GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY
RAJYA SABHA
UNSTARRED QUESTION NO. 1292
ANSWERED ON – 11/02/2026

NIPUN Bharat Mission and foundational literacy

1292 # **Shri Amar Pal Maurya:**
Shri Narhari Amin:

Will the Minister of EDUCATION be pleased to state:

(a) the progress made under the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission to ensure foundational literacy and numeracy by the end of Grade 3, including State-wise coverage and key learning outcome indicators;

(b) the measures taken to strengthen teacher capacity, learning materials and assessment frameworks to accelerate foundational skills;

(c) the mechanisms adopted for real-time monitoring of learning outcomes across States and Union Territories; and

(d) whether the Ministry proposes to introduce additional support or incentives for lagging regions to achieve NIPUN Bharat targets and if so, the details thereof?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SHRI JAYANT CHAUDHARY)

(a):   The Department of School Education & Literacy (DoSE&L), Ministry of Education (MoE) has launched a National Mission called "*National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat Mission (NBM))*" on 5th July, 2021 for ensuring that every child in the country necessarily attains foundational literacy and numeracy (FLN) by the end of Grade 2. This Mission aligned with the National Education Policy (NEP) 2020, has been set up under the aegis of the centrally sponsored scheme of Samagra Shiksha- an integrated scheme for School Education. Under Samagra Shiksha, all 36 States/Union Territories are implementing the NBM. Financial norms for the following components are provided under the NBM including backward areas/lagging regions:

- Support to pre-school education/co-located anganwadi centers (recurring & non-recurring)
- Teaching Learning Materials for implementation of Innovative pedagogies
- Teacher Resource Material/Activity Handbook

- Capacity building of Teachers of Grades I & II
- Independent, periodic and holistic assessment of students
- Formation of Project Management Unit (PMU) at state and district level

Under the NBM, a range of systemic interventions have been undertaken and the following progress has been made across the country:

(i) A 3-months play based 'School Preparation Module and Guidelines' for Grade I named '*Vidya Pravesh*' was launched on 29th July, 2021. The goal of Vidya Pravesh programme is to promote school preparedness in all children coming to Grade-I from diverse backgrounds (Balvatika, Anganwadi Centers (AWCs), at home, private play schools etc.), to ensure a smooth transition of children to Grade-I. It provides play based, age and developmentally appropriate learning experiences in a joyful and stimulating environment leading to holistic development to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills. This programme is being implemented across the country. From 2022-23 till date, over 4.2 crore students in around 8.9 lakh schools have benefitted. The state-wise details are **annexed.**

(ii) To improve the learning outcomes at foundational stage, the National Curricular Framework for Foundational Stage (NCF-FS) was released on 20th October, 2022 providing a structure for the syllabus, training of teachers, Learning Teaching Material (LTM), etc.

(iii) The *Jaadui Pitara* (JP), a set of 53 play-based learning-teaching materials for ages 3-8 was launched on 20th February 2023. Available in 22 Indian languages, JP includes toys, puzzles, story cards, flashcards, and teacher handbooks. Its digital extension, the *e-Jaadui Pitara*, launched on 10th February 2024, offers multilingual stories, activities, songs in 22 Indian languages, and AI-based bots-*Katha Sakhi, Teacher Tara, and Parent Tara*-to support children, teachers, and parents. As envisaged in NEP 2020, these initiatives are an integral part of the foundational stage.

(iv) Primers (launched in March, 2024) have been developed in 121 local and tribal languages for FLN in mother tongues spoken by populations of at least 10,000.

(v) Lakshyas or Targets for FLN starting from the Balvatika-3 upto Grade-2, based on the learning outcomes have been developed on the basis of national and international research.

(vi) The DoSE&L and the MoWCD have jointly launched the "Guidelines for co-location of Anganwadi Centers with schools" on 03.09.2025. The guidelines have been shared with the States & UTs for effective implementation. As per UDISE+ 2024-25, out of 9,11,035 Government and Government-aided schools with Grade 1, more than 4.81 lakh schools (52.79%) have some form of preschool education facilities, either AWC or Balvatika or both.

(vii) The Government of India conducts periodic large-scale assessments to measure learning and education outcomes across the country. The National Achievement Survey (NAS) was conducted in 2017 and again in 2021 to assess the learning levels of students in Grades 3, 5, 8 and 10 across language, mathematics, environmental studies, science and social science. The state/district-wise report cards are available in public domain and are available at https://nas.gov.in/report-card.

PARAKH Rashtriya Sarvekshan (PRS), 2024 is conducted to evaluate the learning competencies/outcomes of students in FLN, Language and Mathematics at the end of each of the educational stages i.e. Foundational, Preparatory and Middle in Grades 3, 6 & 9. The latest PRS, 2024 was conducted on 4th December, 2024. The state/district-wise PRS 2024 report has been officially released in public domain on 2nd July, 2025. This can be accessed at https://dashboard.parakh.ncert.gov.in/en.

PRS 2024 findings highlight a significant improvement in FLN skills outcomes, reflecting the positive impact of the NBM as envisioned in NEP 2020. It reflects that the performance of children in Grade 3 in rural school is better than urban schools and government schools have outperformed the private schools at foundational stage. The comparative picture for Grade-3 performance as compared to National Achievement Survey (NAS), 2021 is tabulated below:

Grade 3: Comparative Picture (India) (in %age)		
	NAS, 2021	PRS, 2024
Language	62	64
Mathematics	57	60

(b): Pre-service teacher education programmes are regulated by the National Council for Teacher Education (NCTE), with emphasis on teacher preparation for the foundational stage. In this context, the Integrated Teacher Education Programme (ITEP) has been introduced as a four-year integrated degree programme that prepares teachers for school education, including the foundational stage, by integrating child development, early childhood care and education (ECCE), play-based and activity-based pedagogy, and FLN, along with early and continuous school internships. In addition, the DoSE&L has launched a national initiative to improve learning outcomes through an integrated teacher training programme called the *National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)* under Samagra Shiksha. NISHTHA supports large-scale in-service teacher capacity building and includes training modules for primary teachers focusing on pedagogy, FLN, inclusive education and classroom practices, and is implemented in coordination with the States and Union Territories through face-to-face and online modes. More than 15.57 lakh users including pre-primary teachers, master trainers and Anganwadi Workers have completed NISHTHA online training program for FLN & ECCE. Besides, these states are also conducting physical trainings of teachers at State level.

(c): The Government of India has introduced the 'Automated Permanent Academic Account Registry (APAAR)' as part of the academic framework to strengthen the monitoring of actual learning outcomes. This initiative is part of the 'One Nation, One Student ID' initiative in line with the NEP 2020, and serves as a unique, lifelong academic ID for every student. It records their academic journey from the foundational stage onwards, including academic achievements, co-curricular activities, skill development, assessments, and basic health records. This digital system ensures continuity of learning, aids dropout recovery, and enables timely academic updates for parents, teachers, and institutions.

Further, APAAR is integrated with the Holistic Progress Card (HPC), which captures a 360-degree view of a student's development through competency-based and formative assessment. HPC is a multidimensional report of progress, that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains. It helps to map the status of each child's learning for FLN skills. The data from the HPC is linked to Vidya Samiksha Kendra (VSK), a centralized data analytics platform that monitors student progress, identifies learning gaps, and supports targeted interventions. Together, APAAR, HPC, and VSK create a digital, data-driven ecosystem supporting digital transformation goals of NIPUN Bharat Mission, and the broader Samagra Shiksha initiative allowing continuous tracking of each student's progress, ensuring accountability and improved learning outcomes across all stages of education.

Further, the Government of India conducts periodic large-scale assessments, to measure learning and education outcomes across the country, through PARAKH Rashtriya Sarvekshan as mentioned in point (a) above.

(d): The NBM is implemented under the aegis of the Samagra Shiksha scheme. Bridging social category gaps at all levels of school education is one of the major objectives of the Samagra Shiksha scheme. The Scheme reaches out to children belonging to Socio-Economically Disadvantaged Groups (SEDGs). The scheme is implemented on principles of equity and universal access for all. Under Samagra Shiksha scheme, education is imparted with equitable access to the highest-quality education for all learners regardless of social or economic background. The states/UTs at their own level are also providing additional, contextual Teaching Learning Material.

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ANNEXURE REFERRED TO IN REPLY TO PART (A) OF RSUSQ NO. 1292 ANSWERED ON 11/02/2026 ASKED BY HON'BLE MPs SHRI AMAR PAL MAURYA AND SHRI NARHARI AMIN REGARDING "NIPUN BHARAT MISSION AND FOUNDATIONAL LITERACY"

Details of Vidya Pravesh Programme for the years 2022-23, 2023-24 & 2024-25

S.No.	State/UT	No. of Schools Implemented			Total Student covered		
		2022-23	2023-24	2024-25	2022-2023	2023-2024	2024-2025
1	A and N Islands	305	308	308	1,962	2,305	2,445
2	Andhra Pradesh	49,847	38,950	35,036	18,76,989	6,03,949	2,42,882
3	Arunachal Pradesh	1,578	2,631	2,379	13,328	18,938	20,595
4	Assam	30,027	38,312	38,724	4,91,220	5,28,837	5,39,980
5	Bihar	65,920	67,657	65,309	20,00,000	15,23,411	12,95,231
6	Chandigarh	112	118	118	9,154	2,107	7,779
7	Chhattisgarh	21,735	30,925	31,560	2,59,165	3,19,918	3,19,918
8	DNH-DD	328	303	303	7,759	7,192	7,049
9	Delhi	2,714	1,622	2,645	4,18,105	1,36,318	1,23,459
10	Goa	1,000	1,007	1,008	18,212	17,253	17,253
11	Gujarat	31,878	32,030	32,701	6,75,494	1,12,048	6,15,037
12	Haryana	8,400	8,663	8,654	6,47,000	1,10,000	1,05,719
13	Himachal Pradesh	10,555	10,363	9,950	1,77,036	49,294	22,510
14	J&K	22,020	13,805	8,965	1,34,249	1,30,640	1,19,160
15	Jharkhand	34,457	36,626	36,626	13,00,000	5,52,263	5,70,745
16	Karnataka	42,672	42,255	42,656	16,18,021	4,61,514	3,71,017
17	Kerala	-	8,021	9,395	-	2,58,141	2,46,656
18	Ladakh	666	717	738	4,645	1,972	2,121
19	Lakshadweep	27	27	27	1,067	1,009	1,028
20	Madhya Pradesh	63,397	79,480	79,215	8,07,276	7,09,841	14,94,199
21	Maharashtra	79,382	82,906	82,906	13,84,131	11,03,339	10,78,720
22	Manipur	-	3,334	3,376	-	29,638	29,871
23	Meghalaya	330	-	2,624	6,185	-	32,512
24	Mizoram	1,282	1,255	1,266	21,662	17,455	51,135
25	Nagaland	114	1,764	1,449	3,926	14,705	13,002
26	Odisha	46,510	44,945	44,945	5,04,181	4,76,791	5,11,152
27	Puducherry	296	350	340	9,814	5,494	5,218
28	Punjab	12,827	13,160	12,862	2,05,669	2,02,625	1,75,524
29	Rajasthan	68,686	68,140	68,542	6,78,019	8,79,705	7,65,779
30	Sikkim	-	767	764	-	3,070	3,064
31	Tamil Nadu	58,157	38,036	45,989	5,21,844	3,63,724	3,58,700
32	Telangana	29,428	24,144	24,144	2,19,427	1,93,988	1,93,988
33	Tripura	4,200	4,227	4,227	50,000	37,826	37,826
34	Uttar Pradesh	1,11,599	1,12,058	1,11,597	25,06,100	13,88,269	12,66,863
35	Uttarakhand	11,596	11,468	11,248	1,65,480	63,390	63,960
36	West Bengal	65,748	64,969	65,261	12,76,810	10,33,954	21,94,421
	Total	**8,77,793**	**8,85,902**	**8,87,857**	**1,80,13,930**	**1,13,60,923**	**1,29,06,518**