

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION

RAJYA SABHA
UNSTARRED QUESTION NO-1942
ANSWERED ON- 05/08/2026

National Education Policy, 2020 and learning outcomes

1942 **Shri Kapil Sibal:**

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

(a) the progress made in introducing four-year undergraduate programmes, multidisciplinary education and other National Education Policy, 2020 structural changes across higher education institutions as of mid-2026, including resistance, delays or implementation gaps reported from various states;

(b) the progress in curriculum revision, introduction of vocational subjects and new assessment patterns under NEP, 2020 at school level, and their reported impact on teaching quality and student learning as per recent surveys; and

(c) measures taken to address the digital divide in rural, marginalised and economically weaker sections for effective rollout of the new education framework, and any reported adverse effects on students from these backgrounds?

ANSWER

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

(a): Implementation of the National Education Policy (NEP) 2020 is a continuous process. The NEP-2020 provides different timelines as well as principles and methodology for its implementation. Education being in the concurrent list of Constitution, Centre and States have worked together for providing quality education to all. Accordingly, Ministry of Education, State Governments, education-related Ministries, the regulatory and implementing bodies of school and higher education such as University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE), Universities/Colleges/Schools etc. have taken initiatives for implementation of NEP-2020.

In line with the recommendations of NEP-2020, the UGC has undertaken a number of initiatives to bring about transformative reforms across Higher Educational Institutions (HEIs). These initiatives include Curriculum and Credit Framework for Undergraduate Programmes; the National Higher Education Qualifications Framework; the National Credit Framework; the Academic Bank of Credits; UGC Guidelines for Implementation of recognition of Prior Learning in Higher Education; UGC Guidelines for Transforming Higher Education institutions into Multidisciplinary institutions; UGC Guidelines on Apprenticeship Embedded Degree Programme (AEDP) 2025.

Further, the Universities are autonomous institutions which are governed by their respective Acts, Statutes and Ordinances. With the concurrence of their respective statutory bodies, they offer programs at undergraduate & postgraduate levels. The four year undergraduate programmes have been introduced from the academic session 2022-23 onwards in 45 Central Universities funded by UGC/ Ministry of Education.

(b): As envisioned in the NEP 2020, the Union Government has integrated skill/ vocational education into the school curriculum to foster employability, dignity of labour, and work-related capacities from foundational levels.

The National Curriculum Framework for School Education (NCF-SE), 2023 aligned with NEP 2020, institutionalizes skill education by integrating it directly into the middle and secondary stages to ensure parity with academic subjects. Adequate learning hours have been allocated for engaging the students with vocational crafts to build foundational skills and practical awareness and to develop grade appropriate skill competencies.

In line with the recommendations of NEP 2020, skill education has been integrated into the school education system as a regular component for students of Classes VI–XII under the Centrally Sponsored Scheme of Samagra Shiksha. The scheme is implemented uniformly across all States and UTs, including tribal and aspirational regions, based on the proposals received from the respective State/UT Governments and approved under the Project Approval Board.

The implementation of skill education under Samagra Shiksha aims to enhance the employability and entrepreneurial abilities of the students, thereby ensuring equitable access to quality skill education across all regions of the country.

During the academic session 2025–26, CBSE offered 22 Skill Subjects at the secondary level in Classes IX–X and 43 Skill Subjects at the senior secondary level in Classes XI–XII. The curricula include employability skills as well as subject-specific theoretical and practical components.

Further, the CBSE regularly conducts capacity-building programmes for teachers teaching Skill Subjects and Skill Modules. Awareness and orientation programmes are also organized for principals to familiarize them with initiatives relating to Skill Education under NEP, 2020 and the NCF-SE, 2023. During the academic session 2025–26, more than 9,000 teachers participated in Capacity Building Programmes conducted by CBSE on various Skill Subjects and Skill Modules.

The Ministry has also established the National Assessment Centre – PARAKH at NCERT in 2023 to serve as the National standard setting body for assessments. Several initiatives and reforms have been steered through PARAKH to provide technical, financial and capacity building support for facilitating a nationwide shift towards competency based learning and assessment so as to improve learning outcomes in schools across all States/ Union Territories.

The findings of PARAKH Rashtriya Sarvekshan 2024 highlight a significant improvement when compared to National Achievement Survey (NAS) 2021 scores in foundational literacy and numeracy skills. Further, Central Government schools demonstrate the strongest performance in all subjects at the preparatory and middle stage,

suggesting returns from improved infrastructure and increased per child spending in such schools.

(c): The UGC e-resource portal has been integrated with the Digital Seva Portal, a platform operated by the Ministry of Electronics and Information Technology (MeitY) for the delivery of digital services in rural areas through the Common Service Centres (CSCs) network. Through this integration, students can access digital learning resources, including the UGC e-resource portal, e-content available under UGC e-PG Pathshala, and the UGC archived SWAYAM MOOC Portal. This integration enables students in rural areas to access higher education e-content through CSCs, thereby improving digital connectivity and learning opportunities.

24/7 educational content are delivered through DTH channels (Swayam Prabha) ensuring reach in remote areas. It ensures access to lectures, tutorials, and study materials in multiple disciplines. Available free of cost via the GSAT- 15 satellite, SWAYAM Prabha is especially beneficial for students in remote and underserved areas, bridging digital divide and enhancing access to quality education.

The Ministry also implements ICT and Digital initiatives under Samagra Shiksha, aligned with NEP-2020, to enhance digital learning in Government schools across the country including in the rural and remote areas.

PM e-Vidya unifies all efforts related to digital/online/on-air education to enable multi-mode access to education across the country. States/UTs collaborate with NCERT to utilise, monitor and evaluate the effectiveness of these initiatives as per their requirements. The key components of PM e-Vidya are aligned towards enhancing digital literacy and include 200 DTH TV channels and 400 Radio channels to enable all States/UTs to provide supplementary education in various Indian languages for classes 1-12.

Digital Infrastructure for Knowledge Sharing (DIKSHA) is the Nation's One Nation, One Digital platform for providing quality e-content for school education in States/UTs along with QR coded Energised Textbooks for all grades. As a participant in DIKSHA, States/UTs/ABs have generated and contributed over 3.67 lakh content in local/regional languages.
