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

RAYA SABHA
STARRED QUESTION NO - 350
ANSWERED ON – 25/03/2026

Artificial Intelligence courses in secondary schools

350. **Smt. Sulata Deo:**

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

(a) whether the Ministry plans to introduce coding and Artificial Intelligence courses in secondary schools across Odisha; and

(b) if so, the details thereof?

ANSWER

MINISTER OF EDUCATION

(SHRI DHARMENDRA PRADHAN)

(a) & (b): A statement is laid on the table of the House.

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STATEMENT REFERRED TO IN REPLY TO PARTS (a) & (b) OF RAJYA SABHA STARRED QUESTION NO. 350 ANSWERED ON 25.03.2026 ASKED BY SMT. SULATA DEO, HON'BLE MEMBER OF PARLIAMENT REGARDING "ARTIFICIAL INTELLIGENCE COURSES IN SECONDARY SCHOOLS."

(a) & (b): Education is in the Concurrent List of the Constitution and majority of the schools come under the purview of the respective State and UT Government. The National Education Policy (NEP) 2020 has emphasized the importance of Artificial Intelligence (AI) and its role in school curriculum. Under "Curricular Integration of Essential Subjects, Skills, and Capacities" the policy mentions at para 4.24 that concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking etc. at relevant stages be undertaken to develop these various important skills in students at all levels.

The Ministry of Education has undertaken several initiatives to promote Artificial Intelligence (AI) and Computational Thinking (CT) in school education over the years. The initiatives aim to enhance the quality of education by integrating technology into teaching and learning processes. The existing NCERT textbooks of Computer Science class XI (https://ncert.nic.in/textbook.php?kecs1=ps-11) and Informatics Practices class XI (https://ncert.nic.in/textbook.php?keip1=ps-8) talk about AI, Internet of Things (IoT) and other emerging technologies. NCERT has also included a project on Animation and Games in the vocational education textbook for Grade 6. AI is being embedded for awareness and foundational competencies among school students (Classes 6–12) and building AI literacy among educators.

DoSEL has developed a Curriculum on Computational Thinking and Artificial Intelligence (CT &AI) to inculcate AI-readiness in school students. This curriculum will be implemented from classes 3rd to 8th, in the session 2026-27, and aims to develop AI-Ready learners, by focussing on Computational Thinking Skills. The States/UTs are also working on bringing emerging technologies including AI in their academic framework. Additionally, CBSE offers a skill module on Artificial Intelligence for classes VI–VIII and as an optional skill-based subject in classes IX–XII.

Digital learning is further supported through national platforms such as DIKSHA, SWAYAM and PM eVidya, along with capacity-building programmes, teacher training and development of digital content and AI awareness modules to enhance innovation and problem-solving skills among students.
As informed by the State Government of Odisha, the state has already introduced coding and Artificial Intelligence courses in secondary schools. At present coding, computational thinking, and Artificial Intelligence have been introduced through a structured curriculum in Class X in more than 8000 Government and Government-aided high schools in Odisha. The programme builds foundational digital skills through coding, logical reasoning, and problem-solving, while introducing key AI concepts, including machine learning, generative AI, and computer vision. Students also learn about algorithmic thinking, AI ethics, bias, and the AI project life cycle, and develop AI-based projects.

An AI Bootcamp was organised at Indian Institute of Management (IIM) Sambalpur, in which students and teachers representing the Odisha State Board including aspirants from educationally backward and rural regions, were sensitised to the AI driven My Career Advisor App. The initiative aimed at bridging information gaps and enabling equitable access to AI-based career guidance tools for students specially from underserved regions.

Some other initiatives being leveraged to enhance the quality of education in the state are as follows:

Personalised Adaptive Learning (PAL): AI forms the core of PAL, which has been planned to be implemented in 762 PM-SHRI schools. The AI-enabled systems analyse student responses to generate

customized learning pathways, provide targeted practice, and deliver instant feedback for each student. By identifying individual learning gaps, the system enables focused remediation and improves conceptual understanding.

Bina Didi: The Department is in process of the deployment of an AI-based educational platform- Bina Didi- across government schools in Odisha, to support teachers, students, parents, and education administrators in their day-to-day work. The platform is bilingual (Odia and English), curriculum-aligned, and built on an indigenously developed AI model that is fine-tuned specifically on Odia education content.

Use of AI in Multilingual Education (MLE), in Tribal Languages: Some districts are leveraging AI to generate prompts and deliver dialogue in video-based teaching-learning materials in tribal local languages under the MLE, enhancing accessibility by making content linguistically inclusive and easier for tribal learners to understand.

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