

The Ministry of Human Resource Development have taken several specific anti-ragging measures such as advertisement campaigns in the print, audio and audio-visual media in order to sensitize various stakeholders towards the menace of ragging. An anti-ragging 'Helpline' is also functional with call centre facilities in English, Hindi and other Regional Languages for facilitating communication pertaining to incidents of ragging as well as to provide information on ragging and related issues. The Ministry also issues advisory letters from time to time to all Centrally Funded Educational Institutions to emphasize that all officials/faculty members should desist from any act of discrimination against students on grounds of their social origin.

Permission to open colleges

1764. SHRI BASAWARAJ PATIL: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether there is any guidelines for giving permission to B.Ed., D.Ed, and M.Ed. colleges on the basis of the requirement;
- (b) whether such colleges are in the proportion of the requirement of the State; and
- (c) whether the engineering colleges are also sanctioned by the need of the country, and if so, the details of such colleges, courses conducted and students enrolled during the last three years, college-wise?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) The National Council for Teacher Education (NCTE) has promulgated the National Council for Teacher Education (Recognition Norms and Procedure) Regulations 2009 stipulating the requirements for grant of recognition of various teacher education course/increase of intake in existing recognized Teacher Education Institutions. In those States, where there is the excess of teacher preparation capacity in relation to teacher demand, NCTE has imposed a ban on inviting applications for new teacher education institutions/ courses and additional intake in the existing teacher education institutions. The

views of the State Government are also taken into account before giving approval to the expansion of further teacher education capacity in the State.

(b) There is a shortage of teacher education institutions in the Eastern and North-Eastern Region States of the country while there is excess capacity in some Western and Southern States. The NCTE has been making consistent efforts to regulate the growth of teaching education in the country, based on the study on "Demand and Supply estimates of school teachers and teacher educators" conducted by NCTE and the views of the respective State Governments. The views of the State Government/UT are a critical input in the decision regarding the further growth of teacher education institutions in the States/UTs.

(c) The Engineering Colleges are being setup by the Society/Trust/Companies registered under the section 25 of Companies Act, 1956/Central Government/State Government etc. under the AICTE Act, 1987. The AICTE has written to all the State Governments to provide a perspective plans for the development of technical education in their respective states.

The details of number of Engineering Colleges (State-wise) and the details of Approved seats and students admitted in the Engineering Colleges in the last three years are given in Statement.

Statement

The details of number of Engineering Colleges (State-wise) and details of approved seats

States	Number of Engineering Colleges			Students admitted		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
1	2	3	4	5	6	7
Andhra Pradesh	705	704	704	162164	181029	207134
Arunachal Pradesh	1	1	1		281	368

1	2	3	4	5	6	7
Andaman and Nicobar	1	1	1			
Assam	14	11	11	1911	2457	2106
Bihar	1	19	19	4200	3945	3400
Chandigarh	6	5	5	280	298	1485
Chhattisgarh	53	53	53	10767	11427	16401
Dadra and Nagar Haveli	0	0	0	—	450	240
Delhi	22	20	20	211	310	5253
Goa	3	4	4	270	270	1785
Gujarat	88	101	101	33278	38750	65243
Haryana	163	166	167	23830	28902	45329
Himachal Pradesh	21	21	21	3843	4176	3173
Jammu and Kashmir	8	9	9	902	1090	2902
Jharkhand	12	14	14	1488	2209	4966
Karnataka	181	188	188	52669	59441	100946
Kerala	130	148	148	17379	20979	41503
Madhya Pradesh	214	227	227	27987	28344	60164
Maharashtra	306	350	350	115298	125935	159323
Manipur	1	2	2	—	—	115
Meghalaya	2	1	1	45750	135	270

1	2	3	4	5	6	7
Mizoram	0	0	0	135	135	90
Nagaland	0	—	—	—	—	—
Odisha	101	101	101	37059	38033	39869
Puducherry	13	13	13	1802	2223	3293
Punjab	107	105	105	22095	22808	49610
Rajasthan	137	131	131	29397	31764	40722
Sikkim	1	1	1	—	—	852
Tamil Nadu	487	498	498	133385	152656	186965
Tripura	1	1	1	—	8286	270
Uttar Pradesh	23	329	329	29587	33643	90051
Uttarakhand	4	33	33	4249	5429	10015
West Bengal	86	88	88	8949	10458	22624
GRAND TOTAL	2892	3345	3346	768885	815863	1166467

Buildings of Government schools in Assam

1765. SHRIMATI NAZNIN FARUQUE: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether it is a fact that most of the city Government schools have poor buildings in Assam;
- (b) if so, the details thereof and the reasons therefor; and
- (c) the steps being taken by Government to improve its structures?