

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

STARRED QUESTION NO:510
ANSWERED ON:13.08.2014
EDUCATION POLICY
Anwar Shri Tariq

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

- (a) the salient features and the key goal of National Policy on Education, 1986 as amended in 1992;
- (b) whether the Government has evaluated the performance and achievements made under the said policy;
- (c) if so, the details and the outcome thereof;
- (d) whether the Government has assessed the constraints being faced in the educational sector in the country and if so, the details thereof; and
- (e) the remedial steps taken by the Government to restructure and reorient the education policy ensuring qualitative research and job oriented education to the children?

Answer

MINISTER OF HUMAN RESOURCE DEVELOPMENT (SMT. SMRITI ZUBIN IRANI)

(a) to (e): A Statement is laid on the table of the House.

STATEMENT REFERRED TO IN REPLY TO PART (a) TO (e) OF THE LOK SABHA STARRED QUESTION NO. 510 FOR REPLY ON 13.08.2014 ASKED BY SHRI TARIQ ANWAR REGARDING EDUCATION POLICY

(a) to (c): The National Policy on Education 1986, as amended in 1992, has been the guiding document for the policies of the Central Government in the education sector. The Government has been following National Policy on Education 1986, as modified in 1992, which provides for National System of Education implying that up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in most parts of the country.

The Ministry has taken a number of initiatives including various Centrally Sponsored Schemes (CSS) to enhance access to education with quality and equality. The details are as under: -

(i) The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has been enacted which envisages significant reforms in the Elementary Education sector. The Act makes it incumbent on Government to provide free and compulsory education to all children of 6-14 years of age; ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years. It also makes it mandatory for the States to ensure availability of neighbourhood school within three years of the commencement of the Act. The Act stipulates that the State needs to provide infrastructure including school building, trained teaching staff and learning equipment as well as ensure good quality elementary education according to the standards and norms specified.

(ii) Sarva Shiksha Abhiyan (SSA) follows a holistic approach to improve the quality of elementary education, and subject to certain norms, provides assistance to States for various components under the scheme. To meet the objectives of the RTE Act, 47,488 schools, 7,53,733 additional classrooms, 5,83,748 toilets, 40,161 drinking water facilities & 7.02 lakhs teachers have been sanctioned under the scheme since 2009-10. The progress under the RTE, Act, 2009 indicates that 19.88 crores children have been enrolled in elementary school, with a Gross Enrolment Ratio (GER) of 96.5% as per unified District Information System for Education (UDISE) 2013-14. The annual average dropout rate has come down from 6.8% (2009-10) to 4.7% (2013-14) at primary level.

(iii) Mid Day Meal Scheme (MDMS) is also being implemented in order to enhance enrolment and attendance of children studying in elementary classes which supplements the efforts of SSA for universalization of elementary education.

(iv) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched in March, 2009 with the objective to universalize access to secondary education and to improve its quality. This programme now subsumes the earlier independent Centrally Sponsored Schemes (CSS) in the Secondary Education sector i.e. ICT @ Schools, Inclusive Education for Disabled at Secondary Stage (IEDSS), Vocational Education (VE) and Girls Hostel (GH). Under RMSA, till date 10,337 new Secondary educational schools have opened and 34,891 existing schools have been strengthened. Under the ICT @ Schools, around 88,236 schools have been covered to be equipped for computer teaching and computer enabled learning. Under the IEDSS – 5,65,683 children's have been covered till date. Under the Girls Hostel – 2,160 hostels in which 39,745 girls are residing have approved till date.

(v) The University Grants Commission (UGC) has taken various measures for educational reforms, such as the introduction of a semester system, the regular updating of Curricula and Choice Based Credit Systems (CBCS), etc. The UGC has also issued Regulations on "Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and

Measures for the Maintenance of Standards in Higher Education, 2010" for improving the standard of teaching in Indian Universities. The UGC has also issued the Mandatory Assessment and Accreditation of Higher Educational Institutions, Regulations, 2012 whereby all eligible higher Educational institutions are required to get themselves accredited.

(vi) The UGC also implements various schemes aimed at improving the quality of higher education, such as Universities with Potential for Excellence (UPE), Colleges with Potential for Excellence (CPE), Special Assistance Programme (SAP), Assistance for Strengthening of Infrastructure for Science and Technology (ASIST), "Assistance for Strengthening of Infrastructure for Humanities and Social Sciences" (ASIHSS), Basic Scientific Research (BSR) etc.

The Department of Science and Technology, through its programme "Promotion of University Research and Scientific Excellence" (PURSE), Innovation in Science Pursuit for Inspired Research (INSPIRE), Fund for the Improvement of S&T Infrastructure in Higher Educational Institutions (FIST) etc. provides support to the universities essentially for research, staffing costs, augmentation of equipment and computational facilities, research consumables and maintenance of the facilities etc.

(d): The education scenario has seen a monumental change with the emergence of several new paradigms like rights based approach to elementary education, the endeavour to extend universalization to secondary education, reshape the higher education scenario and its impact on the innovation environment and providing an impetus to skill development through vocational education in the context of the emergence of new technologies in a rapidly expanding economy placed in a globalised environment. The Government proposes to formulate a New Education Policy aimed at meeting the challenges posed by lack of quality, research and innovation in our educational institutions.

(e): The Government has taken various measures for the promotion and enhancement of research in the country. In scientific areas, these include the continuous increase in successive plan allocations for scientific departments, the setting up of new institutions for science education and research, the creation of centres of excellence and facilities in emerging and frontline areas in academic and national institutes, the establishment of new and attractive fellowships, of strengthening of the infrastructure of Research & Development (R&D) in universities, encouraging public-private R&D partnerships, the recognition of R&D units and national awards for outstanding R&D for industries etc. The Ministry of Human Resource Development (MHRD) had set up a Task Force for rejuvenation of Basic Scientific Research in Indian Universities under the Chairmanship of Prof. M.M. Sharma, which has now been converted into an Empowered Committee to implement the recommendations of the Task Force.

The University Grants Commission (UGC) has been providing financial assistance under its Special Assistance Programme (SAP) to university departments to put in place facilities to accelerate research in the country. The UGC has started the following schemes for promoting research work in universities: Infrastructure grants to Centre of Advance of Study (CAS)/ Departmental Special Assistance (DSA)/ Departmental Research Support (DRS/Non-SAP Departments), Infrastructure grants to College with Potential for Excellence / Autonomous Colleges, Minor and Major Research Projects, Infrastructure to National Assessment and Accreditation Council (NAAC) Accredited Colleges, Networking Resources Centre, Dr. D.S Kothari Post-Doctoral Fellowship, Research Fellowship in Sciences for Meritorious Students, Basic Scientific Research etc. In addition, the UGC is providing fellowships to those candidates who have qualified the UGC National Eligibility Test (NET)/UGC-CSIR NET.

The MHRD is also funding research in the Social Sciences and Humanities through its various research councils, viz., the Indian Institute of Advanced Study (IIAS), the Indian Council of Social Science Research (ICSSR), the Indian Council of Philosophical Research (ICPR), the Indian Council of Historical Research (ICHR) and the National Council of Rural Institutes (NCRI).

The new Centrally Sponsored Scheme of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) also focuses on research, innovation and quality improvement in the state universities.

As regards job oriented education, the National Vocational Education Qualification Framework (NVEQF) has been notified for vocationalization of education. NVEQF has now been aligned with the National Skill Qualification Framework (NSQF) issued by the Ministry of Finance for skilling 500 million youth of our country. Apart from this AICTE has launched the Employability Enhancement Training Programme (EETP) which is available for the passed out engineering students as well as for the students pursuing their studies. The National Employment Enhancement Mission (NEEM) has been introduced to offer on the job training to enhance employability of a person either pursuing graduation/diploma in any technical or non-technical stream or have discontinued studies of degree or diploma courses.