

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

**RAJYA SABHA  
UNSTARRED QUESTION NO. 2935  
ANSWERED ON 26.03.2025**

**Plans to enhance quality of education**

2935 **Shri Sant Balbir Singh:**

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

- (a) the plans or initiatives the Ministry is considering to further enhance the quality of education;
- (b) whether there are any upcoming reforms or innovations to address current gaps or emerging challenges, such as skill-based education and vocational training;
- (c) whether there are any measures in place to evaluate their impact on student performance, teacher effectiveness, and overall educational quality;
- (d) the manner in which the Ministry plan to foster greater collaboration with local Governments, educational institutions, NGOs, and the private sector to ensure the success of these programs; and
- (e) whether there are any specific partnerships being pursued to increase funding, resources, or expertise?

**ANSWER**

MINISTER OF STATE IN THE MINISTRY OF EDUCATION  
(DR. SUKANTA MAJUMDAR)

(a): Improving the quality of education across all levels from primary to university level is a continuous and ongoing process. National Education Policy 2020 (NEP 2020) aims to address the many growing developmental imperatives of our country and also proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, including SDG-4, while building upon India's traditions and value systems. In this regard, a number of transformative changes have taken place both in school and higher education after announcement of NEP 2020 for overall improvement of education system.

(b): To provide skill-based education and vocational training, the Centrally Sponsored Scheme 'Samagra Shiksha' has a provision for providing exposure to vocational education to students of Classes VI to VIII with an aim to orient themselves with the skills required for the various occupations in a sector and to equip them to make informed choices while selecting their subjects in higher classes. At the Secondary level i.e., Class IX and X, vocational modules are offered to the students as an additional subject. At Sr. Secondary level, i.e., Class XI and XII, vocational courses are offered as a compulsory (elective) subject. Employability Skill modules including Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Entrepreneurship Skills, and Green Skills has been made a mandatory part of skill subject under Samagra Shiksha Scheme.

To make the curricula relevant to contemporary industry demands and technological advancements, various initiatives / reforms have been carried out in higher education such as National Credit Framework (NCrF); National Higher Education Qualification Framework (NHEQF); Curriculum and Credit Framework for Undergraduate Programme; guidelines on Professor of Practice to enable HEIs

to work with industry experts. Curriculum is also being updated for academic programmes in alignment with 'Future of Work' job requirements in the area of Agriculture, Health & Bio-electronics, Banking, Financial Services & Insurance (BFSI), Energy, Logistics, Digital & Creative Economy, AI in Engineering and Manufacturing & Industry. Also, SWAYAM Plus platform has been launched to expand its offerings to identify and include courses aligned with industry needs and to enhance learners' employability. AICTE has also taken multiple steps in this direction by developing model curricula in emerging fields such as Artificial Intelligence, Data Science, Robotics, Space Technology, and VLSI Design, with industry stakeholders involved in curriculum revisions.

(c): In pursuance of the recommendations of the NEP 2020, National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been setup by the Ministry of Education. PARAKH has also been entrusted with the responsibility of carrying out the survey and it helps to assess the competencies developed by students and to take remedial measures. The last survey was held on 4<sup>th</sup> December 2024 across the country.

Teacher training is another significant aspect to improve learning competencies. By equipping teachers with effective tools and methodologies for competency-based education, PARAKH seeks to ensure that classroom instruction meets the evolving demands of 21st-century education. Also, several capacity building programs are being run to enhance the capacity and competency of faculty of higher education institutions in the areas like NEP Orientation & Sensitization, Specific Learning Disabilities, Mental Health, Resilience & Well-being of HEIs, Future Leadership, Cyber Security, Artificial Intelligence, Science Communication, Academic Leadership, Design & Entrepreneurship, STEM, etc.

(d) and (e): NEP, 2020 stipulates that the implementation will require multiple initiatives and actions, which will have to be taken by various bodies including, Union and State Governments, State Departments of Education, Boards, the regulatory bodies of school and higher education, NCERT, SCERT, schools, and HEIs, along with timelines and a plan for review, in order to ensure that the policy is implemented in its spirit and intent, through coherence in planning and synergy across all these bodies involved in education. NEP, 2020 also stipulates implementation of various aims, objectives and goals with the active participation of stakeholders viz. local community, social workers, counsellors, educators, NGOs, peers and parents, sr. citizens, students, alumni, principals, serving and retired faculty & teachers, vocational experts, local artists, industry, philanthropic organisations etc.

The National Mission for Mentoring (NMM) has been launched with aim to create a large pool of outstanding professionals willing to provide mentoring to school teachers. These potential mentors, regardless of age or position, will contribute towards realizing the 21st-century developmental goals of our nation. Also, the guiding document on National Professional Standards for Teachers (NPST) aims to enhance the personal and professional development of teachers by providing clear expectations and guidelines for performance improvement.

Vidyanjali is an initiative taken by the Ministry of Education with the aim to strengthen Schools through community and private sector involvement in schools across the country. This connects schools with varied volunteers from the Indian Diaspora namely, young professionals, retired teachers, retired Government officials, retired professionals, NGOs, Private Sector and Public Sector Companies, Corporate Institutions and many others.

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