

**GOVERNMENT OF INDIA  
MINISTRY OF EDUCATION  
DEPARTMENT OF HIGHER EDUCATION**

**RAJYA SABHA  
UNSTARRED QUESTION NO. 341  
ANSWERED ON 06.12.2023**

**Traditional classroom environments**

**341 Smt. Kanta Kardam:**

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

- (a) whether Government agrees with the view that the country should move away from traditional classroom environments to more exploratory spaces and resources to engage in learning;
- (b) if so, the steps that are proposed to be taken by Government to incorporate flexibility, uncertainty, and non-linear thinking to approach the future in education; and
- (c) if not, the reasons therefor?

**ANSWER**

MINISTER OF STATE IN THE MINISTRY OF EDUCATION  
(DR. SUBHAS SARKAR)

(a) to (c): One of the fundamental principles of the National Education Policy 2020 (NEP 2020) is flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests. NEP 2020 inter-alia stipulates reduction of curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. Teaching and learning to be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

In school education initiatives have been taken like Learning Teaching Material (Jadui Pitara) based on National Curriculum Framework Foundational Stage for children between the age group of 3 to 8 years; Guidelines on Toy-based Pedagogy to promote integration of toys and its pedagogy into the curriculum in School Education, Early Childhood Care and Education and Teacher Education; use of experiential Learning handbook and training module; Teacher Energized Resource Material (TERM) for experiential learning for classes 6 to 10 on science and maths; expansion of e-learning through Digital Infrastructure for Knowledge Sharing (DIKSHA); Guidelines for Parents participation in Home Based Learning during school closure & beyond etc.

National Credit Framework jointly developed by University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Vocational Education & Training (NCVET), National Institute of Open Schooling(NIOS), Central Board of Secondary Education (CBSE), National Council of Education, Research & Training (NCERT), Directorate General of Training (DGT), Ministry of Education (MoE) and Ministry of Skill Development and Entrepreneurship(MSDE) is a comprehensive credit framework encompassing elementary, school, higher and vocational education and training incorporating creditization of various dimensions of learning i.e. academics, vocational skills and Experiential learning including relevant experience and proficiency/professional levels acquired. It encompasses qualifications frameworks as prescribed in National Higher Education Qualifications Framework (NHEQF), National Skills Qualifications Framework (NSQF) and National Curriculum Framework (NCF), thereby providing broad-based multi-disciplinary / inter-disciplinary, holistic education with flexible curricula, creative combination of subjects, multiple pathways, establishing equivalence, facilitate national and international mobility;

Several other initiatives to ensure flexibility have been taken such as setting up of Academic Bank of Credit, 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 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).

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