

(b) The RTE Act, 2009 in its Schedule lays down pupil teacher ration (PTR) for both primary and upper primary schools. At primary level, the PTR should be 30:1 and at the upper primary level, it should be 35:1. As per UDISE 2015-16, the PTR at national level for elementary schools is 25:1.

The recruitment, service conditions and deployment of teachers are primarily in the domain of the State Governments and UT Administrations. The Central Government has been consistently pursuing the matter of expeditious recruitment and redeployment of teachers with the States and UTs at various fora. Advisories on this issue have also been issued to States and UTs from time to time.

(c) As per an independent survey commissioned in 2014 by Ministry of Human Resource Development, 60.64 lakh children were estimated to be out of school in the age group of 6 to 13.

Universal enrolment is the first goal of SSA, and hence all efforts are being made to bring all children in schools. SSA has provided 2.06 lakh primary and 1.61 lakh upper primary schools for ensuring universal provisioning of schooling facilities. Preference for opening of school is given to tribal areas, and areas with high concentration of Scheduled Caste, Scheduled Tribe and minority population. In addition, 3729 Kasturba Gandhi Balika Vidyalayas, which are residential schools for girls at upper primary level, have also been sanctioned to the States for improving access to marginalised girls particularly out of school, either drop out or never enrolled.

Under SSA, provisions have also been made for residential schools/hostels and transportation/escort facility for children living in sparsely populated areas, children living in areas where schools cannot be opened due to unavailability of land and children in need of care and protection. Special training is also provided to all such children who are school dropouts and long absentees and they are enrolled in “back to school” camps.

Additionally, other strategies adopted under SSA such as strengthening school infrastructure, improving pupil-teacher ratios, providing incentives like free textbooks, uniforms for eligible category of children and mid-day meal in schools have proved to be useful in increasing the enrolment of children in elementary schools.

Facilitating internships for students by AICTE

2793. SHRI K. R. ARJUNAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the All India Council for Technical Education (AICTE) has signed an agreement to facilitate internships for Indian students, if so, the details thereof; and

(b) whether the AICTE is set to mandate internships for all students enrolled in institutions recognized by it in a bid to enhance the employability of students, if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. MAHENDRA NATH PANDEY): (a) and (b) AICTE has signed MoU with Ministry of Micro, Small and Medium Enterprises (MSME), Government of India, Internshala, NETiit, Engineering Council of India, Telecom Sector Skill Council (TSSC), National Institute of Electronics & Information Technology (NIELIT) and other organizations to facilitate internship of students through their wide network with MSMEs. It has been proposed that every student in technical institution shall go through three internships each spanning 4 to 8 weeks before completion of the under-graduation. The responsibility will be on the institution for helping the students in finding suitable industry or organisation for the internship.

Vacant posts of teachers in Maharashtra

†2794. SHRI AMAR SHANKAR SABLE: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that according to the Right to Education Forum more than five lakh posts of teachers are vacant in the country including Maharashtra whereas 6.6 lakh of teachers require training and if so, the details thereof, State-wise;

(b) the total number of posts of teachers and principals sanctioned and vacant in Kendriya and Navodaya Vidyalayas in the country including Maharashtra; and

(c) the steps taken by Government to fill up the vacant posts?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA): (a) to (c) The Right to Education (RTE) Forum is a collective of national education networks, teachers' organizations and educationists working in the field of education with the intent of bringing systemic reforms in education. As per their report of 2014-15 there were 5.68 lakhs posts of teachers vacant in the year 2013-14. The Department of School Education and Literacy, Ministry of Human Resource Development was not associated with this report.

The recruitment, service conditions and deployment of teachers are primarily in the domain of the State Governments and UT Administrations. The Central Government through the flagship programme of Sarva Shiksha Abhiyan (SSA) at elementary level provides assistance to the State Governments and UTs for additional teachers to maintain appropriate Pupil Teacher Ratio as per the prescribed norms for various

† Original notice of the question was received in Hindi.