

Sl. No.	State/UT	Location	Present position
2.	Kerala	1. Palayad, Thalasserry	The proposal has been examined in details and found feasible subject to approval of the Govt, for the same.
		2. Kanhagad	Proposal is at the examination stage with reference to the prescribed norms for opening of new Kendriya Vidyalayas.
		3. Wadakkancherry	Proposal is at the examination stage with reference to the prescribed norms for opening of new Kendriya Vidyalayas.
		4. Kozhikode	Proposal not received in the requisite format.
3.	Lakshadweep UT	Kalpeni	Proposal is at the examination stage with reference to the prescribed norms for opening of new Kendriya Vidyalayas.

#### **Peace studies in schools**

3427. DR. KARAN SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether a proposal to start peace studies in schools has been received from UNESCO;

(b) if so, the details thereof, including the content of the studies and the mode of introduction thereof; and

(c) Government's response thereon?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT [DR. (SHRIMATI) RITA VERMA]: (a) to (c) No formal proposal has been received from UNESCO to start "peace studies" in schools. However, educationists from India, Pakistan, Bhutan, Maldives and Sri Lanka at the Conference on Curriculum Development on Peace Education organised in Colombo by UNESCO in January, 2000 had recommended that peace education should be an integral part of the general education of all children in

their own countries and South Asia at large. In pursuance of these recommendations a Teacher's Guide to Peace Education has been published with UNESCO support. It was launched in India by UNESCO in collaboration with the Parliamentarians Forum on 11th March, 2002.

2. This is an attempt to encourage Member States of UNESCO to formulate policies to institutionalize and implement the peace education programmes in their respective countries. It clarifies the scope, goals, core values and concepts of education and suggests a thematic model on which a school education programme could be designed, implemented and evaluated. This programme is basically a character building intervention based on a human, civic, moral and spiritual value system with stress on developing peaceful living competencies in children. Besides identifying characteristics, attitudes and skills necessary to be a Peace Teacher, it provides learning activities useful for educating peace and points out ways of infusing peace values, attitudes and skills in the formal teaching and learning in the classroom along with the ways of eliminating violence in school, in all forms.

3. Elements of peace education have always formed part of the Indian education system. The National Policy on Education lays considerable emphasis on value education by highlighting the need to make education a forceful tool for the cultivation of social and moral values. The policy states that in our culturally plural society, education should foster universal and eternal values, oriented towards unity and integration of our people.

4. The school curriculum in 1988 was designed to enable the learner to acquire knowledge to develop concepts and inculcate values commensurate with the social, cultural, economic and environmental realities at the national and international levels. The social values aimed at were friendliness, cooperation, compassion, self-discipline, courage, love of social justice, etc.

5. The National Curriculum Framework for School Education 2000 also provides that the schools must strive to restore and sustain the universal and eternal values towards the unity and integration of people, their moral and spiritual growth enabling them to realise the treasure within. It provides for value based education which would help the nation fight against all kinds of fanaticism, ill-will, violence, fatalism, dishonesty, avarice, corruption, exploitation and drug abuse.

6. This Guide to Peace Education could be used to supplement our efforts under the Education in Human Values Programme in our schools. It is proposed to prepare a brief version of the Guide suited to the Indian conditions along with model Teaching & Learning Material (TLM) for use in our DIETs in the Teacher Training Programmes.

**Land requirement rules for schools in Delhi**

3428. DR. KARAN SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether in view of the land scarcity in the National Capital Territory of Delhi, the land requirement rules for affiliation of Secondary and Senior Secondary Schools have, of late, been relaxed and whittled down by the Central Board of Secondary Education;

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

(c) whether land requirement for schools situated in the National Capital Region and areas around Delhi have also been reduced for affiliation purposes, especially with a view to decongest the capital and the rush of students commuting between Delhi and the areas around;

(d) if so, the details of the relaxations; and

(e) if not, the reasons therefor?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT [DR. (SHRIMATI) RITA VERMA]: (a) Yes, Sir.

(b) As per the amendment incorporated in the Affiliation Bye-laws of the Central Board of Secondary Education (CBSE) w.c.f. 18.1.2001, the schools located in NCT of Delhi seeking affiliation with the CBSE should possess the land having area not less than the following:—

(i) *Senior Secondary School*

Teaching in all the 4 streams                      4000 sq. mts.

(ii) *Senior Secondary School*

Teaching in maximum two streams              3000 sq. mts.

(iii) *Secondary School*

2000 sq. mts.

(c) No, Sir.