

"A person possessing the highest level of competence, integrity, morals and institutional commitment is to be appointed as Vice-Chancellor. The person to be appointed as a Vice-Chancellor should be a distinguished academician, with a minimum of ten years' of experience as Professor in a University or ten years' of experience in a reputed research and/or academic administrative organisation with proof of having demonstrated academic leadership".

(d) On receipt of the copy of the Act as passed by the State Legislature of the concerned State by the UGC, with respect to establishment of private university, the name of the private university is included in the list of universities maintained by the UGC. The UGC, under the provisions of, Section 13 of the UGC Act, 1956 read with the UGC (Establishment of and Maintenance of Standard in Private Universities) Regulations, 2003, cause the inspection of the private universities to assess fulfilment of the norms in terms of the programmes, faculty, infrastructure facilities, financial viabilities, etc., as laid down from time to time by the UGC and other concerned statutory bodies after the receipt of the information called for the purpose from the concerned university. The report of the UGC expert committee is sent to university for compliance and comments.

(e) The fee in private universities is regulated as per their Act/Statutes/rules/regulation or State government policy.

#### **Effect of RTE Act on quality of education**

2136. SHRI HARNATH SINGH YADAV:  
LT. GEN. (DR.) D. P. VATS (RETD.):  
SHRI VIJAY PAL SINGH TOMAR:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government proposes to formulate a policy to determine the quality outcomes in school education under the RTE Act and if so, the details thereof;

(b) whether there is no focus on outcome based learning under the current Act and the model rules for RTE and if so, the reasons therefor;

(c) whether Government has conducted any study to determine the improvement in quality of teaching at the school level during the last three years; and

(d) if so, the details thereof and the measures taken by Government in this regard?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI RAMESH POKHRIYAL 'NISHANK'): (a) and (b) The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, mandates that every child has a right to elementary education of satisfactory and equitable quality in a neighbourhood school. Section 18 and 19 of RTE Act, specify certain essential norms and standards for educational institutions imparting elementary education. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 also 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.

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, which have accordingly been prepared & shared with all the States and UTs.

Further, the RTE Act was amended on 10th August, 2017 to ensure that all teachers acquire the minimum qualifications prescribed under the Act by 31st March, 2019. This would ensure an improvement in the overall quality of teachers and teaching processes, and consequently learning outcomes of children.

(c) A National Achievement Survey to assess the quality of education, based on learning outcomes was conducted for Classes III, V and VIII on 13th November, 2017 with a sample frame upto district level to enable States/UTs to identify gaps in learning outcomes at district level and design strategies to address those gaps. Similarly, NAS for Class X was conducted on 5th February, 2018.

(d) The Central Government has taken several measures to provide quality education in schools across the country -

- (i) Under Samagra Shiksha, funds are given to all States and UTs for strengthening of infrastructure and provision of other facilities in schools to ensure that all schools meet the prescribed norms, besides other 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.

- (ii) The online D.El.Ed. course was started for in-service teachers from 3rd October, 2017 and 9,58,513 teachers have successfully completed the training.
- (iii) Regulations for a four year B.Ed integrated course, to bring about qualitative improvement in teacher education, have been published in official gazette on 29th March, 2019 and applications have been invited.
- (iv) It has been decided to participate in the Programme for International Students Assessment (PISA), conducted by the Organization for Economic Cooperation and Development (OECD), in 2021, which is a competency based assessment.
- (v) MHRD has designed a 70 indicators based matrix called Performance Grading Index (PGI) to grade the States/UTs.
- (vi) In 2019-20, approval has been given for NISHTHA (National Initiative for School Heads and Teachers Holistic Advancement), an Integrated Teacher Training Programme to train 42 lakh teachers, and other functionaries to make classrooms learner-friendly and improving children's competencies including critical thinking, problem solving, creativity, as well as social-personal qualities such as cooperation, team work etc.

#### **Implementation of Sexual Harassment of Women at Workplace Act in schools**

2137. SHRI HUSAIN DALWAI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether Government schools like KVS and Navodaya Vidyalayas are still following Vishakha Guidelines which have now been superseded by the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act;
- (b) if so, reasons therefor, if not, the number of schools that have implemented POSH and instituted a proper mechanism for grievance redressal, State/UT-wise details thereof;