

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

UNSTARRED QUESTION NO:2695

ANSWERED ON:14.03.2016

Poor Quality of Education

Misra Shri Pinaki;Nimmala Shri Kristappa;Raju Shri Gokaraju Ganga;Sigriwal Shri Janardan Singh;Singh Dr. Bhola;Singh Shri Raj Kumar

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

- (a) whether the Government is aware of the fact that several Government schools are not able to impart education very effectively due to shortage of teachers across the country especially from primary level to class seventh and if so, the details thereof along with the remedial steps taken/ proposed to be taken by the Government in this regard;
- (b) whether the Government is aware that the quality of education at primary and secondary levels in Government schools is very poor and therefore children from poor families only are attending Government schools and if so, the details thereof;
- (c) whether the Government has made any study with regard to the functioning of Government/Government aided schools particularly in rural areas in respect of the performance of teachers, principals, management, facilities available, teacher student relationship and causes of drop outs and if so, the details along with the outcome thereof; and
- (d) the steps taken/proposed to be taken by the Government to fulfil the needs of urgent pedagogy to children?

**Answer**

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

(a): Under Sarva Shiksha Abhiyan (SSA) which is a centrally sponsored scheme implemented to support the States/UTs for universalization of elementary education across the country, a total of 19.48 lakh teacher posts have been sanctioned to ensure the pupilteacher ratio, as stipulated in the Right of Children to Free and Compulsory Education (RTE) Act, 2009. Out of these 15.59 lakh teacher posts have been filled up as on 31st August, 2015. The PTR at national level is 1:25 at primary level and 1:17 at upper primary level as per Unified District Information System for Education (U-DISE) data for 2013-14. The recruitment and service conditions of teachers are primarily in the domain of State Governments/UT Administrations and the Central Government is constantly encouraging them to fill up all the posts of teachers.

(b) & (c): The Central Government conducts review of its programmes like SSA, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Mid Day Meal (MDM) through third party evaluation by identified Monitoring Institutions. Additionally, Joint Review Mission (JRM), comprising eminent experts and academics in the field of education also visit States/UTs from time to time to review these schemes.

The Central Government collects information from all the schools (Government, Aided and Private) every year about the enrolment, availability of teachers, facilities available, teacher student ratio etc. through Unified District Implementation System (U-DISE) maintained by National University of Educational Planning and Administration (NUEPA). The status of these evaluations and monitoring is placed in the public domain on the Ministry's website.

Under SSA, the State Governments and UT Administrations are supported on several interventions to improve teaching standards, including regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode, recruitment of additional teachers for improving pupil-teacher ratios, academic support for teachers through block and cluster resource centres, continuous and comprehensive evaluation system to equip the teacher to measure pupil performance and provide remedial action wherever required, and teacher and school grants for development of appropriate teaching-learning materials, etc. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 specifies statutory duties and responsibilities of teachers and lays down the minimum qualifications for a person to be eligible for appointment as a teacher in elementary schools. Further, Central Government has been taking up the issue of redeployment of teachers with States/UTs in various forums and review meetings.

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 Surveys (NAS) have been conducted so far for class V whereas three rounds have been conducted for classes III & VIII. These reveal improvement in learning achievement levels of pupils, in various subjects. First round of NAS has been conducted at Class X level, indicating that there is need for significant improvement in learning levels.

(d): Through SSA, the Central Government supports States/UTs on early grade reading, writing & comprehension, and early Mathematics programmes through a sub-programme namely 'Padhe Bharat Badhe Bharat' (PBBB) in classes I and II. Further the Government has launched Rashtriya Aavishkar Abhiyan (RAA), inter alia, as a sub-component 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.

The Central Government has launched the 'Pandit Madan Mohan Malviya National Mission on Teachers and Teaching' in December, 2014 with a vision to comprehensively address all issues related to teachers, teaching, teacher preparation, professional development, curriculum design, research in pedagogy and developing effective pedagogy. The NCERT has developed Performance Indicators for Elementary Education (PINDICS) to track teacher performance and attendance in Government schools. PINDICS have been shared with State Governments/UTs to assess teacher's performance. In the recent Meeting of Education Ministers on Teachers' Education held at Vigyan Bhawan, New Delhi on 8.2.2016 several steps for improvement of the quality of education were discussed. These include internship for Teacher Education Programmes in Government Schools; development of an accreditation framework for Teacher Education Institutions and volunteerism involving retired teachers.

The National Curriculum Framework (NCF), 2005 provides the broad framework for school curriculum development. The States/UTs have aligned their school education curriculum with the provision of NCF. All States/UTs have either adopted textbooks developed by the NCERT or revised their textbooks in accordance with the provisions of NCF, 2005 and in conformity with the values enshrined in the Constitution.

In order to provide quality education to students at the secondary level, various interventions are funded under the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). These include provision for : (i) additional teachers to improve Pupil Teacher Ratio, (ii) induction and in-service training for Principals, Teachers , Master Trainers and Key Resource Persons, (iii) Maths and Science kits, (iv) Lab equipments, (v) Special teaching for learning enhancement, (vi) ICT facilities in schools, (vii) introduction of vocational education component at the secondary level (viii) 'Shaala Siddhi' has been developed by National University of Educational Planning and Administration (NUEPA), to enable schools to evaluate their performance in a more focused and strategic manner.

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