

Draft Reply of Rajya Sabha Starred Question No. 573 for 22.07.2025 Regarding “increasing number of patients suffering from nomophobia”.

QUESTION	INPUTS
a) whether it is a fact that the number of patients suffering from nomophobia is constantly increasing in India;	As far as CBSE is concerned, the Board has neither conducted any study nor received any formal report on the prevalence of nomophobia among students. The Board has issued advisory to restrict the use of mobile phones in schools vide its affiliation circular number 02 dated July 29,2009.
b) whether it is also a fact that a large number of these patients are young children and youth;	
c) if so, the state-wise and age-wise details thereof;	Does not pertain to CBSE
d) whether government has established a separate modern psychological system to deal with nomophobia; and	Does not pertain to CBSE
e) if so, the details thereof and if not, the reasons therefor?	

Draft Reply of Rajya Sabha Starred Question No. 1803 for 23.07.2025 Regarding “Steps taken by the government to provide education to children with disabilities”.

QUESTION	INPUTS
<p>a) Whether Government has taken any steps to provide education to all students with disabilities by ensuring equal opportunities to learn and succeed at various levels of education;</p>	<p>The CBSE, in alignment with the Rights of Persons with Disabilities (RPwD) Act, 2016, mandates inclusive practices across affiliated schools and has issued detailed guidelines to ensure that children with special needs (CwSN) are provided equal opportunities to learn and succeed.</p>
<p>b) If so, details on the action taken Government for creating inclusive environments, removing barriers and ensuring physical accessibility, digital accessibility and curriculum adjustments for diverse learners;</p>	<p>To create inclusive learning environments, CBSE has:</p> <ul style="list-style-type: none"> i. Mandated infrastructural provisions such as ramps, auditory signals, and accessible toilets under its Affiliation Bye-Laws. ii. Required the appointment of Special Educators in schools to support CwSN. iii. Issued examination concessions such as additional time, use of scribes, exemption from second language, and provision of screen reading software. iv. Published guidelines and an accessibility code for institutions to remove physical and communication barriers. v. Promoted inclusive teaching through capacity-building programs and manuals on inclusive practices. vi. Directed affiliated schools to provide accessible study materials and assistive devices. vii. Advocated for inclusive pedagogy and digital accessibility through tools like Talking Textbooks and speech-enabled computers. viii. CBSE has developed a handbook of Inclusive education to help schools create inclusive learning environments. Handbook inter alia contains suggestions for dealing with CWSN. The handbook is available at- https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf
<p>c) Whether Government has made any assessment of the steps taken so far in relation to the education provided to differently abled students; and</p>	<p>Does not pertain to CBSE</p>
<p>d) If so, the details thereon?</p>	

Draft Reply of Rajya Sabha Unstarred Question No. 488 for 22.07.2025 Regarding “Promotion of Basic First Aid and CPR Training Across the Country”.

QUESTION	INPUTS
<p>a) Whether Government is taking any steps to ensure widespread training of citizens on basic first aid and CPR (Cardiopulmonary Resuscitation) across the country, particularly in schools, workplaces, and rural areas;</p>	<p>Central Board of Secondary Education has made Health and Physical Education a compulsory subject from Class I to Class XII. The Board prescribes NCERT textbooks in classes IX-XII. Topics on Cardiopulmonary Resuscitation (CPR) and steps for CPR in the case of drowning have been included in the National Council of Educational Research and Training (NCERT)'s Class IX text book of Health and Physical Education.</p> <p>The Central Board of Secondary Education (CBSE) has also included the Cardiopulmonary Resuscitation (CPR) procedure under the title 'Basic Emergency Healthcare' in the Health Manual Volume-I published by it. The manual is available at the link- https://cbseacademic.nic.in/web_material/HealthManual/HEALTH%20MANUAL%20VOL%201.pdf</p>
<p>b) Whether the Ministry plans to integrate these trainings into school curricula and community outreach programs to ensure every citizen is equipped with life-saving skills;</p>	<p>Does not pertain to CBSE</p>
<p>c) If so, details thereof; and</p>	
<p>d) If not, details thereof and if there are any plans to do so?</p>	

Draft Reply Rajya Sabha Unstarred Question Diary No. 360 for 23.07.2025 regarding Impact Assessment of AI Curriculum in CBSE Schools

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<p>a) The number of CBSE-affiliated schools that have adopted the Intel and IBM-developed AI modules since the 2019 pilot –disaggregated by those offering AI as an elective versus integrated into the general curriculum;</p>	<p>CBSE introduced Artificial Intelligence (AI) as an optional elective skill subject in class IX from the session 2019-2020. AI was also introduced as optional Skill module (15 hours) for the students of class VIII in the same session. Board has started offering AI as an optional elective skill subject in class XI from the session 2020-21.</p> <p>Board had signed MOU with Intel and IBM to promote emerging technology-based curriculum in school; accordingly, curriculum and the content for the AI course was prepared by the Board with support of experts from Intel, IBM and other higher educational institutions.</p> <p>Number of schools and students offering AI as an optional skill subject since session 2019-2020 is as follows:</p> <table border="1" data-bbox="596 972 1402 1570"> <thead> <tr> <th>Session</th> <th></th> <th>Class 9</th> <th>Class 10</th> <th>Class 11</th> <th>Class 12</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2019-2020</td> <td>Schools</td> <td>235</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Students</td> <td>15645</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td rowspan="2">2020-2021</td> <td>Schools</td> <td>630</td> <td>230</td> <td>80</td> <td>0</td> </tr> <tr> <td>Students</td> <td>54584</td> <td>15522</td> <td>2048</td> <td>0</td> </tr> <tr> <td rowspan="2">2021-2022</td> <td>Schools</td> <td>1680</td> <td>675</td> <td>190</td> <td>76</td> </tr> <tr> <td>Students</td> <td>157485</td> <td>53299</td> <td>4944</td> <td>1978</td> </tr> <tr> <td rowspan="2">2022-2023</td> <td>Schools</td> <td>2319</td> <td>1832</td> <td>296</td> <td>186</td> </tr> <tr> <td>Students</td> <td>235399</td> <td>150870</td> <td>7575</td> <td>4421</td> </tr> <tr> <td rowspan="2">2023-2024</td> <td>Schools</td> <td>3341</td> <td>2641</td> <td>576</td> <td>318</td> </tr> <tr> <td>Students</td> <td>339108</td> <td>225602</td> <td>17104</td> <td>7441</td> </tr> <tr> <td rowspan="2">2024-2025</td> <td>Schools</td> <td>4543</td> <td>3643</td> <td>944</td> <td>605</td> </tr> <tr> <td>Students</td> <td>469454</td> <td>321066</td> <td>33933</td> <td>16428</td> </tr> </tbody> </table>	Session		Class 9	Class 10	Class 11	Class 12	2019-2020	Schools	235	-	-	-	Students	15645	-	-	-	2020-2021	Schools	630	230	80	0	Students	54584	15522	2048	0	2021-2022	Schools	1680	675	190	76	Students	157485	53299	4944	1978	2022-2023	Schools	2319	1832	296	186	Students	235399	150870	7575	4421	2023-2024	Schools	3341	2641	576	318	Students	339108	225602	17104	7441	2024-2025	Schools	4543	3643	944	605	Students	469454	321066	33933	16428
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<p>b) The percentage of trained teachers who have delivered AI modules using IBM Skills Build, and whether certification targets of 5,000 educators have been met;</p>	<p>The Board has conducted Future Tech Olympiads; where in IBM Skill Build platform was used to empower students on cutting edge technology like AI.</p> <p>As per the MoU, CBSE has trained more than 10,000 teachers on AI curriculum with the support of experts from Intel, IBM, NIELIT and higher educational institutions.</p>																																																																								

Question	Draft reply
<p>c) The number of students who have completed capstone AI projects, and how many advanced to hackathons, incubation, or publication; and</p>	<p>Capstone projects are a part of the CBSE AI curriculum for classes XI & XII, and students prepare Capstone projects. Some of them also participate in various events. From 2020-2024, CBSE has organized 07 events including 02 National Skill Expo, 03 Ideathons and 02 Future Tech Olympiad. A total of 35,000 students including children who were part of AI Curriculum, have participated in CBSE events.</p>
<p>d) Whether CBSE has assessed the curriculum's impact on students' computational thinking of coding proficiency, and key findings thereof?</p>	<p>The Board has not undertaken any study on the impact of computational thinking of coding proficiency among students opting for AI as skill subject.</p>

Rajya Sabha Starred Question Diary no. 200 for 07.08.2025 reg. Freedom fighters lodged in Kala Pani (Cellular Jail):

Question	Inputs
a. The details of steps taken to narrate the valourous stories of freedom fighters lodged in Kala Pani (Cellular Jail) in the Andaman Islands;	Content creation and textbooks development being under the purview of NCERT, this does not pertain to CBSE
b. The details of restoration , digital archiving, or educational programmes undertaken to preserve its legacy; and	Does not pertain to CBSE
c. Whether international visitors are allowed and whether UNESCO heritage recognition has been pursued; and	
d. Any plan for a permanent museum or digital record of the freedom fighters incarcerated there?	

Draft Reply of Lok Sabha Unstarred Question No. 234 and S259 Asked by Smt. Geeta Alias Chandraprabha for 11.08.2025 Regarding “Updation of District level composite development indices”.

QUESTION	INPUTS
a) Whether Government has developed or updated district-level composite development indices based on real-time data to guide targeted investments under centrally sponsored schemes;	Does not pertain to Central Board of Secondary Education.
b) If so, the current development rankings of Auraiya district in the State of Uttar Pradesh based on parameters like health education, infrastructure, and employment as on June 2025;	
c) Whether Panchayati Raj Institutions (PRIs) are being equipped with capacity building tools to integrate such data in local development planning and	
d) Whether Government proposes to integrate performance metrics from flagship schemes such as JJM, PMAY-G and MGNREGS into a unified public dashboard for transparent and efficient monitoring?	

**Draft Reply of Lok Sabha Starred Question Dy. No. 302 for 11.08.2025
regarding "e-Learning Hubs".**

Question	Draft reply
a) whether the Government proposes to increase the availability of e-learning hubs and wireless internet infrastructure at village level in the border districts of Gurdaspur and Pathankot in Punjab under Digital India Mission;	Does not pertain to CBSE.
b) if so, the details thereof and if not, the reasons therefor;	
c) whether the Government proposes to introduce Village Digital Equity Index to provide digital resources to backward and digitally deprived villages on priority basis;	
d) whether any proposal is under consideration of the Government to formulate a special digital education plan for rural children; and	
e) if so, the details thereof and if not, the reasons therefor?	

**Draft Reply of Rajya Sabha Unstarred Question No. 341 Asked by Shri Rajeev Shukla for 23.07.2025
Regarding "Rising anxiety among students".**

QUESTION	INPUTS
a) whether Government is taking cognisance of the rising instances of anxiety among students in the country;	<p>a);b);c);and d)</p> <p>The Central Board of Secondary Education (CBSE), taking cognizance of anxiety in students, has implemented guidelines for the development of 21st-century skills outlined in NEP-2020, with a focus on experiential and enjoyable learning. As part of this initiative, the Board has made it mandatory for all students to partake in Physical and Health Education, as well as actively participate in various clubs, including eco-clubs. The Board has also mandated compulsory appointment of counsellor in all its affiliated schools under its Affiliation Byelaws.</p> <p>Other initiatives of CBSE include reducing syllabus content and reforming examinations to alleviate stress, organizing capacity-building programs for teachers on topics such as Stress Management, offering pre and post examination tele-counseling services, Counselling at Manodarpan portal of Ministry of Education, Government of India, publishing a 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.</p>
b) if so, the details thereof in this respect to contain the same;	
c) if not, the reasons therefor; and	
d) the proposed measures to be taken in this respect?	

Draft Reply of Lok Sabha Starred Question No. 360 Asked by Smt. Shambhavi and Shri Naresh Ganpat Mhaske for 18.08.2025 Regarding “Learning Programs in Rural Areas”.

QUESTION	INPUTS
a) The details of funds allocated and utilized under the key initiatives and policies implemented by the Government to enhance educational access and learning opportunities in rural areas of the country;	Does not pertain to Central Board of Secondary Education.
b) The impact of digital learning programs, rural education infrastructure development and Government schemes on improving education outcomes in villages;	
c) The measures taken/proposed to be taken by the Government to bridge the urban-rural education divide; and	
d) Whether the Government has any plans to further strengthen rural education and ensure inclusive and equitable learning opportunities for all, if so, the details thereof and if not, the reasons therefor?	

**Draft Inputs for the Rajya Sabha Unstarred Question Diary No. 382 regarding
“Entrepreneurship Ecosystem in India”**

Question	Inputs
a) Whether Government maintains any data regarding the number of entrepreneurs propped-up in India in the last 10 years? If so, the details thereon.	Does not pertain to CBSE
b) The schemes provided by the Government to encourage budding entrepreneurs, especially women.	
c) Whether the Government maintains any data regarding the sector-wise entrepreneurship in India? If so, the details thereon.	
d) What are the different credit-lines offered by the Government for entrepreneurs in the rural areas?	
e) The number of Government-backed entrepreneur enterprises turned into Unicorns in India.	
f) What are the exercises conducted by the Government to boost entrepreneurship skills among college students?	

Draft Reply of Lok Sabha Provisionally Admitted Question No. 643 for 22.07.2025 Regarding “Measures to curb Drug Addiction”.

QUESTION	INPUTS
<p>a) The details of the number of narcotics seizures arrests and destruction of illicit crops carried out by Central Agencies such as NCB. BSF and State Police during the last five years, State and Year-wise;</p>	<p>a); b); c) and; d) Does not pertain to CBSE</p>
<p>b) The details of the number of beneficiaries availing treatment or counselling services under Government supported de-addiction programmes, state-wise and year-wise;</p>	
<p>c) The details of the measures taken to strengthen enforcement under the National “Zero Tolerance” Drug policy including increased border surveillance and interdiction efforts;</p>	
<p>d) The steps taken to empower local police. BSF and enforcement agencies with modern surveillance tools such as drones. AI-based scanners and forensic drug detection kits, and</p>	
<p>e) Whether the Government is considering to launch a nationwide School and University Anti-Drug Education Curriculum in collaboration with the Ministry of Education and CBSE/UGC, if so, the details thereof?</p>	<p>Central Board of Secondary Education (CBSE) has taken cognizance of drug abuse in schools and initiated the following measures regarding anti-drug education in schools: Inclusion of safety measures in Affiliation Policy The Affiliation Bye-Laws of CBSE stipulate that school shall follow the guidelines on safety of children in schools developed by National Commission for Protection of Child Rights that covers substance abuse prevention programme by suggesting</p> <ol style="list-style-type: none"> i. School based activities to prevent the use of harmful substances such as tobacco, alcohol, and drugs ii. Schools need to provide information material, organise staff/student workshop, in class lessons, student and family consultations and may suggest referral for therapeutic counselling iii. Awareness and orientation of parents, sensitization of staff members and workshops for students also can be arranged <p>Counselling and Support: As per the clause 2.4.12 of the affiliation bye-laws of CBSE, every Secondary and Senior Secondary school shall appoint a person on full time basis for performing the duties of Counsellor & Wellness Teacher. Trained counsellors help students deal with emotional and psychological issues, reducing the likelihood of turning to drugs as a coping mechanism.</p>

Sensitization of schools through regular advisories

The Board has also issued the following advisories to schools to promote the cause of prevention of drug prevention:

- Drug Awareness Programme - 30/2005
- Observation of International Day against Drug Abuse and Illicit Trafficking on 26th June, 2009 - 18/09
- Guidelines on Protection from Exposure to Tobacco Smoke - 58/09
- Observation of International Day against Drug Abuse and Illicit Trafficking on 26th June, 2010 - 38/10
- Display board in Hindi and English languages for Tobacco Free Educational Institutions on 07 January, 2015 Acad-03/2015
- Online e-pledge campaign 'Say Yes to Life, No to Drugs' from 12-16 June 2022 at mygov.in on June 10,2022 Acad-66/2022
- CBSE encouraged its schools to participate in Nasha Mukta Bharat Abhiyan (NMBA) vide its circular number Acad 06/2024 dated January 12,2024.
- Awareness Campaign against drug abuse...Say no to drugs and yes to life- It was organized in collaboration with NCB at Modern School, Vasant Vihar, New Delhi, on 28 August 2024. More than 7000 students, parents and teaching fraternity attended this programme.
- CBSE, in collaboration with the Narcotics Control Bureau (NCB), launched an awareness campaign titled "Say Yes to Life, No to Drugs" to promote a drug-free lifestyle among students and the wider community. Similar to the pledge drive organized in 2022, the 2024 campaign was held from 5th to 26th June. It included an e-pledge on the MyGov portal and school-level activities such as poster making, street plays, essays, and awareness displays to sensitize stakeholders about the dangers of drug abuse. Schools were encouraged to actively involve students, teachers, and parents.

Draft Reply of Rajya Sabha Unstarred Question No. 904 for 23.07.2025 Regarding “Support for Dyslexia and Learning Disorders”.

QUESTION	INPUTS
a) The number of schools across the country that have been provided training and resources to identify and support students with dyslexia;	The Central Board of Secondary Education (CBSE) regularly conducts capacity-building programs on inclusive education for teachers through the Board’s Centres of Excellence using a manual on inclusive practices. These trainings are not limited to any specific disability but aim to empower educators with the knowledge and skills to support a diverse range of children with special needs. CBSE has developed a handbook of Inclusive education and accessibility codes to help schools create inclusive learning environments. Handbook inter alia contains suggestions for dealing with dyslexic students. The handbook is available at- https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf
b) The quantum of funds released under the Samagra Shiksha Scheme for learning-disability remediation in 2024-25; and	Does not pertain to CBSE.
c) Plans to roll out standardized assessment tools and teacher-training modules nationally?	CBSE does not intend to roll out standardized assessment tools and teacher-training modules nationally on dyslexia.

Draft Reply of Rajya Sabha Unstarred Question No. 1140 for 30.07.2025 Regarding “Genuine study and research in Vedic Astrology”.

QUESTION	INPUTS
a) Whether it is a fact that the Bombay High Court has remarked that astrology is a science, if so, the details thereof;	Does not pertain to CBSE
b) The action taken or proposed to be taken by the Ministry to promote genuine study and research in Vedic Astrology, and to establish a Standing Advisory Board for Astronomy; and	
c) The initiatives taken by the Ministry, in collaboration with relevant stakeholders to oversee the rapidly expanding astrological sector and check fraudulent activities by unscrupulous astrologers, especially those providing online astrology consultations?	

Draft Reply of Rajya Sabha Unstarred Question No. 1151 Asked by Smt. Ranjeet Ranjan for 30.07.2025 Regarding "Gaps in Implementation of NEP 2020".

QUESTION	INPUTS
<p>a) whether Government acknowledges gap between aspirational framework of NEP 2020 and its implementation as evidenced by low literacy/numeracy levels (25-45 per cent) and limited digital infrastructure (only 54 per cent of schools with internet. 50 percent with functional computers);</p>	<p>No such study has been undertaken by CBSE.</p>
<p>b) if so, what concrete steps are being taken to strengthen early learning outcomes and expand access to digital resources in all schools;</p>	<p>The Central Board of Secondary Education (CBSE) has undertaken several initiatives aligned with the National Education Policy (NEP) 2020 to improve learning outcomes and digital literacy. At the same time the Board also tries learning to be holistic and focused on developing critical thinking, adaptability, and essential life skills among students. Key measures include:</p>
<p>c) the measures in place to ensure that education not only imparts knowledge but also cultivates critical thinking, adaptability, and life skills and</p>	<ol style="list-style-type: none"> 1. Implementation of NIPUN Bharat Mission: CBSE supports the objectives of the <i>National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)</i> by promoting foundational literacy and numeracy (FLN) in affiliated schools. The Board disseminates guidelines, learning outcomes, and resources to ensure children attain FLN skills by the end of Grade 3. 2. Competency-Based Education (CBE): CBSE has shifted its focus from rote memorization to competency-based learning. The Board has advised schools to implement age-appropriate, competency-based learning aligned with <i>Learning Outcomes</i> developed by NCERT. This approach emphasizes conceptual understanding, application of knowledge in real-life contexts, and the development of

higher-order thinking skills. 50% in all Board examinations now exclusively focus on application-based and analytical questions that assess reasoning and problem-solving skills. The Board has also published Assessment Frameworks and sample items to promote Competency Based Education.

3. **Key Stages Census Examination:** CBSE has introduced structured competency-based assessments such as *SAFAL* (Structured Assessment for Analysing Learning) for Grades 3, 6, and 9. *SAFAL* is designed to assess the learning outcomes of students, focusing on the development of critical skills and competencies that align with the National Education Policy (NEP) 2020. School level competency wise reports cards are provided to schools to plan evidence based interventions.
4. **Minimum Prescribed ICT Infrastructure Requirements:** The Board has laid down norms for minimum requirement of digital infrastructure and internet connectivity in its Affiliation Bye Laws-2018 at Clause 4.4 which provides that affiliated schools are required to have a Computer Lab with minimum dimension of 600 sq. ft. and a minimum 40 computers in the Lab. Further, the school should have a leased line with the minimum speed of 20 mbps for internet connectivity. A circular dated 02.07.2025 has also been issued to the schools mandating the minimum digital infrastructure which has to be established in the school.
5. **Digital Infrastructure through DIKSHA Platform:** CBSE facilitates use of the *DIKSHA* platform, a national digital infrastructure for teachers and learners, offering interactive e-content, lesson plans, assessments, and training modules in multiple languages. Schools are encouraged to integrate these resources into classroom practices.
6. **CBSE PM eVIDYA-15 Channel:** CBSE has been allotted this channel and has been running it .It features programs on innovative pedagogies such as storytelling, art-integrated learning, and joyful mathematics to support teacher training and student learning.
7. **CBSE Reading Mission and Expression Series :** Through initiatives like the *CBSE Reading Mission*, *Storytelling Competition*, and *Expression Series*, the Board promotes language development, curiosity, creativity, and critical engagement with diverse themes.
8. **Teacher Training:** Through programs such as *NISHTHA* and regular teacher capacity-building workshops, through its 18 Centres of Excellences situated across country, CBSE tries

	<p>that educators are trained in activity-based, learner-centric teaching approaches.50 hrs annual training has been notified to all schools. Key topics include competency-based learning, use of digital resources, and integration of joyful learning techniques.</p> <p>9. Holistic Progress Card (HPC):CBSE is supporting the implementation of holistic and multidimensional progress cards that assess learners on academic performance as well as socio-emotional and life skills, in line with the recommendations of NEP 2020.Prototypes developed by PARAKH have been used to align CBSE’s HPC.</p> <p>10. Experiential Learning and Art-Integrated Pedagogy: Schools have been encouraged to adopt experiential and project-based learning approaches across subjects. Art-Integrated pedagogies promote creativity, collaboration, and decision-making skills.</p> <p>11. 21st Century Skills and Life Skills Education: 21st Century and Life skills, including emotional intelligence, interpersonal skills, communication, and decision-making, are promoted through CBSE’s Value Education framework and integration of life skill themes into school activities.</p>
<p>d) whether Government is considering increasing investment in education beyond its current 4 per cent of GDP?</p>	<p>Does not pertain to CBSE</p>

Draft Reply of Rajya Sabha Unstarred Question No. 1152 Asked by Shri Ashok Kumar Mittal for 30.07.2025 Regarding "Improvements in learning outcome".

QUESTION	INPUTS
a) the steps undertaken by Government to ensure that the increased spending on education leads to measurable improvements in learning outcomes across primary, secondary, and higher education sectors;	Does not pertain to CBSE
b) how will the current education budget directly address the needs of students from Scheduled Castes (SC), Scheduled Tribes (ST), and other disadvantaged backgrounds;	
c) the details of Government's plan to strengthen public-private partnerships to bridge gaps in infrastructure and resource availability without compromising on the quality of education; and	
d) the measures undertaken by Government to ensure access to quality digital education for students in rural areas?	

Draft Reply of Rajya Sabha Unstarred Question No. 1156 Asked by Smt Rajani Ashokrao Patil for 30.07.2025 Regarding “Dropout rate among girls and marginalized groups”.

QUESTION	INPUTS
<p>a) Whether dropout rates at primary and secondary school levels have increased post pandemic, especially among girls and marginalized groups;</p>	<p>Does not pertain to CBSE.</p>
<p>b) If so, the enrollment and dropout in Government schools from 2021-2024, State-wise details thereof;</p>	
<p>c) Whether the Ministry has conducted or supported any learning outcome surveys to assess post-COVID academic loss;</p>	<p>No such survey has been done by CBSE.</p>
<p>d) The detail of remedial programs or bridge courses introduced at the school level; and</p>	<p>i. Sensitisation of schools about NIPUN: CBSE supports the objectives of the <i>National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)</i> by promoting foundational literacy and numeracy (FLN) in affiliated schools. CBSE has issued multiple circulars advising all affiliated schools to actively engage with and implement the components of NIPUN Bharat, including <i>Vidya Pravesh</i>, foundational learning goals, and the use of <i>Jadui Pitara</i> and other tools provided through DIKSHA and NDEAR platforms.</p> <p>ii. 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.</p>
<p>e) What steps have been taken to ensure retention and academic support in rural and backward districts?</p>	

	<ul style="list-style-type: none">iii. Capacity Building of Teachers: CBSE conducts regular training programmes through its Centres of Excellence and collaborates with MoE and NCERT in rolling out NISHTHA training modules focused on Foundational Literacy and Numeracy (FLN) under NIPUN Bharat. 50 hrs annual training conditions has been notified to all schools. Key topics include competency-based learning, use of digital resources, and integration of joyful learning techniques. iv. Digital Infrastructure through DIKSHA Platform: CBSE facilitates use of the DIKSHA platform, a national digital infrastructure for teachers and learners, offering interactive e-content, lesson plans, assessments, and training modules in multiple languages. Schools are encouraged to integrate these resources into classroom practices. v. CBSE PM eVIDYA-15 Channel: CBSE has been allotted this channel and has been running it. It features programs on innovative pedagogies such as storytelling, art-integrated learning, and joyful mathematics to support teacher training and student learning. vi. Holistic Progress Card (HPC): CBSE is supporting the implementation of holistic and multidimensional progress cards that assess learners on academic performance as well as socio-emotional and life skills, in line with the recommendations of NEP 2020. Prototypes developed by PARAKH have been used to align CBSE's HPC at the Foundational and Preparatory Stages.
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Reply of Lok Sabha Unstarred Question No. 1188 for 28.07.2025 regarding Quality Education Infrastructure in Delhi.

Sl. No.	Question	Draft Reply
(a)	Whether the Government is aware of the growing population and increasing demand for quality education infrastructure in the North East Delhi Lok Sabha constituency, if so, the details thereof,	(a) to (c) Does not pertain to CBSE.
(b)	Whether the Government has conducted any assessment or survey to identify gaps in availability of Kendriya Vidyalayas, Navodaya Vidyalayas and higher education institutions in the region and if so, the details thereof, and	
(c)	Whether the Government proposes to establish new Central Government schools, skill development centres, or higher educational institutions in North East Delhi to address the educational needs of students from economically weaker sections and if so, the details and timeline thereof along with the details of steps being taken to improve the quality of education?	

Draft Reply of Lok Sabha Unstarred Question No. 1258 Asked by Hon'ble MPs Shri Vijay Kumar Hansdak and Dr. Thirumaavalavan Tholkappian for 28.07.2025 Regarding "Education to Children with Disabilities".

QUESTION	INPUTS
<p>a) Whether the Government has taken any steps to provide education to all children with disabilities, economically weaker and SC/ST by ensuring equal opportunities to learn and succeed a various level of education;</p>	<p>a); b) and; c)</p> <p>The measures taken by the CBSE to facilitate inclusive education for the CwSN students, are as follows:</p> <p>1. Provisions in Affiliation Bye Laws</p> <ul style="list-style-type: none"> • Under Clause 14.15.2 of the affiliation bye laws, the schools are required to promote inclusion for students with special needs in the normal school, as per the provisions of the 'Rehabilitation of Persons with Disabilities Act 2016'. • Under Clause No. 4.7.3 of the affiliation bye laws that "the school shall provide proper facilities like ramps in toilets and at entry/exit points for wheelchair users and auditory signals in elevators/lifts and other possible infrastructural facilities." as per the provisions of the 'Rehabilitation of Persons with Disabilities Act 2016'. • As per the affiliation bye laws, the schools are mandatorily required to appoint special educator for support and counselling of the children with special needs. • Detailed Guidelines for Children with Special Needs (CwSN) provisions for existing Schools and Schools seeking affiliation with the Board, have been issued by the Board vide Circular No. 05/2023 dated 06/03/2023. (https://saras.cbse.gov.in/saras/Circulars/Circular05_2023.pdf) <p>2. Provisions in Examination Bye Laws</p> <ul style="list-style-type: none"> • Under the examination bye laws, the CwSN students are allowed to have additional time of 50 minutes in the secondary and sr. secondary examinations conducted by the Board. • The CwSN students allowed to use the services of scribe in the secondary and sr. secondary examinations conducted by the Board. • The circular having details of the Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure, is enclosed as Annexure A. • Children are provided option to study only one language with any four subjects of their choice. <p>3. Sensitization of school through advisories</p> <p>The Board has also directed all the schools affiliated to it through various advisories to:</p> <ol style="list-style-type: none"> i. allow admission to any category of a differently abled child otherwise stringent action even to the extent of disaffiliation will be taken ii. provide support through assistive devices and the availability of
<p>b) If so, the details thereof;</p>	
<p>c) The action taken by the Government for creating inclusive environments removing barriers and ensuring physical accessibility, digital accessibility and curriculum adjustments for diverse learners;</p>	

	<p>trained teachers</p> <ul style="list-style-type: none"> iii. modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs iv. ensure that disabled friendly measures like barrier free access are in place including hostels, libraries, laboratories and buildings. v. ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software vi. ensure an adequate number of sign language interpreters, transcription services and a loop induction system will be introduced for the hearing handicapped students vii. ensure regular in-service training of teachers in inclusive education at the elementary and secondary level. viii. allow parents when they make a request to provide an aid so that individual attention is possible for the child and enables the student to grow and learn along with the other peers in the class. ix. Send Answer books of differently abled candidates separately x. Permit Visually Impaired candidates to use of screen reading software (like JAWS- Job Access with Speech) with prior approval of the Board. They also have the facility of using a computer or a typewriter for writing answers. xi. Not charge Registration and Examination fee (IX, X, XI, XII) from Visually Impaired students. <p style="text-align: center;">4. Publication of Handbook on inclusion for teachers and educational institutions</p> <p>The Board has also published an accessibility code for educational institution. This code The code focus on identifying obstacles and barriers in the physical infrastructure (indoor & outdoor facilities) and in the communication & learning ecosystem of educational institutions and suggest cost effective solutions for the same. https://www.cbse.gov.in/cbsenew/documents/Draft_Guidelines_on_ACEI_04032022.pdf)</p> <p style="text-align: center;">5. Capacity building of teachers on Inclusion</p> <p>The board has developed a manual on Inclusive Practices on which training is being imparted by 17 Centre of Excellence to teachers across the country.</p>
<p>d) Whether the Government has formulated any policy for the admission of differently-abled children and special children into regular school;</p>	<p>Schools affiliated to CBSE adhere to the admission norms prescribed by the respective State Governments for Children with Special Needs (CwSN) and other categories. For example, in Delhi, CBSE-affiliated schools comply with the Delhi Government’s Notification No. F.19/DDE(IEDSS)/Admi.Cel/PSB/2018/26923 dated 23.07.2018, which mandates that a minimum of 3% of the 25% seats reserved under the RTE Act must be allocated for CwSN.</p>
<p>e) Whether the Government has any scheme to educate</p>	<p>e); and f) Does not pertain to CBSE</p>

<p>differently-abled children and special children in special schools; and</p>	
<p>f) Whether the Government has made any assessment of the steps taken so far in relation to the education provided to such students and if so, the details thereon?</p>	

Draft Reply of Rajya Sabha Unstarred Question No. 1262 Asked by Hon'ble MP Dr. Sikander Kumar for 30.07.2025 Regarding "Empowering the deaf community".

QUESTION	INPUTS
<p>a) Whether Government has signed any Memorandum of Understanding (MOU) to strengthen Inclusive Education Ecosystem for Children with Disabilities;</p>	<p>Does not pertain to CBSE</p>
<p>b) If so, the details thereof;</p>	
<p>c) Whether Government has planned to conduct any program to provide training in inclusive teaching methods and tools, if so, the details thereof, and</p>	<p>To enhance inclusive and quality education CBSE has:</p> <p>i. Promoted inclusive teaching through capacity-building programs and manuals on inclusive practices. Regular trainings on inclusive education are organized by 18 CoEs of CBSE.</p> <p>ii. Issued examination concessions such as additional time, use of scribes, exemption from second language, and provision of screen reading software.</p>
<p>d) The measures taken by Government to enhance inclusive and quality education for advancing academic strategies for the deaf community?</p>	<p>iii. Published guidelines and an accessibility code for institutions to remove physical and communication barriers.</p> <p>iv. Directed affiliated schools to provide accessible study materials and assistive devices.</p> <p>v. Advocated for inclusive pedagogy and digital accessibility through tools like Talking Textbooks and speech-enabled computers.</p> <p>vi. CBSE has developed a handbook of Inclusive education to help schools create inclusive learning environments. Handbook inter alia contains suggestions for dealing with CWSN. The handbook is available at-</p> <p>https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf</p>

Draft Reply Rajya Sabha Starred Question Diary No. 1290 for 30.07.2025 regarding Drone Shakti Initiative.

Question	Draft reply
a) The details of the area receiving training under the Drone Shakti Initiative and the number of youth trained so far.	Does not pertain to CBSE.
b) The direct benefits from this initiative as received by the youth in rural areas, particularly the farmers, and	
c) The training institutes or itis engaged in implementing this programme and the concrete results visible in terms of employment generation?	

Reply of Lok Sabha Unstarred Question No. 1333 for answer on 28.07.2025 regarding Discrepancies in Aadhaar Card for Students.

Questions	Answer
(a) whether anomalies have been noticed in the Aadhaar Cards of approximately four lakh eight thousand students enrolled in Government and Semi-Government schools in the country including Maharashtra and out of them about three lakh twenty two thousand students have been declared invalid, if so, the reasons behind the anomalies;	a) to d) Does not pertain to CBSE
(b) the number of students being deprived of various educational schemes and benefits including scholarships due to the said discrepancies and the steps taken by the Government so far to address the said issue;	
(c) the time limit for removal of the said discrepancies and to provide them the benefits of the schemes; and	
(d) the measures being taken by the Government to prevent such problems in future?	

Draft Reply of Lok Sabha Unstarred Question No. 1354 Asked by Shri Kalyan Banerjee for 28.07.2025 Regarding “High Quality Multi-Disciplinary Education System”.

QUESTION	INPUTS
<p>a. Whether the Government has received any suggestions and report from State Governments to introduce same pattern of education system in the country by 2030, if so, the details thereof;</p>	<p>Does not pertain to CBSE</p>
<p>b. The details of initiatives taken for educational development in terms of infrastructure, regulations, training to teachers etc.;</p>	<p>CBSE has taken several measures to improve educational quality in its affiliated schools. These include:</p> <p>Infrastructure: CBSE mandates essential infrastructure norms for affiliation, including ICT facilities, safety measures, barrier-free access for Children with Special Needs (CwSN), libraries, and sports infrastructure.</p> <p>Regulations: The Affiliation Bye-Laws have been revised to align with NEP 2020, ensuring transparency, quality assurance, and simplified procedures.</p> <p>Teacher Training: CBSE mandates 50 hours of annual training for teachers and has established the Centre of Excellence (CoE) network across the country. Offline and Online capacity-building programs, skill enhancement workshops, and training in assessment reforms are regularly conducted to promote professional development.</p>
<p>c. The details of proposal of the Government to initiate National Education Policy (NEP) 2020 under SDG4 of UN Department of Enrolment and Student Administration (DESA) for new schools applied for central board affiliation and the instructions for registration process and or planning to setup schools therein; and</p>	<p>To operationalize the goals of the National Education Policy (NEP) 2020 in alignment with SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), CBSE has reengineered its affiliation process through the School Affiliation Re-engineered Automation System (SARAS) 6.0. This online system ensures transparency, efficiency, and accountability, reducing procedural burdens and enabling easier access to affiliation for new schools.</p> <p>Key features include:</p> <p>Pre-Registration and KYC Process: All new applicants must complete a KYC verification and pre-registration process, followed by a</p>

	<p>structured three-part application (Parts A, B, and C).</p> <p>Mandatory Requirements: Schools must submit essential documents, including land and building safety certificates, recognition from the State Government, No Objection Certificate (if applicable), infrastructure readiness (including for CwSN), water and sanitation safety, and fire safety.</p> <p>Bal Vatika Requirement: As per NEP 2020's emphasis on Early Childhood Care and Education (ECCE), all new schools must establish Bal Vatika classes (1, 2, and 3) for ages 3–6.</p> <p>School Quality Assessment and Assurance Framework (SQAAF): Schools must complete SQAAF (Part C of the application), focusing on institutional quality indicators such as learning outcomes, leadership, infrastructure, and inclusive practices.</p> <p>Integration of Digital Infrastructure and Emerging Areas: Schools are expected to implement digital infrastructure, and demonstrate capacity for introducing skill-based and multidisciplinary subjects including coding, AI, financial literacy, and more.</p> <p>Inspection and Compliance: 100% of fresh affiliation applications undergo physical inspection to validate the infrastructural and academic readiness as per NEP norms.</p> <p>Guidelines for new prospective schools intending to apply for CBSE affiliation are available at https://saras.cbse.gov.in/saras/manuals/SARAS_MANUAL_6_0.pdf</p>
<p>d. The details of curriculum to achieve new highest quality multi-disciplinary education system thereto?</p>	<p>To meet the vision of NEP 2020, CBSE, in collaboration with NCERT, is in the process of adopting the National Curriculum Framework for School Education (NCF-SE) 2023. The curriculum promotes:</p> <ol style="list-style-type: none"> i. A competency-based, experiential learning approach across subjects. ii. Greater interdisciplinarity and flexibility in choice and level of subjects, with emphasis on arts, sports, vocational skills, and 21st-century capabilities. iii. Holistic report cards, formative and peer assessments, multilingualism, critical thinking, and values education. iv. Integration of emerging areas like Artificial Intelligence,

Draft reply for the Rajya Sabha Unstarred Question No. 1933 asked by Dr. John Brittas for answer date 06.08.2025 regarding Three-Language formula under NEP, 2020.

Question	Inputs
a) Whether Government has mandated the implementation of the Three-Language formula under NEP, 2020 across the nation;	Does not pertain to Central Board of Secondary Education.
b) Whether diverse linguistic preferences and mother tongue of local communities have been taken into consideration while formulating this formula;	
c) Whether consultations were held with State Governments and other stakeholders before finalizing this three-language formula;	
d) Whether Government has received representations or objections against the implementation of this formula and NEP, 2020;	
e) If so, details thereof and response thereto; and	
f) Whether Government is going to review NEP, 2020 to ensure that it does not undermine linguistic diversity and the constitutional rights of linguistic minorities in the country?	

Draft reply for the Rajya Sabha Unstarred Question No. 1952 for answer date 06.08.2025 regarding Nipun Bharat Teacher.

Question	Inputs
<p>a) The number and percentage of foundational-grade teachers trained under NIPUN Bharat, disaggregated by State and by training modality (online, offline, or blended);</p>	<p>Does not pertain to Central Board of Secondary Education.</p>
<p>b) Whether any systematic evaluation has been conducted to assess the impact of NIPUN Bharat teacher trainings on classroom pedagogy and student learning outcomes, and if so, the details thereof;</p>	
<p>c) The institutional mechanisms in place for continuous academic mentoring, peer learning, or in-classroom support for foundational-grade teachers; and</p>	
<p>d) The key focus areas and best practices identified for future teacher training and how are these being documented, disseminated and scaled?</p>	

Draft reply for the Rajya Sabha Unstarred Question No. 1954 for answer date 06.08.2025 regarding Implementation of reforms under NEP, 2020.

Question	Inputs
<p>a) Whether the implementation of major reforms under NEP, 2020 such as the 5+3+3+4 curricular structure and four-year undergraduate programs has faced delays;</p>	<p>CBSE has structured its curriculum and assessment across the four defined stages i.e the 5+3+3+4 Curricular Structure in the year 2023.</p> <ul style="list-style-type: none"> i. Foundational Stage (5 years): 3 years of pre-primary + Grades 1–2 ii. Preparatory Stage (3 years): Grades 3–5 iii. Middle Stage (3 years): Grades 6–8 iv. Secondary Stage (4 years): Grades 9–12 <p>Each stage has been given distinct and assessment guidelines, as per NCF-SE 2023. (CBSE curriculum document initial pages 39-41)</p>
<p>b) The number of States and institutions that have adopted NEP-related reforms at the school and university levels;</p>	<p>Does not pertain to Central Board of Secondary Education.</p>
<p>c) Whether there are concerns over lack of funding, faculty capacity or curriculum readiness for full-scale rollout;</p>	
<p>d) Whether any national-level assessment or status report has been published on NEP implementation; and</p>	
<p>e) What steps are being taken to ensure equitable and timely rollout across Government and private institutions?</p>	

Draft Reply of Rajya Sabha Unstarred Question No. 1957 answer on 06.08.2025 regarding Educationally backward districts.

Question	Inputs
(a) whether Government has identified educationally backward districts in the country. particularly in Scheduled Castes and Scheduled Tribes (SCs & STs) dominated areas;	Does not pertain to CBSE
(b) if so, the details thereof, State-wise and district-wise, including Tamil Nadu;	
(c) if not, the reasons therefor;	
(d) the steps taken by Government for the development of educationally backward districts during the last five years and the current year; and	
(e) the details of the targets fixed and achieved in this regard?	

Draft reply for the Rajya Sabha Unstarred Question No. 1965 for answer date 06.08.2025 regarding Shortcomings in NEP.

Question	Inputs
a) Whether Government is aware of the shortcomings in National Education Policy (NEP), 2020 in terms of teacher training, infrastructure and digital gap in rural and tribal regions;	Does not pertain to Central Board of Secondary Education.
b) Steps being taken for effective utilization of Samagra Shiksha fund, given that only 64 percent of the budget was spent in 2018-19 and 22 percent in first seven months of 2019-20;	
c) Whether any plan has been formulated for school closures in disaster-prone regions such as konkan, Maharashtra; and	
d) Measures to bridge the digital divide when 57.2 percent of schools have computers and 53.9 percent have internet access as per UDISE+ 2023-24 data?	<ul style="list-style-type: none"> i. CBSE-affiliated schools use DIKSHA, a national digital learning platform offering resources in multiple languages, QR-enabled textbooks, and teacher training. ii. The PMeVidyaTV Channel 'DD PM eVidya CBSE 15' allotted to CBSE is broadcasting various topics recommended in NEP 2020. iii. CBSE directed its schools to follow Pragyata guidelines to tailor learning activities based on students' tech access

**REPLY TO RAJYA SABHA DIARY NUMBER RSUQ 1967 FOR 06.08.2025
REGARDING “SOPs to address “Bomb Threats in Schools”**

SL. No.	Question	Answer
A	Whether wave of bomb hoax threats targeting schools, especially during examination season is mentally taxing for both students and parents	Yes, bomb hoax threats came to notice during the conduct of the Supplementary Examination, conducted w.e.f. 15.07.2025 to 22.07.2025.
B	Whether strict action will be taken against hoaxers and the outcome made public – without disclosing names or school details if minors are involved.	Does not pertain to CBSE
C	whether there are any comprehensive SPs/guidelines to address bomb threats in schools and if so, the details thereof, and	
D	Whether Government propose to educate students and school staff on safely protocols raise awareness about the consequences of hoax threats and communicate the legal repercussion clearly, if so, the details thereof?	

Draft Reply of Rajya Sabha Unstarred Question No. 1968 Asked by Smt. Sumitra Balmik for answer on 06.08.2025 Regarding “Budgetary support for rollout of NEP”.

QUESTION	INPUTS
<p>a) The details of the provisions regarding digital education, upgradation of classroom infrastructure, use of digital boards etc. Under NEP, 2020;</p>	<p>NEP 2020 in para 23 and 24 envisions the widespread integration of technology to transform the teaching-learning process and make education more inclusive, engaging, and effective. The key provisions include:</p> <ul style="list-style-type: none"> i. Digital Infrastructure , Platforms and Virtual Labs: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India’s scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in technology. [(24.4(b)).Existing platforms like DIKSHA, SWAYAM, and SWAYAM PRABHA (24.4.f) will be will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences. ii. AI, Emerging Technologies, Smart Classrooms and Digital Boards : New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts(23.2) iii. Gamification: For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created.24.4(d) iv. Content and Language Diversity: Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher ‘s Professional Development through e-content(23.6) v. NETF: An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. The aim of the NETF will be to facilitate decision making on the induction, deployment, and use of technology, by providing to the leadership of education institutions, State and Central governments, and other stakeholders, the latest knowledge and research as well as the opportunity to consult and share best practices.(23.3)
<p>b) Whether private schools will</p>	<p>The curriculum and pedagogical reforms under NEP 2020 are intended to be adopted by all types of schools to ensure uniformity in learning</p>

<p>also be enforced to adopt NEP based curriculum and teaching pedagogy, mechanisms to ensure compliance,</p>	<p>outcomes and quality education. Mechanisms to ensure compliance include:</p> <ol style="list-style-type: none"> i. National Curriculum Frameworks: The National Curriculum Frameworks (NCF-SE for School Education) developed by NCERT are aligned with NEP 2020. CBSE has notified NCF-2023 to all its schools .The Board has adopted these frameworks and revised syllabi accordingly. ii. Assessment Reforms: CBSE has reformed assessment patterns to be more competency-based, reflecting NEP’s emphasis on conceptual understanding and application of knowledge. iii. Teacher Training: Teachers in CBSE-affiliated schools are being oriented through online offline training programmes aligned with NEP goals. Schools are required to ensure participation and implementation. iv. Monitoring: CBSE monitors the implementation of academic practices, training, and curricular alignment through inspections, reporting mechanisms, and school performance evaluations through school quality assessment and assurance framework(SQAAF).
<p>c) The provisions being made and steps being taken by Government to upskill teachers as per the requirements of NEP;</p>	<p>NEP 2020 recognizes that teacher training is central to successful implementation. The steps include:</p> <ol style="list-style-type: none"> i. Technology-Enabled Teacher Training: CBSE Teachers are being trained on digital pedagogies, content creation, and the use of e-learning tools via platforms such as DIKSHA and SWAYAM. Special emphasis is placed on becoming facilitators in online and blended learning environments. ii. Continuous Professional Development (CPD): The policy mandates a minimum of 50 hours of CPD for every teacher per year, focused on pedagogy, digital literacy, and subject-specific expertise.CBSE has implemented this provision in all its schools. iii. NISHTHA (National Initiative for School Heads’ and Teachers’ Holistic Advancement) program is implemented by the Department for all teachers including teachers in CBSE schools. It aligns with NEP's focus on enhancing teacher competency, fostering innovative pedagogical practices, and integrating technology into education. NISHTHA plays a pivotal role in improving teaching quality, fostering equity, and achieving the NEP's goal of creating a vibrant, inclusive, and future-ready education system. iv. National Professional Standards for Teachers (NPST) and the National Mission for Mentoring (NMM) They have been developed to support the professional development of teachers for all schools.
<p>d) Whether Government plans to provide additional</p>	<p>Does not pertain to CBSE</p>

budgetary support to schools regarding smart classrooms; and	
e) Whether Government plans to make CUET a common test for all streams?	

Draft Reply of Lok Sabha Unstarred Question No 2040 for answer on 31.07.2025 regarding Preservation and Promotion of Cultural Dances

QUESTION	INPUTS
(a) whether the Government has any schemes in place for the preservation and promotion of tribal cultural dances across the country;	Does not pertain to CBSE
(b) if so, the details thereof and if not, the reasons therefor;	
(c) whether the Government has taken note of the declining popularity and near-extinction of the Kommu tribal dance of the Koya tribe in Andhra Pradesh and if so, the details thereof;	
(d) whether the Government has formulated any specific plans for the protection and promotion of the Kommu dance and if so, the details thereof;	
(e) whether any funds have been released or earmarked for these initiatives and if so, the details thereof;	
(f) whether the Government is considering the inclusion of tribal cultural dances such as the Koya's Kommu dance in school curricula to ensure their transmission to future generations if so, the details thereof; and	
(g) whether any funds have been released or earmarked for such curricular initiatives and if so, the details thereof?	

Draft reply for the Rajya Sabha Unstarred Question No. 3089 for answer date 20.08.2025 regarding Omission of works of Rabindranath Tagore by UP Board text books.

Question	Inputs
a) Whether it is a fact that works of Rabindranath Tagore has been removed from the Class XII curriculum of the Uttar Pradesh Board of Education School Text Books; and	Does not pertain to Central Board of Secondary Education.
b) If so, the details thereof?	

Draft Reply of Parliament Question No. 369 regarding Vacancy Position

Name of the ABs	Teaching				Non-Teaching			
	Sanctioned posts	Filled	Vacant	Vacancy Rate %	Sanctioned posts	Filled	Vacant	Vacancy Rate %
Group-A	-	-	-	-	440	279	161	36.59
Group-B	-	-	-	-	640	391	249*	38.91
Group-C	-	-	-	-	626	345	281*	44.89

Note:-

1. The Board vide notification dated 14.08.2024 has opened its 06 new Regional Offices/ CoEs and 06 Sub-Regional Offices wherein 311 new posts at various levels were created which are being taken into account upon their operationalisation.
2. *The Board is making its sincere efforts to fill its vacant posts as per the applicable recruitment method of respective post i.e. 142 posts of Superintendent and 70 posts of Junior Assistant vide notification dated 31.12.2024 which is in its final stage of completion.
3. The posts under promotion quota are lying vacant due to non-completion of residency period.
4. Further, outsource manpower is being hired from the empanelled agency against the vacant posts from Level 2-6 to cope up with the deficiency. The above data has been compiled for the posts from pay Level-2 and above.