that they are considering giving Government-aided schools to private players? If yes, by when can we expect that? If no, then what is the reason for that?

SHRI PRAKASH JAVADEKAR: There is no proposal to hand over Government buildings and Government schools to private players. That is not there on the agenda.

डा. कनवर दीप सिंह: आज के पेपर में आया है कि ...(व्यवधान)...

SHRI PRAKASH JAVADEKAR: But I am telling you the position. There is no such proposal. Actually, we have taken it up as a challenge. We must improve the quality of education in Government schools and there must be healthy competition. I am very happy to note that despite being Government schools, Kendriya Vidyalayas and Navodaya Vidyalayas are the best; they have bettered even in CBSE results. That is because there is a system in place. Now, we have to bring that system here. States are very important stakeholders because Zilla Parishad schools and corporation schools are essentially managed by State Governments. Therefore, we are talking and engaging

with each State Government to improve the quality of education in schools, and I am seeing very encouraging trends. There is a desire in every State to improve the quality of Government-schooling because that is the only way to go ahead.

SHRIMATI KANIMOZHI: Sir, I am glad that the hon. Minister has brought up the issue in his answer about having board exams for the V and VIII standard students. Already the drop-out rates are alarming. Now, if you introduce board examination for the V and VIII standards, it is only going to increase the number of drop-outs and discourage students, especially those coming from rural areas. If they fail in examinations, especially girl children, the parents are going to stop them from going to schools. If they do not pass an examination, that would become an easy excuse for many families to stop their children from continuing with their education. So, if board exams for the V and VIII standards are introduced, it would affect many children all over the country. I really hope the Minister would reconsider the proposal and not introduce board examination for the V and VIII standards.

SHRI PRAKASH JAVADEKAR: Sir, these are not board examinations but school examinations. But it is the freedom of the States; if a State wants to continue with the present practice of continuous assessment, they may do so. But there are 24 States which want the Examination and detention system. So, we are granting it to the States. This law had been passed unanimously.

Sir, one more thing that we are doing is, introducing learning outcomes. The whole emphasis of the Right to Education Act was on input and infrastructure, but even though learning outcomes had been mentioned, they were not defined. Now, after two years of consultations, we have defined learning outcomes. So, learning outcomes are in place. Hence, पहली, दूसरी, तीसरी, चौथी, पाँचवीं, छठी, सातवीं और आठवीं में हर स्कूल में, हर छात्र को, हर विषय का क्या आना चाहिए, the minimum competency that a child must acquire is now being defined. यह learning outcomes हम parents के हाथ में भी देंगे कि आपका बेटा छठी में है, तो उसको यह आना चाहिए। Learning outcomes का handbook तैयार हुआ है और टीचर्स के पास पहुंच गया है। अब टीचर्स की भी उसमें बहुत सारी ट्रेनिंग हुई है। It is about how to achieve those learning outcomes. With these learning outcomes, the shortcomings that are pointed out in survey after survey that a VI class student cannot solve the problems of class III, can't do Maths, or a VII class student can't read IV class textbooks, would go away. From September this year, in all schools, learning outcomes would also be displayed in a portal format. So, we would have to create accountability with all

stakeholders. We are also reforming the whole system of teachers' education because that is the crux. Therefore, we are taking all possible steps. Within two-three years, we would see a lot of improvement in Government schooling.

डा. सत्यनारायण जटिया: आदरणीय सभापति जी, 2014-15 के जो आंकड़े हमें प्राप्त हुए हैं, उससे हमारी चिन्ता बढ़ जाती है। माध्यमिक शिक्षा के स्तर पर 53.57 प्रतिशत बच्चे स्कूल छोड़ देते हैं। पढ़ाएंगे तब, जबकि बच्चे स्कूल जायेंगे! तो उनके स्कूल नहीं जाने का कारण हमें समझना होगा। जब तक उनको स्कूल जाने की आदत नहीं होगी, तब तक यह बात पूरी नहीं होने वाली है। सर, मैं यह जानना चाहता हूँ कि ये जो आधे से ज्यादा बच्चे स्कूल छोड़ रहे हैं, वे स्कूल जाएं, इसके लिए आप क्या उपाय करेंगे? शिक्षा के अधिकार के लिए जो हमने कहा है और सर्व शिक्षा अभियान के बारे में जो सोचते हैं, इसको कारगर करने के लिए सरकार क्या उपाय कर रही है? इसके साथ ही मैं यह भी जानना चाहता हूँ कि निजी स्कूल और सरकारी स्कूलों के शैक्षणिक स्तर में जो अंतर है, इसको पाटने के लिए प्रभावी उपाय क्या होंगे?

श्री प्रकाश जावडेकर: सर, सत्यनारायण जटिया जी अभी एचआरडी स्टैंडिंग कमेटी के अध्यक्ष भी हैं, इसलिए ये बार-बार इन सारी चीजों का review भी लेते हैं और मुझे इस बात की खुशी है कि ये बार-बार emphasis करते हैं कि और अच्छा कीजिए। मैं तीन-चार कारण बताना चाहूँगा। If the child is not interested in studies, it is a failure of our system, which we will correct; financial constraints that engage you in economic activities is a more wider social problem which we have to deal with as we go prosperous. जितने लोग poverty से बाहर आते हैं, उनका पहला ध्यान शिक्षा पर होता है और that is the way. Therefore, in ten years, things have changed and it is a fast-changing scenario now. So, drop-outs on those counts will go down. What we are doing, as I have said, is, learning outcome, teachers' education reforms, accountability and PISA, as you referred to. Let me tell you that PISA is a Western context and, therefore, we didn't fair rightly. Now, PISA has already decided to have the Indian context and, therefore, we are open for that test also because we want our students to excel. Since they are good, we have to improve the system and that is what exactly we are doing.

MS. ANU AGA: Sir, you know that to improve the output, teacher training is very important. But that is a very weak area because DIETs do not do their work and ASER Report shows that 25 per cent of teachers in rural areas do not turn up. What action can we take against teachers who are refusing to continue with their duties regularly? Secondly, PISA has been conducted in 74 countries and if it is relevant to 74 countries, I think India has to think why it is not relevant to the Indian context.

SHRI PRAKASH JAVADEKAR: Sir, I have not said that PISA is not relevant. What I said is that we are already engaged with that and we are ready for lab test also, and we

are improving our own test and this year we will conduct a national survey in the month of September. This National Assessment Survey will be a widespread survey with much larger sample, and with this much larger real sampling test, we will present the results to all. Since Anu Agaji is very much interested in education, as everybody is, what she said is that the teacher training is an important thing and that DIET and SCERT mechanisms have so many vacancies. This time, we have linked grants to States to filling vacancies in DIET and they must conduct teacher training; and, in-service training should not be a formality but must be a meaningful discourse. Therefore, we have tied up funds and we are giving bonus to the States which will do the best teacher training and in-service training because that is way we can take action.

Cities selected under Housing for All in Himachal Pradesh

*124.SHRIMATI VIPLOVE THAKUR: Will the Minister of HOUSING AND URBAN AFFAIRS be pleased to state:

- (a) the number of cities/towns in Himachal Pradesh which have been selected for development of dwelling units under "Housing for All" scheme;
- (b) the eligibility criterion laid down by Government to provide houses under the scheme; and
- (c) whether any new features have been included in the scheme and if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HOUSING AND URBAN AFFAIRS (RAO INDERJIT SINGH): (a) to (c) A Statement is laid on the Table of the Sabha.

Statement

(a) Total 54 Statutory towns/cities of Himachal Pradesh have been included under Pradhan Mantri Awas Yojana (Urban) [PMAY (U)] as proposed by the State Government.

(b) The eligibility criteria under PMAY (U) are as below:—

- (i) A beneficiary family will comprise of husband, wife, unmarried sons and/or unmarried daughters. The beneficiary family should not own a pucca house (an all-weather dwelling unit) either in his/her name or in the name of his/her family in any part of India.