

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF HIGHER EDUCATION**

**LOK SABHA
UNSTARRED QUESTION NO. 2650
TO BE ANSWERED ON 12-03-2018**

Lack of Quality Education

2650. DR. KAMBHAMPATI HARIBABU:

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

- a) whether the Government has come across the “Oxfam Report”, which reported growing inequality in India and suggested that quality education is the best way to reverse this trend and if so, the details thereof;
- b) whether the Government is aware that such inequality exists in the country due to lack of quality education and if so, the details thereof; and
- c) the corrective measures proposed to be taken by the Government to weed out inequality in the absence of quality education?

ANSWER

**MINISTER OF STATE IN THE
MINISTRY OF HUMAN RESOURCE DEVELOPMENT**

(DR. SATYA PAL SINGH)

(a) The “Oxfam Report” has reported growing inequality in India and has suggested that quality education is the best way to reverse this trend. However, Government was not associated with the report.

(b) & (c): Government has been making efforts to improve quality of education which will bridge the inequality in society through following measures:-

The recruitment, service conditions and deployment of teachers are primarily in the domain of the State Governments/UT Administrations. However, the Central Government through the flagship programmes of **Sarva Shiksha Abhiyan (SSA)** at elementary level provides assistance to the State Governments and UTs for additional teachers to maintain appropriate Pupil Teacher Ratio as per the prescribed norms for various levels of schooling. Under SSA, a total of 19.33 lakh teacher posts have been sanctioned to ensure the pupil-teacher ratio, as stipulated in the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

Further, the State Governments and UT Administrations are supported on several interventions under SSA to improve teaching standards, including regular in-service teachers' training, induction training for newly recruited teachers, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies statutory duties and responsibilities of teachers and lays down the minimum qualifications for a person to be eligible for appointment as a teacher in elementary schools. Further, Central Government has been taking up the issue of redeployment of teachers with States/UTs in various forums and review meetings. The training provided to teachers is subject specific and need based.

The training modules are developed by the **State Council of Educational Research and Training (SCERT)** in the State and the training is imparted through a cascade model of the State level Key Resource Persons training master trainers at district level who then train teachers at Block and Cluster level.

In order to focus on quality education, the Central rules to the **Right of Children to Free and Compulsory Education (RTE) Act** have been amended to include reference on class-wise, subject-wise Learning Outcomes. The Learning Outcomes for each class in Languages (Hindi, English and Urdu), Mathematics, Environmental Studies, Science and Social Science up to the elementary stage have, accordingly, been finalized and shared with all States and UTs. These would serve as a guideline for State and UTs to ensure that all children acquire appropriate learning level. Further, a National Achievement Survey based on learning outcomes has been conducted 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. District reports are available along with learning gaps for each district.

The **National Council for Educational Research and Training (NCERT)** has developed a framework for Performance Indicators for Elementary School Teachers (PINDICS) and shared with the states. PINDICS will eventually evolve as the framework for effective teacher performance for effective monitoring and benchmarking across the country. Additionally, for improving the quality of school education, the School Standards & Evaluation framework, known as 'Shaala Siddhi' has been developed, to enable schools to evaluate their performance in a more focused and strategic manner and to facilitate them to make professional judgments for improvement.

Padhe Bharat Badhe Bharat was launched in 2014 to ensure that students of classes I & II are able to read with comprehension as well as basic numeracy skills.

Rashtriya Avishkar Abhiyan was launched in 2015 to motivate children of the age- group of 6-18 years in study of Science, Mathematics and technology

Under **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** scheme, financial assistance is provided to the States/UTs for opening of New government secondary schools alongwith (i) Class Rooms, (ii) Integrated Science Laboratory, (iii) Library (iv) Art and Craft Room, (v) Toilet Blocks, (vi) Drinking Water Provisions, (vii) Head Master Room, (viii) Office Room. As part of

strengthening of existing government secondary schools (i) Additional Class Rooms, (ii) Science Laboratory, (iii) Library, (iv) Art and Craft Room, (v) Toilet Blocks, (vi) Drinking water provisions etc are funded under the programme. Further, there is provision of appointment of 1 Head Teacher and 5 Teachers for every new/upgraded secondary school and Additional teacher is also approved as per Teacher-pupil ratio to ensure rationalisation of teaching posts as per requirement of State Governments/UTs and various types of trainings including in-service/induction training for teachers as well as leadership training to school Heads, Training of Master Trainers, Training of Key Resource Persons, training of State Resource Groups (SRGs) are also being supported under RMSA Scheme to improve the quality of teaching-learning. The Scheme also supports interventions like conducting motivation and awareness programmes, remedial teaching, self-defence training for girls, provision of separate toilets for girls and boys, organizing Science Fair/Exhibition and Talent Search at district level; providing Mathematics and Science kits at school level, exposure trips to institutions of higher learning etc. a number of ICT initiatives such as e-pathshala, NROER, Shaala Darpan, Shaala Siddhi, etc have also been taken for improving the quality of education.

The extant **National Policy on Education (NPE)** provides for a National System of Education which implies that up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. The Government is committed to provide equitable access to quality education to all sections of the society. Having nearly reached the goals of universalizing elementary education, and making substantial gains in expanding access to secondary and higher education, the focus is on improving the quality of education at all levels. Several initiatives are currently being undertaken to enhance the quality of education across the spectrum.

Presently, the Government is in the process of formulating a New Education Policy to meet the changing dynamics of the population's requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. The Ministry had constituted a Committee for Evolution of the New Education Policy under the chairmanship of Late Shri T.S.R. Subramanian, former Cabinet Secretary to the Government of India. The Committee submitted its report to the Ministry in the May 2016. After perusal of the report of the Committee and based on the reports of various consultations as well as views and comments received, the Ministry prepared 'Some inputs for the draft National Education Policy, 2016'. Both these reports have been treated as inputs for education policy formulation. The exercise of preparing a New Education Policy is still ongoing as the Government has recently constituted a Committee for preparation of the Draft National Education Policy under the Chairmanship of Dr. K. Kasturirangan, which is due to submit its report by 31.03.2018.

As per the budget announcement, the Government has also approved the scheme of providing Regulatory Architecture for setting up/ upgrading of 20 Institutions (10 from public sector & 10 from private sector) as world class teaching and research institutions known as 'Institutions of Eminence'. The Regulatory Architecture has been provided in the form of UGC (Declaration of Government Institutions as Institutions of Eminence) Guidelines, 2017 for public Institutions and UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017 for private

Institutions. Under the scheme, each public Institution to be selected as '**Institution of Eminence**' will get financial assistance upto Rs.1000 crore over a period of 5 years.

The institutions will have freedom to choose their own path to become world class institutions. It is expected that the selected Institution will come up in top 500 of the world ranking in 10 years and in top 100 of the world ranking eventually overtime. To achieve the top world ranking, these institutions shall be provided with greater autonomy viz. to admit foreign students up to 30% of admitted students; to recruit foreign faculty upto 25% of faculty strength; to offer online courses upto 20% of its programmes; to enter into academic collaboration with top 500 in the world ranking Institutions without permission of UGC; free to fix and charge fees from foreign students without restriction; flexibility of course structure in terms of number of credit hours and years to take a degree; complete flexibility in fixing of curriculum and syllabus, etc.

The MHRD under its Technology enabled learning initiative of National Mission on Education through Information and Communication Technology (NMEICT), SWAYAM and SWAYAM PRABHA has addressed the issue of quality, access and equity by reaching to students and learners in remotest corners of the country.

Under UGC, NME-ICT was awarded the Project "Production of Courseware e-Content for Post Graduate Subjects" to UGC for development of e-content at postgraduate level. A dedicated portal (<http://epgp.inflibnet.ac.in/>), to host the content, is available in open access. There are at present 17715 e-text, 18608 video uploaded on this site.

SWAYAM/SWAYAM PRABHA provides an integrated platform and (<https://swayam.gov.in/>) portal for online courses, using information and communication technology(ICT) in all higher education subjects to ensure that every students benefits from learning material through ICT. The SWAYAM PRABHA is a group of 32 DTH channels devoted to telecasting of high-quality educational programmes on 24X7 basis using the GSAT-15 satellite.

Under National Mission on Education through Information and Communication Technology (NMEICT) scheme initiated the National Digital Library of India (NDL India) project to develop a framework of virtual repository of learning resources with a single-window search facility. So far, 1.5 Crore e-books and documents, content in English, Hindi and some other languages are available with 160 Content contributor, 30 lakh users and 9 thousand educational institutions from where users registered.

Technical Education Quality Improvement Programme (TEQIP-III) is a Central Sector Scheme, designed to improve the quality of the engineering education system in India with a cost of Rs. 2660 crore for three years from F.Y. 2017-18 to F.Y. 2019-20 in 19 Focus States/ Union Territory (UT).

Further, Government has established five **Indian Institute of Information Technology (IIITs)** fully funded by Central Govt. and twenty IIITs in PPP mode, at various locations in the country to impact quality education to the students. The admissions to these IIITs is based on all India level test namely IIT (JEE) to ensure quality education in IT related subjects, accessible to all the students without any discrimination.