

**GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY**

**RAJYA SABHA
UNSTARRED QUESTION NO. 1968
ANSWERED ON 06/08/2025**

Budgetary support for rollout of NEP

1968 Smt. Sumitra Balmik:

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

- (a) the details of the provisions regarding digital education, upgradation of classroom infrastructure, use of digital boards etc. under NEP, 2020;
- (b) whether private schools will also be enforced to adopt NEP based curriculum and teaching pedagogy, mechanisms to ensure compliance;
- (c) the provisions being made and steps being taken by Government to upskill teachers as per the requirements of NEP;
- (d) whether Government plans to provide additional budgetary support to schools regarding smart classrooms; and
- (e) whether Government plans to make CUET a common test for all stream?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SHRI JAYANT CHAUDHARY)

(a) to (e) National Education Policy (NEP) 2020 in Section-24 titled ‘Online and Digital Education: Ensuring Equitable Use of Technology’ outlines the details about digital education and suggests key initiatives that are interoperable and evolvable that can be used by multiple platforms at India’s scale and diversity like DIKSHA, SWAYAM, SWAYAMPRAKASH (24.4.f).

A comprehensive initiative called PM eVidya was initiated as part of Atma Nirbhar Bharat Abhiyaan on 17th May, 2020, which unifies all efforts related to digital/online/on-air education to enable multi-mode access to education across the country. States/UTs collaborate with NCERT to utilise, monitor and evaluate the effectiveness of these initiatives as per their requirements. PM eVidya includes 200 DTH TV Channels allotted to States/UTs/ABs/Other Ministries and 400 Radio channels to enable them to provide supplementary education as per their requirement in various Indian languages for classes 1-12.

Digital Infrastructure for Knowledge Sharing (DIKSHA) is the Nation’s digital platform for providing quality e-content for school education in States/UTs

along with QR coded Energised Textbooks (ETBs) for all grades (One Nation, One Digital platform). As a participant in DIKSHA, States/UTs/ABs have generated and contributed over 3.69 lakh content in local/regional languages. Overall, 564.05 crore learning sessions have been completed on DIKSHA by students, teachers and other stakeholders. The stakeholders have access to more than 300 Virtual Labs on DIKSHA.

Education is part of the Concurrent List of the Constitution and most of the schools are under the administration of the State Government. The Ministry of Education implements ICT and Digital initiatives under Samagra Shiksha, aligned with National Education Policy (NEP) 2020, to enhance digital learning in Government schools across the country. The initiatives aim to enhance the quality of education by integrating technology into teaching and learning processes. Under the scheme, funds are provided for setting up ICT Labs and Smart Classrooms according to the requirement of State submitted in the Annual Work Plan & Budget (AWP&B) through two options:

1. Option I: Schools without prior ICT facilities can choose ICT labs or smart classrooms. Schools with over 700 students may get an additional ICT lab. States/UTs can procure hardware, software, tablets, laptops, and training resources, supporting digital boards, virtual classrooms, and DTH channels.
2. Option II: Schools with existing ICT facilities can access smart classrooms or tablets under the scheme norms.

To saturate all secondary and higher secondary schools with ICT Labs and Smart Classrooms, a Supplementary Project Approval Board (PAB) meeting was held on 28th May 2025. A total of 20,456 ICT Labs and 29,896 Smart Classrooms have been approved, with financial approval of Rs. 911.13 crore for ICT Labs and Rs. 630.38 crore for Smart Classrooms under Samagra Shiksha, in addition to earlier approval of 1,56,213 ICT Labs and 1,46,040 Smart Classrooms. Also, the Union Budget 2025 includes a provision under the BharatNet project to extend broadband connectivity to government secondary schools in rural areas in a phased manner through BSNL.

The curriculum and pedagogical reforms under NEP 2020 are intended to be adopted by all types of schools to ensure uniformity in learning outcomes and quality education. The Central Board of Secondary Education (CBSE) has notified NCF-2023 to all its schools including private schools and adopted these frameworks and revised syllabi accordingly. CBSE has been made State School Standard Authority (SSSA), to ensure effective quality self-regulation and accreditation of schools within its jurisdiction. 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).

NEP 2020 emphasises the role of teachers in shaping future of our children (Para 5.1) and further states that teachers require suitable training and development to be effective online educators (Para 24.3). Accordingly, opportunities for teachers' continuous self-improvement and avenues for them to learn the latest innovations and advancement in their profession have been created under NISHTHA – National Initiative for School Heads' and Teachers' Holistic Advancement, a programme launched by the Department of School Education and Literacy (DoSE&L) under the centrally sponsored scheme of Samagra Shiksha. Around 17 lakh teachers and teacher educators were trained in face-to-face mode for Elementary level. In view of the COVID pandemic, NISHTHA Elementary was continued online by the NCERT on the DIKSHA platform using high quality professionally made e-content. In continuation, NISHTHA was also launched for Secondary, Foundational Literacy and Numeracy (FLN) and Early Childhood Care and Education (ECCE). Through NISHTHA, more than 63 lakh teachers have been imparted training. As per NEP 2020 mandate, every teacher undergoes a minimum of 50 hours of Continuous Professional Development (CPD) per year, focussed on pedagogy, digital literacy and subject-specific expertise.

For pre-service training programmes, norms and standards for Integrated Teacher Education Program (ITEP), a four-year undergraduate course designed to prepare teachers comprehensively for the demands of the 21st century skills and abilities has been notified by National Council for Teacher Education (NCTE). The ITEP Curriculum Framework and stage-specific syllabi is aligned with NEP 2020 and National Credit Framework (NCrF).

To provide professional and personal support to teachers and to support the professional development, National Professional Standards for Teachers (NPST) outlines the competencies required for effective teaching and the National Mission for Mentoring (NMM) creates a robust network of mentors. The NPST guiding Document (<https://ncte.gov.in/website/NPST/NPSTDDocument.aspx>) and NMM Bluebook (<https://ncte.gov.in/website/nmm/NMMStakeholders.aspx>) are available online and have been shared with States/UTs for wider dissemination.

Common University Entrance Test (CUET), is conducted once a year and enables a single window for admission in UG/PG Programmes in Central Universities and other participating Universities. The CUET prevents students from appearing in multiple entrance examinations and also provides equal opportunities to students from different boards for admission in UG programmes and to graduates from universities for admission in PG programmes. The National Testing Agency (NTA) has been entrusted with the responsibility of conducting the CUET-UG exam.
