

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

RAJYA SABHA
STARRED QUESTION NO. 295
ANSWERED ON 20.08.2025

Integrating vocational education into school curriculum

295 Shri Sanjay Seth:

Will the Minister of **Education** be pleased to state:

- (a) the steps taken by the Ministry to integrate skill-based and vocational education into the school curriculum;
- (b) how the National Curriculum Framework is ensuring alignment with the vision of holistic education under NEP, 2020;
- (c) what measures are in place to support States in developing teaching resources in regional languages;
- (d) how the transition to mother tongue as a medium of instruction has impacted early learning outcomes; and
- (e) what monitoring mechanism exists to track implementation of these reforms across States?

ANSWER
MINISTER OF EDUCATION
(SHRI DHARMENDRA PRADHAN)

(a) to (e): A statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (e) OF THE RAJYA SABHA STARRED QUESTION NO. 295 ANSWERED ON 20.08.2025 ASKED BY SHRI SANJAY SETH, HON'BLE MP REGARDING 'INTEGRATING VOCATIONAL EDUCATION INTO SCHOOL CURRICULUM'

(a) The Union Government, as envisioned in the National Education Policy (NEP) 2020, has integrated skill/ vocational education into the school curriculum.

Several steps have been taken to integrate skill-based and vocational education into the school curriculum. NEP 2020 mandates that students may undergo Vocational Education exposure from class VI-VII and as an elective course thereafter. Effective implementation of these policy directives is ensured by designing curricula, developing teacher training modules, and introducing innovations, like virtual labs.

Guidelines have been deployed for the implementation of 10 bagless days activities from grades 6 to 8 and for the implementation of vocational education at the Middle stage, including organisation of internships and Kaushal Mela. The guidelines for the hub-and-spoke model have been also developed to allow schools with better facilities to share resources with nearby schools. Pre-vocational exposure is given from Grades 6–8 through activity-based learning in areas like gardening, carpentry, and pottery, while internships and “bagless days” provide real-world exposure.

At the secondary level (grades 9 to 12), the National Council of Educational Research and Training (NCERT) has developed curriculum and textbooks for employability skills, such as communication, ICT, self-management, entrepreneurship, and green skills which are embedded across all vocational courses. The vocational curricula and textbooks developed by NCERT are based on the job roles in various sectors, under the National Skill Qualifications Framework (NSQF), which is a quality assurance framework and is being implemented across Vocational Education and Training (VET) institutions for standardisation of VET.

Teacher induction and in-service training programmes are regularly conducted by NCERT, CBSE etc. to strengthen vocational pedagogy, vocational skills training and align teaching with the National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023.

The NCERT has developed e-learning materials, videos, and virtual skill labs (VSLs) to expand access to skill education, especially where physical resources are limited, ensuring that all students can develop practical, job-ready skills alongside academic learning.

Digital Infrastructure for Knowledge Sharing (DIKSHA) hosts a dedicated vertical for Vocational and Skill Education, offering curriculum-aligned digital content across various job roles and sectors as per National Skills Qualifications Framework (NSQF). About 1086 contents are available on Vocational Education vertical on DIKSHA. It supports students from Classes 9 to 12 and out-of-school learners. This vertical strengthens the integration of skills into school education and enhances employability among youth.

A dedicated TV Channel (No. 13) under PM e-Vidya has been initiated for Vocational Education Sector and about 524 videos covering six skill sectors are being telecast on PM e Vidya on 24x7 hours basis. These are linked to DIKSHA through QR codes. To enable coherence, the e-contents are telecast and also uploaded on DIKSHA, where this content is accessible any time, even after the live broadcast, along with additional digital resources. Learners can even scan the QR code on their TV screen and access contents on DIKSHA as part of coherent access to digital contents anytime and anywhere.

The Union Government provides financial assistance for the implementation of the Centrally Sponsored Scheme of Samagra Shiksha. Skill/Vocational Education is one of the components under Samagra Shiksha scheme, under which financial assistance is provided to States/UTs for giving exposure to Skill Education to students of Grades 6 to 8 and introduction of Skill courses from Grades 9 to 12, which are aligned with the National Skills Qualifications Framework (NSQF). At the Secondary level i.e., Class 9th and 10th, skill modules are offered to the students as an additional subject. At Sr. Secondary level, i.e., Class 11th and 12th, skill courses are offered as a compulsory (elective) subject. So far, 138 Job Roles (JRs) / Skill subjects have been approved to be offered to class 9 to class 12 school students. Central Board of Secondary Education (CBSE) offers 34 skill modules of 12-15 hours from middle school level, 22 skill subjects at secondary level and 42 skill subjects at Senior secondary level to upgrade the skills and proficiency of the young generation and explore the various career options available. National Institute of Open Schooling (NIOS) offers 86 vocational courses to the learners as certificate and diploma courses.

(b) The National Curriculum Framework for School Education (NCF-SE) has been formulated in line with the vision of holistic education under NEP, 2020. NCF-SE translates the vision of the NEP 2020 by providing stage specific, subject specific and learner development related guidelines in terms of content, resources, pedagogical understanding and guidelines, school based and systems-based requirements, assessment mechanisms and so on. The detailed document of NCF-SE provides goals, curricular competencies and learning outcomes, time allocation, teacher competencies and requirement, etc. for realising the vision of the NEP. As a follow up of NCF-SE, textbooks for vocational education (Kaushal Bodh) have been developed for class VI to VIII.

(c) & (d) NEP 2020 promotes all Indian languages in school education through multi-pronged strategies by developing textbooks and materials, teacher development programmes and working with states and school systems at the national and state levels. The textbooks developed as a follow up to the NEP and NCF-SE 2023 are being developed in English and 22 schedule 8 languages. Class 1 & 2 books have been brought out in above languages and for class 3, 4, 5, 6, 7, and 8 are under process. Guidelines and advocacy materials for Foundational stage have been developed and disseminated to states and other national/state level agencies involved in the school education. The materials are available at NCERT website

<https://ncert.nic.in>.

Primers i.e., the first book for learners and for anyone in the language to learn and get familiarised with language through visual, text form have also been developed and are available at

<http://ncert.nic.in/primers.php>.

Multilingual Jaadui Pitara has been developed by NCERT as an exemplar of content needed in any school for the Foundational Stage. The Pitara has toys, games, puzzles, puppets, posters, flashcards, story cards, story books, playbooks for students, and teacher handbooks. The core transformative aspect of National Curriculum Framework-Foundational Stage (NCF-FS) is 'learn through play'. The NCF-FS describes how children at this stage learn best through play – through activity and doing. Children enjoy learning in several ways - talking, listening, using toys, working with material, painting, drawing, singing, dancing, running, and jumping. Jaadui Pitara is available in 22 Indian languages and also on NCERT website

<https://diksha.gov.in/jadoo/explore.html>

Jaadui Pitara has also been converted into digital form and available in 22 languages on <https://ejaadupitara.ncert.gov.in/explorejaadu.html>

To facilitate the dissemination of education in a child's native language, NCERT has established a Translation Cell which is translating various books into the scheduled languages. NCERT has also initiated DIKSHA platform for dissemination of e-content. Currently, it supports 135 languages (128 Indian languages and 7 foreign languages). States can develop and contribute their learning resources on DIKSHA. Another initiative has been launched namely, PM eVidya - Management of 200 DTH TV Channels, in which education content is disseminated in 30 languages.

Further, National Initiative for School Heads and Teachers for Holistic Advancement – NISHTHA, a programme has been launched by the Department of School Education & Literacy under the Centrally Sponsored Scheme of Samagra Shiksha. It has been further extended to train the teachers from Early Childhood Care and Education (ECCE) and Foundational Literacy & Numeracy (FLN) upto grade V. It has many training modules including a module on Multilingual teaching in foundational years, which also covers usage of mother tongue / home language in teaching. More than 63 lakh teachers have been imparted training through NISHTHA.

NEP 2020, inter-alia, provides that wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, is to be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. CBSE has published a circular dated 22.05.2025 vide which the medium of instruction at the Foundational and Preparatory stages must be the child's home language, mother tongue or a familiar regional language. CBSE has also directed that the learning outcomes expected at this stage are predominantly oral and experiential. The language here includes formal reading, writing and begins with the recognition of letters and basic word formation.

(e) Education is in the Concurrent list of the Constitution and State Governments/UT Administrations have established monitoring mechanism. As far as Centrally Sponsored Schemes Samagra Shiksha and Pradhan Mantri Schools for Rising India (PM SHRI) are concerned, these are in alignment with NEP 2020. The States/UTs prepare annual plans as per their requirements/ priority, and the same is reflected in their respective Annual Work Plan and Budget (AWP&B) proposals, as per norms of Samagra Shiksha scheme. These plans are then appraised and approved by the Project Approval Board (PAB) in the Department of School Education & Literacy in consultation with the States and UTs as per the programmatic and financial norms of the scheme and physical and financial progress of the States/UTs for the interventions approved earlier. This Department has PRABANDH (Project Appraisal, Budgeting Achievements and Data Handling) System. One of the important features of the PRABANDH System is the updation of Expenditure incurred under the different interventions of the Samagra Shiksha. Regular interactions between Centre and State/UT Government are held for sharing of vital information and resolution of any persistent issues. As such periodic discussions/review meetings are scheduled to monitor the physical and financial review of the Centrally Sponsored Scheme of Samagra Shiksha. In addition, a mid-term review is also undertaken with the States/UTs to monitor the progress of implementation of the scheme.
