GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
RAJYA SABHA
UNSTARRED QUESTION NO:- 1616
ANSWERED ON-21/12/2022

Country's dysfunctional teacher education system

1616. SHRI R. GIRIRAJAN:

SHRI S. KALYANASUNDARAM:

SHRI M. MOHAMED ABDULLA:

Will the Minister of EDUCATION be pleased to state:

(a) whether Government has taken note that country's dysfunctional teacher education system leaves our teachers ill-prepared as they are neither adequately equipped with the pedagogical capacities nor have they learnt how to effectively handle children; and

(b) if so, the remedial steps proposed to be taken by Government in this regard and the details thereof?

A N S W E R

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT. ANNPURNA DEVI)

(a) & (b) The National Education Policy (NEP), 2020, empowers teachers and places them at the heart of the learning process through quality teacher education, recruitment, continuous professional development and positive working environment while ensuring accountability. As per NEP, 2020, National Council for Teacher Education (NCTE) has introduced four year Integrated Teacher Education Programme (ITEP), on pilot basis, to equip teachers with enhanced curriculum and pedagogical knowledge. Similarly, National Professional Standard for Teachers (NPST) for enhancing capabilities of teachers and National Mentoring Mission (NMM) for individual mentoring of school teachers by senior and retired teachers are at pilot study stage.

The Department of School Education and Literacy has also launched an integrated Teacher Training Programme called NISHTHA – National Initiative for School Heads and Teachers Holistic Advancement, on the DIKSHA platform, to improve learning outcomes at the elementary level. The NISHTHA programme has been further expanded to NISHTHA 2.0 for secondary/senior secondary level teachers and NISHTHA 3.0 – Foundational Literacy and Numeracy (FLN) for teachers and school heads from pre-primary to class V.

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