

Subject: Reply of Lok Sabha Unstarred Question 44 regarding Digital Education Schemes under NEP 2020 to be answered on 03.02.2025.

S. No.	Question	Draft Reply
a	The steps being taken by the Government to ensure a 100% digital readiness in schools by 2025 as per New Education Policy (NEP) 2020;	Does not pertain to CBSE. However, for its affiliated schools, CBSE has taken up several initiatives as given below-
b	The details of budgetary allocations and utilisation under digital education schemes during the last three years and	1. Through, its 18 Centre of Excellences (CoEs) it offers online trainings to 30,000 affiliated schools. In the year 2023-24, 1316 online trainings were offered with 4,64,069 teachers benefitting.
c	Whether any audit has been conducted to identify infrastructure gaps and the timeline for addressing these deficiencies particularly in rural areas?	2. A dedicated TV Channel "DD PM eVIDYA CBSE 15" is functional. It broadcasts 37 Capacity Building videos; with an average of 4 to 5 videos daily. 3. To attain greater accessibility and allowing access to the content at anytime, anywhere basis; the Board has a "CBSE YouTube channel" which broadcasts the 37 Capacity Building videos mentioned above. 4. In addition, the Board facilitates Online Training sessions in association with the CIET-NCERT

**Sub: Reply of Lok Sabha Unstarred Question No. 104 for 03/02/2025, regarding
Dummy Admissions in CBSE Schools -reg.**

Sl. No.	Question	Draft Reply
(a)	Whether the Government noticed that a large number of schools were involved in the practice of “dummy admissions”;	(a) & (b) As far as the Board is concerned, it has been observed by the Board that there are a few schools which are not following Examination and Affiliation Bye Laws of the Board and sponsoring such students for Board examination who are not attending regular classes from the school whereas Clause 14.2.4 of the Affiliation Bye-Laws of the Board provides that
(b)	if so, the details of such schools, State-wise,	<i>“No affiliated school shall present the candidates to the Board’s examination who are on its roll but have not attended the school regularly or do not meet the requirement of minimum attendance for appearance in the Board’s examination.”</i>
(c)	the steps taken by the Government to ensure the minimum mandatory attendance in classes;	As far as Board is concerned, various rules/guidelines have been incorporated in Affiliation and Examination Bye laws of the Board to ensure that the students attend regular classes in their schools. Clause 6.5 of Examination Bye-Laws of the Board stipulated that <i>“....the candidate shall complete the required percentage of attendance (75%) for Class IX, X, XI & XII as per Examination Bye Laws of the Board to make him/ her eligible for the examinations. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.”</i> Clause 13.1(i) stipulates that <i>“....Candidates taking up a subject(s) involving practicals shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Heads of Institutions shall not allow a candidate who has offered subject(s) involving practicals to take the practical examination(s) unless the candidate fulfills the attendance requirements as given in this Rule.”</i> Clause 13.2 (i) stipulates that <i>“No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendances counted from the opening of class X/XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment.”</i> Therefore, the students are required to attend their school regularly to ensure their eligibility for the Board Examination.

(d)	Whether, the Government noticed that a large number of schools do not have sufficient infrastructure or manpower to hold classes;	<p>(d) & (e)</p> <p>As far as the Board is concerned, it has defined norms pertaining to minimum infrastructural requirement for its schools at Chapter 4 of Affiliation Bye Laws.</p> <p>Further, Clause 5.4 of Affiliation Bye Laws of the Board stipulates that <i>“The pupil teachers’ ratio should not exceed 30:1 in the school. In addition to this there must be 1.5 teachers per section, excluding principal, physical education teacher and counselor, to teach various subjects.”</i></p> <p>It is mandatory for all the CBSE affiliated school to follow the Affiliation Bye-laws of the Board <i>mutatis mutandis</i>.</p> <p>Does not pertain to CBSE.</p>
(e)	if so, the details of such schools, State-wise;	
(f)	whether the Government has any proposal for direct appointment of teachers in all the CBSE schools the country; and,	
(g)	if so, the details thereof and if not, the reasons therefor?	

Sub: Lok Sabha Unstarred Question No. 431 for 03/02/2025, regarding Dummy Admissions in CBSE Schools -reg.

Sl. No.	Question	Draft Reply
a)	Whether the Government noticed that a large number of schools were involved in the practice of “dummy admissions”;	(a) & (b) As far as the Board is concerned, it has been observed by the Board that there are a few schools which are not following Examination and Affiliation Bye Laws of the Board and sponsoring such students for Board examination who are not attending regular classes from the school whereas Clause 14.2.4 of the Affiliation Bye-Laws of the Board provides that
b)	if so, the details of such schools, State-wise,	<i>“No affiliated school shall present the candidates to the Board’s examination who are on its roll but have not attended the school regularly or do not meet the requirement of minimum attendance for appearance in the Board’s examination.”</i>
c)	the steps taken by the Government to ensure the minimum mandatory attendance in classes in regular schools	As far as Board is concerned, various rules/guidelines have been incorporated in Affiliation and Examination Bye laws of the Board to ensure that the students attend regular classes in their schools. Clause 6.5 of Examination Bye-Laws of the Board stipulated that <i>“....the candidate shall complete the required percentage of attendance (75%) for Class IX, X, XI & XII as per Examination Bye Laws of the Board to make him/ her eligible for the examinations. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.”</i> Clause 13.1(i) stipulates that <i>“....Candidates taking up a subject(s) involving practicals shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Heads of Institutions shall not allow a candidate who has offered subject(s) involving practicals to take the practical examination(s) unless the candidate fulfills the attendance requirements as given in this Rule.”</i> Clause 13.2 (i) stipulates that <i>“No student from a School affiliated to the Board shall be eligible to take the examination unless he has completed 75% of attendances counted from the opening of class X/XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment.”</i> Therefore, the students are required to attend their school regularly to ensure their eligibility for the Board Examination.

d)	Whether, the Government noticed that a large number of schools do not have sufficient infrastructure/manpower to take classes;	(d) & (e) As far as the Board is concerned, it has defined norms pertaining to minimum infrastructural requirement for its schools at Chapter 4 of Affiliation Bye Laws. Further, Clause 5.4 of Affiliation Bye Laws of the Board stipulates that <i>“The pupil teachers’ ratio should not exceed 30:1 in the school. In addition to this there must be 1.5 teachers per section, excluding principal, physical education teacher and counselor, to teach various subjects.”</i>
e)	if so, the details of such schools, State-wise;	It is mandatory for all the CBSE affiliated school to follow the Affiliation Bye-laws of the Board <i>mutatis mutandis</i> .
f)	Whether the Government has any proposal for direct appointment of teachers in all the CBSE schools the country,	Does not pertain to CBSE.
g)	if so, the details thereof and if not, the reasons therefor?	

Draft Reply of Lok Sabha Unstarred Question No. 1042 for 10.02.2025 Regarding “KVs and JNVs established under PM Shri School”.

QUESTION	INPUTS
a) The number of Kendriya Vidyalayas (KVs) and Jawahar Navodaya Vidyalayas (JNVs) established under PM Shri scheme since its inception, particularly in Odisha;	a); and b) Does not pertain to Central Board of Secondary Education
b) The number of schools planned to be established under the PM Shri Scheme in the upcoming year;	
c) Whether School Quality Assessment Framework (SQAf) is being developed to measure the outcomes of these schools, if so, the details thereof; and	<p>The Central Board of Secondary Education (CBSE) has developed the School Quality Assessment and Assurance Framework (SQAf) for all its affiliated schools including those Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas which have been designated as PMSHri schools. The framework encourages schools to conduct self-assessments using predefined indicators and standards, promoting a culture of continuous improvement and accountability. By aligning with national educational goals, including the National Education Policy (NEP) 2020, SQAf aims to ensure holistic development, academic excellence, and effective school management. It serves as a structured mechanism for schools to identify strengths, address gaps, and foster a high-quality learning environment for students.</p> <p>https://cbseacademic.nic.in/sqaa/doc/handbook.pdf</p> <p>Key details of the SQAf include:</p> <ol style="list-style-type: none"> 1. Comprehensive Evaluation: The framework covers multiple domains such as Curriculum, Pedagogy and Assessment (40%), Infrastructure – Adequacy, Functionality and Aesthetics (10%), Human Resources (10%), Inclusive Practices (10%), Management and Governance (10%), Leadership Domains (10%) and Beneficiary Satisfaction (10%). A total of 336 marks can be scored on 84 standards mentioned in the framework.

	<p>2. Self-Assessment: Schools are required to conduct a self-assessment using the SQAAF guidelines, which involves evaluating their performance against predefined standards and indicators.</p> <p>3. Quality Assurance: The framework emphasizes continuous improvement and accountability, ensuring that schools maintain and enhance their quality of education.</p> <p>4. Data-Driven Approach: Schools submit their self-assessment data, which is analysed to identify strengths, areas for improvement, and overall trends in school performance.</p> <p>In 2023, a total of 1,047 PM SHRI Schools completed the self-assessment process under SQAAF. 733 PM SHRI Schools participated in the self-assessment initiative in the year 2024. It is highlighted that PM Shri schools affiliated to State Boards do not fill SQAFF developed by CBSE.</p>
d) Whether the Government has undertaken regular quality evaluations of PM SHRI schools?	Does not pertain to CBSE

**Draft Reply of Lok Sabha Starred Question No. 2715 & 1144 Asked by -- for 10.02.2025 Regarding
“All round development of children under NEP”.**

QUESTION	INPUTS
<p>a) The special measures taken by the Government under New Education Policy 2020 to ensure all round development of students;</p>	<p>Special Measures Taken by CBSE under NEP 2020 to Ensure All-Round Student Development</p> <p>The Central Board of Secondary Education has undertaken several transformative measures aligned with the National Education Policy (NEP) 2020 to ensure holistic development of students. Some of major initiatives are as hereunder:</p> <ol style="list-style-type: none"> 1. Holistic Report Card prescribed by CBSE advocates 360-degree assessment of performance including academic, co-curricular, and socio-emotional skills. It also includes peer and teacher feedback to track personal growth and emphasise critical thinking, communication, and creativity over rote memorization. 2. Art-Integrated and Experiential Learning-CBSE has been encouraging performing arts, storytelling, and folk traditions. Mandatory art-integrated project has been introduced to promote effective learning. It shifts towards real-life applications of knowledge through project-based and interdisciplinary learning. 3. Student Enrichment Programs The Board organizes national-level competitions like Science Exhibitions, CBSE Reading Mission and Ek Bharat Shreshtha Bharat activities aligned along competencies mentioned in NCF to support curricular learning. 4. Mental Health and Well-Being Initiatives CBSE introduced student well-being programs, such as offering pre and post examination tele-counseling services, publishing Mental Health and Well Being Manual, launching the 'Dost for Life' app for free counseling sessions, conducting wellness webinars featuring student peer leaders, observing Mental Health Week annually, and implementing the Adolescent Peer Educators Leadership Program

	<p>to address socio-emotional issues among students through teacher-student training sessions and organization of capacity-building programs for teachers on topics such as Stress Management</p> <p>5. Multilingual Learning and Inclusive Education</p> <p>CBSE has encouraged its schools to offer mother tongue-based instruction in foundational stage. The Board is also promoting regional languages as per the three-language formula.</p> <p>6. Examination and Assessment Reforms</p> <p>CBSE has included at least 50% Competency based questions in its Board examinations based on higher-order thinking skills with a focus on conceptual understanding.</p> <p>7. Skill-Based Education</p> <p>CBSE has launched new skill subjects such as Artificial Intelligence, Data Science, Financial Literacy, and Entrepreneurship from middle school onwards.</p>
<p>b) The progress made so far in implementation of new academic structure 5+3+3+4 along with the details of challenges faced in the process;</p>	<p>CBSE has advised all its schools offering primary/pre-primary education to adopt the National Curriculum Framework for Foundational Stage (NCF-FS) 2022 in alignment with NEP 2020 vide circular no. 12/2023 dated 24.03.2023.</p> <p>Progress made</p> <p>i. Infrastructure</p> <p>The foundational stage now includes Balvatika (Pre-school) classes up to Class II. Affiliation Bye-laws have been amended to permit schools not to acquire additional land for introducing Balvatika but modify existing infrastructure. Specific guidelines have been issued regarding classroom space, ventilation, furniture, safety, and play areas.</p> <p>ii. Pedagogy and Learning material</p> <p>Schools have been directed to adopt NCERT's "Jadui Pitara", a collection of activity-based teaching-learning material, available on the DIKSHA portal and use multilingual teaching approaches.</p> <p>iii. Assessment</p> <p>Play-based, activity-based, and experiential learning approaches have</p>

	<p>been recommended to assess the performance of students.</p> <p>Challenges</p> <p>Since education is a concurrent subject, different states are at varying stages of adoption of 5+3+3+4 structure, leading to inconsistencies. Schools which had two years pre-primary education need modifications to support an extra grade of the foundational stage.</p>
c) Whether the Government has conducted any study regarding expansion of education in local language and assessment of its effect, if so, the findings thereof;	Does not pertain to CBSE
d) The step taken by the Government to make the board exams knowledge based and the Government's prospective to reduce the stress on students' brain due to this; and	<p>In so far as CBSE is concerned, the Board has taken the following steps</p> <ol style="list-style-type: none"> Introduction of 50% competency-based questions in Class X and XII board exams. Curriculum rationalization to eliminate outdated and redundant topics to reduce stress Shift towards school-based formative assessments to minimize the one-time high-stakes nature of exams as per NEP-2020 recommendation. Introduction of student well-being programs, such as offering pre and post examination tele-counseling services, publishing Mental Health and Well Being Manual, launching the 'Dost for Life' app for free counseling sessions, conducting wellness webinars featuring student peer leaders, observing Mental Health Week annually, and implementing the Adolescent Peer Educators Leadership Program to address socio-emotional issues among students through teacher-student training sessions and organization of capacity-building programs for teachers on topics such as Stress Management.
e) The states where maximum progress is made in	Does not pertain to CBSE

implementation of vocational education from class six?	
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**Draft Reply of Lok Sabha Provisionally Admitted Question No. 2436 for 10.02.2025 Regarding
“Promotion of Indian Languages”.**

QUESTION	INPUTS
a) The initiative taken by the Government to ensure effective utilization of Capacity Building funds by various Ministries for promotion of Indian Languages; and	Does not pertain to Central Board of Secondary Education.
b) The names of specific programmes being run or partnership to assist creation of literature and educational material in various Indian Languages?	

Draft Reply of Lok Sabha Starred Question No. 2715 & 1144 for 10.02.2025 Regarding “All round development of children under NEP”.

QUESTION	INPUTS
<p>a) The special measures taken by the Government under New Education Policy 2020 to ensure all round development of students;</p>	<p>Special Measures Taken by CBSE under NEP 2020 to Ensure All-Round Student Development</p> <p>The Central Board of Secondary Education has undertaken several transformative measures aligned with the National Education Policy (NEP) 2020 to ensure holistic development of students. Some of major initiatives are as hereunder:</p> <p>8. Holistic Report Card prescribed by CBSE advocates 360-degree assessment of performance including academic, co-curricular, and socio-emotional skills. It also includes peer and teacher feedback to track personal growth and emphasise critical thinking, communication, and creativity over rote memorization.</p> <p>9. Art-Integrated and Experiential Learning-CBSE has been encouraging performing arts, storytelling, and folk traditions. Mandatory art-integrated project has been introduced to promote effective learning. It shifts towards real-life applications of knowledge through project-based and interdisciplinary learning.</p> <p>10. Student Enrichment Programs</p> <p>The Board organizes national-level competitions like Science Exhibitions, CBSE Reading Mission and Ek Bharat Shreshtha Bharat activities aligned along competencies mentioned in NCF to support curricular learning.</p> <p>11. Mental Health and Well-Being Initiatives</p> <p>CBSE introduced student well-being programs, such as offering pre and post examination tele-counseling services, publishing Mental Health and Well Being Manual, launching the 'Dost for Life' app for free counseling sessions, conducting wellness webinars featuring student peer leaders, observing Mental Health Week annually, and implementing the Adolescent Peer Educators Leadership Program</p>

	<p>to address socio-emotional issues among students through teacher-student training sessions and organization of capacity-building programs for teachers on topics such as Stress Management</p> <p>12. Multilingual Learning and Inclusive Education</p> <p>CBSE has encouraged its schools to offer mother tongue-based instruction in foundational stage. The Board is also promoting regional languages as per the three-language formula.</p> <p>13. Examination and Assessment Reforms</p> <p>CBSE has included at least 50% Competency based questions in its Board examinations based on higher-order thinking skills with a focus on conceptual understanding.</p> <p>14. Skill-Based Education</p> <p>CBSE has launched new skill subjects such as Artificial Intelligence, Data Science, Financial Literacy, and Entrepreneurship from middle school onwards.</p>
<p>b) The progress made so far in implementation of new academic structure 5+3+3+4 along with the details of challenges faced in the process;</p>	<p>CBSE has advised all its schools offering primary/pre-primary education to adopt the National Curriculum Framework for Foundational Stage (NCF-FS) 2022 in alignment with NEP 2020 vide circular no. 12/2023 dated 24.03.2023.</p> <p>Progress made</p> <p>iv. Infrastructure</p> <p>The foundational stage now includes Balvatika (Pre-school) classes up to Class II. Affiliation Bye-laws have been amended to permit schools not to acquire additional land for introducing Balvatika but modify existing infrastructure. Specific guidelines have been issued regarding classroom space, ventilation, furniture, safety, and play areas.</p> <p>v. Pedagogy and Learning material</p> <p>Schools have been directed to adopt NCERT's "Jadui Pitara", a collection of activity-based teaching-learning material, available on the DIKSHA portal and use multilingual teaching approaches.</p> <p>vi. Assessment</p> <p>Play-based, activity-based, and experiential learning approaches have</p>

	<p>been recommended to assess the performance of students.</p> <p>Challenges</p> <p>Since education is a concurrent subject, different states are at varying stages of adoption of 5+3+3+4 structure, leading to inconsistencies. Schools which had two years pre-primary education need modifications to support an extra grade of the foundational stage.</p>
c) Whether the Government has conducted any study regarding expansion of education in local language and assessment of its effect, if so, the findings thereof;	Does not pertain to CBSE
d) The step taken by the Government to make the board exams knowledge based and the Government's prospective to reduce the stress on students' brain due to this; and	<p>In so far as CBSE is concerned, the Board has taken the following steps</p> <ul style="list-style-type: none"> v. Introduction of 50% competency-based questions in Class X and XII board exams. vi. Curriculum rationalization to eliminate outdated and redundant topics to reduce stress vii. Shift towards school-based formative assessments to minimize the one-time high-stakes nature of exams as per NEP-2020 recommendation. viii. Introduction of student well-being programs, such as offering pre and post examination tele-counseling services, publishing Mental Health and Well Being Manual, launching the 'Dost for Life' app for free counseling sessions, conducting wellness webinars featuring student peer leaders, observing Mental Health Week annually, and implementing the Adolescent Peer Educators Leadership Program to address socio-emotional issues among students through teacher-student training sessions and organization of capacity-building programs for teachers on topics such as Stress Management.
e) The states where maximum progress is made in	Does not pertain to CBSE

implementation of vocational education from class six?	
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