

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

**LOK SABHA
STARRED QUESTION NO. 366
TO BE ANSWERED ON 12.12.2016**

School Results

†*366. SHRI LAXMAN GILUWA:
SHRIMATI RAMA DEVI:

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

(a) whether the results of the 10th and 12th classes in Government aided schools affiliated to CBSE are comparatively poor as compared to other category of schools and if so, the reaction of the Government thereto; and

(b) the corrective steps taken by the Government in this regard including action taken against such Government aided schools having poor results?

**ANSWER
MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI PRAKASH JAVADEKAR)**

(a) and (b) : A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO THE PARTS (a) AND (b) OF LOK SABHA STARRED QUESTION NO. 366 FOR 12.12.2016 ASKED BY SHRI LAXMAN GILUWA AND SHRIMATI RAMA DEVI HON'BLE MPs REGARDING "SCHOOL RESULTS"

(a) and (b) : The Pass percentage of Central Board of Secondary Education (CBSE) affiliated Government aided schools, Government schools, Kendriya Vidyalayas (KVs), Jawahar Navodaya Vidyalayas (JNVs) and independent schools for Class X and XII for 2014, 2015 and 2016 is indicated below -

Pass percentage of 2014, 2015, 2016 for class X :

Year	Government aided schools	Government schools	Kendriya Vidyalayas	Jawahar Navodaya Vidyalayas	Independent schools
2014	96.62	97.55	99.46	99.80	99.44
2015	90.41	91.84	99.33	99.76	98.60
2016	85.62	86.61	98.85	98.87	97.72

Pass percentage of 2014, 2015, 2016 for class XII :

Year	Government aided schools	Government schools	Kendriya Vidyalayas	Jawahar Navodaya Vidyalayas	Independent schools
2014	86.66	85.59	97.37	97.54	82.77
2015	84.42	86.11	94.72	96.82	81.08
2016	85.75	83.85	95.43	96.69	82.40

From the above tables, it is clear that pass percentage of government aided schools is almost comparable with the schools of other categories. The number of candidates appeared from Government aided schools in last three years are much lower than those appeared from other categories schools.

CBSE has taken the following corrective steps to enhance pass percentage of all categories CBSE affiliated schools including Government aided schools –

- (1) Additional time of 15 minutes to students for reading the question paper.
- (2) Restructuring the question papers in some of the important subjects.
- (3) Publication of sample question papers and marking schemes.
- (4) Shift from content based testing to problem solving and competency based testing.
- (5) Counseling facilities through telephone, e-mail and the print media before examinations and after declaration of results.

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EXECUTIVE SUMMARY

1.The thrust of question :

The thrust of the question is on comparative pass percentage of classes 10th and 12th in Government aided schools and other categories of schools affiliated with CBSE and corrective steps taken to enhance performance of Government aided schools.

2. Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) functions under the aegis of this Ministry and is responsible for granting affiliation to schools, and conducting public examination at secondary (X) and senior secondary examinations (XII) stage, researching and reforming education system and training principals and teachers of the schools affiliated to it. The CBSE was constituted as a registered society under Societies Registration Act, 1860. As of now 15262 Secondary and 10078 Senior Secondary schools are affiliated with the Board.

3. Major Activities and Objectives of CBSE

- To prescribe conditions of examinations and conduct public examination at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- To fulfill the educational requirements of those students whose parents were employed in transferable jobs.
- To prescribe and update the course of instructions of examinations
- To affiliate institutions for the purpose of examination and raise the academic standards of the country.

4. The prime focus of the Board is on

- Innovations in teaching-learning methodologies by devising student-friendly and student-centered paradigms.
- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

5. Examination Reforms in CBSE -

Central Board of Secondary Education (CBSE) conducts Class X & XII Examinations. It has introduced a number of examination reforms to make the examination stress free, which are :

- (1) 15 Minutes of additional time to students for reading the question paper before they begin to write the answers.
- (2) Restructuring the question papers in some of the important subjects in such a manner that in question paper of 3 hours; student can finish it comfortably within 2 ½ hours.
- (3) Simplification of question papers in some of the important subjects to provide more internal choices of questions and also to reduce the number of questions to make the students comfortable in respect of time and speed.
- (4) Proper weightage to internal school based assessment based on project work and assignments in important subjects like Mathematics, Social Science and Science at Secondary level.
- (5) Publication of sample question papers and marking schemes to familiarize teachers and students about the nature of questions and question papers.
- (6) Shift from content based testing to problem solving and competency based testing.
- (7) Providing counseling facilities through telephone, e-mail and the print media before examinations and after the results are announced.
- (8) Spastic, Visually Impaired, Physically Handicapped, Dyslexic, Autistic and candidates with disabilities as defined in the Persons with Disabilities Act, 1995 are permitted to use a Scribe or allowed Compensatory time as given below or both :

For paper of 3 hours duration	60 minutes
For paper of 2 ½ hours duration	50 minutes
For paper of 2 hours duration	40 minutes
For paper of 1 ½ hours duration	30 minutes

6. ICT Resources for Teaching Learning –

For extending access of students, teachers and other stakeholders to variety of ICT resource (teaching-learning) and henceforth improving quality of school education at all levels, the NCERT has already introduced National Repository of Open Educational Resources (NROER) and e-pathshala, a platform for showcasing and dissemination of all digital and digitisable resources for its stakeholders. The e-resources for students include e-books from classes I to XII, e-contents, i.e. audio, video, interactive objects, text images, maps, question banks, e-courses in various subjects, scholarships, events, melas, competitions etc. Similarly the e-resources

for teacher and teacher educators shall include source books, teacher handbooks, lab manuals, supplementary reading materials, e-courses/online courses under MOOCs, e-groups, blogs, etc.

7. National Council of Educational Research and Training (NCERT) -

The NCERT is mandated to improve quality of education accessible to all children including those who are studying in govt. aided and private schools.

The NCERT has recently developed a document on learning outcomes including class wise learning outcomes in major subject areas at the elementary stage. The document will help the system to make a shift from an examination oriented structure of assessment to that of understanding of the concepts in terms of competencies and skills to be developed in students. This document will also provide support to the National Achievement Surveys which NCERT conducts time to time also to monitor the health of educational system.

8. National Achievement Survey (NAS) -

The NCERT conducts National Achievement Surveys for classes III, V, VIII and X periodically to monitor the health of educational system.

However, in view of providing quality education to all children and young learners, the National Curriculum Framework-2005 brought out by the NCERT proposes following five guiding principles:

- Connecting knowledge to life outside the school,
- Ensuring that learning is shifted away from rote methods,
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- Making examinations more flexible and integrated into classroom life and,
- Nurturing and over-riding identity informed by caring concerns within the democratic polity of the country.

9. National Curriculum Framework (NCF- 2005) -

As per the perspectives of the NCF-2005, besides developing learner centered textbooks and other curricular material, the NCERT has taken several initiatives to improve quality of school education at the secondary and higher secondary stages, major initiatives among them are as follows:

- Development of Exemplar Problems in Science and Mathematics
- Development of Science Laboratory Manuals
- Development of Science and Mathematics Kits for Secondary and Higher Secondary stages

- Development of In-service Teacher Professional Development Packages for Secondary Stage Teachers in all the major subject areas emphasizing on child-centred pedagogies, implementation of CCE and learning outcomes. These packages are available on the NCERT's website www.ncert.nic.in.
- Building capacity of Key Resource Persons for In-service Teacher Professional Development of Teachers at the secondary and higher secondary stages.
- Development of guidelines for guidance and counseling. The draft guidelines are available on the NCERT's website.
- Providing support to states/UTs for setting up of guidance and counseling cell in schools as well as for the training of teachers in this area.
- Development of vocational education curriculum for various job roles in different sectors for classes IX to XII.
- Development of guidelines for paper setters and evaluators of examination boards for improving their skills of paper setting and evaluation.

10. National Repository of Open Educational Resources (NROER) -

NCERT has established a National Repository of Open Educational Resources (nroer.gov.in) enabling access to e-library containing textbooks developed by NCERT and other forms of digital resources.

11. E-Pathshala

With a view to realise the goals of Digital India and to reach out to all the people of India, the National Council of Educational Research and Training took the initiative of providing its resources on the web and mobile platforms. Through a special license, it has liberated access to these books. One can download and share the collections of NCERT's textbooks for all classes and all areas of the curriculum, supplementary reading material, and resources for teachers and parents, in English, Hindi and Urdu.

Supported by a web portal, <http://epathshala.gov.in> and mobile apps available for the Android, Apple and Windows environments, the books are being readily accessed across the country.

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Note for Supplementary

1.The thrust of question :

The thrust of the question is on comparative pass percentage of classes 10th and 12th in Government aided schools and other categories of schools affiliated with CBSE and corrective steps taken to enhance performance of Government aided schools.

2. Examination conducted by CBSE:

Central Board of Secondary Education is an autonomous body under the Department of School Education & Literacy, Ministry of Human Resource Development, Government of India. CBSE conducts Class X and Class XII public examination for the students studying in its affiliated schools. There are 17,349 affiliated schools located within the country and 199 schools in 23 countries in abroad as on 30/06/2015. Besides Class X and Class XII examination, the CBSE does conduct number of other entrance examinations mainly AIPMT, JEE, CTET, UGC-NET, Navodaya Vidyalaya Admission in class VI entrance test, etc. The details of the candidates appearing for the important exams is as under:

3. Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) functions under the aegis of this Ministry and is responsible for granting affiliation to schools, and conducting public examination at secondary (X) and senior secondary examinations (XII) stage , researching and reforming education system and training principals and teachers of the schools affiliated to it. The CBSE was constituted as a registered society under Societies Registration Act, 1860. As of now 17,349 schools are affiliated with the Board.

4. Major Activities and Objectives of CBSE

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- To fulfill the educational requirements of those students whose parents were employed in transferable jobs.

- To prescribe and update the course of instructions of examinations
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- Innovations in teaching-learning methodologies by devising student-friendly and student-centered paradigms.
- Reforms in examinations and evaluation practices.
- Skill learning by adding job-oriented and job-linked inputs.
- Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmes, workshops etc.

6. Curriculum prescribed by CBSE

Central Board of Secondary Education (CBSE) prescribes curricula for examinations on the basis of National Policy on Education -1986 and the National Curriculum Framework-2005. The curriculum prescribed by CBSE is based on the values, skills and competencies as envisioned in these documents. The curriculum prescribed by CBSE contributes to the development of values, social attitudes and skills, such as tolerance and respect for all, human rights, gender equality, justice and inclusiveness and the acquisition of relevant knowledge that students need to apply in the context of their studies, daily lives and future vocations. The curriculum prescribed by CBSE also support the learner's personal growth by contributing to enhancing their self-reliance, motivation and aspirations. The assessment in all these areas is reflected in the final certificate awarded by the Board. The e-copies of the Curriculum documents -2016-17 are available at the following link <http://cbseacademic.in/curriculum.html>

7. Textbooks and support material published by the CBSE

It is an undisputed fact that textbooks are the most important resource that has been playing a pivotal role in the delivery of curriculum in the schools. However the availability of textbooks in most of the parts of India is not uniform and people often complain about the non-shortage or availability of textbooks. This affect the quality of education adversely and in some cases leads to drop-outs which makes universalization of primary and secondary education rather difficult to achieve and maintain.

National Curriculum Framework-2005 under the section 5.5.1 (Plurality of textbooks) mentioned that textbooks may be made available on the web (Public Domain) so that apart from use by various stakeholders feedback and critique may also be received for the further improvement of textbooks.

Government of India has been encouraging digitization of learning resources and set up National Mission on Education through Information and Communication Technology (NMEICT) under the 11th Five Year Plan (2007-12) to drive convergence in the education sector through Digitized Content, Connectivity and Low-cost Access cum Computing Devices (LACD).

Following the vision of government and in order to resolve various issue related with availability of textbooks and heavy school bags of children, and to comply with suggestions made in the NCF-2005, Central Board of Secondary Education has uploaded its textbook in the form of e-books at its website.¹⁰⁹ most popular of such books are available in digitalized form at the following link.
<http://cbse.nic.in/ePub/webcbse/webcbse/ab-cbse-book-7.html>

8. CBSE Affiliation –

Central Board of Secondary Education (CBSE) affiliates schools for the purpose of examination and certification at the end of Class X and Class XII. Affiliation Bye-Laws of CBSE prescribes that Society Managing the school shall ensure that the school is run as a community service, not as business, no commercialization takes place in the school in any shape whatsoever. Society Managing the school shall also ensure that the funds accruing from the school are spent for the benefit of the school and for its expansion. Government /Government-aided/Kendriya Vidyalayas/Jawahar Navodaya Vidyalayas/ Central Tibetan Schools are to follow the rules of the respective Government or Government organizations in all matters. Whereas, unaided privately managed independent schools are expected to adhere to the provisions prescribed in the Affiliation Bye-Laws of the Board.

9. ICT Resources for Teaching Learning -

For extending access of students, teachers and other stakeholders to variety of ICT resource (teaching-learning) and henceforth improving quality of school education at all levels, the NCERT has already introduced National Repository of Open Educational Resources (NROER) and e-pathshala, a platform for showcasing and dissemination of all digital and digitisable resources for its stakeholders. The e-resources for students include e-books from classes I to XII, e-contents, i.e. audio, video, interactive objects, text images, maps, question banks, e-courses in various subjects, scholarships, events, melas, competitions etc. Similarly the e-resources

for teacher and teacher educators shall include source books, teacher handbooks, lab manuals, supplementary reading materials, e-courses/online courses under MOOCs, e-groups, blogs, etc.

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As per the perspectives of the NCF-2005, besides developing learner centered textbooks and other curricular material, the NCERT has taken several initiatives to improve quality of school education at the secondary and higher secondary stages, major initiatives among them are as follows:

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centred pedagogies, implementation of CCE and learning outcomes. These packages are available on the NCERT's website www.ncert.nic.in.

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- Providing support to states/UTs for setting up of guidance and counseling cell in schools as well as for the training of teachers in this area.
- Development of vocational education curriculum for various job roles in different sectors for classes IX to XII.
- Development of guidelines for paper setters and evaluators of examination boards for improving their skills of paper setting and evaluation.
- **Further, the NCERT has taken a many initiatives towards providing easy access to students, teachers, parents and other stakeholders to digital books and resources, which are as follows:**

11. National Repository of Open Educational Resources (NROER)

NCERT has established a National Repository of Open Educational Resources (nroer.gov.in) enabling access to e-library containing textbooks developed by NCERT and other forms of digital resources.

12. E-Pathshala

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