

1	2	3	4	5
14.	Madhya Pradesh	8828.93	4633.90	6464.32
15.	Maharashtra	12876.85	2792.22	960.85
16.	Manipur	51.37	117.14	327.16
17.	Meghalaya	230.83	163.29	111.09
18.	Mizoram	69.90	26.10	142.20
19.	Nagaland	0.00	407.40	2.04
20.	Odisha	2851.54	4424.99	6654.84
21.	Punjab	2495.39	1464.08	1705.54
22.	Rajasthan	188.53	1578.01	2923.34
23.	Sikkim	91.94	44.24	44.24
24.	Tamil Nadu	2535.05	1910.72	2178.64
25.	Telangana	1010.46	2104.75	1699.91
26.	Tripura	45.91	178.27	133.14
27.	Uttarakhand	2172.66	1131.06	1481.15
28.	Uttar Pradesh	6904.63	10297.49	4162.84
29.	West Bengal	3259.34	13197.73	15080.54
30.	Andaman and Nicobar Islands	0.00	0.00	0.00
31.	Chandigarh	0.00	0.00	0.00
32.	Dadra and Nagar Haveli	0.00	0.00	0.00
33.	Daman and Diu	0.00	0.00	0.00
34.	Delhi	236.52	131.97	148.52
35.	Lakshadweep	0.00	0.00	0.00
36.	Puducherry	74.04	92.35	113.08
TOTAL (In lakhs)		72128	82876	67596
TOTAL (In crore)		721.28	828.76	675.96

#### Expenditure on primary education

707. SHRI K.C. RAMAMURTHY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether spending only 1.82 per cent of GDP on primary education helps in increasing quality and standard in primary education;

(b) whether the Organisation for Economic Cooperation and Development has conducted programme for International Student Assessment in which India ranked 73rd;

(c) whether there is a need to enhance GDP on primary education and to extend a helping hand to private aided and unaided institutions to better the rank and also to provide quality education;

(d) if so, whether any steps have been taken by the Ministry in this regard; and

(e) if so, the details thereof and if not, the reasons therefor?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI RAMESH POKHRIYAL 'NISHANK'): (a) to (c) Education is in the Concurrent List of the VIIIth Schedule of the Constitution of India and majority of the schools including private aided and unaided schools are under administrative and financial control/purview of respective State Government and it is primarily for them to take appropriate action to look after their financial aspects/requirements. With the acceptance of the recommendations of the 14th Finance Commission by the Government of India, the devolution of funds to the States has increased from 32% to 42% of the net Union Tax Receipts. With the enhanced devolution of funds, States have been advised to allocate more funds to school education sector so as to carry out the functions and responsibilities conferred upon the States by Section 7(5) of the Right to Free and Compulsory Education (RTE) Act, 2009. The Ministry through its Centrally Sponsored Schemes of Samagra Shiksha and Mid-Day-Meal provides assistance to all States and UTs for universalization of elementary education.

The Organization for Economic Cooperation and Development (OECD) conducts Programme for International Student Assessment (PISA) to assess 15-year olds on their performance in mathematics, science and reading. Government of India participated in the PISA in 2009 through two States, Tamil Nadu and Himachal Pradesh. 73rd rank was assigned to India based on samples of these two States. PISA is a competency based assessment which unlike content-based assessment, measures the extent to which students have acquired key competencies that are essential for full participation in modern societies. The nature of questions/items asked in the PISA tests are content free and mostly application based that need to be contextualized to Indian situation.

(d) and (e) The Central Government has launched an Integrated Scheme for School Education - Samagra Shiksha, from 2018-19 which subsumes the erstwhile centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyarnik Shiksha Abhiyan (RMSA) and Teacher Education (TE). Under Samagra Shiksha, funds are given

to all States and UTs for various interventions to improve the quality of education such as training of in-service teachers, headmasters and principals, remedial teaching for academically weaker students, provision of library grants to schools, ICT and digital initiatives, strengthening of teacher education institutions, Rashtriya Avishkar Abhiyan, Padhe Bharat Badhe Bharat, etc.

Further, 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, Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. These learning outcomes serve as a guideline for States and UTs to ensure that all children acquire appropriate learning level. A National Achievement Survey (NAS) based on learning outcomes was conducted on 13th November, 2017 through which the learning levels of around 22 lakh students of Classes III, V and VIII from 1.10 lakh schools across 701 districts in all 36 States and UTs were assessed. District report cards (provisional) for NAS 2017 have been released by this Department and are available on MHRD website. In addition, the RTE Act, 2009 was amended in 2017 to ensure that all teachers acquire the minimum qualifications prescribed under the Act by 31st March 2019 to reinforce the Government's emphasis on improvement of quality of elementary education. The National Institute of Open schooling (NIOS) has been entrusted to conduct this training through Open Distance Learning (ODL) mode. A four year B.Ed integrated course has been launched for which applications have been invited on 3rd June 2019.

Government of India has decided to participate in the Programme for International Students Assessment (PISA) to be conducted by the Organization for Economic Cooperation and Development (OECD) in 2021.

### **Higher Education Commission**

708. SHRI K.C. RAMAMURTHY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) the reasons why Government is considering to have a Higher Education Commission (HEC);
- (b) whether HEC has the power to provide grants and is stuffed with bureaucrats;
- (c) the regulatory bodies that are proposed to be brought under HEC; and
- (d) in what manner the proposed body would transform the higher education sector and take our institutions to the world's top 100 or 200?