

(b) and (c) The Government of India, in collaboration with State Governments and UT Administrations, is implementing the Sarva Shiksha Abhiyan Programme for providing free and compulsory elementary education with an aim to meet the objectives of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The enrolment of children in the Government and Government aided schools is about 67% in 2015-16, wherein majority of children are in Government and Government aided schools at elementary level.

Section 13 of the RTE Act, 2009 clearly prohibits collection of any capitation fee. For higher educational institutions, the University Grants Commission (UGC) has issued regulations under the UGC Establishment and Maintenance of Standards in Private Universities, 2003, in an effort to curb commercialisation of education.

#### **Teachers Training Programmes**

2609. SHRI SURENDRA SINGH NAGAR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government would consider to start teachers training programmes to motivate teachers particularly of Government schools, if so, the details thereof and if not, the reasons therefor; and

(b) the number of days allotted for training of elementary school teachers under SSA and the steps being taken to address the growth of low quality teachers under SSA and the steps being taken to address the growth of low quality Teachers Training Institutes in the private sector?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA): (a) and (b) The Central Government, under the flagship programmes of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) provides funding to State and UT Governments to improve Elementary and Secondary education respectively. Provision for in-service teacher training is an integral component of both the SSA and RMSA programmes. Under SSA, there is a provision of refresher residential or non-residential in-service training of 10 days for all teachers each year at the Block Resource Centre (BRC) level, and upto 10 days at the Cluster Resource Centre (CRC) level. Residential Induction training for newly recruited teachers for 30 days and training of untrained teachers to enable them to acquire professional qualifications is also provided in the scheme. The training provided to teachers is subject specific and need based. The training modules are developed by the State Council of Educational Research and Training (SCERT) in the State and the training is imparted through a cascade model of the State level with Key Resource Persons training master trainers at the district level who then train teachers at Block and Cluster level. The

training content for Block level training is focused on concepts and methodology related to the programmes focused on improving learning outcomes. The Cluster level is a follow-up of the Block level training to help address issues that the teachers may be facing in their classroom practice.

Under RMSA, there is a provision of 10 days of in service teacher training, including 05 days of subject specific training and for the remaining 05 days training on ICT Component, Inclusive Education, Gender Sensitization and Adolescent Education is provided. 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.

Teacher education programmes are undertaken by both Government and non-government institutions after seeking recognition from the National Council for Teacher Education (NCTE) in accordance with the norms and standards laid under the NCTE Act and its Regulations. The NCTE conducts inspections of recognized teacher education institutions under section 13 of the NCTE Act to monitor their quality. It also withdraws recognition in respect of institutions which are found to be violating the NCTE Act and Rules and Regulations made thereunder.

#### **Low quality money making institutes**

2610. SHRI B.K. HARIPRASAD: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether Government is aware of mushrooming of low quality, money making institutes and lack of relevant job opportunities; and
- (b) if so, the details thereof and Government's reaction thereto?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. MAHENDRA NATH PANDEY): (a) and (b) Yes Sir. In view of reports of some technical institutions failing to meet required educational standards, Government has taken a host of measures through AICTE such as: implementing the Technical Education Quality Improvement project (TEQIP) with focus on backward areas, making accreditation by National Board of Accreditation (NBA) mandatory, Implementing Quality Improvement Program (QIP) and Faculty Development Program (FDP) to enhance the quality of faculty, implementing National Employment Enhancement Mission (NEEM) and Employment Enhancement Training Programme (EETP) to enhance the employability of the students.