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#### **Trained teachers in schools**

\*607. DR. BHALCHANDRA MUNGEKAR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the proportion of trained teachers in the elementary and secondary schools along with the details thereof, State-wise;

(b) the specific measures being taken to improve the quality of teaching; and

(c) the nature of coordination between the Centre and States in this regard?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI KAPIL SIBAL): (a) There are 8.11 lakh teachers without the requisite qualifications at the elementary level as per the District Information System for Education (DISE) 2010-11. State-wise status of teachers without requisite qualification is given in the Statement-I (*See* below). 80.52% of teachers at secondary level are trained as per Secondary Education Management Information System (SEMIS) 2010-11 (provisional). State-wise status of trained teachers is given in the Statement-II (*See* below).

(b) The Right of Children to Free and Compulsory Education (RTE) Act, 2009 attaches immense significance to the role of teachers in improving the quality of elementary education by making available professionally trained teachers. It provides a time frame of five years for ensuring that all teachers in elementary schools are trained, as per the teacher qualifications laid down by the National Council for Teacher Education (NCTE) under section 23(1) of the RTE Act. The Act recognises the importance of providing adequate number of teachers, and provides that the prescribed Pupil-Teacher Ratio (PTR) must be maintained for each school. It also recognises the need for subject teachers, head teachers and part instructors for art, health and work education in upper primary schools. The norms of the Sarva Shiksha Abhiyan (SSA) have been revised to conform to the provisions of the RTE Act.

Section 24 of the RTE Act lays down the academic responsibilities of teachers, including *inter alia*, that they must conduct and complete the prescribed curriculum within the specified time, assess the learning ability of each child and provide supplementary instruction, if required, hold regular meetings with parents and guardians to apprise them of the child's regularity in attendance, ability to learn and progress made in learning, etc.

Further, section 29 of the RTE Act lays down the parameters for the curriculum and evaluation procedure at the elementary school level. The Central Government has issued an Advisory under section 35(1) of the RTE Act on the implementation of the provisions of section 29 of the RTE Act for States to (a) formulate age-appropriate curricula and syllabi in keeping with National Curriculum Framework (NCF) -2005, (b) maintain subject balance, (c) initiate textbook contents and production reform, (d) incorporate methods of bridging between the child's home language and the standard classroom language, and (e) ensuring continuous and comprehensive assessment of learning.

Since the RTE Act became operative, sanctions have been given under SSA for opening of 39,502 new primary schools, 11,952 upper primary schools, constructing 28,197 primary and 6742 upper primary school buildings, constructing 4,97,992 additional classrooms and appointment of over 6 lakh additional teachers. States/Union Territories (UTs) have also been provided funds for 30-day induction training for newly recruited teachers, in-service teacher/head-teacher training, and training of untrained teachers to enable them to acquire professional qualification. Under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) also, States/UTs are provided funds for in-service training of secondary teachers.

(c) Both SSA and RMSA are implemented in partnership with the States/ Union Territories. The Annual Work Plan & Budget of the States/Union Territories under both programmes are approved by the Project Approval Board (PAB) at the Central level, Coordination between the Central and State Governments is ensured through representation of State Education Ministers in the Governing Council and State Education Secretaries in the Executive Body for SSA at the National level, representation of Ministry of Human Resource Development in the Governing Body and Executive Committee of the State/Union Territory societies for SSA and RMSA, periodic meetings with the State Education Ministers, State Education Secretaries and State Project Directors, half-yearly Joint Review Missions (JRMs) for SSA and independent monitoring of the implementation of SSA through reputed universities and institutions.

***Statement-I****Statewise status of Teachers without requisite qualifications*

Sl. No.	State /Union Territory	Total teachers	Untrained teachers	Percentage of untrained Teachers
1	2	3	4	5
1	A & N Islands	4323	135	3.12
2	Andhra Pradesh	341981	37245	10.89
3	Arunachal Pradesh	14661	8758	59.74
4	Assam	166521	19033	11.43
5	Bihar	336151	173167	51.51
6	Chandigarh	3430	55	1.60
7	Chhattisgarh	112460	33714	29.98
8	D & N Haveli	1120	1	0.09
9	Daman & Diu	479	0	0.00
10	Delhi	40343	459	1.14
11	Goa	3097	46	1.49
12	Gujarat	197847	5997	3.03
13	Haryana	76383	1830	2.40
14	Himachal Pradesh	48115	4333	9.01
15	Jammu & Kashmir	96042	33678	35.07
16	Jharkhand	134468	73281	54.50
17	Karnataka	194054	1195	0.62
18	Kerala	53464	1525	2.85
19	Lakshadweep	701	15	2.14
20	Madhya Pradesh	265538	27222	10.25

<i>Written Answers to</i>		[18 May, 2012]	<i>Starred Questions</i>		21
1	2	3	4	5	
21	Maharashtra	286811	3438	1.20	
22	Manipur	14044	4133	29.43	
23	Meghalaya	22352	13494	60.37	
24	Mizoram	11104	2854	25.70	
25	Nagaland	11909	3668	30.80	
26	Orissa	189383	33401	17.64	
27	Puducherry	5449	113	2.07	
28	Punjab	93165	1998	2.14	
29	Rajasthan	269016	7747	2.88	
30	Sikkim	7685	1481	19.27	
31	Tamil Nadu	144109	2278	1.58	
32	Tripura	29759	8704	29.25	
33	Uttar Pradesh	486190	136088	27.99	
34	Uttarakhand	45144	2550	5.65	
35	West Bengal	415148	168138	40.50	
TOTAL		4122446	811774	19.69	

***Statement-II***

*Statewise details of Trained Teachers in Schools*

Sl. No.	State/Union Territory	Total Teachers	Number of Trained Teachers	Percentage of Trained Teachers
1	2	3	4	5
1	Andaman & Nicobar Islands	1350	1349	99.93
2	Andhra Pradesh	189612	163858	86.42
3	Arunachal Pradesh	2997	1726	57.59

22		[RAJYA SABHA]		<i>Starred Questions</i>	
1	2	3	4	5	
4	Assam	59047	9601	16.26	
5	Bihar	27084	23681	87.44	
6	Chandigarh	2324	1868	80.38	
7	Chhattisgarh	23493	11550	49.16	
8	Dadra & Nagar Haveli	414	408	98.55	
9	Daman & Diu	306	300	98.04	
10	Delhi	31612	28897	91.41	
11	Goa	4950	3524	71.19	
12	Gujarat	67765	61027	90.06	
13	Haryana	65633	60450	92.10	
14	Himachal Pradesh	26480	22140	83.61	
15	Jammu & Kashmir	23755	17365	73.10	
16	Jharkhand	20135	16464	81.77	
17	Karnataka	107803	86330	80.08	
18	Kerala	50067	43117	86.12	
19	Lakshadweep	293	235	80.20	
20	Madhya Pradesh	84749	53225	62.80	
21	Maharashtra	130113	129500	99.53	
22	Manipur	10144	3078	30.34	
23	Meghalaya	7651	2878	37.62	
24	Mizoram	3975	1505	37.86	
25	Nagaland	5998	1511	25.19	
26	Orissa	57341	47524	82.88	
27	Pondicherry	3957	3484	88.05	

<i>Written Answers to</i>		[18 May, 2012]	<i>Starred Questions</i>		23
1	2	3	4	5	
28	Punjab	47870	42855	89.52	
29	Rajasthan	161580	141893	87.82	
30	Sikkim	2789	1572	56.36	
31	Tamil Nadu	89453	75406	84.30	
32	Tripura	5637	3679	65.27	
33	Uttar Pradesh	12798	9858	77.03	
34	Uttaranchal	24761	21898	88.44	
35	West Bengal	73145	55355	75.68	
TOTAL		1427081	1149111	80.52	

#### **Teacher absenteeism**

\*608.SHRI D. RAJA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether it is a fact that teacher absenteeism is rampant in the country, severely hampering the basic education of students of schools;
- (b) if so, the details thereof;
- (c) whether Government has proposed detailed measures to stop teacher absenteeism in schools in various States so that the studies in those schools do not get hampered;
- (d) if so, the details thereof; and
- (e) if not, the reasons therefor?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI KAPIL SIBAL): (a) and (b) As per a study conducted in 20 States in 2007, the average attendance rate of teachers was 81.7% at primary and 80.5% at the upper primary level. The State-wise position is given in the Statement (*See* below).

(c) to (e) The Right of Children to Free and Compulsory Education (RTE) Act, 2009 attaches immense significance to the availability of sufficient number of teachers and the time spent by them in the school for improving the quality of education. The schedule to the RTE Act prescribes the Pupil-Teacher Ratio (PTR)