

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

**RAJYA SABHA
UNSTARRED QUESTION NO. 339
ANSWERED ON 03.12.2025**

Implementation of NEP, 2020

339 Shri Lahar Singh Siroya:

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

- (a) the progress achieved in the implementation of the National Education Policy (NEP), 2020 in Karnataka and other States;
- (b) the reforms undertaken in school curriculum, teacher training and vocational education as part of NEP 2020; and
- (c) the outcomes of these reforms in improving quality, inclusivity and employability of students?

ANSWER

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

(a) to (c): After announcement of National Education Policy 2020 (NEP 2020), a number of transformative changes have taken place both in school and higher education for its implementation.

According to Unified District Information System for Education Plus (UDISE +) 2024-25, India's school education system saw measurable improvements across key educational indicators. It has data with nearly 14.72 lakh schools and nearly 24.7 Crore students from Foundational to Secondary level from varied socio-economic backgrounds. The number of teachers increased from 98.07 lakh to 1.01 crore, with total 54.82 lakh female teachers, reflecting a more gender-balanced workforce. The Pupil Teacher Ratio improved at all levels in 2024-25, which is stronger than the NEP norm of 1:30, supporting closer attention to each student and better learning outcomes. The academic year 2024-25 has seen a notable reduction in dropout rates across the Preparatory (from 3.7% to 2.3%), Middle (from 5.2% to 3.5%), and Secondary levels (from 10.9% to 8.2%) as compared to 2023-24. Student retention improved across all levels in 2024-25. The foundational level increased from 98.0 percent to 98.9 percent. The preparatory level increased from 85.4 percent to 92.4 percent. The middle level increased from 78.0 percent to 82.8 percent. The secondary level increased from 45.6 percent to 47.2 percent. The academic year 2024-25 recorded an increase in the Gross Enrolment Ratio at the middle and secondary levels. The middle level rose from 89.5 percent to 90.3 percent. The secondary level rose from 66.5 percent to 68.5 percent. This growth reflects enhanced access to education and increased student participation in higher grades.

In higher education, an annual web based 'All India Survey on Higher Education (AISHE)' is a comprehensive data source on higher education. AISHE 2022–23 (provisional) reports rise in number of University / University Level Institutions and Colleges from 760 to 1213 and from 38498 to 46624 respectively, as compared to AISHE 2014-15. Enrolment in higher education has risen from 3.42 crore in 2014-15 to 4.46 crore in 2022-23, with female enrolment from 1.57 crore to 2.18 crore. The enrolment of SC students is 69.13 Lakh in 2022-23 as compared to 46.07 Lakh in 2014.15. The enrolment of ST students has increased to 28.72 Lakh in 2022-23 from 16.41 Lakh in 2014-15. Total STEM enrolment stands at 99.76 lakh. Number of faculty has also increased from 14.73 lakh in 2014-15 to 16.64 lakh in 2022-23, with number of female faculty increased from 5.7 lakh to 7.36 lakh. Overall GER has improved from 23.7 in 2014-15 to 29.5 in 2022-23.

The National Curriculum Framework-School Education (NCF-SE) was released on 23.08.2023. Under NCF-SE, the curriculum has been aligned with the National Education Policy 2020, emphasizing the 5+3+3+4 design of schooling from the foundational to secondary stages. Textbooks for Classes 3 and 8 for 2024–25 under NCF-SE have been released. The National Curriculum Framework – Foundational Stage (NCF-FS), launched on 20.10.2022, is the first integrated framework for children ages 3 to 8. As part of this, the Jaadui Pitara learning material was introduced on 20.02.2023. Textbooks for Classes 1 and 2 based on NCF-FS, focused on play-based learning, were released on 05.07.2023 and are available in 22 languages. A digital version of Jaadui Pitara was launched on 10.02.2024.

In School Education, teacher capacity building has been addressed through NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement), extended to cover all stages of school education including Early Childhood Care and Education (ECCE). As per NEP 2020 mandate, every teacher has to undergo a minimum of 50 hours of Continuous Professional Development (CPD) per year, focused on pedagogy, digital literacy and subject-specific expertise. The Integrated Teacher Education Programme (ITEP), a four-year multidisciplinary B.Ed. degree programme replacing the erstwhile model, is being piloted in 57 institutions, with admissions conducted through the National Common Entrance Test (NCET).

The Department of School Education & Literacy is implementing the Centrally Sponsored Scheme of Samagra Shiksha, which inter-alia promotes vocational education by supporting States and UTs to introduce skill exposure for students in Grades 6 to 8 and NSQF-aligned skill courses for Grades 9 to 12. At the secondary stage, students take skill modules as an additional subject, while at the senior secondary stage, skill courses function as elective subjects. A total of 138 approved job roles are offered, and each includes an employability skills module covering communication, self-management, ICT, entrepreneurship, and green skills. The Department is also implementing PMKVY 4.0 in schools, with 350 Kendriya Vidyalayas providing skill training. More than 21,700 schools now host School Innovation Councils to promote innovation, entrepreneurship, critical thinking, and IP awareness.

Under Atal Innovation Mission (AIM) by NITI Aayog, Atal Tinkering Labs (ATLs) have been established in schools to promote STEM (Science, Technology, Engineering and Mathematics), robotics, electronics, and 3D printing.

AICTE is making concerted efforts towards skill development and integration with its technical programs. It is collaborating with various industries and institutes to design skill development courses in online mode that are integrated into the regular curriculum. These courses are aimed at

enhancing the practical skills of students and making them more employable. Data available with the All-India Council for Technical Education (AICTE) indicates an upward trend in student placements at the technical education level. As per self-disclosed information by AICTE-approved institutions, the number of diploma-level students placed increased from 1,80,866 in the financial year 2023–24 to 1,91,801 in 2024–25. Similarly, at the undergraduate level, placements have risen from 4,10,843 in 2023–24 to 4,71,227 in 2024 25.

The transformative reforms in higher education has resulted in more and more HEIs being ranked in international ranking. In QS 2026, 54 Indian HEIs/Universities are ranked as compared to 11 in QS 2015. In QS 2026, there are 10 Indian HEIs in top 500. In QS World University Rankings, Asia 2026 India has second most representation, with 294 universities, up from 163 in 2025. The QS Subject Rankings for 2025 included 79 Indian HEIs, an increase of 10 from the previous year's 69, reflecting a 14% growth.

India has shown remarkable growth in the field of intellectual property, with 92,168 patent applications filed in 2023–24 - an increase of over 11.29% since 2022-23. A major driver of this growth has been the contribution of educational institutions. The patent filings by domestic educational institutes have more than tripled from 7405 in 2021-22 to 23,306 in 2023-24. Educational institutions are playing an important role in promoting innovation in India.

Focus of NEP on research and innovation has propelled India's ranking in the Global Innovation Index (GII) from 81 in 2015 to 38 in 2025.

India ranks 3rd in terms of number of PhDs awarded in Science and Engineering (S&E) as per 'Research and Development Statistics at a glance 2022-23 of Deptt. Of Science and Technology. India also ranked 3rd in 2022 (from 7th in 2010) in terms of total number of Science and Engineering publications.

The Government of India has been making concerted efforts to enhance the quality of education across the country. These efforts not only reflect in the growing global presence and academic competitiveness of Indian HEIs, but also impact their performance in international rankings.
