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Ghost teachers in higher educational institutions

1840. SHRI NEERAJ SHEKHAR:

SHRI RAVI PRAKASH VERMA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether 80,000 ghost teachers in higher education institutions have been detected;
- (b) if so, the details thereof, institution-wise;
- (c) whether any inquiry has been conducted in this regard;
- (d) if so, the details along with the outcome thereof; and
- (e) if not, the reasons therefor?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SATYA PAL SINGH): (a) to (e) This Ministry has, for the first time, collected details of individual teachers of institution; of Higher Education, through the All India Survey on Higher Education (AISHE) 2016-17, for the Gurujan Portal. Data in respect of a total of 12.68 lakh teachers, with Aadhaar Number has been collected in AISHE 2016-17. As per Gurujan Portal (*gurujan.gov.in*), 85708 Aadhaar numbers are found to be either duplicate or invalid. All the names corresponding to 85708 Aadhar Numbers have been shared with both AICTE and UGC- the regulators, for taking up with the respective institutions and to verify the reasons for incorrect entries.

Implementation of policy on school consolidation

1841. SHRI G.C. CHANDRASHEKHAR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether the Government is considering to implement a policy on school consolidation across the country, if so, the details thereof; and

(b) whether the Ministry is aware that several States have launched school consolidation efforts and if so, what are the key learnings from them?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI UPENDRA KUSHWAHA): (a) and (b) Education is in the Concurrent List of the Constitution and a majority of the schools are under the purview of respective States and Union Territories. However, the Department of School Education and Literacy, Ministry of Human Resource Development constituted a committee to draw up guidelines for rationalizing small schools across States for better efficiency. Based on the details provided by the States, and also looking at best practices of other States like Andhra Pradesh, Chhattisgarh, Maharashtra, Haryana and Rajasthan draft guidelines for Rationalizing small schools across States have been developed for guidance of the States so as to ensure access of all children to fully functional schools, to make all schools RTE Act 2009 compliant, to consolidate the resources for the best interest of the child, to improve the quality of education and to ensure the retention of children in schools. Some of the key learnings from the States are as under:-

- (i) Community is not in favour of small schools as small schools do not open regularly and children lose out on education, because attendance of teachers in these schools is generally low.
- (ii) All schools running in one building and having insufficient enrolment can be considered for consolidation into one school, which leads to better utilization of available resources (teacher, infrastructure, financial etc.) and the Pupil Teacher Ratio can also be maintained.
- (iii) With consolidation of schools, leading to creation of composite schools from classes 1 to 10/12, transition becomes smoother reduction in drop-out rate is expected.
- (iv) As and where primary schools have come under the overall supervision of principal/head of the secondary/higher secondary schools in the cluster, teacher attendance can be ensured along with general improvement in educational environment.
- (v) It can reduce the number of primary and upper primary schools established in excess of RTE requirement, as a result of which better teacher deployment is possible.
- (vi) Integration/rationalization of schools leads to increase in enrolment.
- (vii) Girls schools should be merged with girls schools only.