

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

LOK SABHA
STARRED QUESTION NO- 334
ANSWERED ON 24/03/2025

Bal Bhavan and National Level Nurseries under NEP

***334. ADV GOWAAL KAGADA PADAVI:**

Will the Minister of EDUCATION be pleased to state:

- (a) the main features of the National Education Policy;
- (b) whether the Government has set any target to establish Bal Bhavans in all the districts across the country under the said Policy;
- (c) if so, the details thereof for the State of Maharashtra especially in Nandurbar Lok Sabha Constituency;
- (d) whether the Government plans to build national level institutes for children in nurseries in accordance with NEP;
- (e) if so, the details thereof and if not, the reasons therefor; and
- (f) the details of funds allocated for this project and the time by which it is likely to be established?

ANSWER

MINISTER OF EDUCATION

(SHRI DHARMENDRA PRADHAN)

(a) to (f): A statement is laid on the table of the House.

STATEMENT REFERRED TO IN REPLY TO PART (a) TO (f) OF THE LOK SABHA STARRED QUESTION NO. 334 FOR REPLY ON 24.03.2025 ASKED BY ADV GOWAAL KAGADA PADAVI, HON'BLE MEMBER OF PARLIAMENT REGARDING BAL BHAVAN AND NATIONAL LEVEL NURSERIES UNDER NEP

(a): National Education Policy 2020, paves way for transformational reforms in school and higher education systems in the country. The main features of National Education Policy (NEP) 2020 are as follows:

- (i) Ensuring Universal Access at All Levels of schooling from pre-primary school to Grade 12;
- (ii) Ensuring quality early childhood care and education for all children between 3-6 years;
- (iii) New Curricular and Pedagogical Structure (5+3+3+4);
- (iv) No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- (v) Establishing National Mission on Foundational Literacy and Numeracy;
- (vi) Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- (vii) Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- (viii) Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- (ix) Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- (x) Robust and transparent processes for recruitment of teachers and merit-based performance;
- (xi) Setting up of State School Standards Authority (SSSA);
- (xii) Exposure of vocational education in school and higher education system;
- (xiii) Increasing GER in higher education to 50%;
- (xiv) Holistic and Multidisciplinary Education with multiple entry/exit options;
- (xv) Common Entrance Exam for Admission to HEIs;
- (xvi) Establishment of Academic Bank of Credit;
- (xvii) Setting up of Multidisciplinary Education and Research Universities (MERUs);
- (xviii) Setting up of National Research Foundation (NRF);
- (xix) Single regulator for higher education;
- (xx) Expansion of open and distance learning to increase Gross Enrolment Ratio (GER);
- (xxi) Internationalization of Education;
- (xxii) Phasing out of system of affiliated colleges through graded autonomy;
- (xxiii) Teacher Education in multi-disciplinary environment;

- (xxiv) Creation of National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
- (xxv) Achieving 100% youth and adult literacy;
- (xxvi) Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education
- (xxvii) All education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity;
- (xxviii) The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

(b) & (c): The National Bal Bhavan (NBB) provides affiliation to State Bal Bhavans who apply for the same and fulfil the requisite criteria of NBB. To expand its outreach, NBB affiliates eligible organizations nationwide, subject to fulfilling the terms and conditions prescribed by the Board of Management of NBB. Currently, 127 Bal Bhavans across India are affiliated to NBB. Out of these, 6 State Bal Bhavan are situated in Maharashtra in Mumbai, Dhule, Nagpur and Aurangabad.

(d) to (f): There is no such plan under consideration in the Ministry. However, NEP 2020 emphasizes the importance of Early Childhood Care and Education (ECCE) as the foundation of lifelong learning and development, targeting children from age 3 onwards. It recommends universal access to quality ECCE through a play-based, flexible, and multi-faceted curriculum that focuses on cognitive, emotional, and physical development. The policy integrates ECCE with primary education by introducing the new 5+3+3+4 curricular structure, where the first five years form the foundational stage.
