

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

UNSTARRED QUESTION NO:1026

ANSWERED ON:11.12.2013

QUALITY OF EDUCATION

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

(a) whether the rising cost of education, poor infrastructural facilities, low pupil-teacher ratio and scarcity of skilled jobs are worsening the quality of education in the country;

(b) if so, the details thereof and whether the Government has taken any steps to tackle this issue during the last three years and if so, the details thereof;

(c) whether the Government is taking any steps to introduce a skill- based curriculum which will help in creating skilled employees for the industry; and

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

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR)

(a) & (b): The Government is aware of the imbalances that exist in the education sector in the country. These are instances of inadequate infrastructure facilities in the schools, an adverse pupil teacher ratio & the presence of a large number of untrained teachers in the system.

Education reforms are a continuous process and the Government seeks to carry them forward through expansion, inclusion and rapid improvement in quality through institutional and policy reforms and by enhancing public spending.

In the realm of elementary education, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 which has become operative with effect from 1st April 2010, lays special focus on improving the quality of education. Further, the Government has issued an Advisory to State Governments on the implementation of section 29 of the RTE Act for initiating curriculum reform, including, (i) formulating age- appropriate curricula and syllabi in keeping with the National Curriculum Framework (NCF) -2005, (ii) maintaining subject balance,(iii) initiating textbook content and production reform,(iv) ensuring continuous and comprehensive assessment for learning.

The Right of Children to Free and Compulsory Education (RTE) Act 2009, stipulates that the prescribed pupil-teacher ratio will be maintained in respect of every school. The States have, therefore, been advised to rationalize the deployment of teachers and expedite the recruitment of teachers against the posts sanctioned under the SSA as well as the State sector vacancies to address the problem of teacher shortage and urban-rural imbalance in teacher postings. Under the RMSA, 40,018 additional teacher posts have been sanctioned.

The Central Board of Secondary Education has introduced the scheme of Continuous and Comprehensive Evaluation (CCE) in its schools in a phased manner for the improvement of quality in the schools affiliated to it. The Board has also made the Class X Board Examination optional for the students studying in Senior Secondary Schools and who do not wish to move out of the CBSE system after Class X.

At the level of higher education, the University Grants Commission (UGC) has been implementing a number of schemes aimed at the improvement of the quality of education in Indian Universities, such as the introduction of the semester system, the regular updating of curricula, Choice Based Credit Systems (CBCS), reforms in admission procedure and in examination and evaluation systems.

The Government has already introduced four Bills in the Parliament aiming at reforms in higher education which include proposals for the prohibition of unfair practices in technical/educational institutions, medical educational institutions and universities; the mandatory accreditation of higher educational institutions; educational tribunals for adjudication of disputes; and legislation to regulate the entry and operation of foreign educational institutions.

(c) & (d): An Executive Order on the National Vocational Education Qualification Framework (NVEQF) has been issued by the Ministry in September, 2012. The NVEQF is a nationally-integrated education and competency based skill framework that provides for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system. The

key elements of the NVEQF are to provide:

- (i) national principles for providing vocational education (VE) leading to international equivalency,
- (ii) multiple entry and exit between VE, general education and job markets,
- (iii) progression within VE,
- (iv) transfer between VE and general education, and
- (v) partnership with industry/employers