

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

LOK SABHA
UNSTARRED QUESTION NO. 3877
TO BE ANSWERED ON 19.03.2018

NCERT

3877. SHRIMATI SUPRIYA SULE:
SHRI T.RADHAKRISHNAN:
SHRI MOHITE PATIL VIJAYSINH SHANKARRAO:
SHRI A. ANWHAR RAAJHAA:
SHRI SATAV RAJEEV:
SHRI BIDYUT BARAN MAHATO:
SHRI NARANBHAI KACHHADIYA:
DR. HEENA VIJAYKUMAR GAVIT:
SHRI P.R. SUNDARAM:
SHRI DHANANJAY MAHADIK:
KUNWAR HARIBANSH SINGH:
SHRI SUDHEER GUPTA:
DR. J. JAYAVARDHAN:
SHRI S.R. VIJAYAKUMAR:
SHRI GAJANAN KIRTIKAR:

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

- (a) whether the National Council of Educational Research and Training (NCERT) has decided to assess classes 9 to 12 under new learning outcomes and if so, the details thereof along with the aims and objectives thereof;
- (b) the ways and means by which the new assessment guidelines are different from existing guidelines;
- (c) the benefit that the students are likely to get out of the said learning outcomes and other Stakeholders;
- (d) whether Public and State Governments and other stakeholders are likely to be consulted before implementing the same and if so, the details thereof and the time by which the new guidelines are likely to be implemented; and
- (e) the other steps taken/proposed to be taken by the Government for the educational upliftment of students?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

- (a) National Council of Educational Research and Training (NCERT) has initiated the process for development of Learning Outcomes for Classes IX to XII based on competencies and skills, that every child is expected to achieve in all subject areas.
- (b) The learning outcomes focus on the competencies free from particular content of various books used by central and state schools. Teachers will keep learning outcome at fore front and will use various teaching- learning resources. This will reduce dependence of teachers on the textbooks and will also change the mandate/responsibility of teacher from finishing up a book in a year to providing opportunities and facilities to learners in achieving competencies and skills as per learning outcomes.

(c) Learning outcomes focus on the construction of knowledge through enriched experiences within and outside the class rooms obviating the need of students in memorizing many facts and figures as they will enjoy. Clearly defined learning outcomes also help parents and other stake holders in continuous assessment of the progress with which children are learning and may also help either individually or through school system in ensuring the achievement of learning outcomes. The children then enter the next class with minimal deficiency which too can be bridged by the teachers as various competencies and skills will be overlapping in various classes.

(d) The development of learning outcomes will be a partnership among NCERT, SCERTs, educational researchers, various other organisations working in the area of school education and educational administrators. As a usual practice the drafts of the documents will be shared with the public and state governments and will be finalised on the basis of comments/suggestions/feedback obtained.

(e) The Centrally sponsored scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) envisages universalizing access to secondary schools by providing a secondary school within a reasonable distance (5 kilometer) of every habitation, improving quality of education through making all secondary schools conform to prescribed norms and removal of gender, socio-economic and disability barriers. Under the scheme, financial assistance is provided to the States/UTs for opening of New government secondary schools and strengthening of existing government secondary schools alongwith provision of (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.

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. Central Government regularly takes up the issue of filling up of vacant teacher posts and redeployment of teachers with the State/UT government. Further, various types of teacher trainings including in-service teacher training to Headmasters/Principle, Training of Master Trainers, Training of Key Resource Persons, induction training of Teachers, and Leadership training of Headmasters & State Resource Groups (SRGs) are also supported under RMSA to improve the quality of teaching learning.

Moreover, interventions like motivation and awareness programmes, remedial teaching, self-defence training for girls, provision of separate toilets for girls and boys, etc. are also supported under RMSA to improve quality of school education at secondary level. Further, interventions such as Science fair/Exhibition and Talent Search at district level; mathematics and science kits to schools, visit to higher institution of students and learning enhancement of students are also approved. Some of the ICT initiatives i.e. e-pathshala, NROER, Shaala Darpan, Shaala Siddhi, GIS Mapping have been taken for improving quality of education.
