

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

**LOK SABHA**  
**UNSTARRED QUESTION NO. 2698**  
ANSWERED ON 09.03.2026

**Opening of Branch in the Name of Main School**

2698. Shri Adhikari Soumendu:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the Government has notified National Education Policy (NEP) 2020 in the country, if so, whether the CBSE, ICSE (CISCE) and State Boards have implemented new and comprehensive National Curriculum Framework (NCF) 2023 in the education policy system and if so, the details thereof;
- (b) whether the institutions are now being restricted to open branch school in same name like main school under the NEP 2020 policy frame work, if so, the details thereof;
- (c) the specific guidelines for schools affiliated with CBSE, ICSE (CISCE) and State Boards along with the copies of order to set up branch school;
- (d) whether a main school can open a branch school under norms of franchise anywhere in the country, if so, the details of the specific norms, regulations and limitations to open branch school in same name of main school affiliated with any Board of CBSE, ICSE (CISCE) and State Boards under NEP 2020; and
- (e) whether it is true that the under NEP 2020, Government is allowed to extend/ transform from foundational stage of primary school into large multidisciplinary universities, colleges and higher education institution clusters/knowledge hubs, if so, the details thereof?

**ANSWER**

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

(a): The National Education Policy, 2020, after the approval of the Union Cabinet was launched on 29.07.2020 after detailed consultation with all concerned stakeholders. NEP 2020 provides different timelines as well as principles and methodology for its implementation. Education being in the concurrent list of Constitution, Centre and States are equally responsible for providing quality education to all. Accordingly, Ministry of Education, State Governments, education-related Ministries, the regulatory and implementing bodies of school and higher education such as University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, National Council

of Educational Research and Training, Central Board of Secondary Education, Universities/ Colleges/ Schools etc. have taken several initiatives for implementation of NEP 2020.

Central Board of Secondary Education (CBSE) is implementing the National Curriculum Framework (NCF), 2023 in a progressive manner. The Board has taken the following steps in this regard:

➤ Curriculum Restructuring

- NCF- Foundational Stage- Introduced 5-year foundational educational structure.
- Competency based NCERT textbooks for grades 3 to 6.
- Issued implementation guidelines for adoption of NCF-SE.

➤ Assessment related initiatives

- Holistic Progress Card (HPC) – It is a 360-degree multidimensional report card that measures qualitative progress.
- SAFAL – Structured Assessment for Analyzing Learning – It identifies learning gaps in core competencies to help schools improve teaching quality.
- SQAAF – School Quality Assessment and Assurance Framework–mandates all schools to perform self-assessment on the portal every year.

As far as CISCE is concerned, it has taken several steps to implement the recommendations of NEP - 2020 and NCF – 2023 in the schools affiliated to CISCE as per the details given in Annexure -I.

The NEP 2020 is being implemented across States / UTs through a multi-pronged approach involving multiple stakeholders. The Centrally sponsored schemes like Samagra Shiksha, PM Shri, Ullas and PM Poshan provide funding for different components like FLN, assessment (HPC, Parakh), setting up of Standard Setting Authorities, Skill Education, Teacher Capacity Building (NPST, NMM, DIETs), nutrition, etc.

Academically, the NCF-SE provides a transformative and progressive framework to implement the vision of NEP 2020. New textbooks have been prepared by NCERT under this framework for Classes 1-8. These are adopted / adapted by most States / UTs.

Since education falls under the concurrent list in Schedule VII of the Constitution of India, each state is responsible for its own implementation process. Thus, the pace of adoption of various components of NEP 2020 and NCF-SE by State boards varies, depending on how prepared their education systems are.

(b): CBSE vide Notification No. CBSE/AFF./Misc./BS/2025 dated 22.02.2025 (refer to [https://saras.cbse.gov.in/SARAS/Circulars/Circular05\\_2025638760794636638304.pdf](https://saras.cbse.gov.in/SARAS/Circulars/Circular05_2025638760794636638304.pdf)) has permitted the school situated in areas where relaxed land norms are applicable to establish single branch school from Bal-Vatika to Class V with the same name as the name of the Main School.

CISCE Rules for Affiliation, 2025 (Chapter I, Rule (C), Clause (iv & v) states that classes will be conducted only on the premises for which affiliation is granted. Any Branch (s) or Units (s) of an affiliated school shall not be deemed to be affiliated to the CISCE unless such Branch (s) or Unit (s) apply afresh and are granted separate affiliation by the CISCE in terms of these Rules.

(c): CBSE vide Notification No. CBSE/AFF./Misc./BS/2025 dated 22.02.2025 has issued detailed guidelines for establishing a Branch School (refer to [https://saras.cbse.gov.in/SARAS/Circulars/Circular05\\_2025638760794636638304.pdf](https://saras.cbse.gov.in/SARAS/Circulars/Circular05_2025638760794636638304.pdf)).

The Board under Chapter 2 of Affiliation Bye-Laws (Branch School) – 2025 has laid down *inter alia* the following provisions for establishing a Branch School:

2.1	<i>The schools situated in areas as per clauses 3.4, 3.5, 3.6 and 3.7 of the Affiliation Bye-Laws-2018 of the Board, where relaxed Land norms are applicable may be permitted to have Main School and single Branch School within the same city.</i>
2.2(a)	<i>The existing school which is affiliated with the Board is termed as “Main School” and second school established under the same affiliation number, name and by the same school management but with separate set of resources in terms of Physical and Academic Infrastructure, Teaching &amp; Supporting Staff etc. from Bal-Vatika to Class V is termed as “Branch School”.</i>
2.2(b)	<i>Both Main and the Branch School shall have same Affiliation Number and the name of the Main School.</i>
2.4	<i>Branch School shall be located within the municipal limits of the same City.</i>
2.5	<i>Both Main and the Branch School shall have separate set of resources in terms of Infrastructure, Teaching Staff &amp; Supporting Staff.</i>
2.8	<i>Both of the Branches shall separately maintain essential documents viz. Recognition, UDISE +, Land Certificate, Fire Safety Certificate, Building Safety Certificate and Water and Sanitation Certificate. The NOC of the Main school</i>

	<i>shall also be applicable for the Branch School.</i>
2.17	<i>There shall be a seamless transition of students from the Branch School to the Main School. The school will not consider these students as new admissions in the Main School. They shall be considered to be students promoted to class VI through natural progression.</i>
2.18(a)	<i>The teaching staff of Main and Branch School shall be separate.</i>
2.18(b)	<i>The ancillary staff such as Security Guards, Clerical staff, Multi-Tasking Staff etc. shall be separate for Main School and Branch School.</i>

The CISCE Rules for Affiliation, 2025 has been notified in the public domain at website [www.cisce.org](http://www.cisce.org) under affiliation section for information of all the affiliated schools and for schools seeking affiliation with CISCE.

Education is a subject in the Concurrent List of the Constitution. Schools, other than those owned/funded by the Central Government, are under the jurisdiction of the respective State Governments. Therefore, matters related to the management of schools are regulated in accordance with the Rules and Instructions of the respective State Government concerned. Also, the preparation and implementation of curricula and textbooks for schools under State Boards, Private Boards etc. lies within the jurisdiction of the respective State Governments.

(d): As far as CBSE is concerned, the main school can open only single Branch School with same name which shall be located within the municipal limits of the same City.

CISCE Rules for Affiliation does not permit running of branch school without affiliation granted by the council.

(e): NEP 2020 envisages modification of the extant 10+2 structure in school education with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. Accordingly, the curricular and pedagogical structure and the curricular framework for school education is to be guided by a 5+3+3+4 design, consisting of the Foundational Stage (3 years of Anganwadi/preschool + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18). Centrally sponsored scheme Samagra Shiksha has been fully aligned with the vision of NEP 2020.

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**ANNEXURE REFERRED TO IN REPLY TO PART (a) IN RESPECT OF LOK SABHA UNSTARRED QUESTION NO. 2698 ASKED BY SHRI ADHIKARI SOUMENDU, HON'BLE MEMBER OF PARLIAMENT ANSWERED ON 09<sup>TH</sup> MARCH, 2026 REGARDING OPENING OF BRANCH IN THE NAME OF MAIN SCHOOL**

**CISCE's Initiatives for Implementation of NEP-2020 and NCF-2023**

Since the notification of NEP 2020, the Board has taken several proactive steps to align the CISCE school education system with the National Curriculum Framework (NCF).

The key initiatives are summarized below:

1. **Advisory to Schools:** An 'Advisory on Actionable Items in NEP 2020' was issued by CISCE in September 2022 to all affiliated schools to ensure a phased transition toward the pedagogical and curricular shifts envisaged under NEP 2020.
2. **Foundational Literacy & Numeracy (FLN):** A 'Resource Pack on Foundational Literacy and Numeracy (FLN)' was developed in 2022, and teacher training programmes have been organised using these modules under the NIPUN Bharat Mission.
3. **Skill-Based Education:** To promote vocational integration, CISCE has introduced skill subjects at various levels from Grade 6 onwards, with a focus on developing 21st century skills and enhancing employability, including financial literacy, environmental awareness and sustainability, and innovative technologies.
4. **Syllabus Revision:** In accordance with NCF-SE 2023, CISCE has initiated the revision of syllabuses for the Secondary and Senior Secondary levels. This includes updated curriculum for Languages, Sciences, and Humanities, and the introduction of contemporary subjects such as Artificial Intelligence, Robotics, and Entrepreneurship, to name a few.
5. **Two Levels of Subjects:** To cater to diverse learner aptitudes, CISCE has introduced two levels of certain subjects (e.g., English and Modern English, Mathematics and Applied Mathematics), providing students with greater choice based on their interests and future goals, effective from the academic year 2025-26.
6. **Teacher Capacity Building and Professional Development:** CISCE has been organising Capacity Building Programmes for teachers across all stages (Foundational, Preparatory, Middle, and Secondary) to strengthen pedagogical skills and deepen understanding of curricular goals outlined in the National Curriculum Framework (NCF). The training emphasises effective implementation of Learning Outcomes (LOs), competency-based and experiential teaching- learning practices, multidisciplinary approaches, and the adoption of the new assessment framework focusing on formative and competency-based assessment. In addition, CISCE has implemented a mandatory 50 hours of Continuous Professional Development (CPD) annually for every teacher to ensure they remain updated with modern pedagogies and best practices.
7. **Inclusive Education:** CISCE issued the 'CISCE Guidelines for Comprehensive Support Measures in Examinations: Concessions and Benefits for Diverse Needs Learners' in

2024 to ensure that schools provide an equitable learning environment for children with diverse needs. The guidelines aim to create a more inclusive educational framework by expanding support measures for candidates appearing in CISCE Board examinations. In 2025, CISCE also released the CISCE Handbook on Inclusive Education, a comprehensive, action-oriented resource designed to help schools strengthen their systems of inclusion and ensure that every learner receives equitable opportunities to learn and succeed.

8. **Competency-Based Assessment:** To reduce rote learning and promote competency-based learning, the weightage of competency-based questions in the Board examinations for Classes X and XII has been progressively increased. It has reached 40% for the 2026 examinations and will further increase to 50% from the 2027 examinations. These include a range of question formats such as objective-type questions, multiple-choice questions, and other application-based items designed to assess conceptual understanding and higher-order thinking skills.
9. **Key Stage Assessments:** CISCE launched Key Stage Assessments in 2025 for Grades III, V, and VIII to monitor learning progress at critical transition points and shift the emphasis from purely summative evaluation to formative and diagnostic assessment. These assessments assess students across a range of competencies aligned with the National Curriculum Framework for School Education (NCF-SE 2023), the National Curriculum Framework for the Foundational Stage (NCF-FS 2022), and the CISCE curriculum.
10. **Health & Wellbeing:** To promote holistic development and the physical well-being of students, CISCE has introduced the ACTIVE CISCE initiative. This programme integrates sports and physical education into the school curriculum and mandates regular fitness assessments to encourage active and healthy lifestyles among students.
11. **Sports & Examination Flexibility:** CISCE has introduced mechanisms for the identification and nurturance of talented sports students. In addition, flexibility in the Board examination window is provided for students engaged in sports and games, ensuring they can participate in both competitive activities and academic assessments without compromise.
12. **Standard Setting and Accreditation:** In line with the mandate of NEP 2020 for quality self-regulation, CISCE has introduced a framework for Standard Setting and Accreditation. This includes the implementation of the School Quality Assessment and Assurance (SQAA) framework, which ensures that all affiliated schools meet minimum benchmarks in academic excellence, school infrastructure, human resources and professional development, student well-being, stakeholder satisfaction, and governance.
13. **Holistic and Activity-Based Learning:** CISCE promotes the holistic development of students through activity-based learning and the integration of Arts and Sports into the curriculum. The Board organises co-curricular and enrichment activities such as debates, creative writing, quizzes, and Olympiads, as well as events like the Inter-Robotics Championship, promoting creativity, critical thinking, and overall personality development alongside academic growth.

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