

Draft Reply of Lok Sabha Starred Question No. 16 Asked by Dr. Kalanidhi Veeraswamy for 01.12.2025 Regarding "Removal of Charles Darwin's Theory of Evolution from NCERT Syllabus".

QUESTION	INPUTS
a) whether the Government has removed the theory of evolution propounded by Charles Darwin from the NCERT Class 10 Science syllabus as part of the curriculum rationalization exercise;	Central Board of Secondary Education does not publish textbook of science for class X. The Board prescribes textbook of science for class X published by NCERT. The question, therefore, does not pertain to CBSE.
b) if so, the details of reasons for removing this foundational scientific theory from the secondary school syllabus along with the scientific or pedagogical basis for this decision;	
c) whether the Government consulted with experts in the field of biology, education, and scientific research institutions such as NCERT, CBSE, and the Indian National Science Academy (INSA) before taking this decision and if so, the details thereof;	
d) whether the Government is aware of the concerns expressed by scientists, educators and civil society regarding the dilution of scientific education in school curricula, if so, the details thereof;	
e) whether the Government proposes to review this decision and reinstate the study of evolution at the secondary level in order to ensure scientific literacy and critical thinking among students; and	
f) if so, the details thereof	

Draft Reply of Rajya Sabha Unstarred Question No. 372 Asked by Smt Geeta alias Chandraprabha for 03.12.2025 Regarding “National School Standards & Digital Curriculum rollout (2025-26)”.

QUESTION	INPUTS
<p>a) Whether the Ministry has finalized the nationwide rollout of the new Digital Curriculum Framework aligned with National Curriculum Framework (NCF) 2024 for the 2025-26 academic year;</p>	<p>a); b); c) and d) Does not pertain to Central Board of Secondary Education.</p>
<p>b) If so, whether Government has completed teacher training for the digital and competency-based modules, if so, the details thereof;</p>	
<p>c) Whether the Ministry has allocated additional funds for upgrading ICT labs in rural parts of Uttar Pradesh, if so, the details thereof; and</p>	
<p>d) The details of the districts in Uttar Pradesh which have been identified as priority zones for addressing foundational learning gaps before 2026?</p>	

Draft Reply of Lok Sabha Starred Question No. 51 Asked by -- for 01.12.2025 Regarding “Data on Implementation of National Education Policy”.

QUESTION	INPUTS		
<p>a) Whether the Government has any data of the implementation of National Education Policy (NEP) reforms in schools and higher education institutions during the last year and if so, the details thereof, region-wise particularly in Maharashtra and Madhya Pradesh;</p>	<p>CBSE has been consistently supporting the implementation of NEP 2020 through curriculum reforms, pedagogical initiatives, capacity building and assessment transformation. In both Maharashtra and Madhya Pradesh, CBSE-affiliated schools have reported progress in areas such as competency-based assessments, experiential learning adoption, skill subject offerings, multilingual initiatives, and teacher professional development. Specific region-wise data are as follows:</p>		
	Area	Status in 2024	Status in 2025
	No of CPD conducted in MP	CPD conducted 181 No of Participants 7982	CPD conducted 260 No of Participants 11945
	No of CPD conducted in Maharashtra	CPD conducted 264 No of Participants 13817	CPD conducted 505 No of Participants 27673
	No of schools offering Competency based education in MP and Maharashtra	1666	1708
	No of schools using experiential pedagogy in MP and Maharashtra	2957	3104
	No of schools offering Skill subjects in MP	Class X 909 Class XII-222	Class X 1114 Class XII-342
	No of schools offering Skill subjects in Maharashtra	Class X 875 Class XII-131	Class X 1107 Class XII-175
	No of Balvatikas in MP	1261 schools with 183912 students	1324 schools with 187686 students

	No of Balvatikas in Maharashtra	1125 schools with 157894 students	1281 schools with 172011 students
b) Whether pilot programs for multidisciplinary education and skill-based learning have been evaluated for their impact on students' academic and professional outcomes, and if so, the details thereof;	No such pilot has been undertaken by CBSE.		
c) The steps taken by the Government to facilitate teacher training and curriculum restructuring under the NEP , particularly in rural and underprivileged areas during the last year;	<p>In 2024, the CBSE conducted 8,211 offline programmes, covering both subject-specific and generic areas, with the participation of 4,05,174 teachers. Additionally, 989 online sessions were held, engaging 3,23,901 teachers.</p> <p>Curriculum restructuring has been done in alignment with competencies specified in National Curriculum Framework-2025. The syllabi of CBSE have been aligned with the rationalized content of NCERT textbooks to focus more on core concepts as recommended in NEP-2020 and to create space for bagless days. A stronger focus on multilingualism including mother tongue/home language instruction in the early years has been also laid by CBSE. Vocational modules in classes VI-VIII have been introduced.</p>		
d) The steps taken by the Government to integrate digital learning tools and Artificial Intelligence (AI)-driven personalized education within the NEP framework; and	CBSE encourages schools to leverage DIKSHA resources, PM e-Vidya channels and virtual labs.		
e) The steps taken by the Government to ensure students from economically weaker sections and students with physical disabilities benefit from the training initiatives introduced under NEP?	CBSE offers Capacity Building Programme for promoting Inclusive Education in classrooms. So far, 290 capacity building programmes in Inclusive Education have been conducted in which 14680 teachers have participated.		

Sub: Rajya Sabha Starred Question No. 45* for 03.12.2025 regarding High number of single-Teacher schools in the country.

Sl. No.	Question	Draft Reply
(a)	Whether it is a fact that, as per the UDISE+2024-25 report, India has 1,04,125 single-teacher schools functioning across the country.	(a) & (b) Does not pertain to the Board.
(b)	If so, the manner in which Government plans to address challenges like severe teacher workload leading to burnout and a lack of individualized student attention, and	However, as far as CBSE is concerned, the following provision has been laid down in the Affiliation Bye Laws-2018 of the Board regarding appointment of teachers in its affiliated schools: Clause 5.4 of Affiliation Bye Laws of the Board which stipulates that <i>“The pupil teachers’ ratio should not exceed 30:1 in the school. In addition to this there must be 1.5 teachers per section, excluding principal, physical education teacher and counselor, to teach various subjects.”</i> It is mandatory for all the CBSE affiliated school to follow the Affiliation Bye-laws of the Board <i>mutatis mutandis</i> .
(c)	Whether the Ministry is considering integrating technology-based teaching solution, cluster resource centers, or teacher-sharing mechanisms to address teacher shortages in remote regions?	Does not pertain to the Board.

Draft Reply of Lok Sabha Unstarred Question No. 13 Asked by -- for 01.12.2025 Regarding "Status of NEP 2020".

QUESTION	INPUTS
a) The present status of implementation of the National Education Policy (NEP) 2020 in the State of Maharashtra at both school and higher education levels, including progress made in curricular reforms teacher training, and institutional restructuring;	a); b); c); d) and e) Does not pertain to Central Board of Secondary Education.
b) The timeline and major milestones identified for the complete rollout of NEP 2020 in Maharashtra along the manner its implementation pace compares with other major States;	
c) The total allocation of funds provided by the Union Government to Maharashtra for NEP implementation during the current and previous financial years, along with details of fund utilization;	
d) Whether Union Government has extended any financial or technical assistance to Maharashtra under centrally sponsored schemes for NEP implementation, and if so, the details thereof;	
e) The key challenges or bottlenecks observed during the initial phase of NEP implementation in Maharashtra, and corrective measures taken by the Union Government to ensure timely and effective rollout across the State;	
f) The number of teachers, school heads, and higher education faculty trained under NEP-aligned capacity-building and professional development programmes in the State;	The Centres of Excellence of the Board conduct capacity-building programmes for Principals and teachers of CBSE-affiliated schools. In the state of Maharashtra, the CoE Pune has conducted 3548 trainings, benefitting 363790 Principals and teachers till date.
g) The progress achieved in strengthening digital	Does not pertain to Central Board of Secondary

<p>infrastructure in Maharashtra's educational institutions including establishment of smart classrooms, digital content integration, device distribution, and high-speed internet connectivity under initiatives such as PM eVIDYA and SWAYAM?</p>	<p>Education.</p>
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Subject: Lok Sabha Unstarred Question No. 132 for 01.12.2025 regarding Use of UPI for Fee Payment asked by Shri Magunta Sreenivasulu Reddy and Shri Krishna Prasad Tenneti .

Question	Inputs
<p>The Text of the question is below:-</p> <ul style="list-style-type: none">a) whether the Government has undertaken any study/survey regarding the utilisation of UPI and other digital transaction methods for fee payments in schools across the country;b) if so, the details of the total number of Government schools that accept UPI as a means to pay fees in the country, State/UT-wise and district-wise in Andhra Pradesh;c) the total amount of fees and additional payments received by the Government schools via UPI in the country during the last five years, State/UT-wise and district-wise in Andhra Pradesh;d) whether the Government has undertaken any training courses for school teachers administration staff to properly utilise UPI and assist parents/school children regarding the same, if so, the details thereof and if not, the reasons therefor; ande) whether the Government has undertaken any promotional activities/campaign to boost the use of UPI in schools for fee payment, if so, the details thereof and if not, the reasons therefor?	<p>The desired information is not available with CBSE.</p>

**Draft Reply of Lok Sabha Untarred Question No. 134 Asked by Shri R K Chaudhary for 01.12.2025
Regarding “Criteria for Journals of Higher Education”.**

QUESTION	INPUTS
a) The eligibility criteria fixed for selecting the journals for the higher level education adopted by UGC;	a,b,c, and d Does not pertain to CBSE
b) Whether there is any software to tackle with the Artificial intelligence (AI), if so, the details thereof alongwith the criteria and selection procedure of such software by the UGC;	
c) Whether the Government has any plan to induce job oriented courses in the syllabus of the students of matriculation and senior secondary classes, if so, the details thereof;	
d) The details of the Government plan for improving early childhood care and education (ECCE), especially for socio-economically disadvantaged children in the country; and	
e) The details of the basis launching double board exams policy in schools across the country?	
As far as CBSE is concerned, as per Para 4.37 of National Education Policy-2020 stipulate that “To further eliminate the ‘high stakes’ aspect of Board Exams, all students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired” , CBSE has decided to implement the policy of two Board Examinations in Class X from 2026 examinations in its affiliated schools in India and 26 countries abroad.	

Draft Reply of Lok Sabha Unstarred Question No. 171 Asked by Shri Chamala Kiran Kumar Reddy for 01.12.2025 Regarding "Artificial Intelligence Literacy in Schools".

QUESTION	INPUTS
a) Whether the Government is considering to priorities the foundational learning up to the age of 12 years and provide literacy and skills in Artificial Intelligence (AI) to the student of middle school;	Central Board of Secondary Education offers Artificial Intelligence as a skill module for classes VI-VIII and as a skill-based subject in classes IX-XII.
b) If so, the details thereof and the steps taken by the Government in this regard; and	
c) The funds spent by the Government thereon?	

Draft Inputs for the Rajya Sabha Starred Question No. 187 for 17.12.2025 regarding 'AI education at the school level'

Question	Draft Reply
Whether the Government is developing guidelines for integrating Artificial Intelligence (AI) education at the school level, if so, the details thereof;	As far as CBSE is concerned, it introduced 'Artificial Intelligence' as a Skill Module (class VIII) and as a Skill Subject in classes IX in 2019 i.e. from the session 2019-2020 (ref. Circular No.14/2019 uploaded on the CBSE website) and as a Skill Subject in classes XI in 2020 i.e. from the academic session 2020-2021 (ref. Circular No. Acad-25/2020 uploaded on the CBSE website).
The classes for which AI-related learning outcomes or modules are to be introduced;	<p>The objective of the AI curriculum is to develop a readiness for understanding and appreciating Artificial Intelligence and its application in our lives.</p> <p>Currently, Artificial Intelligence is offered as a skill module and as a skill subject from classes VI to XII.</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>
The measures taken to build teacher capacity for implementing AI-based curriculum; and	CBSE regularly conducts training programmes for its teachers to acquaint them with the curriculum and its effective implementation. So far, CBSE has trained more than 10,000 teachers on its AI curriculum.
Whether NCERT is collaborating with industry or academia to design age-appropriate AI content, if so the details thereof?	Does not pertain to CBSE.

Sub: Lok Sabha Unstarred Question Dy. No. 209 for 01.12.2025 regarding Unrecognized Schools.

Sl. No.	Question	Draft Reply
a)	whether the Government is aware that the recent study 'Unrecognized Schools in India: A Barrier to Achieving Education for All' (2025) came out with a report that an estimated 22,298 schools are operating without recognition across the country, if so, the details thereof; and	(a) & (b) Does not pertain to the Board.
b)	the details of specific steps taken by the Government to identify, regularise or close such unrecognized institutions and ensure that students in these schools are not denied entitlements under the RTE Act?	

**Draft Reply of Rajya Sabha Unstarred Question No. 318 Asked by -- for 03.12.2025 Regarding
“Three Language Policy and its Implementation in Maharashtra”.**

QUESTION	INPUTS
<p>a. The status of implementation of the three-language policy in Maharashtra schools, considering the controversy over introducing Hindi from Standard I;</p>	<p>As far as schools affiliated to CBSE are concerned, schools are implementing recommendations of National Curriculum Framework-2023 and teaching two languages i.e. R1 and R2 till class V. One language out of these two must be an Indian language including Marathi.</p> <p>Schools offer three languages in classes VI onwards. Hindi is not compulsory at any level of schooling in CBSE schools.</p> <p>CBSE has also issued a circular (dated 22 May 2025) mandating that from the 2025-26 academic session, affiliated schools must use the “mother tongue or home language” or the “state language” as the medium of instruction in at least the Foundational Stage (for initial five years of schooling i.e. -3 Years Balvatilka plus classes I and class II) until basic literacy is achieved.</p>
<p>b. The number of schools that have begun teaching Hindi from Standard I, those that have deferred and measures taken to address concerns regarding Marathi as the local language;</p>	<p>As of now CBSE does not have exact data on different languages being taught in its schools at foundational level.</p>
<p>c. The consultations held with parent-teacher associations and civic bodies in Pune to ensure linguistic equity; and</p>	<p>Does not pertain to CBSE</p>
<p>d. Whether Government plans to review the existing GR to protect Marathi language interests?</p>	<p>Does not pertain to CBSE</p>

Draft Reply of Rajya Sabha Unstarred Question No. 347 Asked by Shri Bhubaneswar Kalita for 03.12.2025 Regarding "PARAKH Rashtriya Sarvekshan 2024".

QUESTION	INPUTS
<p>a) How many students and schools participated in the Performance Assessment Review and Analysis of knowledge for Holistic Development (PARAKH) Rashtriya Sarvekshan 2024 and which grades were assessed under the survey.</p>	<p>21,15,022 Students were assessed from grades 3,6 & 9 and 74,229 unique schools from 781 districts across 36 states & UT's participated in PARAKH Rashtriya Sarvekshan – 2024</p>
<p>b) The role of CBSE and State/UT Governments in the administration of the PARAKH Rashtriya Sarvekshan;</p>	<p>The Ministry of Education entrusted the task of conducting the PARAKH Rashtriya Sarvekshan – 2024 to PARAKH-NCERT and CBSE. The role of CBSE was to act as the Assessment Test Administrator.</p>
<p>c) The purpose of the Holistic Progress Card (HPC) conceptualized by PARAKH; and</p>	<p>National Education Policy 2020 in para 4.40 recommends Holistic Progress Card to promote comprehensive assessment of learners by integrating cognitive, social-emotional, and psychomotor development through self-assessment, peer assessment, project work, and portfolio-based evidence of learning.</p> <p>It is intended to shift reporting from marks to competency-based, multidimensional progress.</p>
<p>d) How does it align with the Competency Based Assessment Framework?</p>	<p>The HPC aligns with the Competency-Based Assessment Framework by:</p> <ul style="list-style-type: none"> i. emphasising competency-level learning outcomes rather than rote learning; ii. supporting continuous, formative assessment practices (self-assessment, peer review, rubrics); iii. enabling teachers and schools to map student progress to NCF-aligned competencies across stages. <p>This helps in moving the system from content memorisation to mastery of competencies and applied learning, as envisioned under NEP 2020 and the CBA Framework.</p>

Draft Reply of Rajya Sabha Unstarred Question No. 357 for answer on 03.12.2025 regarding 'Financial Burden and Regulation of Private Coaching'

Sl. No.	Question	Reply
a)	whether Government is aware that India's private coaching industry, valued at over ₹58,000 crore (NSSO 2022-23), imposes a heavy financial burden on households;	a) To d) Does not pertain to the Central Board of Secondary Education.
b)	whether data exists showing that families spend up to 15-20 percent of their income on private tuitions;	
c)	if so, the steps being taken to register and regulate coaching centres, ensure fee transparency and quality control; and	
d)	the measures proposed to strengthen school-based learning to reduce dependence on such private coaching?	

Draft Reply of Rajya Sabha Unstarred Question No. 374 for answer on 03.12.2025 regarding 'Samagra Shiksha and RUSA scheme in Kolhapur'.

Sl. No.	Question	Reply
a)	the number of schools and higher education institutions in Kolhapur district covered under the Samagra Shiksha and RUSA schemes;	b) To d) Does not pertain to the Central Board of Secondary Education.
b)	whether Government propose to upgrade Shivaji University, Kolhapur, into a Centre of Excellence;	
c)	the details of grants released for digital classrooms and skill development centres; and	
d)	whether the Ministry has taken steps to promote technical and vocational education in collaboration with local industries in kolhapur?	

**Draft Reply of Lok Sabha Starred Question No. 518 Asked by -- for 01.12.2025 Regarding
“Schemes/Projects to develop the Hidden Talent in Poor Students at Schools/College”.**

QUESTION	INPUTS
a) The details of the schemes/project being implemented by the Government to enhance the hidden talents of poor students at the school and college level in the county, especially in the rural areas of Tripura;	a); b); and c) Does not pertain to Central Board of Secondary Education.
b) Whether the Government proposes to set up a special fund of this purpose; and	
c) If so, the details thereof, State-wise and district-wise?	

Sub: Rajya Sabha Starred Question No. 619 for 10.12.2025 regarding Educational Infrastructure and Learning outcomes in Karnataka.

Sl. No.	Question	Draft Reply												
a)	The total numbers of schools, teacher vacancies and dropout rates recorded in the State of Karnataka during 2023-24, district-wise;	(a) & (b) Does not pertain to the Board.												
b)	The central funds released to the State of Karnataka under Samagra Shiksha and PM SHRI schemes during the last three years and their utilization status; and;													
c)	The step taken by government to improve school infrastructure and digital learning in rural and backward district of the State of Karnataka; and	(c) & (d) Does not pertain to the Board.												
d)	The efforts of the Central Government to promote digital learning, foundational learning (Ages 3-8) and transition from primary to secondary schooling in the State of Karnataka?	<p>However, as far as CBSE is concerned, the Board has under Chapter 4 of Affiliation Bye Laws-2018 laid down the provisions for physical infrastructure for its affiliated schools.</p> <p>The Board has laid down the following provisions in Affiliation Bye Laws-2018 regarding digital infrastructure in its affiliated schools:</p> <table border="1"> <tbody> <tr> <td>4.4</td> <td>Minimum size of computer laboratory should be 9 m x 6 m each (approx 600 sq. ft.)</td> </tr> <tr> <td>4.4.1</td> <td>The School should have a minimum of 40 computers and maintain computer to student ratio of 1:18.</td> </tr> <tr> <td>4.4.2</td> <td>The School should have internet connectivity with good speed.</td> </tr> <tr> <td>4.4.3</td> <td>There should be minimum one lab if the school strength of students in the school is up to 720. For every additional (up to) 720 students one more lab will be required.</td> </tr> <tr> <td>4.4.4</td> <td>If the school is offering any subject related to Computer Science or IT at Senior Secondary level, it should have a separate laboratory with adequate provisions for the same.</td> </tr> <tr> <td>4.4.5</td> <td>There should adequate provisions related to cyber safety in the computer laboratory and students should be allowed in the laboratory under the supervision of a teacher only.</td> </tr> </tbody> </table> <p>Further, the Board vide a circular dated 02.07.2025 has issued a detailed guidelines regarding implementation of digital infrastructure in its affiliated schools. (Annexure-A)</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>	4.4	Minimum size of computer laboratory should be 9 m x 6 m each (approx 600 sq. ft.)	4.4.1	The School should have a minimum of 40 computers and maintain computer to student ratio of 1:18.	4.4.2	The School should have internet connectivity with good speed.	4.4.3	There should be minimum one lab if the school strength of students in the school is up to 720. For every additional (up to) 720 students one more lab will be required.	4.4.4	If the school is offering any subject related to Computer Science or IT at Senior Secondary level, it should have a separate laboratory with adequate provisions for the same.	4.4.5	There should adequate provisions related to cyber safety in the computer laboratory and students should be allowed in the laboratory under the supervision of a teacher only.
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Subject: Draft reply to Lok Sabha Starred Question No. 643 regarding Digital Learning Initiatives under DIKSHA and SWAYAM to be answered on 01.12.2025.

S. No.	Question	Draft Reply
a	The details of digital learning initiatives under DIKSHA and SWAYAM including device distribution and content access in Warangal;	(a), (b) & (c) Does not pertain to CBSE.
b	the details of teacher training programs, including in-service modules and certification rates and	However, in so far as CBSE is concerned, it offers Capacity Building Programme through offline and online mode. It conducts CPD for teacher of all affiliated schools listed in the State of Telangana including Warangal District.
c	the details taken by the Government to reduce dropout rates, such as tracking systems and retention incentives?	Board facilitates the online programmes offered by CIET, NCERT on Swayam Portal by issuing directions to affiliated schools to avail online courses. These courses are based on registration on the link created by NCERT and shared by the Board to all its schools. Board conducted 31 Capacity Building Programmes for Warangal District in Offline mode in the recent time.

**Draft Reply of Rajya Sabha Starred Question No. 696 Asked by -- for 02.12.2025 Regarding
“Promotion of Basic First Aid and CPR Training Across the Country”.**

QUESTION	INPUTS
<p>a) Whether the 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 taken the following measures to promote awareness about CPR in its schools-</p> <ol style="list-style-type: none"> i. Circular No. 12/2023 dated March 24, 2023, modified Affiliation Bye-laws and recommended inter alia that school administration and teachers receive certified training in Paediatric First Aid and CPR. ii. Basic first aid and CPR introduction is part of the class VII skill module material available on the CBSE Academic website. The material describes CPR procedures and its importance in saving lives during emergencies. iii. The Board has also included the Cardiopulmonary Resuscitation (CPR) procedure under the title ‘Basic Emergency Healthcare’ in the Health Manual Volume-I published by it. Schools have been advised to follow Health Manuals vide circular no 27/08 dated June 24, 2017 iv. A mobile app called 'First Aid for Teachers and Students (FAST)' developed by the NDMA and the Indian Red Cross Society was promoted to schools via Circular No. ACAD-90/2020 to aid in training and emergency response. v. CBSE vide its circular no 01/2024 dated 01.01.2024 shared Guidelines on School Safety and Security developed by Ministry of Education, Government of India which at page number 54 categorical mentions that schools should conduct training programmes for school staff in general first aid and CPR.
<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. If so, give details</p>	<p>Does not pertain to CBSE</p>

Draft Reply of Lok Sabha Starred Question No. 749 Artificial Intelligence Literacy in Schools”.

QUESTION	INPUTS
<p>(a) Whether the ability to learn and continuously innovate is inherent to humans and foundational learning till age 12 is critical for building critical thinking and basic literacy, and if so, the details thereof.</p>	<p>The National Education Policy (NEP) 2020, in para 2.2 emphasises attaining foundational literacy and numeracy for all children under age of 11 years as an urgent national mission. In alignment with this, CBSE has undertaken several measures to strengthen Foundational and Preparatory Stage learning in its affiliated schools. These include:</p> <ul style="list-style-type: none"> i. Adoption of the 5+3+3+4 structure and rollout of Balvatika in 25,000+ schools; ii. Mandatory use of Indian languages as medium of instruction from Balvatika to Class II; iii. Shift to competency-focussed pedagogy aligned with NCERT Learning Outcomes; iv. Mandatory Experiential and Art-Integrated Learning for early cognitive development; v. Holistic Progress Card for developmentally appropriate assessment; vi. SAFAL key-stage diagnostic assessments for Grades 3 and 5; vii. Continued emphasis on play-based, inquiry-based and multilingual learning. <p>These efforts support the NEP’s vision of nurturing children’s natural curiosity and building strong learning foundations.</p>
<p>(b) Whether Artificial Intelligence literacy is being promoted at the middle and secondary school level, and the steps taken assuming resource limitations in schools and challenges in primary education; and details of funds spent in this regard.</p>	<p>Central Board of Secondary Education offers Artificial Intelligence as a skill module of classes VI-VIII and as a skill-based subject in classes IX-XII.</p>

Draft Inputs for the Rajya Sabha Unstarred Question No. 1118 for 03.12.2025 regarding 'National Credit Framework (NCrF) and Mobility'

Question	Draft Reply
I. The specific guidelines issued to State Board for the mandatory implementation of NCrF from the 2025-26 academic year:	As far as CBSE is concerned, sensitization workshops about NCrF have been initiated by CBSE through multiple regional level workshops. Also Board has prepared guidelines for implementation of NCrF in schools which have been uploaded on the CBSE's website. Reference (CBSE Notification No. 75/2024 dated 28.11.2023).
II. How the Ministry will ensure seamless mobility between academic and vocational education streams under NCrF;	
III. The step taken to ensure digital recording of all the students DigiLocker accounts;	Does not pertain to CBSE
IV. How NCrF framework is ensuring the alignment of vocational credits with the National Higher Education Qualification Framework (NHEQF)?	

1136 Examination reforms and restructuring of NTA Draft Reply of Rajya Sabha Unstarred Question No. 1136 for 10th December 2025 regarding “Examination reforms and restructuring of NTA”.

Question	Inputs
a) The current status of National Testing Agency (NTA)’s restructuring and how will the tech-driven DIGI-EXAM system ensure security and prevent past mismanagement;	a); b); c); d); e) and f) Does not pertain to Central Board of Secondary Education.
b) The manner in which PARAKH is standardizing new assessment patterns and by when its framework for classes III, V, and VIII will be implemented nationwide;	
c) The reasons for creating ten additional posts within the NTA;	
d) The responsibilities these new positions will carry to achieve a zero-error testing environment;	
e) Whether the Ministry is tracking the impact of public statements aimed at reducing students’ reliance on coaching centres; and	
f) How will redesigned board exams and curriculum reduce dependence on coaching;	

Draft Reply of Rajya Sabha Unstarred Question No. 1137 for 10 December 2025 regarding “Physical Education as a Compulsory Subject”.

Question	Inputs
<p>a) Whether Government is considering making sports and physical education a compulsory subject across all schools in line with the vision of NEP 2020 to promote physical literacy and holistic development;</p>	<p>In so far as Central Board of Secondary Education (CBSE) is concerned, the Board has taken the following steps to promote compulsory sports at the school level:</p> <ol style="list-style-type: none"> 1. CBSE has made Health and Physical Education, which covers sports, compulsory in all classes and directed schools to keep one period for HPE for all classes each day. All students are also required to participate in at least two sports activities as per their interests and capability. CBSE has also provided detailed curriculum for classes IX-XII and assessment criteria to schools.
<p>b) The steps taken so far to integrate structured sports curriculum, assessment standards, and dedicated sports periods within school timetables; and</p>	<ol style="list-style-type: none"> 2. The Board also annually organizes ‘Inter School Sports and Games Competitions’ in 25 disciplines at Cluster, Zonal, and National levels for all CBSE independent schools. Around 0.9 million students from across the country participated in the year 2025 in these competitions. 3. CBSE facilitates budding sportspersons by permitting them to participate in National/International games even at the time of Board examinations. The Board conducts special examination for such talented students at a later date. 4. As per the clauses 4.7.8 and 4.7.9 of affiliation bye-laws of CBSE, all schools are compulsorily required to possess playground and other sports facilities for students. Clause 2.4.10 provides for compulsory recruitment of Physical Education teacher at each level of schooling. The Board also ensures availability of these facilities through physical inspection. 5. CBSE has also 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. Under the Eik Bharat Shreshth Bharat programme, the schools affiliated to the Board organise traditional games and sports of their partner State/UT as paired under EBSB during the FIT India Week.
<p>c) Whether the Ministry proposes new guidelines or collaborations with the Ministry of Youth Affairs & Sports, CBSE and NCERT to ensure nationwide implementation of compulsory sports</p>	<p>Does not pertain to CBSE</p>

education?	
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Draft Reply of Rajya Sabha Unstarred Question No. 1141 for 10th December 2025 regarding “Compulsory self-defence training in school”.

Question	Inputs
(a) whether Government proposes to introduce compulsory self-defence training as a formal subject from Class I onwards in all school across the country;	As far as Central Board of Secondary Education is concerned, the Board has taken the following measures to impart self-defence training to girls:
(b) if so, the details thereof, including the proposed framework, curriculum and the timeline for its nationwide implementation; and	<ul style="list-style-type: none"> i. The Board vide its circular 55/2015 sensitized schools to the need of imparting self-defence trainings to girls in classes I-X to all the schools affiliated to it including government schools in Delhi, Andaman and Nicobar, Arunachal Pradesh, Sikkim and Kendriya Vidyalayas and Navodaya Vidyalayas. ii. It has been advised to schools that girl students in classes I-X must be imparted one week’s training on self-defence twice a year to all the girl students of Classes I to X.
(c) If not, the reasons therefor, and whether Government has considered alternative measures to ensure that every child, particularly girls, receives basic self-defence training in school?	<ul style="list-style-type: none"> iii. It was suggested that schools may invite experts from neighbouring police station or use locally available resource persons for this exercise. iv. In order to promote physical fitness, safety awareness, and self-defence skills among students, CBSE has made Health and Physical Education (HPE) compulsory for all classes from I to XII. The Board has mandated that schools allocate one period of HPE every day—vide Circular No. <i>Acad-10/2018</i> dated 21 March 2018 for Classes IX–XII and Circular No. <i>Acad-16/2019</i> dated 9 March 2019 for Classes I–VIII. Further, all students are required to participate in at least two sports or physical activities based on their interest and ability, which has also been incorporated into the eligibility criteria for appearing in the Class X and XII Board Examinations. Through its detailed guidelines on pedagogical strategies and assessment under HPE, CBSE has explicitly highlighted the development of self-defence awareness and skills as a key learning objective, thereby ensuring that every student is equipped with essential competencies for personal safety and empowerment.

Draft Reply of Rajya Sabha Unstarred Question No. 1152 for 10th December 2025 regarding “Learning Poverty crisis”.

Question	Inputs
(a) the steps the Ministry is taking to address learning poverty, especially in foundation mathematics, given the recent National Learning Report findings that a significant proportion of students lack basic numeracy skills’	a) and b) As far as CBSE is concerned, in line with the vision of NEP 2020 to reduce learning poverty, the CBSE has introduced the Structured Assessment for Analysing Learning (SAFAL) as a competency-based, diagnostic assessment at key stages. Conducted after Classes 5 and 8, SAFAL measures core learning outcomes in Language, World Around Us, and Mathematics, with a specific focus on conceptual understanding, application of knowledge, and higher-order thinking skills rather than rote learning. This directly supports the goals of NIPUN Bharat and the national FLN mission. Since 2023, SAFAL cycles have enabled CBSE to undertake large-scale assessments that generate detailed school-level reports highlighting competency-wise strengths and gaps. These reports help schools identify students lacking basic numeracy skills and plan targeted academic support and remedial interventions at classroom and school levels.
(b) whether the Ministry plans to conduct a national diagnostic assessment to identify States, districts, and schools where foundational learning gaps are most severe;	SAFAL also functions as a national diagnostic assessment mechanism for CBSE schools. After an initial pilot, the Board has expanded implementation in a phased manner: the 2024–25 SAFAL cycle was conducted entirely on a digital platform and covered nearly 9,000 CBSE-affiliated schools. Further, from the 2025–26 academic session, SAFAL–Key Stage Assessments (KSA) have been made mandatory for all CBSE schools at designated key grades. The digital administration enables real-time data compilation and analysis across schools. Aggregated indicators allow CBSE and concerned authorities to identify States, districts, and clusters where foundational learning gaps—including numeracy deficits—are more pronounced. This supports evidence-based planning, targeted interventions, and resource allocation to address learning poverty more effectively.
(c) the manner in which the Ministry intends to strengthen teacher training curriculum design and remedial education programs to improve students numeracy skills in early grades; and	c) and d) As far as CBSE is concerned, the Board is <ul style="list-style-type: none"> i. developing and disseminating SAFAL handbooks and frameworks which define grade-wise competencies and illustrate how assessment items in Mathematics and other subjects should focus on conceptual understanding, application and problem-solving. These resources guide curriculum planning and classroom assessment at the school level. ii. Conducting orientation and capacity-building programmes for school heads and teachers on competency-based assessment and the interpretation of SAFAL reports, so that teachers can design focused remedial and enrichment activities for students who are below the desired proficiency levels in numeracy.
(d) the plan to implement a monitoring and evaluation framework to track progress in reducing learning poverty, if so, the details thereof?	iii. Encouraging schools to integrate SAFAL findings into their School Development Plans, including structured remedial programmes, small-group support and practice modules in foundational Mathematics in the early grades.

Subject: Draft Reply of Rajya Sabha Unstarred Question No. 1156 for 10th December 2025 regarding “Digital India Initiative” Asked by : Shri Sanjay kumar Jha

Question	Inputs
(a) whether Government has ensure availability of e-learning resources in schools and colleges under the Digital India initiative, if so, the details thereof;	Does not pertain to Central Board of Secondary Education. However, in so far as CBSE is concerned, Schools affiliated to CBSE have been encouraged to adopt and use national digital platforms such as DIKSHA, e-Pathshala, PM e-VIDYA, and SWAYAM for curriculum-aligned digital content, NCERT textbooks, modules, and teacher resources available under Digital India initiatives. All manuals of CBSE and other support material and various competency-based material have been hosted on CBSE’s official website https://cbseacademic.nic.in/ . Schools have further been advised to strengthen ICT infrastructure.
(b) whether special training programmes are also being conducted for this purpose, if so, the details thereof; and	<p>Several dedicated educational channel have been launched. The PM eVidya CBSE Channel 15 assigned to the CBSE is telecasting 67 e-learning resources on wide range of topics. The topics cover both subject enrichment aspects as well as functional and pedagogical competencies of the teachers who in turn take it forward to classroom transactions. With the view to ensure continuous supply of educational content for the wider audience, CBSE has established seven video recording studios across the country. Board engages subject matter experts and design and develop e-resources to ensure a consistent flow of interactive materials aimed at enhancing learner competencies.</p> <p>Apart from the above, the online courses offered for class 11th and 12th on SWAYAM portal, (Study Web of Active learning for Young Aspiring Minds) offered by the NCERT is facilitated by the Board. These e-resources are offered across grades and subject and are cost-free. Board encourages schools to avail these e-learning programs developed and offered by the CIET-NCERT from time to time. Programs offered have an end-line assessment for the participants and one gets certificate only after successful completion.</p>
(c) whether these initiatives had an impact on the quality of education, if so, whether any assessment of it is available?	The growing demand of such courses is an indicator about the wider acceptance of e-learning resourced. These programs are being widely acknowledged because they promote self-paced, personalised learning and they are entirely free and open for anyone.

Draft Reply of Rajya Sabha Unstarred Question No. 1163 for 10th December 2025 regarding Asked by : Shri Sant Balbir Singh “Involving children in practical environmental activities”.

Question	Inputs
<p>a) Whether Government has any plan to incorporate hands-on environmental activities in schools, such as creating school nurseries or involving children in planting saplings on special occasions;</p>	<p>CBSE has directed its schools to incorporate hands-on environmental activities in schools through mandatory Eco-Clubs, which every affiliated school must establish and strengthen.</p> <p>Eco-Clubs serve as student-led platforms for activities such as creating school gardens, herbal/vegetable patches, butterfly and vertical gardens, and nurturing saplings. Schools are advised to celebrate environment-related days, organise field visits, and engage learners in experiential eco-friendly practices.</p> <p>CBSE’s circular on “Ek Ped Maa Ke Naam 2.0” further mandates large-scale plantation drives from 5 June to 30 September 2025, implemented through Eco-Clubs. Students are encouraged to plant saplings with their mothers, label them, monitor their growth, and upload activities on the Eco-Clubs Mission LiFE portal.</p>
<p>b) Whether there any school-based programs where children are encourages to grow saplings, understand their importance, and take part in three-planting events; and</p>	<p>Multiple school-based programmes encourage students to grow saplings, understand their ecological importance, and participate in plantation events.</p> <p>The Eco-Clubs Handbook lists activities such as creating school nurseries, setting up herbal/floral gardens, maintaining butterfly gardens, vertical gardens, and organising water and biodiversity conservation projects (pp. 39–67)</p> <p>Schools are also advised to plant a tree on each student’s birthday and document the experience (p. 12)</p> <p>Under “Ek Ped Maa Ke Naam 2.0”, every student is encouraged to plant a sapling with their mother, take responsibility for its care, and upload photos/selfies as proof of participation</p>
<p>c) How does the Ministry plan to organize and promote special events like World Environment Day or Earth Day, in schools, to help students actively participate in environmental activities and gain practical experience in conservation?</p>	<p>CBSE promotes active, experiential environmental learning by guiding schools to organise special events such as World Environment Day, Earth Day, Water Day, Swachhta Pakhwada, and Van Mahotsav. The <i>Eco-Clubs Handbook</i> specifically recommends that Eco-Clubs celebrate these days through hands-on activities, water literacy programmes, waste audits, poster-making, field visits, and nature-based projects.</p> <p>CBSE’s Advisory on Eco-Friendly Celebrations (Acad-86/2025) instructs schools to use Eco-Clubs to promote sustainable practices, including creating biodegradable artifacts, conducting awareness campaigns, workshops, community outreach, and linking these activities to Mission LiFE and relevant SDGs.</p>

**Draft Reply of Rajya Sabha Untarred Question No. 1165 Asked by Shri P.P. Suneer for 10.12.2025
Regarding "Schemes under National Education Policy, 2020".**

QUESTION	INPUTS
<p>a) The schemes for education being implemented in States by the Ministry, details of budgetary outlay, including Union and States contribution to each scheme;</p>	<p>a); b) and c) Does not pertain to Central Board of Secondary Education.</p>
<p>b) Whether there are schemes being run by the Ministry that are contingent upon implementing the NEP, 2020, if so, the specific schemes thereof; and</p>	
<p>c) The list of funds pending under the various schemes by the Ministry, State-wise?</p>	

Draft Reply of Lok Sabha Unstarred Question No. 1174 for 8th December 2025 Asked by : Shri Ramvir Singh Bidhuri regarding “Burden of School Bag”.

Question	Inputs
<p>a) The details of measures taken by the Government to reduce the burden of school bag of children under National Education Policy (NEP) 2020;</p>	<p>CBSE has undertaken measures aligned with NEP 2020 and NCF-SE 2023 to reduce the weight of school bags and decrease academic load on students. These include:</p> <ul style="list-style-type: none"> i. Prescription of rationalised syllabus and textbooks of NCERT in line with NEP 2020 recommendation to focus on core curriculum. The Board has also advocated 10 Bagless days to make learning at school an experimental, joyful and stress-free experience for students. ii. Promotion of experiential, art-integrated, play-based, and activity-based learning to reduce dependence on heavy textbooks. iii. Issuance of comprehensive measures for schools, teachers and parents to reduce weight of school bags .(Circular 35/2016 dated September 12,2016). iv. Circulars have been issued by the Board specifying the number of Text books to be prescribed in classes I-VIII as per NCERT curriculum to reduce the weight of school bag.
<p>b) Whether schools in the country have started implementing “bagless days” and whether any study has been conducted in this regard, if so, the details thereof;</p>	<p>CBSE has directed its affiliated schools to follow Guidelines for implementation of 10 Bagless Days in Schools developed by NCERT vide circular no skill 83/2024 dated September 23,2024</p> <p>https://psscive.ac.in/storage/uploads/others/Guidelines/pdf/english/guidelines-for-implementation-of-10-bagless-days-in-school-english.pdf</p> <p>CBSE has not conducted any study in this regard.</p>
<p>c) Whether the Government has any proposal to fix the maximum limit of school bag weight and ensure the measurement of school bag weight from the time to time; and</p>	<p>Does not pertain to CBSE</p>
<p>d) If so, the details thereof?</p>	

Draft Reply of Rajya Sabha unstarred Question No. 1177 Asked by Shri S Niranjan Reddy for 10.12.2025 Regarding “Teacher Training under Proposed AI-based CBSE Curriculum”.

Question	Inputs
<p>a) Whether it is a fact that Government is planning to integrate Computation Thinking (CT) and Artificial Intelligence (AI) in CBSE school curriculum from Class 3 onwards;</p>	<p>Para 4.23 to 4.25 OF NEP 2020 recommends introducing Mathematics, Computational Thinking, AI, Machine Learning, Coding, and Data Science.</p> <p>NCFSE 23 recommends Mathematics and Computational Thinking as a curricular area . Part C section 3.4, Across the Stages, students develop mathematical skills such as problem solving, visualisation, optimisation, representation, and communication, and thereby develop the capacities of Mathematics and Computational Thinking. Through creating and solving puzzles, pictorials, word problems, and optimisation problems, various values and dispositions such as perseverance, curiosity, confidence, rigour, and honesty would be developed across grades.</p> <p>In addition, NCF SE 2023, Section 2.3.4.2 Part A, "In case of Interdisciplinary Areas, a very wide range of subjects can be offered... Contemporary subjects, such as, Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, and Global Citizenship Education, as recommended by NEP 2020 can be offered as courses in appropriate groups.</p> <p>Accordingly, a draft framework of Computational Thinking and AI is being developed.</p>
<p>b) Whether Government has</p>	<p>Not yet since the Curriculum is under</p>

<p>taken steps to train teachers in Computational Thinking (CT) and Artificial Intelligence (AI) as a part of the proposed curriculum;</p>	<p>development.</p>
<p>c) If so, the details of the proposed training framework thereof; and</p>	
<p>d) If not, whether the lack of adequately trained teachers could affect the implementation of the new curriculum from the 2026-27 academic year?</p>	

Draft Reply of Lok Sabha Unstarred Question No. 1185 for 08th December 2025 Asked by : Shri Sanjay Uttamrao Deshmukh, Shri Omprakash Bhupalsinh Alias Pavan Rajenimbalkar, Shri Sanjay Haribhau Jadhav regarding “Digital Upgradation in Private and Government Schools”.

Question	Inputs
a) Whether the Government proposes to digitally upgrade Private and Government schools in all the States/UTs in the country;	a); b); c); d); e) and f) Does not pertain to Central Board of Secondary Education.
b) If so, the details thereof along with the timeline fixed in this regard;	
c) Whether the NSS activities are currently being digitalized in schools across the country;	
d) If so, the details thereof State-wise and district-wise including Maharashtra along with the time by which the said digitalisation is likely to be completed;	
e) The number of schools currently using the Eco-club portal in the country along with corresponding participation figures thereof State-wise and district-wise in particularly Parbhani Lok Sabha Constituency; and	
f) The amount of funds released for ICT/Smart Classrooms for the year 2024-25 and 2025-26 in the country, State-wise and district-wise for Maharashtra thereof?	