

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

RAJYA SABHA
UNSTARRED QUESTION NO. 372
ANSWERED ON 03.12.2025

National School Standards & Digital Curriculum rollout (2025–26)

372 Smt. Geeta alias Chandraprabha:

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

- (a) whether the Ministry has finalised the nationwide rollout of the new Digital Curriculum Framework aligned with National Curriculum Framework (NCF) 2024 for the 2025–26 academic year;
- (b) if so, whether Government has completed teacher training for the digital and competency-based modules, if so, the details thereof;
- (c) whether the Ministry has allocated additional funds for upgrading ICT labs in rural parts of Uttar Pradesh, if so, the details thereof; and
- (d) the details of the districts in Uttar Pradesh which have been identified as priority zones for addressing foundational learning gaps before 2026?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHAUDHARY)

(a) & (b): The National Education Policy (NEP) 2020 recognises the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. As a follow-up to the NEP 2020, the National Council of Educational Training & Research (NCERT) has brought out the National Curriculum Framework for School Education (NCF-SE) 2023 which provides integration of educational technology in school curriculum. NCF-SE, at para 6.1.1, emphasizes the Evolving and Emerging Technology and further elaborates on the ecosystem of digital education. NCF-SE also elucidate upon the role of generative AI in enhancing the creativity and innovation in classroom. Based on this framework, NCERT has integrated technological components in new teaching material, including textbooks across the subject areas.

The Government launched the PM e-VIDYA "One Nation, One Digital Platform" initiative on 17th May 2020, with the aim of delivering equitable, multi-modal education to school children, aligning with the NEP 2020 by bridging digital divides through online, TV, radio, and offline resources in 30+ regional languages. The key components of this initiative include DIKSHA; SWAYAM; SWAYAM PRABHA TV Channel; extensive use of radio, community radio, and podcasts; special e-content for CWSN; and online coaching for

competitive exams. Under PM e-VIDYA, capacity building programme for quality e-content development are also conducted.

Through NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) National Resource Groups are trained in Education Technology and Digital Teachers are certified.

(c) & (d): With regard to ICT infrastructure, the Project Approval Board (PAB 2025–26) has sanctioned ₹1.8 lakh per ICT Lab under the Recurring head. Further, the state Government of Uttar Pradesh has reported that in the academic year 2024–25, to strengthen effective classroom teaching through smart classes, a one-day Information and Communication Technology (ICT) training was conducted for master trainers, all Block Education Officers, and one nodal teacher from each of the 18,381 selected schools of Uttar Pradesh. Teachers regularly received orientation through YouTube live sessions led by technical experts, and ICT-focused sessions were also organized in Shikshak Sankul meetings at the cluster level. For the current academic session 2025–26, the Department of Basic Education, Uttar Pradesh has issued instructions to conduct ICT training for upper primary, composite and Kasturba Gandhi Balika Vidyalaya (KGBV) schools equipped with smart classes and ICT labs to further enhance digital-enabled classroom practices. A total of 2353 ICT labs amounting to Rs. 12537.4 lakhs have been sanctioned during 2024-25 and 9367 ICT labs amounting to Rs. 43466 lakhs have been sanctioned during 2025-26, for the state of Uttar Pradesh (including KGBVs).

Further, the Department has completed the required teacher training for Classes 1 to 5 in all districts for the academic year 2025–26 for the competency-based module along with structured pedagogy and effective use of Teaching-Learning Material (TLMs). Grade-wise learning competencies have been designed and *Taalikas* have been introduced to track each child's progress. To further strengthen teacher capacity, the state has implemented on-site supportive supervision by academic mentors and Sankul meetings to enable peer learning and collaborative problem-solving. With these efforts, the required teacher preparation for competency-based education has been implemented.
