

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

LOK SABHA
UNSTARRED QUESTION NO- 1144
ANSWERED ON 10/02/2025

All Round Development of Children under NEP

†1144. **Shri Babu Singh Kushwaha:**

Will the Minister of EDUCATION be pleased to state:

- (a) the special measures taken by the Government under National Education Policy, 2020 to ensure all round development of the students;
- (b) the progress made so far in implementation of new academic structure 5 + 3 + 3 + 4 along with the details of challenges being faced in the process;
- (c) whether the Government has conducted any study regarding expansion of education in local languages and assessment of its impact, if so, the findings thereof;
- (d) the step taken by the Government to make the board exams knowledge-based and the Government's perspective to reduce the stress on students; and
- (e) the States in which maximum progress is made after implementation of vocational education from class six?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SHRI JAYANT CHAUDHARY)

(a): The National Education Policy (NEP) 2020 outlines a comprehensive vision for the holistic development of children in India. Special measures taken by the government in line with this vision are:

1. Foundational Literacy and Numeracy:

- **National Initiative for Proficiency in Reading, Writing and Numeracy (NIPUN Bharat)**, launched on 5th July 2022, aims to achieve universal foundational literacy and numeracy in primary schools by Grade 2. It focuses on developing strong foundational skills in reading, writing, and arithmetic.

- **VIDYA PRAVESH**, a 3 Months Play Based School Preparation Module is launched on 29th July, 2021. The module is essentially around 12 weeks of developmentally appropriate instruction for the children entering of Grade I to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills. Vidya Pravesh is now an annual calendar and till date 1,00,13,714 students from 8,93,866 schools participated in Vidya Pravesh programme across States/UTs in 2024-25.
- **Balvatika- Preparatory Class for children entering class I:** Out of the total 12,28,911 schools with primary sections, 5,98,386 schools have Balvatika/pre-primary. Additionally, PM POSHAN has been extended to Balvatika (One year) in Government and Aided Schools from FY2022-23. A total of 23,61,417 children were approved for coverage in 2024-25.

2. Curriculum and Pedagogy:

- **National Curriculum Framework for Foundational Stage (NCF-FS)**, released on 20th October 2022, provides guidelines for the early childhood education curriculum, emphasizing play-based learning, activity-based learning, and development of cognitive and socio-emotional skills.
- **National Curriculum Framework for School Education (NCF-SE)** released on 23rd August 2023, emphasize upon the 5+3+3+4 design of schooling and importance of holistic development. Recognizing that academic and vocational skills are both crucial for a well-rounded education, it recommends ways of integrating vocational elements into academic subjects to emphasize their interdependence at the Preparatory, Foundation, Middle, and Secondary stages of education.
- **Focus on Play-Based Learning:** Based on NCF-FS, Learning Teaching Material (Jadui Pitara) and Digital version of the Jadui Pitara also developed.
- **Textbooks in alignment with NCF:** As per NCF-FS, new textbooks for Grades 1 and 2 were brought out in July, 2023. In addition, textbooks for classes 3 and 6 for the academic year 2024-25 as per NCF-SE (2023) have been released.

3. Assessment Reforms:

- **PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)** was set up on 8th February, 2023, to fulfil the objectives of setting norms, standards, guidelines and implement activities related to student assessment.
- **Holistic Progress Card:** With a focus on Competency Based Assessment for Holistic Development, the **Holistic Progress Card for the Preparatory, Foundational, Middle and Secondary stage have been prepared and shared with all states and UTs.** A teacher document titled, "Understanding the HPC" has been also developed to support teachers on the usage and facilitate its implementation across states and UTs.

4. Teacher Development:

- Norms and standards for **4-year integrated Teacher Education Programme (ITEP)** have been notified on 22.10.2021 by NCTE. From 2023-24 to 2024-25, 64 institutions granted recognition for 4-year integrated Teacher Education Programme (ITEP) with an intake of 6,100 students.
- **National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)** extended to cover teachers at all levels of schooling including training of master trainers for ECCE. **As on 31st March 2024, 1.26 lakh Master Trainers were certified.**
- **National Professional Standards for Teachers (NPST)** defines the work of teachers and makes explicit elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. NPST guiding document was released on 9th March 2024.
- **National Mission for Mentoring (NMM)** talks about the creation of a large pool of outstanding professionals willing to provide mentoring to school teachers. The 'Bluebook on NMM' was released on 9th March 2024.

5. Integration of technology in teaching learning:

- **Atal Tinkering Labs (ATLs):** ATLs are being established to foster innovation and creativity among youth. So far, 10,000 ATLs have been completed by NITI Aayog while 4881 and 5320 labs have been sanctioned to government schools under the centrally sponsored schemes of Samagra Shiksha and PM SHRI respectively.
- Under PM e-VIDYA, **DIKSHA** is the one nation, one digital education infrastructure. This digital infrastructure is artificial intelligence based and is highly scalable. This infrastructure is also being utilized for creating Energized Textbooks (ETBs) and presently 7157 ETBs have been published on DIKSHA. There are a total of 3,66,123 e-contents available on DIKSHA and e-content is available in 126 Indian languages and 7 Foreign Languages.
- The existing 12 **DTH Channels of SWAYAM PRABHA for School Education** are meant to support and reach those who do not have access to the internet. The channels have been extended to 200 channels with 88,224 Video Contents i.e., 25,206 hours of telecast received by States/UTs/ABs in 29 languages to date.

6. Focus on Skill Education:

- To bolster career guidance and counselling, provision has been for Academic Resource Persons under Samagra Shiksha from FY 2024-25. Furthermore, comprehensive guidelines on Bagless Days and Career Guidance were released on July 29th, 2024.

7. Stakeholder Engagement:

- **Shiksha Saptah** was a week-long celebration, from July 22nd to 28th marking the 4th anniversary of the National Education Policy (NEP) 2020. The primary goal of Shiksha Saptah was to reflect the progress made in implementing NEP 2020, share best practices, and plan for the future of education in the country. Each day of the week was dedicated to a specific theme, and these included: Teaching-Learning Material, Foundational Literacy and Numeracy, Sports, Culture, Skilling and Digital Initiatives, Eco Clubs and School Nutrition, and Community Involvement.
- **Eco Clubs for Mission LiFE** is an intervention under Samagra Shiksha to enable students to take up meaningful environment-friendly activities. Activities of Eco Clubs for Mission LiFE are aligned with the seven themes of Mission LiFE i.e., Save Energy, Save Water, Say No to Single Use Plastic, Adopt Sustainable Food Systems, Reduce Waste, Adopt Healthy Lifestyles and Reduce E-waste.
- **Bharatiya Bhasha Utsav** was a weeklong celebration to commemorate the birth anniversary of the revered Mahakavi Subramnaia Bharati, on 11 December 2024. This year's theme was "Unity through Languages/"भाषाओं के माध्यम से एकता" and the aim was to promote and celebrate the linguistic diversity that is intrinsic to the cultural fabric of our nation.
- **Exposure Visits for Students:** With a focus on experiential learning as per NEP 2020, provision is provided under Samagra Shiksha for exposure visits to provide students with first-hand experiences, making learning more engaging and meaningful.

(b): In line with the National Education Policy (NEP) 2020, the National Curriculum Framework for Foundational stage (NCF-FS) and the National Curriculum Framework for School Education (NCF-SE) have been developed. NCF-FS recognizes the unique needs of children aged 3-8 while NCF-SE 2023 offers comprehensive guidance on context, pedagogy, competencies, and assessment across all developmental stages. The 5+3+3+4 curricular and pedagogical restructuring encompasses five years in the foundational stage, three years each in the preparatory and middle stages, and four years in the secondary stage. Based on the NCF-FS, play-based learning teaching materials, "Jadui Pitara" and its digital counterpart "e-Jadui Pitara," have been developed. These resources are designed to spark curiosity and cater to the diverse needs of foundational stage learners, while also reflecting local culture, social context, and languages. Furthermore, textbooks for grades 1, 2, 3, and 6 have been released for use in academic session 2024-25.

(c): The National Curriculum Framework for School Education (NCFSE), 2023 lays emphasis on promoting multilingualism and proficiency in local languages keeping in view of the social linguistic diversity and how the social multilingualism enables children in school develop multilingual proficiency beginning their schooling in their mother tongue / home language / local language and move on to add many more languages i.e. mother tongue-based multilingualism. Several measures have been taken by the Government to promote education in mother tongue/home language/local language as recommended in NEP 2020.

(d): Steps taken by the government to make the board exams knowledge based and reducing stress on students:

1. **National Curriculum Framework (NCF):** The development of the National Curriculum Frameworks (NCFs) is key to shifting the education system towards a knowledge-based system and reducing student stress. By prioritizing understanding over rote learning, the NCF lessens exam pressure and focuses on holistic development, reflected in the multidimensional Holistic Progress Card, values diverse skills beyond academics. Competency-based learning and a flexible, needs-based curriculum further reduce exam anxiety by making learning relevant and personalized. Finally, assessment reforms, including continuous evaluation, create a less stressful environment that prioritizes genuine understanding over exam pressure.
2. **Textbooks in alignment with NCFs:** With focus on holistic development, NCERT's new textbooks integrate activities promoting cognitive, social, emotional, and physical growth. Engaging visuals and accessible language cater to diverse learning styles, while a competency-based approach equips students with practical skills. Culturally relevant content and a reduced content load further enhance the learning experience.
3. **Holistic Progress Card (HPC):** The 360-degree multidimensional HPC for the Preparatory, Foundational, Middle and Secondary aims to provide overview of a child's growth by covering aspects like physical development, socio-emotional development, cognitive development along with aesthetic and cultural development. Peer, Self and parental feedback is also recorded along with the teacher feedback.
4. **Board Exams:** In alignment with NEP 2020, all students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. In addition, the Central Board of Secondary Education (CBSE) has been progressively introducing competency-focused questions in Classes 10 and 12 Board Examinations since 2020 to test students' understanding, conceptual clarity and analytical ability, rather than their ability to memorize and reproduce information.
5. **Provisions under Samagra Shiksha:** With a focus on mental health and well-being of students, under the Integrated scheme for School Education - Samagra Shiksha, effective from the year 2023-24, there is a provision for Academic Resource Person (ARP) at the block level for Career Guidance and Counselling in schools. Further, financial assistance is provided to the States/UTs under training of teachers on safety and security, to encourage teachers to function as the first level counsellors in schools. Also, financial assistance is provided under Learning Enhancement Programme for identifying the gaps in learning and providing individualized learning interventions.
6. **Other Specific initiatives:**
 - Curriculum transaction guidelines of the CBSE emphasize student-centric approaches, promoting active learning through reflection and knowledge construction. Teachers are encouraged to embrace inclusive principles, avoiding labels like "slow" or "bright" students.
 - Since the 2019-20 session, CBSE has incorporated Experiential Learning, enabling schools to design curricular activities that connect classroom content with students' lives and the world around them.
 - Learning outcomes developed by the NCERT for all levels of school education provide teachers with clear direction for their instruction and promote accountability among stakeholders in ensuring quality education.

(e): With a focus on skill education, National Skill Qualification Framework (NSQF) compliant skill courses are being implemented for students from class 9th to 12th. At the Secondary level i.e., Class IX and X, skill modules are offered to the students as an additional subject. At Sr. Secondary level, i.e., Class XI and XII, skill courses are offered as a compulsory (elective) subject. Provisions for exposure of pre-vocational education at Upper Primary level, internships, 10 bagless days etc. have been included under Innovation component of Samagra Shiksha. So far, 138 Job Roles (JRs)/Skill subjects have been approved for implementation. Employability Skill modules including Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Entrepreneurship Skills, and Green Skills are included as part of the JRs. Schools offering Vocational Education has increased from 1850 in 2014-15 to 29,342 in 2024-25 (upto September 2024) while students' enrolment has increased from 58,720 in 2014-15 to 30,87,928 in 2024-25 (upto September 2024).
