

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION

RAJYA SABHA
STARRED QUESTION No. 160
ANSWERED ON 15.03.2023

Revamping of education system

160 Dr. Sonal Mansingh:

Will the Minister of *Education* be pleased to state:

- (a) whether the education system of the country is blamed every now and then for being too theoretical, but not practical and skill-based;
- (b) if so, the details of drawbacks of the existing education system;
- (c) whether there is any proposal to form expert Committees to study the drawbacks in present curriculum and to revise the same as per present day demands; and
- (d) the steps to revamp the entire education system for the well-being of people and progress of the country?

ANSWER

MINISTER OF EDUCATION
(SHRI DHARMENDRA PRADHAN)

(a) to (d): A Statement is laid on the Table of the House.

STATEMENT REFERRED TO IN REPLY TO PART (a) to (d) OF RAJYA SABHA STARRED QUESTION NO. 160 FOR 15.03.2023 ASKED BY DR. SONAL MANSINGH HON'BLE MEMBER OF PARLIAMENT, REGARDING REVAMPING OF EDUCATION SYSTEM

(a) to (d): The National Education Policy (NEP), 2020 has been brought out duly analyzing the existing system and suggesting way forward to address the challenges. This Policy proposes the revision and revamping of all aspects of the education structure to create a new system that is aligned with the aspirational goals of 21st century education, while building upon India's traditions and value systems. The Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions.

For the integration of skill development/vocational education with general education, NEP 2020 proposes formulation of a new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21. The Department of School Education & Literacy (D/o SE&L) has constituted a National Steering Committee (NSC) for the Development of National Curricular Framework (NCF). The NCF for Foundational Stage (NCFFS) has been developed by National Council of Educational Research & Training (NCERT) and released on 20th October 2022.

The Central Board of Secondary Education (CBSE) has informed that it has mandated the integration of practical aspects into the curriculum of every major subject. Practical work is done throughout the year and assessed as part of internal assessment. In addition to languages and academic subjects, CBSE offers 11 skill modules for Classes VI-VIII, 19 skill-based subjects in Classes IX-X, and 39 skill-based subjects in Classes XI-XII.

With the objective of fostering quality higher education, the University Grants Commission (UGC) has developed Learning Outcomes-based Curriculum Framework (LOCF) for 36 subjects. The LOCF works towards a more holistic experience for the students while focusing not just on knowledge delivery in higher education but also on the application of knowledge through field and lab work.

The UGC has also introduced the "Guidelines for Higher Education Institutions to offer Internship / Apprenticeship Embedded Degree Programmes" in the year 2020 to focus on outcome-based learning in degree programme and enable students to demonstrate workforce professional abilities for potential employment.

The All India Council for Technical Education (AICTE) has informed that it has revamped the existing curriculum and launched outcome based model curriculum. Student internship has been redefined and made mandatory. Model curriculum has also been prepared for courses in emerging areas viz. Artificial Intelligence (AI), Internet of Things (IoT), Block Chain, Robotics, Quantum Computing, Data Science, Cyber Security, 3D Printing & Design and Augmented Reality/Virtual Reality.

AICTE has also developed an AICTE Internship enterprise Portal (<http://www.internship.aicte-india.org/>) to provide internship opportunities. The new internship policy of the AICTE mandates internship as a part of curriculum for technical institutions across India.

Further, educational reform is a continuous phenomenon to ensure the relevance of knowledge, identify skills gaps, and launch special programmes for contemporary needs. To revamp the education system and in pursuance of the goals and objectives of the NEP 2020, several initiatives have been taken up by the D/o SE&L. These include National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) for ensuring foundational literacy and numeracy by the end of Grade 3; Vidya-Pravesh – Guidelines for Three-month Play-based School Preparation Module; Indian Sign Language as a Subject at secondary level by National Institute of Open Schooling; NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) 1.0, 2.0 and 3.0 Integrated Teacher Training Programme for different stages of school education for Teachers, Head Teachers/Principals and other stakeholders in Educational Management; SAFAL (Structured Assessment for Analysing Learning Levels) for competency-based assessment in CBSE schools for grades 3, 5 and 8, etc.

Similarly, in Higher Education, various initiatives / reforms have been carried out including Regulation on Academic Bank of Credit (ABC) for setting up a digital/virtual/online store-house entity of academic credit data base of Higher Education Institution with students as its stakeholders; Guidelines for Multiple Entry and Exit in Academic Programmes offered in the HEIs to pave the way for seamless student mobility, between or within degree-granting HEIs and facilitate students to choose their learning trajectory; Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions to transform single-stream institutions into large multidisciplinary universities and strengthen the institutional infrastructure necessary for multidisciplinary education and research; Guidelines for pursuing two Academic Programmes simultaneously to facilitate multiple pathways to learning involving both formal and non-formal education modes trajectory; Curriculum and Credit Framework for Undergraduate Programs to facilitate flexibility to move from one discipline of study to another, one institution to another, switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).
