

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

**LOK SABHA  
STARRED QUESTION NO. †\*4  
TO BE ANSWERED ON 04.02.2019**

**Shortage of Trained Teachers**

**†\*4. SHRI DHARMENDRA YADAV:  
SHRI VINAYAK BHAURAO RAUT:**

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

- (a) whether the Government is aware of the falling standard of education in various States of the country on account of shortage of trained teachers;
- (b) if so, whether the Government is aware that the school teachers lack basic knowledge, especially in Maharashtra, Uttar Pradesh and Bihar and if so, the details thereof;
- (c) whether the Government proposes to bring certain changes in the training of teachers keeping in view the future of the country and if so, the details thereof along with the steps taken/being taken by the Government in this regard; and
- (d) whether the Government has issued directives to the State Governments in regard to the standard of education and if so, the details thereof along with the steps taken/being taken by the Government to bring the standard of education at par in the cities as well as in villages?

**ANSWER**

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

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

**STATEMENT REFERRED TO IN PART (A) TO (D) OF THE REPLY TO LOK SABHA STARRED QUESTION NO. 4 TO BE ANSWERED ON 04.02.2019 ASKED BY SHRI DHARMENDRA YADAV AND SHRI VINAYAK BHAURAO RAUT REGARDING SHORTAGE OF TRAINED TEACHERS**

The Central Government has taken several initiatives to assess and improve the standard of education in the country as follows:

1. 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 serve as a guideline for State/UTs to ensure that all children acquire appropriate learning level.

2. 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. Further, a National Achievement Survey based on learning outcomes was conducted for Classes III, V and VIII 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. Similarly, NAS for Class X was conducted on 5<sup>th</sup> February, 2018. NAS Reports show students' learning levels against the expected learning outcomes of a particular grade and are used to provide feedback to the districts for further improvement. The District Report Cards for the survey have been published and also shared with the Hon'ble Members of Parliament.

3. 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 and UTs 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 been started from 3rd October, 2017. More than 13.7 lakh teachers have joined these courses, out of which 281118, 178102 and 7141 are from Bihar, Uttar Pradesh and Maharashtra respectively.

4. A four year B.Ed integrated course to bring about qualitative improvement in teacher education programmes in India has been conceptualised and regulations for this course has been published in official gazette on 22<sup>nd</sup> November, 2018. The model curriculum prepared for this course includes crucial aspects like Gender, Inclusive education, ICT, Yoga, Global Citizenship Education (GCED) and Health & Sanitation. The teaching specialization would primarily be for the primary levels and the secondary level.

5. The Right of Children to Free and Compulsory Education (Amendment) Act, 2018 has been notified on 11<sup>th</sup> January, 2019. The said Act provides to empower the appropriate Government to take a decision as to whether to hold back a child in the 5<sup>th</sup> class or in the 8<sup>th</sup> class or in both classes, or not to hold back a child in any class till the completion of elementary education. The Act seeks to improve the learning levels of children and will lead to greater accountability and improvement in the quality of education.

6. The Central Government has launched an Integrated Scheme for School Education – Samagra Shiksha, from 2018-19 which subsumes the erstwhile centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education scheme (TE). Under Samagra Shiksha, support is given to 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 and remedial teaching for academically weaker students and for strengthening of teacher education institutions.

7. Government of India has decided to participate in the Programme for International Students Assessment (PISA) to be conducted by the Organization for Economic Cooperation and Development (OECD) in 2021. PISA is a competency based assessment which unlike content-based assessment, measures the extent to which students have acquired key competencies that are essential for full participation in modern societies. Learnings from participation in PISA help to introduce competency based examination reforms in the school system and help move away from rote learning. The CBSE and NCERT are part of the process and activities leading to the actual test.

8. Rangotsav is an initiative of the Ministry aimed towards experiencing and celebrating the rich cultural diversity of India. The events were held from 7<sup>th</sup> to 21<sup>st</sup> December, 2018 in schools, with participation of students, teachers and other stake holders. Rangotsav was focused on creating a non-judgmental platform for the participants to explore and express their artistic minds through dance, music, theatre, painting craft making etc. The fortnight-long event promoted a joyful learning environment with no restriction on expression of different forms of arts. It is a gate way for each state to get exposed to the cultures, arts and languages of other States and UTs and enrich the minds of students and enhance their thrust for knowledge.

#### 9. Performance Grading Index (PGI)

In order to objectively evaluate the performance of the school education system in the States/UTs, MHRD has designed a 70 indicators based matrix to grade the States/UTs. The indicators have been chosen after detailed stakeholder consultation and the information on these indicators is drawn from the inputs provided by the respective States/UTs. This grading system will assist the States and UTs to identify the gap and design appropriate interventions to bridge them.

#### 10. UDISE+ (UDISE plus)

Timely and accurate data is the basis of sound and effective planning and decision making. Towards this end, the establishment of a well-functioning and sustainable Educational Management Information System is of utmost importance today. Therefore from 2018-19, it has been decided to launch the UDISE+ (i.e. UDISE plus application, so that it becomes an effective tool for decision making. The entire system will be online and will gradually move towards collecting real time data.

#### 11. Project DIKSHA

In order to provide supplementary learning material for students and for upgrading the skills of teachers, MHRD has developed a dedicated Digital Infrastructure for Knowledge Sharing(DIKSHA) platform. The high quality e-learning material both for students and teachers are being uploaded by Ministry and States/UTs on this portal. This is expected to substantially augment the knowledge base of the students and technical skills of teachers at no additional cost.

12. The Central Board of Secondary Education( CBSE) has undertaken various examination reforms for 2019 examination to promote competencies and quality of learning as follows:

- i. Change in design of question papers with nearly 33% increase in internal choice in all major subjects for classes X and XII and introduction of objective type questions.
- ii. The learning outcome developed by NCERT for each class to help teachers direct their teaching learning in the desired manner and enhance the quality of learning in schools have been introduced in CBSE affiliated schools.
- iii. Experiential learning has been introduced from 2019-20 to promote self thinking, creativity and effective study skills among students.
- iv. In order to promote life skills and value education, CBSE has integrated health and physical education with academics, as every school has to provide one period per day for sports.
- v. The marking scheme has been changed to give priority to creative, correct and relevant answers given by students other than the ones mentioned in the marking scheme.
- vi. More than 1 lakh teachers of CBSE affiliated schools have been trained for classroom learning, life skills, sports mainstreaming etc.

### 13. Curriculum Review

The NCERT has undertaken review of Syllabi and Textbooks developed by the NCERT as a follow up of the National Curriculum Framework-2005 in 2017-18. All the textbooks of NCERT developed as a follow-up of the NCF-2005 have been reviewed for updating. A portal for teachers' suggestions on the NCERT textbooks was created. Suggestions received from teachers were analysed and incorporated if found appropriate in this review. Further, national initiatives such as Clean India, Digital India, *Beti Bachao Beti Padhao*, Demonetization, etc., have also been given space in the reviewed textbooks in integrated manner.

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