

Draft Reply of Rajya Sabha Unstarred Question No. 2238 Asked by Shri Sujeet Kumar - for 11.03.2026 Regarding Cyber safety and online protection for women and girls '

QUESTION	INPUTS
<p>(a) Whether Government is taking specific measures to address cyberbullying, online stalking and harassment of women and girls;</p> <p>(b) If so, the nature of awareness campaigns, school outreach and digital literacy programmes being conducted;</p>	<p>a); and b)</p> <p>In so far as CBSE is concerned, the Board has taken the following steps to promote cyber safety and responsible digital behaviour among students, including girls:</p> <ol style="list-style-type: none"> i. CBSE has issued guidelines through Circular No. Acad-32/2017 advising schools to promote responsible digital behaviour and sensitise students about issues such as cyberbullying, online harassment and safe use of social media. ii. CBSE developed and disseminated a Cyber Safety Booklet (2020) for students of Classes IX–XII, teachers and parents. The booklet includes modules on digital etiquette, cyber safety, online risks and digital health and wellbeing. iii. CBSE vide Circular No. Acad-52/2020 dated 22 July 2020 advised schools to implement the PRAGYATA Guidelines, which recommend safe and age-appropriate use of digital learning platforms, screen-time management, and responsible online behaviour. iv. CBSE conducts capacity-building programmes and virtual training sessions for teachers and school leaders, including sessions with cyber safety experts to equip teachers to guide students on responsible and safe online practices. v. Through various circulars and initiatives related to child protection, psychosocial wellbeing and safe school environments, CBSE encourages schools to sensitise students about online risks and gender-sensitive digital conduct.
<p>(c) Whether any partnership exists between the Ministry and technology platforms to monitor and report gender-based online abuse;</p>	<p>Does not pertain to CBSE.</p>

Draft Reply of Lok Sabha Unstarred Question No. 2644 Asked by Shri Bhojraj Nag & Shri Praveen Patel for 09.03.2026 Regarding “Bharatiya Bhasha Pustak Scheme”.

QUESTION	INPUTS
a) The objectives and implementation framework of the Bharatiya Bhasha Pustak Scheme;	Bharatiya Bhasha Pustak Scheme is not being coordinated by CBSE, therefore, it does not pertain to CBSE
b) The allocation and distribution of books, including partnerships with publishers, academic institutions and content creators and the number of books targeted for digitization in Phase-I;	
c) Whether the government has established mechanisms for quality assurance, copyright management and ensure accessibility, if so, the details thereof;	
d) Whether the said mechanism proposes to extend coverage of vocational and technical educational materials; and	
e) If so, the details thereof?	

Draft Reply of Lok Sabha Unstarred Question No. 2994 Asked by -- for 11.03.2026 Regarding "Impact of Social Media Usage on Children".

QUESTION	INPUTS
a) Whether the Government has conducted any studies, surveys/expert assessments on the impact of social media usage on children, particularly those school-going age, including its effects on mental health, learning outcomes and behavior during the last five years;	a) and b); CBSE has, so far, not conducted independent studies or surveys on the impact of social media usage on children.
b) If so, the details of the measures being undertaken on the basis of such studies to reduce excessive consumption of social media by children;	
c) The details of the awareness programmes conducted across the country for parents/schools regarding the impact of social media on children;	In so far as CBSE is concerned, the Board has issued advisories and undertaken awareness initiatives for schools, teachers, students and parents to promote responsible and safe digital behaviour. These include: 1. CBSE vide Circular No. Acad-52/2020 dated 22 July 2020 advised schools to implement the PRAGYATA Guidelines which recommend age-appropriate use of digital learning platforms, screen-time limits, ergonomic practices and responsible digital behaviour. 2. Through Circular No. Acad-32/2017, CBSE instructed schools to promote responsible digital behaviour among students and create awareness regarding cyberbullying and safe online practices. 3. CBSE published a comprehensive Cyber Safety Booklet (2020) for students of Classes IX–XII, teachers and parents. The booklet includes chapters on digital etiquette, online safety, and digital health and wellbeing. 4. CBSE regularly conducts virtual training sessions and capacity-building programmes for teachers, including sessions with experts in the field of cyber safety, to enable teachers to guide students on safe and responsible use of digital platforms (Circular No. TRG-51/2024).
d) Whether the Government is considering any policy, regulatory framework/safeguards to limit/regulate access of children to social media on children;	d) and e); Does not pertain to CBSE.
e) If so, the details thereof including age-appropriate access controls and enforcement mechanisms?	

**Draft Reply of Rajya Sabha Starred Question No. 4191 Asked by Shri Milind Deora for 01.04.2026
Regarding “Introduction of Artificial Intelligence in School Curriculum”.**

QUESTION	INPUTS
a) Whether Government proposes to introduce Artificial Intelligence (AI) in the school curriculum from Class 3 onwards from the academic session 2026-27;	NCF-SE 2023 in Section 2.3.4.2 (Part A) provides that in case of Interdisciplinary Areas, a very wide range of contemporary subjects can be offered such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, and Global Citizenship Education, as recommended by NEP 2020.
b) The objectives and pedagogical framework guiding this initiative;	CBSE is exploring the integration of elements of Computational Thinking and Artificial Intelligence across Classes III–VIII in alignment with the vision of NEP 2020 and NCF-SE 2023. In this regard, a broad curricular approach, including age-appropriate content and pedagogical support, is under consideration, subject to further consultations and necessary approvals.
c) Whether CBSE and NCERT have constituted expert panels to develop curriculum content and teacher-training modules under the National Initiative for School Heads’ and Teachers’ Holistic Advancement (NISHTHA) programme;	The objective is to develop foundational computational thinking and early AI literacy among learners from Class III onwards, fostering essential competencies such as problem-solving, data literacy, critical thinking, and ethical awareness. The pedagogical framework adopts an age-appropriate approach, with experiential, activity-based, and interdisciplinary learning. The focus in Classes III–V may be on computational thinking and introducing AI concepts in Classes VI–VIII supported by low-tech design and comprehensive teacher capacity-building to enable contextual and competency-based learning outcomes.
d) The estimated cost and resource requirements for implementation; and	d); and e);
e) Whether the Ministry proposes periodic evaluation mechanisms to assess learning outcomes and digital readiness among students?	CBSE framework on CT and AI is platform agnostic and does not emphasise the costly devices. Teacher manuals, student resource books, CT worksheets, and an AI Foundation Handbook are to be provided by CBSE. No new teachers are required as CT and AI is to be taught in an integrated way with already existing subjects. Therefore, no estimation of implementation cost and evaluation mechanism is proposed as of now.

Draft Reply of Lok Sabha Unstarred Question No. 4877 Asked by Dr. Shashi Tharoor for 23.03.2026 Regarding “Impact of Social Media Usage or Students”.

QUESTION	INPUTS
<p>a) Whether the Government has conducted any national-level survey during the fast years to assess the impact of social media usage on students’ attention span, learning outcomes, mental well-being in school and higher education levels and if so, details and key findings thereof;</p>	<p>Does not pertain to CBSE.</p>
<p>b) Whether the Government has issued any guidelines or advisories to schools and higher educational institutions regarding regulation of mobile phones and social media use within campuses;</p>	<p>b); c); and d);</p> <p>The Central Board of Secondary Education (CBSE), inter alia, has advised schools to regulate the use of mobile phones within school premises (Circular number 2 issued by the affiliation department on July 29, 2009.) The Board has also issued advisories and undertaken awareness initiatives for schools, teachers, students and parents to promote responsible and safe digital behaviour. These include:</p>
<p>c) If so, the details of such guidelines issued along with the number of institutions that have adopted formal device-use policies and the monitoring mechanism in place to track compliance; and</p>	<p>5. CBSE vide Circular No. Acad-52/2020 dated 22 July 2020 advised schools to implement the PRAGYATA Guidelines which recommend age-appropriate use of digital learning platforms, screen-time limits, ergonomic practices and responsible digital behaviour.</p>
<p>d) Whether the Government has any proposal to introduce regulatory measures relating to age restrictions, screen-time regulation or social media bans during school hours and if so, the details of consultations held with stakeholders, including State Governments, School Boards and digital platforms and the proposed policy framework?</p>	<p>6. Through Circular No. Acad-32/2017, CBSE instructed schools to promote responsible digital behaviour among students and create awareness regarding cyberbullying and safe online practices.</p> <p>7. CBSE published a comprehensive Cyber Safety Booklet (2020) for students of Classes IX–XII, teachers and parents. The booklet includes chapters on digital etiquette, online safety, and digital health and wellbeing.</p> <p>8. CBSE regularly conducts virtual training sessions and capacity-building programmes for teachers, including sessions with experts in the field of cyber safety, to enable teachers to guide students on safe and responsible use of digital platforms (Circular No. TRG-51/2024).</p>

Draft Reply of Lok Sabha Unstarred Question No. 4948 Asked by Shri Naveen Jindal for 23.03.2026 Regarding “Extension of Implementation of NIPUN Bharat Scheme”.

QUESTION	INPUTS
<p>a) The details of changes made in schools teaching pattern to implement National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat format of teaching in the country;</p>	<p>The NIPUN Bharat Mission is primarily being implemented by State and UT Governments in all schools as per the directions of Ministry of Education and mandate of RTE Act 2009 (Implementing agency for elementary education happens to be State and UT Government). CBSE has supported this national initiative by recommending following changes in the teaching pattern:</p> <ul style="list-style-type: none"> i. Competency-Based Education (CBE): The Board has mandated the implementation of age appropriate Competency-Based Education aligned with <i>Learning Outcomes</i> developed by NCERT across all its schools. This aligns with the foundational learning goals under NIPUN Bharat and ensures a shift from rote learning to learning based on outcomes, competencies and application of knowledge. The Board has also published Assessment Frameworks and sample items to promote Competency Based Education. ii. Changes in pedagogy: CBSE supports the objectives of the <i>National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)</i> by promoting play based learning. The Board recommends use of Jadui Pitara, an NCERT-developed play-based learning material designed for children aged 3-8 (foundational stage). It promotes holistic growth as it marks a move away from rote learning to a more joyful and discovery based learning.
<p>b) The extent of implementation of NIPUN Bharat scheme across the country; and</p>	<p>b) and c); Does not pertain to CBSE.</p>
<p>c) The details of progress made so far in regard to implementation of NIPUN Bharat initiative in terms of achieving the initiative’s goals and objectives?</p>	

Draft Reply of Lok Sabha Unstarred Question No. 4949 Asked by Adv. Gowaal Kagada Padavi for 23.03.2026 Regarding “Implementation of Mother-Tongue Based Education”.

QUESTION	INPUTS
<p>a) Whether the National Education Policy (NEP) and subsequent policy decisions have provision for teaching in local and tribal languages at foundational and primary levels to improve comprehension among students, particularly in tribal districts such as Nandurbar in Maharashtra, if so, the details thereof;</p>	<p>The National Education Policy (NEP), 2020 emphasizes that children learn and grasp concepts more quickly in their mother tongue.</p> <p>Para 4.11 of NEP states that, “Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible”.</p> <p>Para 4.14 says, “All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English”.</p> <p>In line with NEP, 2020, National Curriculum Framework-Foundational Stage (NCF-FS), 2022 focuses on the 3-8-year age group. It states that the language of instruction should be the home language(R1) in the foundational stage.</p> <p>For Preparatory stage(Grade 3-5), NCF-SE, 2023 recommends using R1 as the medium of instruction to ensure conceptual clarity until literacy in the second language is established.</p>
<p>b) The details of specific steps taken by the Government to develop curriculum, textbooks and digital learning content in tribal languages and dialects, including collaboration with linguistic experts and State authorities;</p>	<p>In so far as CBSE is concerned, the Board has taken the following measures in this regard:</p> <ul style="list-style-type: none"> • CBSE vide Circular No: Acad-84/2023, dated July 21, 2023, states that CBSE affiliated schools may consider using Indian languages, as enumerated in the Schedule 8 of the Indian Constitution, as the medium of Instruction from Foundational Stage till end of Secondary Stage i.e. from pre-primary classes till class XII as an optional medium in addition to other existing options. • Further, CBSE has mandated the use of the mother tongue/home or local language as the medium of instruction at the Foundational Stage, and has indicated that its use is desirable at other stages of school education, vide Circular No. Acad-30/2025 dated 22 May 2025.
<p>c) Whether teachers are being recruited or trained with multilingual competencies to implement mother-tongue-based education effectively;</p>	<p>Does not pertain to CBSE</p>
<p>d) The details of the financial and</p>	<p>d); and e);</p>

institutional support extended to States for promoting regional language instruction in schools; and	Does not pertain to CBSE.
e) The measurable Impact of these initiatives on learning outcomes, enrolment and retention among tribal students?	

Draft Reply of Lok Sabha Unstarred Question No. 5010 Asked by Implementation of NEP related to School Instructional Hours for 23.03.2026 Regarding “Implementation of NEP related to School Instructional Hours”.

QUESTION	INPUTS
<p>a) The documents, circulars, frameworks and statutory guidelines that State Boards and schools are required to follow for implementing National Education Policy (NEP) 2020, including the National Curriculum Framework (NCF) for School-Education (NCFSE);</p>	<p>In so far as CBSE is concerned, the Board has issued the following major circulars regarding initiatives taken for implementing NEP, 2020 and NCF-SE, 2023:</p> <ul style="list-style-type: none"> • Vide Circular No. Acad-30/2024 CBSE has made competency-based education mandatory in its schools and asked its schools to adopt Learning Outcomes as stipulated by the NCERT. • Acad-42/2025 talks about Structured Assessment for Analyzing Learning (SAFAL), a competency-based census assessment for Grades 5 and 8 to assess school wise progress of learning outcomes/competencies among students. • Circular No. 12/2023 dated 24/3/2023 directed schools to align school education with the 5+3+3+4 curricular and pedagogical structure as envisaged under the National Education Policy (NEP) 2020.. • Circular No. Acad-30/2025 dated 22 May 2025 mandated the use of the mother tongue/home or local language as the medium of instruction at the Foundational Stage, and has indicated that its use is desirable at other stages of school education, Schools have also been advised to offer at least one Indian language as a medium of instruction up to the Secondary level, wherever feasible. • Notification No. CBSE/Director (Acad.-Assessment)/2023 (dated December 27, 2023) mandated the use of the multidimensional HPC for the Foundational Stage. Based on PARAKH prototypes, this ensures students are assessed on academic, socio-emotional, and physical milestones as recommended by NEP 2020. • CBSE Affiliation Circular no 14/2023 dated 24th March, 2023 mandated schools aspiring to take CBSE affiliation or its extension to undertake self-assessment on the SQAAF portal between April 1 and December 31 every year. It is a comprehensive quality assurance mechanism to define, measure, and enhance the standards of education in affiliated schools. • CBSE vide its curriculum document has advised schools to adopt play- and activity-based pedagogical practices at the Foundational Stage and to implement

	the National Curriculum Framework for the Foundational Stage (2022), in consonance with the provisions of NEP 2020.
b) Whether the Government has taken note Section 4.3 of NCFSE prescribes a working school year of about 34 weeks with approximately 29 instructional hours per week and if so, the details thereof;	b); c); d); and e); Does not pertain to CBSE.
c) Whether schools in Goa are functioning in excess of these norms and if so, the reasons therefor;	
d) Whether there are any directives mandating State Boards to align with or follow Central Boards in the implementation of NEP 2020 and if so, the details thereof; and	
e) Whether any guidelines, timelines or financial support plans have been issued to the State for transitioning from 10+2 system to 5+3+3+4 structure, considering that significant infrastructure and manpower requirements are involved and if so, the details thereof?	

Draft Reply of Lok Sabha Unstarred Question No. 5045 Asked by -- for 23.03.2026 Regarding “Strengthening Academic and Skill Competency of Students of Governments Schools”.

QUESTION	INPUTS
<p>a) Whether the Government has formulated any policy framework to strengthen academic standards and skill competencies of students studying in Government schools to enable them to complete effectively with private and corporate educational institutions in the country, if so, the details thereof;</p>	<p>In so far as the Central Board of Secondary Education (CBSE) is concerned, the government of India vide its Gazette Notification No. 12-7/2020-Sch.3 dated 3rd February 2022, published in the Gazette of India on 12th February 2022 designated CBSE to act as the School Standards Authority for the schools affiliated to CBSE and functioning under the control of various Ministries / Departments of the Central Government viz. Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Eklavya Model Residential Schools, Army Schools, Air Force Schools, Atomic Energy Central Schools, Railway Schools, CRPF Public School, Assam Rifles Public Schools, Indo-Tibetan Border Police Public Schools, Border Security Force Schools, Central Tibetan Schools.</p> <p>To strengthen academic standards and promote holistic development, CBSE has developed the School Quality Assessment and Assurance Framework (SQAAF). SQAAF is a comprehensive quality assurance mechanism aimed at defining, measuring, and continuously improving educational standards in affiliated schools.</p> <p>The framework evaluates schools across multiple domains, including curricular practices, leadership and governance, infrastructure, inclusion, safety, and community participation. It incorporates measurable indicators, standardized rubrics, and a digital platform for self-assessment, documentation, and continuous improvement, thereby enabling schools to enhance academic and institutional quality in a systematic manner.</p>
<p>b) The details of measures taken under the Samagra Shiksha to improve quality of teaching, digital access, English proficiency, Science, Technology, Engineering and Mathematics (STEM) education and career readiness in the country;</p>	<p>Does not pertain to CBSE.</p>
<p>c) Whether any national benchmarking or performance assessment mechanism has been introduced to evaluate learning outcomes across Government and private schools in the country and if so, the details thereof so far;</p>	<p>CBSE has introduced a competency-based assessment framework aligned with the learning outcomes envisaged in the National Curriculum Framework for Foundational Stage (NCF-FS 2022) and the National Curriculum Framework for School Education (NCF-SE 2023). Key initiatives include:</p> <p>Holistic Progress Card (HPC): At the Foundational Stage, student learning is assessed through competency-based, domain-specific indicators. The HPC provides a comprehensive profile of learners' progress, capturing cognitive, socio-emotional, and physical development over time.</p> <p>Structured Assessment for Analysing Learning (SAFAL): At the end of Preparatory and Middle Stages, CBSE conducts SAFAL for Classes V and VIII. This is a competency-based, census-based assessment designed to evaluate achievement of key learning outcomes and provide detailed school-level performance reports, thereby enabling data-driven academic</p>

	interventions and benchmarking.
d) Whether any special mentoring, competitive exam coaching or industry-linked skill programmes are being implemented in States/UTs including Telangana, and	d); and e); Does not pertain to CBSE.
e) If so, the details of steps taken or proposed to be taken by the Government to bridge quality and opportunity gaps in school education?	

**Draft Reply for Rajya Sabha Unstarred Question No. 2359 for 11.03.2026
Regarding 'Self –employment venture under skill and entrepreneurship schemes'**

Question	Draft Reply
a) Whether Government tracks the long-term sustainability of self-employment ventures created under skill and entrepreneurship schemes, if so, details thereof and if no reasons therefor;	Does not pertain to CBSE.
b) Whether beneficiaries face challenges such as lack of credit, market access or mentorship post-training, if so, details thereof and if no reasons therefor,	
c) Whether failure rates of such enterprises are documented and reviewed, if so, details thereof and if no reasons therefor; and	
d) The measures taken to ensure that entrepreneurship schemes lead to stable income generation?	

**Draft Inputs for the Lok Sabha Starred Question No. 237 for 09.03.2026
Regarding 'Increase in Budgetary Allocation for Education Sector'.**

Question	Draft Reply
a) Whether the Government has allocated a historic sum of Rs. 1,39,289.48 crore for the Ministry of Education in Budget 2026-27, if so, the details thereof,	Does not pertain to CBSE
b) Whether the rationale for establishing the high-powered 'Education to Employment and Enterprise' Standing Committee is to bridge the skill gap by aligning academic curricula with the emerging demands of the services sector and evaluating the impact of Artificial Intelligence on future jobs, if so, the details thereof;	
c) Whether the Government proposes to create five University Townships near major industrial and logistics corridors in the country particularly in Maharashtra, Madhya Pradesh and Andhra Pradesh, if so, the details thereof,	
d) The measures taken/being taken by the Government to set up AVGC Content Creator Labs in 15,000 secondary schools and 500 colleges through the Indian Institute of Creative Technologies (IICT) to unlock career opportunities in the "Orange Economy"; and	
e) The impact of one girls' hostel in every district through Viability Gap Funding (VGF) on female students to boost their enrolment in Higher Education STEM fields?	

Draft Reply for the Lok Sabha Unstarred Question No. 3875 for 16.03.2026
regarding
'Promotion of Artificial Intelligence-Enable in School Learning'

Question	Draft Reply
a) Whether the Government is aware that during the last decade, several national digital platforms, policy initiatives and capacity-building programmes have been introduced to promote artificial intelligence-enabled learning at the school level, if so, the details thereof;	<p>As far as CBSE is concerned, it offers 'Artificial Intelligence' as a skill module for Classes VI to VIII and as a skill subject from Classes IX to XII</p> <p>The objective of the AI curriculum is being offered by CBSE to develop a readiness for understanding and appreciating Artificial Intelligence and its application in our lives.</p> <p>In the session 2025-26, more than 7,90,520 students had opted for AI at secondary level (classes IX & X combined) and approximately 50,361 students had opted for AI at senior secondary level (classes XI & XII combined).</p> <p>Also, 95,931 students from 978 schools have completed at least one of the three Skill Modules on Artificial Intelligence being offered by CBSE for students from class VI onwards.</p>
b) The details of Government and aided schools in Maharashtra that have been covered under such AI-enabled education initiatives, district-wise;	Number of schools in Maharashtra offered Artificial Intelligence (AI) at Secondary Level 182 and Senior Secondary Level 25.
c) Whether the Government has assessed disparities in access to digital infrastructure, AI based learning tools and trained teachers between urban schools and rural, tribal and aspirational districts in Maharashtra and if so, the details thereof	No such study has been done by the Department of Skill Education, CBSE.
d) Whether adequate funds, teacher training programmes and language-appropriate digital content have been provided to State-run schools to effectively integrate AI-enabled learning; and	<p>To ensure effective implementation of Artificial Intelligence (AI) in schools, CBSE placed strong emphasis on teacher capacity building as a core component of the initiative. Since 2019, CBSE has trained more than 10,000 teachers across the country on its AI curriculum with the support of experts from Intel, IBM, NIELIT and other higher educational institutions through structured in-person workshops, capacity-building programs and online modules.</p> <p>To support the learning process, Teacher Handbooks and Facilitator Guides have also been developed. These resources include lesson plans, classroom</p>

	activities, assessment rubrics, and integration tips for cross-curricular teaching.
e) The details of corrective steps proposed to ensure equitable, outcome-driven and inclusive implementation of AI-enabled school education across Maharashtra, rather than its concentration in select urban or pilot schools?	Number of teachers trained in Artificial Intelligence (AI) in Maharashtra during 2024 till now: 521.

Draft Reply to Lok Sabha Unstarred Question No. 2683 to be answered on 09.03.2026

Regarding: “Impact of Recurring School Disruptions on Learning Outcomes”

QUESTION	INPUTS
a) Whether the Government has taken note of any recurring disruptions in school education due to severe air pollution, extreme weather and emergency measures such as school closures and shift to hybrid or online classes in several States in the country (IS-12 section & SS-II Bureau);	(a,b,c,d) Does not pertain to CBSE.
b) If so, the number of days of instructional time lost in Government and Government-aided schools during the last three years, State/UT-wise, particularly in Uttar Pradesh (Digital Section and VSK);	
c) Whether the Government has assessed learning loss, the digital divide and the mental health impact on students due to such disruptions and if so, the details thereof (PARAKH and Manodarpan Cell in NCERT);	
d) Whether any financial or academic support has been provided to States/UTs, particularly Uttar Pradesh, to bridge learning gaps and strengthen digital infrastructure, if so, the details thereof (IS-8 Section, SS-II Bureau); and	
e) The details of steps taken by the Government to ensure continuity of schooling during environmental or public-health emergencies (SS-II Bureau, CIET, I&T Bureau and CBSE)?	During the COVID-19 pandemic, the following measures were undertaken by CBSE to ensure continuity of learning and mitigate the impact on students. <ul style="list-style-type: none">• The academic session 2020–21 was extended until May 2021 and the Board examinations were postponed by approximately three months to provide students with additional preparation

	<p>time following prolonged school closures.</p> <ul style="list-style-type: none">• To strengthen digital and online teaching capabilities, CBSE trained more than 5.5 lakh teachers in online pedagogy and digital teaching practices. Additionally, more than 4 lakh teachers were trained under the NISHTHA programme of the Government of India to enhance teaching competencies for remote learning environments.• To reduce academic pressure during the pandemic, the syllabus was rationalised by removing selected topics with relatively lesser impact on subsequent learning from summative assessments.• For digital learning, CBSE promoted the PRAGYATA Guidelines on Digital Education, which provide recommendations regarding screen time, ergonomics, cyber safety, and effective online pedagogical practices. Teachers were also encouraged and trained to use OLabs (Online Virtual Labs) for conducting science experiments in a virtual environment.• To address students' mental health and psychosocial well-being during crises, initiatives such as MANODARPAN, tele-counselling services, and mental health guidance materials were implemented to support students, teachers, and parents.
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Draft Reply of Lok Sabha Unstarred Question No. 3482 & Dy. No. 10975 for 13.03.2026 Regarding "Incidence of Type 2 Diabetes".

QUESTION	INPUTS
a) Whether it is fact that 1 in 4 young Indians aged 15 to 24 now affected by Type 2 diabetes, reflecting a steep rise during the last 15 years and if so the primary caused identified by the Government for this rise; and	a) and b); CBSE does not maintain health surveillance data relating to the prevalence of diabetes among youth.
b) Whether the Government considers it dangerous for the upcoming generation and if so, the details thereof;	
c) The key measures being undertaken by the Government to address this trend, including school/university health programs, nutrition and fitness initiatives, and early screening schemes; and	<p>In so far as CBSE is concerned, the board has taken the following measures in this regard:</p> <ul style="list-style-type: none"> • Central Board of Secondary Education (CBSE) has made Health and Physical Education (HPE) compulsory in all classes and directed schools to keep one period for HPE for all classes each day. • CBSE has directed its schools to participate in Fit India Movement to create awareness about fitness not only for school going children but also their parents, teachers and school staff. • CBSE vide Circular No Acad 83/2022 talks about School Health and Wellness programme. It aims to appoint two teachers in each school as Health and Wellness Ambassadors. Their role involves implementing culturally sensitive and age-appropriate activities focused on prevention and promotion to enhance the health and well-being of students in grades VI, VII, VIII, IX, and XI. The programme focuses on themes like Growing up Healthy and Nutrition, Health and Sanitation • As per CBSE Circular No. Acad-26/2025, all CBSE-affiliated schools are mandated to install Sugar Boards to raise awareness about the risks of excessive sugar intake and promote healthier food choices.
d) Whether the Government has prepared a time-bound roadmap to reverse the rise of Type 2 diabetes among youth, with clear milestones for reduction, awareness campaigns, and healthcare access enhancements and if so, the details thereof?	Does not pertain to CBSE

Draft Reply of Lok Sabha Unstarred Question No. 3679 and 3514 Asked by Shir Om Prakash Bhupalsinh alias Pavan Rajenimbalkar for 13.03.2026 regarding “Cases of Eye strain”.

QUESTION	INPUTS
a) Whether the Government is aware of the increasing screen time among children and adolescents in India and its potential impacts on brain development, vision and mental health and if so, the details thereof;	a), b) and c); Does not pertain to CBSE.
b) Whether any scientific study/survey/assessment has been conducted by the Ministry or affiliated health institutions regarding the health effects of prolonged screen among adolescents and if so, the key findings thereof;	
c) Whether an increase in cases of eye strain, vision related problems in early age, sleep disorders and attention-related issues have been recorded among school going children in the recent years and if so, the details thereof;	
d) The steps taken/proposed to be taken by the Government to issue health guidelines, awareness programs, or school-based interventions to promote the safe and balanced use of digital devices among children and adolescents	In so far as CBSE is concerned, the Board has issued advisories and undertaken awareness initiatives for schools, teachers, students and parents to promote responsible and safe digital behaviour. These include: 9. CBSE vide Circular No. Acad-52/2020 dated 22 July 2020 advised schools to implement the PRAGYATA Guidelines which recommend age-appropriate use of digital learning platforms, screen-time limits, ergonomic practices and responsible digital behaviour. 10. Through Circular No. Acad-32/2017, CBSE instructed schools to promote responsible digital behaviour among students and create awareness regarding cyberbullying and safe online practices. 11. CBSE published a comprehensive Cyber Safety Booklet (2020) for students of Classes IX–XII, teachers and parents. The booklet includes chapters on digital etiquette, online safety, and digital health and wellbeing.

**Draft Reply of Lok Sabha Unstarred Question No. 3699 and 11690 for 16.03.2026
Regarding “Traditional Sports in Educational Curriculum”.**

QUESTION	INPUTS
a) Whether the Government proposes any action plan to promote traditional Indian sports by including them into the educational curriculum;	NEP 2020 in para 4.8 states that “Sports-integration is another cross-curricular pedagogical approach that utilizes physical activities including indigenous sports, in pedagogical practices to help in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork, responsibility, citizenship, etc.”
b) If so, the details thereof;	<p>NCFSE 2023 promotes traditional games like Kabbadi, Kho-Kho, and Martial Arts etc. to be included into the curriculum framework.</p> <p>In alignment with this vision CBSE has</p> <ul style="list-style-type: none"> • made Health and Physical Education a compulsory subject from Class I-XII. The HPE manual specifically includes “Traditional Sports and Regional Games for promoting wellness”. • offers Physical Education as an elective in classes XI-XII where various sports and physical activities are included as part of the curriculum. • organizes annual sports events at Cluster/ Zonal and National levels for students of its affiliated schools in various age-groups. The list of games includes traditional Indian sports like Kabbadi, Kho-Kho, Archery and Yogasana. • encourages schools to participate in Fit India Week which included indigenous games as an activity. Circular No: Acad-130/2023
c) Whether an expert team has been formed to formulate standard rules for traditional Indian sports identified by the Government;	Does not pertain to CBSE.
d) If so, the details thereof;	
e) Whether any proposal is under consideration of the Government to include traditional self-defense arts,	

i.e., martial arts, in the sports curriculum;	
f) Whether any action plan has been prepared to train physical education teachers employed in educational institutions in these sports of the Indian knowledge tradition; and	
g) If so, the details thereof?	

Rajya Sabha Unstarred Question No. 2917 for 18.03.2026 regarding "Provisional Recognition to Private Schools."

Sl. No.	Question	Draft Reply
(a)	the details of private schools given provisional recognition in the last three years, State-wise;	(a) to (c) The matter of recognition of schools does not pertain to CBSE.
(b)	the details of private schools failed on legal, security, infrastructure and academic parameters and what action has been taken against them, details thereof; and	
(c)	how many private schools have failed in conforming to the guidelines relating to EWS/ DG/CWSN Categories and what action has been taken against them in the last three years, details thereof?	

Draft Reply of Rajya Sabha Unstarred Question No. 2928 Asked by Shri Parimal Nathwani for 18.03.2026 Regarding “Curriculum for introducing AI and CT”.

QUESTION	INPUTS
a) Whether Government has formalized the curriculum for introducing Artificial Intelligence (AI) and Computational Thinking (CT) in schools from primary level;	NCF-SE 2023 in Section 2.3.4.2 (Part A) provides that in case of Interdisciplinary Areas, a very wide range of contemporary subjects can be offered such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, and Global Citizenship Education, as recommended by NEP 2020. NCERT’s new textbooks for grades 3-8 integrate components of computational thinking and artificial intelligence across subject areas.
b) If so, the details of the pilot projects initiated and the specific grades where this curriculum is currently being implemented;	As far as the Central Board of Secondary Education (CBSE) is concerned, the Board has undertaken the following initiatives: <ul style="list-style-type: none"> • CBSE offers a skill module on Artificial Intelligence for classes VI-VIII and an optional skill-based subject on Artificial Intelligence for classes IX- XII. • In addition, the board has introduced AI Inspire- a short (12-hour) introductory program for Class VIII students, designed to build foundational understanding and readiness for Artificial Intelligence. • CBSE has collaborated with several organizations such as Intel, IBM, Microsoft, Private Schools, etc. for designing the curriculum and textbook material of the Subject.
c) The details of the teacher training programs conducted to equip educators with the necessary skills to impart AI education;	<ul style="list-style-type: none"> • Board organizes a one-day generic capacity building programme titled “Use of Artificial Intelligence in Classrooms”. The programme aims to sensitize teachers to the application of AI tools in teaching, learning, and assessment, as well as their relevance in educational management and administration. It also addresses ethical considerations and potential challenges associated with implementing AI in education. To date, 1163 programmes have been conducted, benefitting large number of teachers. • For wider outreach, Board also broadcasts an educational video titled “Understanding AI and its Domains” on PM e-Vidya CBSE 15 TV Channel. • Board facilitates the sessions on understanding and use of AI, scheduled by CIET-NCERT. • Board is planning to conduct Regional level workshop, orientations on Computational Thinking (CT) and understanding Artificial Intelligence(AI). It has decided to dedicate Computational Thinking (CT) and understanding Artificial Intelligence(AI) as Annual Teachers Training Theme for the academic session 2026-27 so as to conduct large scale Capacity Building Programmes for all the schools affiliated with the CBSE.
d) Whether Government has addressed the digital divide to ensure that students in rural and undeserved areas have access to necessary infrastructure for AI learning; and	d) and e); Does not pertain to CBSE.
e) If so, the details of the budgetary allocation made for this initiative?	

Draft Reply of Rajya Sabha Unstarred Question No. 2929 Asked by Shri Govindbhai Laljibhai Dholakia for 18.03.2026 Regarding “Patriots and revolutionaries in textbooks”.

QUESTION	INPUTS
<p>a) Whether it is a fact that the contributions of many great patriots, revolutionaries and warriors of the country during Medieval India and the period of British rule have not been accorded due place in history textbooks by historians, as a result of which the Indian populace have not been adequately informed about its rich heritage and several great heroes; and</p>	<p>Central Board of Secondary Education (CBSE) lays down syllabi for classes IX-XII on the basis of model syllabi and textbooks published by NCERT. Hence, the questions does not pertain to CBSE.</p>
<p>b) Whether the Ministry has undertaken any special initiatives to rectify this lapses in history writing and to ensure adequate representation of the contributions of these great National heroes in history textbooks and mainstream discourse?</p>	

Draft Reply of Lok Sabha Unstarred Question No. 3709 & 11736 Asked by Dr. Ganapathy Rajkumar P & Shri Thiru Thanga Tamilselvan for 16.03.2026 Regarding “Mental Stress among School Students”.

QUESTION	INPUTS
<p>a) Whether it is fact that many students in 5th standard and above are prone to mental stress due to heavy work load in schools and various issues related to study and also due to lack of time to play both in schools and at homes after implementation of National Education Policy NEP;</p>	<p>b) and b) Para 4.31 of NEP 2020 specifically recommends reducing curriculum content to core essentials and shifting from rote learning to experiential and competency-based learning. It also emphasises sports-integrated, art-integrated, and activity-based learning in order to create joyful classrooms and support the holistic development and wellbeing of students.</p>
<p>b)If so, the details thereof;</p>	<p>CBSE has not received any reports indicating that the implementation of NEP 2020 has increased academic stress among students. On the contrary, the reforms envisaged under NEP 2020 aim to reduce academic burden and make learning more flexible, engaging, and learner-centred.</p>
<p>c) Whether the Government has any proposal to implement any scheme to lessen heavy work load of students in schools so as to give them sufficient time to play games in schools and get relief from mental stress;</p>	<p>CBSE has already taken several measures in line with the provisions of NEP 2020 to reduce the academic burden on students and promote their holistic development, including the following:</p> <ol style="list-style-type: none"> i. Recommendation of NCERT textbooks up to Class VIII, which are based on a rationalised curriculum focusing on core concepts. ii. Schools have been instructed to ensure one compulsory period of Health and Physical Education every day for all classes, thereby providing adequate time for physical activity and play. iii. Implementation of competency-based education and assessment reforms in Board examinations as well as school-based assessments. iv. Encouragement to schools to adopt sports-integrated learning and co-curricular activities as part of the teaching-learning process. v. Promotion of experiential and activity-based pedagogies through capacity-building programmes for teachers and school leaders. vi. Introduction of student-centric assessment practices, including multiple opportunities for improvement in examinations and continuous evaluation approaches. vii. Adoption of Holistic Progress Cards and formative assessment practices to reduce high-stakes examination pressure. viii. Recommendation of bagless days and activity-based

	<p>learning initiatives under NEP 2020 to promote experiential learning and joyful schooling. Holistic progress card and formative assessment practices to reduce high-stakes examination pressure.</p> <p>ix. Bagless days and activity-based learning initiatives recommended under NEP to promote experiential learning and joyful schooling.</p>
<p>d) If so, the details thereof; and e) If not, the reasons thereof?</p>	<p>Does not arise in view of the replies to parts (c) and (d) above.</p>

Reply of the Lok Sabha Unstarred Question No. 3715 to be answered on 16.03.2026 regarding “Not Conducting Timely Recruitments” asked by Hon’ble MP Shri Amra Ram-regd.

Questions	Answers
a) the reasons for not conducting timely recruitment despite the availability of trained teachers, leading to two categories of teachers (permanent and contractual) from primary to higher education in the country : and	Does not pertain to CBSE.
b) Whether the Government has considered the demands of students, teachers and the public protesting against the adverse effects of the New Education Policy (NEP). If so, the details thereof?	

Lok Sabha Unstarred Question No. 2698 for 09.03.2026 regarding “Opening of Branch in the name of Main School.”

Sl. No.	Question	Draft Reply				
a)	whether the Government has notified National Education Policy (NEP) 2020 in the country. if so, whether the CBSE, ICSE (CISCE) and State Boards have implemented new and comprehensive National Curriculum Framework (NCF) 2023 in the education policy system and if so, the details thereof;	<p>CBSE is implementing the National Curriculum Framework (NCF), 2023 in a progressive manner. The Board has taken the following steps in this regard:</p> <ul style="list-style-type: none"> ➤ Curriculum Restructuring <ul style="list-style-type: none"> • CBSE Circular Aff 08/2023- NCF- Foundational Stage- Introduced 5-year foundational educational structure. • Acad 29/2024 mandated the schools to adopt competency based NCERT textbooks for grades 3 to 6. • Acad 73/2024 provided implementation guidelines for adoption of NCF-SE. ➤ Assessment related initiatives <ul style="list-style-type: none"> • Holistic Progress Card (HPC) – Acad Notification dated 27th December 2023 – It is a 360 degree multidimensional report card that measures qualitative progress. • SAFAL - Structured Assessment for Analysing Learning – Circular Acad 42/2025 - It identifies learning gaps in core competencies to help schools improve teaching quality. • SQAAF - School Quality Assessment and Assurance Framework - Circular Aff 14/2023 – mandates all schools to perform self-assessment on the portal every year. 				
b)	whether the institutions are now being restricted to open branch school in same name like main school under the NEP 2020 policy frame work, if so, the details thereof:	The Board vide Notification No. CBSE/AFF./Misc./BS/2025 dated 22.02.2025 (Copy enclosed) has permitted the school situated in areas where relaxed land norms are applicable to establish single branch school from Bal-Vatika to Class V with the same name as the name of the Main School.				
c)	the specific guidelines for schools affiliated with CBSE, ICSE (CISCE) and State Boards along with the copies of order to set up branch school;	<p>The Board vide Notification No. CBSE/AFF./Misc./BS/2025 dated 22.02.2025 has issued detailed guidelines for establishing a Branch School (Copy enclosed at Annexure-1).</p> <p>The Board under Chapter 2 of Affiliation Bye-Laws (Branch School) – 2025 has laid down <i>inter alia</i> the following provisions for establishing a Branch School:</p> <table border="1" data-bbox="794 1653 1487 2031"> <tbody> <tr> <td data-bbox="794 1653 911 1843">2.1</td> <td data-bbox="911 1653 1487 1843"><i>The schools situated in areas as per clauses 3.4, 3.5, 3.6 and 3.7 of the Affiliation Bye-Laws-2018 of the Board, where relaxed Land norms are applicable may be permitted to have Main School and single Branch School within the same city.</i></td> </tr> <tr> <td data-bbox="794 1843 911 2031">2.2(a)</td> <td data-bbox="911 1843 1487 2031"><i>The existing school which is affiliated with the Board is termed as "Main School" and second school established under the same affiliation number, name and by the same school management but with separate set of resources in terms of Physical and Academic</i></td> </tr> </tbody> </table>	2.1	<i>The schools situated in areas as per clauses 3.4, 3.5, 3.6 and 3.7 of the Affiliation Bye-Laws-2018 of the Board, where relaxed Land norms are applicable may be permitted to have Main School and single Branch School within the same city.</i>	2.2(a)	<i>The existing school which is affiliated with the Board is termed as "Main School" and second school established under the same affiliation number, name and by the same school management but with separate set of resources in terms of Physical and Academic</i>
2.1	<i>The schools situated in areas as per clauses 3.4, 3.5, 3.6 and 3.7 of the Affiliation Bye-Laws-2018 of the Board, where relaxed Land norms are applicable may be permitted to have Main School and single Branch School within the same city.</i>					
2.2(a)	<i>The existing school which is affiliated with the Board is termed as "Main School" and second school established under the same affiliation number, name and by the same school management but with separate set of resources in terms of Physical and Academic</i>					

			<i>Infrastructure, Teaching & Supporting Staff etc. from Bal-Vatika to Class V is termed as "Branch School".</i>
		2.2(b)	<i>Both Main and the Branch School shall have same Affiliation Number and the name of the Main School.</i>
		2.4	<i>Branch School shall be located within the municipal limits of the same City.</i>
		2.5	<i>Both Main and the Branch School shall have separate set of resources in terms of Infrastructure, Teaching Staff & Supporting Staff.</i>
		2.8	<i>Both of the Branches shall separately maintain essential documents viz. Recognition, UDISE +, Land Certificate, Fire Safety Certificate, Building Safety Certificate and Water and Sanitation Certificate. The NOC of the Main school shall also be applicable for the Branch School.</i>
		2.17	<i>There shall be a seamless transition of students from the Branch School to the Main School. The school will not consider these students as new admissions in the Main School. They shall be considered to be students promoted to class VI through natural progression.</i>
		2.18(a)	<i>The teaching staff of Main and Branch School shall be separate.</i>
		2.18(b)	<i>The ancillary staff such as Security Guards, Clerical staff, Multi-Tasking Staff etc. shall be separate for Main School and Branch School.</i>
(d)	whether a main school can open a branch school under norms of franchise anywhere in the country , if so, the details of the specific norms, regulations and limitations to open branch school in same name of main school affiliated with any Board of CBSE, ICSE (CISCE) and State Boards under NEP 2020; and	No. The main school can open only single Branch School with same name which shall be located within the municipal limits of the same City.	
(e)	whether it is true that the under NEP 2020, Government is allowed to extend/transform from foundational stage of primary school into large multidisciplinary universities, colleges and higher education institution clusters / knowledge hubs, if so, the details thereof?	Does not pertain to the Board.	

Sub: Rajya Sabha Unstarred Question No. 2927 for 18.03.2026 regarding “Regulation of fees in private educational institutions”

Sl. No.	Question	Draft Reply
a)	whether Government is planning to formulate a central legislation or regulatory framework for regulation of fees charged by private educational institutions across the country;	(a) to (c) Does not pertain to the CBSE.
b)	If so, the details thereof and the timeline for its implementation;	
c)	If not, the reason therefor;	
d)	Whether it is a fact that some private schools charge readmission/annual charges from students every year in addition to tuition and other fees;	(d) to (f) As far as CBSE is concerned, the Board under Chapter 7 of Affiliation Bye Laws-2018 has laid down provisions for determination of fees charged by its affiliated schools which stipulates that Societies /Trust /Companies are required to run schools in accordance with the provisions contained in these Bye Laws, “ <i>The School shall endeavor to charge fees to the extent the expenses for running the School are met. Schools shall follow the following norms in respect of the fees charged from pupils:</i>
e)	If so, whether Government proposes to regulate or cap such recurring charges under any policy or regulatory mechanism; and	<p><i>7.1 No Society/Trust/Company/School shall charge capitation fee or accept donations for the purpose of admission for pupils.</i></p>
f)	If so, the details thereof and if not, the reason thereof?	<p><i>7.2 Admission Fee and Fee charged under any other head are to be charged only as per the regulations of the Appropriate Government</i></p> <p><i>7.3 Fees shall be charged under the heads prescribed by the Department of Education of the State/UTs</i></p> <p><i>7.5 Fee Revision:</i></p> <p><i>7.5.1 Fee revision of schools shall be subject to laws, regulation and directions of the Appropriate Government.</i></p> <p><i>7.5.2 Fee shall not be revised without the express approval of the School Management Committee or the process prescribed by the Appropriate Government under any circumstances.</i></p> <p><i>7.6 The acts and regulations of the Central and State/UT Governments enacted/framed in connection with regulation of fee in respect of the various categories of the schools situated in the state will be applicable to the school affiliated with CBSE also.”</i></p>

		<p>Further, Clause 9.1.3 of Affiliation Bye Laws of the Board stipulates that Society/ Trust/ Company shall ensure that the school is run as a community service and not as a business and that commercialization does not take place in the school in any manner whatsoever.</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>
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Rajya Sabha Unstarred Question No. 2907 for 18.03.2026 regarding “Reduction of GER in Andhra Pradesh.”

Sl. No.	Question	Draft Reply
a	whether as per UDISE, GER in primary, upper primary and high schools in Andhra Pradesh was 96.3, 102.4 and 95.5 percent respectively in 2023-24 which has come down to 91.9, 101 and 89.4 percent respectively in 2025-26;	(a) & (b) Does not pertain to the Board.
b	if so, reasons therefor;	
c	whether State Government has cancelled 1000 CBSE schools in Andhra Pradesh;	As far as CBSE is concerned, presently 1000 schools of Government of Andhra Pradesh are affiliated with the Board.
d	whether enrolment in private schools has gone up and how Government looks at increase of students in private schools and reduction in Government schools in State;	(d) to (f) Does not pertain to the Board.
e	reasons why dropout rate in Government schools in State has gone up to 15.5 percent in higher secondary, 3.7 percent in upper primary; and	
f	remedial action proposed to be taken?	

Rajya Sabha Unstarred Question No. 2923 for 18.03.2026 regarding “Controlling of dropout rate”

Sl. No.	Question	Draft Reply
a)	whether it is a fact that the dropout rate at secondary and higher secondary levels of education still continues to be quite significant;	(a) to (d) Does not pertain to the CBSE.
b)	whether large number of adolescents are not attending the school because they have to supplement households' income, attend to domestic chores or that they find education is not necessary;	
c)	if so, the details thereof; and	
d)	steps taken by Government to attract and retain out-of-school adolescents in secondary and higher secondary grades of school education?	

Lok Sabha Unstarred Question No. 4927 for 23.03.2026 regarding “Establishment of New Central Educational Institutions.”

Sl. No.	Question	Draft Reply
a)	whether the Government proposes to establish new Central educational institutions or vocational/skill-based colleges for the benefit of the youth of agriculture-dominated areas such as Etah, Kasganj, Jaunpur, Badaun and Bareilly districts and Aonla in Uttar Pradesh, if so, the details thereof;	(a) to (d) Does not pertain to CBSE.
b)	the amount of funds sanctioned and utilised for the development of laboratories and digital infrastructure in Government colleges in the districts of Etah, Kasganj, Jaunpur, Badaun and Bareilly under the Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA) during the last three years;	
c)	whether the Government proposes to provide financial assistance or special grants for introducing special courses in local colleges in Jaunpur, Etah, Kasganj and Aonla region to promote agri-entrepreneurship, if so, the details thereof; and	
d)	whether the Government has established any special monitoring mechanism or support system to address the difficulties faced by rural students while availing educational loans, especially in the district of Etah, Kasganj and Jaunpur, if so, the details thereof?	

Rajya Sabha Starred Question Diary No. 3531 for 19.03.2026 regarding “Floor level minimum wage”.

Sl. No.	Question	Draft Reply
(a)	Whether the labour code on wages which talks of ‘floor level minimum wage’ cover anganwadi wokers, ASHAs, midday meal , the para teachers etc;	(a) to (c) Does not pertain to the Board.
(b)	If yes, the details thereof; and	
(c)	If not, the reasons therefor?	