

Draft reply for the Rajya Sabha Provisionally Question No. S1948 for answer date 26.07.2023 regarding 'Awareness of the causes of pollution at school level.'

Question	Inputs
a) whether the Government is contemplating bringing any program at the school level to make the students aware of the importance of the environment and the ill effects of its contamination;	Central Board of Secondary Education has given directions to all its affiliated schools to impart Environment Education integrated with different subjects in all classes from I-X. Directives have also been sent to schools from time to time to educate students about environmental issues and concerns and initiate necessary action about environmental protection.
b) if so, please give the details thereof;	<p>The Board has also brought out teacher's manuals on environment education for classes I-X for effective curriculum transaction. These Manuals consist of graded activities related to environmental issues and concerns.</p> <p>The schools have also been advised to set up Eco Clubs to conduct activities related to the program to make the students aware of the importance of the environment and the ill effects of pollution.</p>
c) whether NEP 2020 has any unique curriculum to spread awareness about the causes of pollution at the school level	NEP 2020 in para 4.23 recommended that environmental awareness including water and resource conservation, sanitation and hygiene should be learned by all students to become successful and productive human beings.
d) if so, please give the details thereof?	Draft National Curriculum Framework 2023 prepared on the basis of NEP-2020 incorporated learning about the environment as an integral part across all School Stages. This has been reflected in different ways - as part of Learning Standards at every Stage (as reflected in Curricular Goals and Competencies), as part of pedagogical processes across Stages, conceptually integrated into curricular areas and as a separate curricular area.

<p>a) The life of such children is very challenging because most of such children are deprived of many facilities including education due to their weakness, is the government doing anything for their future?</p>	<p>Central Board of Secondary Education has provided the following facilities to children with disabilities:</p>
<p>b) What facilities are being provided to these children by the government, information should be shared?</p>	<p>1. Provision of Facilities under Affiliation Policy</p> <ol style="list-style-type: none"> i. Affiliation Bye-Laws Clause 4.7.3. provides for the facilities like, ramps in toilets and at entry/exit points for wheelchair users and auditory signals in elevators/lifts in accordance with the provisions laid down in RPWD Act-2016. ii. Clause 14.15.1. States that school will provide proper facilities like ramps in toilets for wheel chair users, auditory signals in elevators/lifts and other possible infrastructural facilities in accordance with the provisions laid down in RPWD Act-2016. iii. Clause 14.15.2. stipulates that school shall promote inclusion of student with special needs in the normal school as per provisions of the "Rehabilitation of Persons with Disabilities Act 2016" and in conformity with National Policy of Education". iv. Clause 2.4.11. provides for appointment of Special Educator by stating that every school should appoint a person on full time basis for performing the duties of Special Educator. The appointment and qualifications of Special Educator shall be in accordance with guidelines laid down by the Board and the minimum requirements laid down by Rehabilitation Council of India in this regard. <p>2. Academic facilities</p> <p>CBSE follows an integrated approach wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities.</p> <p>CBSE has provided guidelines to teachers to know if they are practicing inclusion in their teaching and learning process in a handbook developed for teachers. Guidelines also delineate effective common learning environment and sensitize teachers towards needs of special children.</p> <p>3. Sensitization and Training</p> <p>CBSE organizes regular workshops and training programs for teachers to sensitize them towards the needs of diverse learners. Teachers are trained to adopt inclusive teaching methods and create</p>

individualized education plans (IEPs) for students with special needs.

4. Examination Accommodations

CBSE provides various examination accommodations for students with disabilities, such as extra time, use of a scribe, or the option to use a computer for writing exams. The Board provides relaxations in all the benchmark disabilities enumerated in the RPWD Act-2016 in the Board examinations conducted at the end of classes X and XII.

Draft reply for the Lok Sabha Unstarred Question No. 538 asked by Shri Dibyendu Adhikari, MP for answer date 24.07.2023 regarding ‘Universalisation of Education.’

Question	Inputs
<p>a) Whether it is fact that the New Education Policy 2020 is based on the vision of universalization of education from pre-school to secondary level and aims to provide quality and equitable education to all;</p>	<p>Chapter 6 of the National Education Policy is ‘Equitable and Inclusive Education: Learning for All’. The policy in the chapter clearly reflects the vision that equitable education is critical to achieving an inclusive and equitable society in which every citizen has the opportunity to thrive and contribute to the nation. The chapter further proposes that the education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background.</p>
<p>b) If so, the present status of implementation and the target year to start the new curriculum and pedagogical structure of education process thereof; and</p>	<p>Target year to start the new curriculum and pedagogical structure of education</p> <p>Central Board of secondary Education has implemented the new 5+3+3+4 curricular and pedagogical structure for foundational, preparatory, middle and secondary education in its schools from the year 2023-24.</p> <p>Present status of implementation of NEP in CBSE schools</p> <p>CBSE has taken many steps to implement NEP-2020 in letter and spirit. Some of the important steps are as hereunder:</p> <ol style="list-style-type: none"> 1. Adoption of NCFFS-2022 CBSE has directed its schools to implement major recommendation of National Curriculum Framework for Foundational Stage-2022 through its curriculum document for the year 2023. The Board has also advised its schools to follow the pedagogical practices like experiential learning, art, and sports integrated education, Values Education, 21st Century Skills proposed in NEP. 2. Assessment Reforms The Board has carried out assessment reforms where competency-focused questions are incorporated in Board examinations in a progressive manner. CBSE has also started tiered examinations by offering subjects at two levels (higher and lower levels) to suit different students. 3. Competency Based Education CBSE adopted learning outcomes stipulated by NCERT for all stages and directed its schools to follow competency-based education. 4. Census Examination CBSE introduced SAFAL (Structured Assessment for Analysing Learning Levels) for competency-based

	<p>assessment in CBSE schools for grades 3, 5 and 8.</p> <p>5. Holistic Report Card CBSE has developed and piloted a prototype of holistic report card for classes I to III.</p> <p>6. School Quality Assessment and Assurance Framework started School Quality Assessment and Assurance Framework (SQAAF) laying standards and self-assessment mechanism for schools to ensure quality education in schools, etc.</p> <p>7. Sensitization programme for Principals and Teachers on NEP-2020 CBSE has been continuously organizing training programmes and workshops orienting teachers and principals on NEP-2020.</p>
<p>c) The proposal of the Government to start unilateral system and one pattern education to ensure common education systems in the country?</p>	<p>Does not pertain to CBSE</p>

Draft reply for the Lok Sabha Unstarred Question No. 658 asked by Shri Chunni Lal Sahu for answer date 24.07.2023 regarding 'Universalisation of Education.'

Question	Inputs
a) Whether the Government has prepared any action plan to lay down the standards for teachers and educational institutions in the country;	<p>The Central Government has designated the Central Board of Secondary Education (CBSE) to act as the School Standards Authority for the schools affiliated to CBSE functioning under the control of various Ministries/Departments of the Central Government. Accordingly, CBSE has prepared the School Quality Assessment and Assurance Framework (SQAAF), which details various standards on different areas of school education like curriculum, pedagogy, assessment, infrastructure, inclusive practices, human resources, management and governance, and leadership.</p> <p>CBSE has made self-assessment through SQAAF a mandatory condition for all schools for Fresh Affiliation/Switch Over/Upgradation/Extension of affiliation with CBSE from the academic session 2023-24. It would enable schools to frame developmental plans based on gaps identified.</p>
b) If so, the details thereof;	
c) The standards laid down by the Government for teachers and educational institutions; and	<p>c); and d)</p> <p>National Professional Standards for Teachers have been laid down by NCTE and therefore does not come under the purview of CBSE</p>
d) The restrictions imposed by the Government on teachers and educational institutions for not fulfilling the prescribed standards	

Draft reply for the Rajya Sabha Provisionally Admitted Question No. S6575, S5343 for answer date 06.04.2023 regarding 'Climate Change Education in Schools.'

Question	Inputs
a) whether the Government wishes to make climate change education mandatory for age groups 6-14 across Indian Schools;	<p>The schools affiliated with the Central Board of Secondary Education (CBSE) follow textbooks published by NCERT which cover the concept of climate change in</p> <ul style="list-style-type: none"> • Social Sciences for classes VII • Science for classes VIII and IX.
b) if yes, the details of the scheme/plan thereof; if not, the reasons therefor;	<p>Both Science and Social Sciences are compulsory subjects till class X.</p>
c) whether climate change curricula can be introduced as an elective course for students opting for commerce and Arts in their higher secondary stage, consultation with the Ministry of Education; and	<p>CBSE, in addition to the above, has also taken the following efforts to promote climate change in schools:</p>
d) if yes, the details thereof; if not, the reasons therefor?	<p>Including Environmental Education in an integrated manner CBSE has directed all its affiliated schools to impart Environment Education integrated into different subjects. The Board has also brought out the following support material on environmental education for effective curriculum transaction:</p> <ul style="list-style-type: none"> • Environmental Education (Teacher's Guidelines) - Classes I-VIII • Environmental Education (Teacher's Manual) - Class IX <p>Encouraging Schools to Adopt Eco-friendly Practices: CBSE encourages schools to adopt eco-friendly practices, like rainwater harvesting, waste segregation, composting, and the use of solar energy, to reduce their carbon footprint.</p> <p>Advising the establishment of Eco Clubs in Schools The schools affiliated with CBSE have also been advised to set up Eco Clubs to promote environment and climate literacy and motivate learners to become aware of the issues related to environmental sustainability.</p>

Draft reply for the Lok Sabha Starred Question No. 10836 for answer date 27.03.2023 regarding 'Minimum level of learning for all children of school.'

Question	Inputs
<p>a) since there is learning gap of children as per their standards even after since a decade of enactment of the Right to free and Compulsory Education Act, (RTE Act) the steps taken by the Government to ensure the minimum level of learning (MLL) for all children of school;</p>	<p>In line with the National Education Policy, the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) and the National Curriculum Framework for Foundational Stage 2022 lay down foundational skills in reading and numeracy.</p> <p>Following are some steps taken by the Central Board of Secondary Education to ensure that the Learning Outcomes as outlined by the NCERT are achieved:</p> <ol style="list-style-type: none"> i. The Board has adopted the Learning Outcomes formulated by NCERT for classes I-XII. ii. The Board has started aligning its examinations to learning outcomes, capabilities, and dispositions as specified for each subject. iii. CBSE has adopted recommendations of National Curriculum Framework for Foundational Stage-2022 regarding curriculum, pedagogy and assessment and directed its schools to follow the same. iv. CBSE has mapped each of the Learning Outcomes laid down by NCERT (for all subjects till class X) with the topics in the prescribed textbooks to facilitate teachers to further their understanding of competency-based education, and apply the same to their efforts during the pandemic. v. CBSE has introduced Experiential Learning as a mandatory pedagogy. A handbook on Experiential Learning has been prepared in 2019-20. vi. NCERT prepared guidelines on Learning Enhancement (LE) of students. CBSE vide Circular No. Acad-63/2020 dated September 2, 2020 have advised its schools to adopt these guidelines for addressing the learning gaps in their students and optimise their learning achievement. vii. CBSE has developed Teacher Energized Resource Material (TERM) handbooks for two subjects – science and mathematics – covering entire syllabus of grades 6 to 10 that will aid teachers in aligning their classroom transaction to a competency framework. The resources contain concepts have been linked to the NCERT Learning Outcomes with a set of assessment items.
<p>b) the steps taken by the Government from Jan 2020 to December 2022</p>	<p>Does not pertain to CBSE</p>

<p>for enrolling returned migrant/child labor and weaker sections children in the schools;</p>	
<p>c) the steps taken by the Government to ensure the proper implementation RTE Act in school as many toilets they are not functional; and</p>	<p>Central Board of Secondary Education vide its circular number CBSE/AFF. /CIRCULAR/2011/03 dated April 08,2011 informed its affiliated schools that they must follow the RTE Act and its Model Rules, which are binding on all.</p>
<p>d) the steps taken by the Government to ensure Management committees under the RTE effective and functional so that children who are irregular, dropped outs and out of schools are tracked and the bring back to schools?</p>	<p>Clause 2.3.3 of the Affiliation Byelaws of CBSE stipulates that <i>'Subject to relevant provision in the Education Act/Rules of the appropriate government, every school should have a scheme of management. It should also have a School Management Committee as stipulated under RTE Act 2009 and as per provisions contained in these Byelaws'.</i></p>

Draft reply for the Rajya Sabha Provisionally Admitted Question No. S3244, U1155 for answer date 15.03.2023 regarding 'Happiness Curriculum.'

Question	Inputs
<p>a) whether the government intends to implement a curriculum in schools with goals such as fostering self-awareness, mindfulness, assisting youngsters in using life skills to deal with stress, similar to the happiness curriculum used in the NCT of Delhi;</p>	<p>As per the rules framed for implementation of Right to Free and Compulsory Education Act-2009, schools affiliated to CBSE follows curriculum and syllabus developed by NCERT in classes Nursery to VIII.</p> <p>Various steps have been taken by the Central Board of Secondary Education (CBSE) to make the learning joyful, stress free and Life Skills based. Some of them are as under: -</p> <ul style="list-style-type: none"> • Guidelines have been issued to transact curriculum in a student centric manner with promotion of active learning through focus on reflections and creating and constructing knowledge.
<p>b) if so, the details thereof;</p>	<ul style="list-style-type: none"> • Teachers have been advised to follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. • CBSE has introduced Experiential Learning and directed schools to plan the curricular activities in such a way which enable students to connect the content of their learning areas and subjects with their own lives and the world around them. • Stress Free pedagogies such as Story Telling and Art integration has been advocated by CBSE to make learning joyful. • The learning outcomes developed by NCERT adopted by CBSE help the teachers to direct their teaching-learning in the desired manner and make other stakeholders responsible and alert towards their role for ensuring quality education. • In order to promote life skills and value education, CBSE has integrated Health and Physical education with academics. Every school provides for one period per day for sports which leads to better stress management for children and also creates a better environment for learning. • CBSE has also brought out a manual on mental health and psychosocial wellbeing. This manual prepared by CBSE emphasises on the importance of Mental Health and Well Being and encapsulates the role of school, family and community while covering other significant

	<p>aspects related to Health conditions, risk factors and challenges in adolescent period.</p> <ul style="list-style-type: none"> • The Board has also organized a series of wellness webinars involving students as peer leaders and influencers and discussed issues such as care, compassion, communication, integrating art in education, importance of life skills and coping mechanisms especially during pandemic. • The CBSE affiliated schools observe Mental Health Week on the occasion of World Mental Health Day on 10th October. • To develop life skills and to address socio emotional issues including the pandemic-related stress, CBSE launched this Program in the month of November 2021. Students as Life Skills and Well Being Ambassadors play a vital role in creating participatory climate for bringing behavioural change in peer students. Four students along with two nodal teachers/counsellors from per school are being trained under this programme in the initial phase in different batches. So far 3296 teachers and 6592 students from 1648 schools have been trained. • CBSE organizes annual Adolescent Summit for students in the age group of 13-18 years. It focuses on various aspects of adolescent life, such as physical and mental health, emotional well-being, social skills, life skills, and career guidance. It includes various activities such as workshops, seminars, interactive sessions, cultural programs, and competitions. Experts from various fields such as psychology, health, education, and career guidance are invited to share their knowledge and insights with the students.
<p>c) whether the government and UGC are also contemplating introducing, in light of the mental burden that students face; and</p>	<p>c); and d)</p> <p>Does not pertain to Central Board of Secondary Education</p>
<p>d) if so, whether any consultation was made with these Universities/Institutes in this regard and if so, the details thereof?</p>	

Draft reply for the Lok Sabha Unstarred Question No. 1781 asked by Shri Ramesh Bhiduri for answer date 13.02.2023 regarding 'Value Education in School Curriculum.'

Question	Inputs
a) whether the Government has taken any steps for including value education in school curriculum to make children good citizens in future;	a); and b) Schools affiliated with CBSE follow the NCERT curriculum. NCERT has developed a framework for values education in schools including primary schools.
b) if so, the details thereof;	<p>Central Board of Secondary Education prescribe textbooks of NCERT which integrate themes and examples related to moral conduct across the subject areas and across the various stages of school education in the syllabi and textbooks for classes I-XII.</p> <p>CBSE developed a Value Education kit for Principals and teachers to integrate moral education with the syllabus in each class and indicate specific activities to be undertaken. It includes Value Education Manual, Activity cards, and songs etc.</p> <p>CBSE also organizes regular training programmes for teachers on Values Education.</p> <p>CBSE schools, thus, have a defined framework, competencies, teaching learning material and strategies to impart moral education in an integrated and holistic manner cutting across all subjects in classes I-XII.</p>
c) whether the Government has issued any guidelines to the States/UTs for including value education in school curriculum; and	National Education Policy (NEP), 2020 provides for ethical reasoning, traditional Indian values and all basic human and Constitutional values such as <i>seva</i> , <i>ahimsa</i> , <i>swachchhata</i> , <i>satya</i> , <i>nishkam karma</i> , <i>shanti</i> , sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, etc.
d) if so, the details thereof?	

Draft reply for the Lok Sabha Unstarred Question No. 1838 asked by Shri Vinod L. Chavda for answer date 13.02.2023 regarding 'Sanskrit Compulsory Subject in School.'

Question	Inputs
a) Whether the Government is aware of the fact that Sanskrit has not only the common linguistic legacy of all parts of India, but also been pointed for its unique role in the development of mind by many researchers;	a);b);c);and d) The National Education Policy 2020 in Para 4.13 unambiguously recommended that there will be a greater flexibility in the selection of languages to be learned by children and it will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages to be studied are native to India.
b) If so, whether the Government is taking steps to make Sanskrit a compulsory subject in school education on the lines of Uttarakhand and Assam;	
c) If so, the efforts taken/being taken by the Government in this regard along with the details thereof; and	
d) If not, the reasons therefor?	

Draft reply for the Rajya Sabha Starred Question No. 74 asked by Shri Pabitra Margherita for answer date 08.02.2023 regarding 'History and culture of North-East under New Education Policy'

Question	Inputs
<p>a) Whether it is a fact that the History Curriculum under New Education Policy (NEP) 2020 incorporates the stories of unsung heroes of the Indian freedom struggle and provides adequate space for the history of North-East India, if so, details thereof; and;</p>	<p>History Curriculum on the basis of New Education Policy 2020 will be covered under National Curriculum Framework for School Education which is still to be released.</p> <p>As far as CBSE is concerned, the Board prescribes the curricula which are based on NCERT textbooks. The Social Science Textbooks of National Council of Educational Research and Training (NCERT) for Classes VI, VII, X and XII have interwoven contents related to North East in different form.</p> <p>The NCERT also brought out an exclusive supplementary reader titled North East India: People, History and Culture which includes stories of unsung heroes like Lachit Borpuken, Tikendrajit Singh (Lion of Manipur), Rani Gaidinliu, Hijam Irabot Singh, U. Tirot Singh, U. Kiang Nangbah (Pnar), and Pa Togan Nengminja (Garo), Maniram Dewan, Piyali Baruah, Kushal Konwar, Tarun Ram Phukan, Nabin Chandra Bordoloi, Hem Baruah, and Gopinath Bordoloi etc.</p> <p>The history of North Eastern states, having adequate space in NCERT's publications, is, thus, sufficiently covered in the schools affiliated to Central Board of Secondary Education.</p>
<p>b) What are the steps taken by Government to promote culture and history of North-East in institutions of higher education?</p>	<p>Does not pertain to Central Board of secondary Education.</p>

Draft reply for the Rajya Sabha Provisionally Admitted Question No. S211 for answer date 08.02.2023 regarding 'Key issues affecting quality of education.'

Question	Inputs
a) Whether the government is aware of the fact that if we need to progress towards Sustainable Development Goal-4 (SDG-4), we need to examine the key issues that affect the quality of education in India today;	<p>a) ; b); and c)</p> <p>In so far as Central Board of Secondary Education (CBSE) is concerned, the Board has taken the cognizance of recommendations of National Education Policy 2020 which focuses on the Goal 4 (SDG4) to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.</p> <p>CBSE has started attempting realization of SDG-4 by implementing the crucial recommendations of NEP-2020 details of which are enclosed as Annexure-1.</p>
b) If so, the steps taken by the government in this regard; and	
c) If not, the reasons therefor?	

Draft reply for Provisionally Admitted Rajya Sabha Starred/Unstarred Question Diary No. U1203, S1723 for answer on 08.02.2023 on “Educational attainment and employment among tribal population”

Question	Inputs
<p>(a) State-wise data on total number and percentage of Tribal students completing 10th standard, 12th standard, undergraduate, post-graduate and doctorate level education; each year for the past five years; and</p>	<p>Following information in respect of CBSE is enclosed as per detail given below :-</p> <ol style="list-style-type: none"> 1. Number and percentage of ST students passed in Class X and XII is enclosed at Annexure- A. 2. State wise ST candidates detail for Class XII, 2021 is enclosed at Annexure – B. 3. State wise ST candidates detail for Class XII, 2022 is enclosed at Annexure – C. 4. State wise ST candidates detail for Class X, 2021 is enclosed at Annexure – D. 5. State wise ST candidates detail for Class X, 2022 is enclosed at Annexure – E.
<p>(b) State-wise data on employment rate among tribal population; annually for the past five years?</p>	<p>Does not pertain to CBSE.</p>

RAJYA SABHA PROVISIONALLY ADMITTED
QUESTION NO. U1718

Question	Draft reply									
<p>a) The details of the scheme being run in the country to impart education pertaining to Artificial Intelligence (AI) to the students from the school level itself.</p> <p>b) If note, whether Government proposes to formulate any such scheme.</p>	<p>CBSE offers Artificial Intelligence as a Skill subject in classes IX to XII.</p> <p>Approximately 3,50,000 students are studying AI at secondary level (classes IX & X combined).</p> <p>Whereas, 12,000 students are studying AI at senior secondary level (classes XI & XII combined).</p>									
<p>c) The number of teachers available in the country to impart education pertaining to AI.</p>	<p>There is atleast 01 teacher teaching Artificial Intelligence in every school which has opted for Artificial Intelligence as a Skill subject.</p> <p>Besides this, CBSE regularly conducts teacher trainings for Artificial Intelligence. Details of the teacher trainings done from Jan 2022 to Nov 2022 is as follows:</p> <table border="1" data-bbox="797 961 1409 1207"> <thead> <tr> <th data-bbox="797 961 1057 1094">Level</th> <th data-bbox="1065 961 1227 1094">No. of trainings</th> <th data-bbox="1235 961 1409 1094">No. of teachers trained</th> </tr> </thead> <tbody> <tr> <td data-bbox="797 1104 1057 1146">Secondary</td> <td data-bbox="1065 1104 1227 1146">14</td> <td data-bbox="1235 1104 1409 1146">2143</td> </tr> <tr> <td data-bbox="797 1157 1057 1199">Sr. Secondary</td> <td data-bbox="1065 1157 1227 1199">17</td> <td data-bbox="1235 1157 1409 1199">2270</td> </tr> </tbody> </table>	Level	No. of trainings	No. of teachers trained	Secondary	14	2143	Sr. Secondary	17	2270
Level	No. of trainings	No. of teachers trained								
Secondary	14	2143								
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<p>d) The scheme being run by Government to overcome the shortage of teachers, the details thereof?</p>	<p>Does not pertain to CBSE.</p>									

Draft reply for the Rajya Sabha Unstarred Question No. S3845 for answer on 22.12.2022 regarding 'Delay in cases due to non-filing of Affidavits.'

Sr. No.	Queries	Reply
(a)	whether Government is aware that delays in disposal of matters by the Courts are often caused by the Supreme Court and High Courts on account of non-filing of affidavit/responses on behalf of Government and its corporations;	There is no inordinate delay in filing of affidavit/responses before Hon'ble Supreme Court and High Courts.
(b)	whether any time has been fixed by Government for filing response from the date of receiving the notices/show cause for filing its response and, if so, its details; and	Board files reply as per the statutory provisions contained in the Statute i.e. Code of Civil Procedure (CPC) & directions of the Hon'ble Court in a specific case, if any.
(c)	details of the monitoring system, if any, to ensure that responses / affidavits are timely filed on behalf of Government?	Monitoring of the cases done through LIMBS Portal of Ministry of Law & Justice as well as through weekly report.

Draft reply for the Rajya Sabha Provisionally Admitted Question No. S3015 for answer date 22.12.2022 regarding 'Global exchange programmes.'

Question	Inputs
a) whether Government has implemented any global exchange programmes to promote Indian cultural activities on an international scale, if so, the details thereof and if not, the reasons therefor;	a); b) and c) Does not pertain to Central Board of Secondary Education.
b) whether Government has taken any steps to promote such exchange programmes on a school and university level to ensure greater youth participation, if so, the details thereof and if not, the reasons therefor; and	
c) the total funds sanctioned and spent on such activities, if any, in the last five years?	

Draft reply for the Lok Sabha Unstarred Question No. 2025 asked by Shri Malook Nagar for answer date 19.12.2022 regarding 'Education in Mother Tongue up to Class Fifth.'

Question	Inputs	
a) whether the Government proposes to provide education up to class Fifth to the children only in their mother tongue under the New Education Policy;	a) ; b); and c) National Education Policy in Para 4.11 stipulates that wherever possible, 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. Schools affiliated to CBSE are free to follow any or multiple mediums of instructions as per the need of students till class VIII. The medium of instruction in classes IX-XII should be either Hindi or English as per the curriculum prescribed by CBSE.	
b) if so, the efforts made in this direction;		
c) the details of the languages proposed to be made a medium of instruction under the policy;		
d) whether any consultation has been done with the States in this regard; and	Does not pertain to Central Board of Secondary Education	
e) the reaction of the States thereto?		

Sub: **Rajya Sabha Unstarred Question No. 807 for 14.12.2022 regarding Schools run under self finance scheme in rural India.**

S.No.	Question	Draft Reply
(a)	whether due to the financial resource constraints and the arbitrariness and the tendency of the management to earn profit, the teachers working in the secondary and higher secondary schools run under the self-finance scheme in rural India have to work on very low salaries which has as adverse impact on the teaching work;	(a) & (b) The issue raised pertains to Schools run under self finance scheme in rural India. This issue does not fall under the purview of CBSE. Further it is an examination conducting body which affiliates schools for conduct of class X and XII examination for the students sponsored by its affiliated schools. State Education is the regulatory Authority of the School.
(b)	if so, whether Government will implement any constructive action plan on this most important issue related to education; and	Further, as per Clause 5.2.2 of Affiliation Bye Laws "Teaching & non-teaching staff should be appointed on pay scales and allowances prescribed by the Appropriate Government "
(c)	the number of teachers and students of secondary and higher secondary schools operating in rural areas under the self-finance scheme, Stat-wise?	(c) CBSE does not have such information.