

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

**LOK SABHA
STARRED QUESTION NO. 38
TO BE ANSWERED ON 5th February, 2018**

Standard/Quality of Education

**†*38. SHRI ANANDRAO ADSUL:
SHRI SHRIRANG APPA BARNE:**

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

(a) whether the Government is aware of the falling standard/quality of education in various States of the country on account of shortage of trained teachers and if so, the details thereof;

(b) whether the Government is also aware that the teachers in the schools are lacking basic knowledge especially in Maharashtra, Uttar Pradesh and Bihar and if so, the details thereof;

(c) whether the Government proposes some changes in the format for training of the teachers and if so, the details thereof along with the steps taken in this regard so far;

(d) whether the Government has issued any directives to the States for improvement in standard/quality of education and if so, the details thereof; and

(e) the steps taken/being taken by the Government to provide quality education in villages at par with the cities?

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

(a) to (e): A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (e) OF LOK SABHA STARRED QUESTION NO. 38 ASKED BY SHRI ANANDRAO ADSUL & SHRI SHRIRANG APPA BARNE TO BE ANSWERED ON 05.02.2018 REGARDING STANDARD/QUALITY OF EDUCATION.

(a) to (c): Section 23(1) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 stipulates that any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher. Accordingly, the Central Government has notified the National Council for Teacher Education (NCTE) as academic authority for recruitment of teachers. Additionally, NCTE, mandated for providing quality teacher education to the prospective teachers, has set norms and standards for infrastructure, instructional facilities and qualification and experience of faculty for the teacher education institutions in which teachers are educated. For this purpose, NCTE has revised its Recognition, Norms and Procedure, Regulations 2014.

Additionally Centrally Sponsored Scheme on Teacher Education (CSSTE) aims to provide infrastructural and institutional support to Government Teacher Education Institutions (TEIs). To emphasize the focus on quality interventions and teacher training, CSSTE provides for programme related interventions such as Capacity Building, Specific projects for academic activities, Induction Training of Teacher Educators, Programme & Activities, Faculty Development and Technology Support, etc. to Teacher Education Institutes viz. State Council of Educational Research and Training (SCERT), District Institutes of Education and Training (DIETs), Block Institutes of Education (BITEs), Colleges of Teacher Education (CTEs) and Institute of Advanced Studies in Education (IASEs).

Further, Section 23(2) of the RTE Act has been amended to extend the period of in-service training for untrained elementary teachers to 31st March, 2019 in all the states including the States of Maharashtra, Uttar Pradesh and Bihar. As per the above amendment, all untrained in-service teachers working in Government, Government-aided, and Private un-aided schools should acquire minimum qualification as laid down by an academic authority, authorized by the Central Government, by 31st March, 2019. The National Institute of Open Schooling (NIOS) has been entrusted to conduct this training through ODL (Open Distance Learning) mode. The online D.El.Ed. course has started from 3rd October, 2017. More than 13 Lakh teachers have joined these courses.

The Central Government, through Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) supports the State Governments and UT Administrations on several interventions to improve teaching standards, including inter alia; regular in-service teachers' training, induction training for newly recruited teachers, training on ICT Component, Inclusive Education, Gender Sensitization and Adolescent Education. Under both SSA and RMSA, the focus is to give subject specific, need

based and relevant in service teacher training to both elementary and secondary teachers for their professional development. The trainings are provided through the institutional structure of State Council of Educational Research and Training (SCERT) at State level, District Institute of Education and Training (DIET) at District level, Block Resource Centers / Cluster Resource Centers at Block / Cluster level.

(d) & (e): The National Council of Educational Research and Training (NCERT) conducts periodic national surveys of learning achievement of children in classes III, V, VIII and X. Four rounds of National Achievement Survey (NAS) have been conducted so far for class V and three rounds for classes III & VIII. These reveal improvement in learning achievement levels of pupils, in identified subjects from first round to fourth round. Since only first round of NAS has been conducted at Class X level, it is not possible to comment on the comparative learning achievement or decline of students of Standard X. 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.

In addition to above, the Central Government, supports States and UTs on early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme of SSA namely 'Padhe Bharat Badhe Bharat' (PBBB). Further, the Government has launched Rashtriya Aavishkar Abhiyan (RAA) programme on 09.07.2015, inter alia, as a subcomponent of Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), to motivate and engage children of the age group from 6-18 years in Science, Mathematics and Technology through observation, experimentation, inference drawing, model building, etc. both through inside and outside classroom activities.

Further, 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. Government has also introduced a bill to amend RTE Act, 2009 to allow Detention at Std. 5th and Std. 8th.

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.

All the above mentioned quality interventions are provided at par to schools of rural and urban area. Additionally, the central Government has issued advisories to States and UTs for redeployment of teachers and to ensure that all school teachers should spend adequate time serving in rural areas through a transparent policy.
