

explore ways to increase lessons on integrity and honesty in schools affiliated to the Board in Annual Zonal meeting held on 19.07.2011.

(c) The lessons on integrity and honesty are well integrated in languages, science, social sciences and environmental education to help the child imbibe values of honesty, integrity, cooperation, concern for life and preservation of environment.

Funds for admission of poor children in schools in Delhi

†2569. SHRI MOTILAL VORA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Government would provide Rs. 1190 per student for the 25 per cent poor quota seats implemented under the Right of Children to Free and Compulsory Education (RTE) Act, 2009 in all the Non-Governmental public schools of National Capital of Delhi;

(b) the number of Non-Governmental public schools in Delhi and the schools out of this which have filled the 25 per cent poor quota seats;

(c) the names of the schools which have not complied with the orders; and

(d) the action taken by Government against such schools?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESHWARI): (a) to (d) information is being collected and will be laid on the Table of the House.

Quality of learning of elementary level

2570. DR. BHALCHANDRA MUNGEKAR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the specific measures the Ministry has outlined to improve the poor quality of learning at the elementary school level;

(b) the status of implementation of these measures; and

(c) the nature of coordination between the Centre and States in this regard?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESHWARI): (a) to (c) With a view to improving the quality of elementary education, States have been advised to undertake curricular reform in consonance with the provisions of section 29 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and the National Curriculum Framework (NCF) 2005. The Government has also issued an Advisory on implementation of the provisions of section 29 of the RTE Act for

†Original notice of the question was received in Hindi.

States to *inter alia* (i) formulate age-appropriate curricula and syllabi, (ii) maintain subject balance, (iii) initiate textbook contents and production reform, and (iv) ensure continuous and comprehensive assessment for learning. Further, the National Council of Teacher Education (NCTE) has prescribed teacher qualifications under section 23 of the RTE Act. States have been advised to ensure that teacher vacancies, both in the State sector and under Sarva Shiksha Abhiyan (SSA) are filled up expeditiously, after persons qualify the Teacher Eligibility Tests (TET's). States have also been advised to ensure that professionally untrained teachers acquire the requisite teacher qualifications within the time frames mandated under the (RTE) Act. Further, SSA provides financial support as per its approved norms of intervention for States to *inter alia* improve school infrastructure, provide in-service teacher training, textbooks and uniforms for children, etc.

SSA is a Centrally Sponsored Scheme implemented in partnership with the States/UTs. The SSA Annual Work Plan and Budget of the States is approved by the Project Approval Board at Central Government level. Central Government has representation in the State's Executive Committees. Coordination is also ensured through periodic meetings with State Education Secretaries and State Project Directors and Programme Coordinators for SSA,

Education of differently-abled children in school

2571. SHRIMATI KANIMOZHI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) the total number of differently-abled children studying in schools under the administration of Union Government;
- (b) how many Special Educators work in schools under the administration of Union Government; and
- (c) whether Government is proposing to amend the Right to Education Act to include the recruitment of Special Educators and the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) The total number of differently-abled children studying in schools under the administration of Ministry of Human Resource Development is as follows:

Sl. No.	Name	Number of students
1.	Kendriya Vidyalayas	2134
2.	Navodaya Vidyalayas	2217
3.	Central Tibetan schools	06
TOTAL		4357