

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
LOK SABHA
UNSTARRED QUESTION NO. 3216
ANSWERED ON 20.03.2023
Education Policy under NEP

+3216. **SHRIMATI HEMA MALINI:**

Will the Minister of EDUCATION be pleased to state:

- (a) whether suggestion in the “National Education Policy 2020” has been made that the objective of school curriculum and teaching-art is to equip the students with major skills/practical knowledge of the 21st century and reducing the syllabus for their integrated development along with raising necessary knowledge acquisition, inevitable contemplation, focusing on empirical teaching;
- (b) whether necessary steps have been taken by the Government in view of the above suggestion of “National Education Policy 2020”; and
- (c) whether the results of those necessary steps are positive and according to the objectives?

ANSWER
MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SMT. ANNPURNA DEVI)

(a): National Education Policy (NEP), 2020, in para 4.4, provides that “The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. National Council of Educational Research and Training (NCERT) will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education”.

Further, para 4.5 of NEP, 2020 provides that “Curriculum content will be reduced 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. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will 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.”

(b) & (c): As a follow-up of the NEP, 2020, following initiatives have already been taken:

1. NCERT has initiated the process of development of National Curriculum Frameworks by taking inputs from various stakeholders including Ministries/Departments, States and UTs, drawing from grass root levels in a de-centralised manner. States/UTs have also started the process for preparing their State Curriculum Frameworks (SCFs) through district level consultations, mobile app survey and development of position papers by the State Focus Groups in identified areas/themes as per the NEP 2020 including Early Childhood Care and Education (ECCE), School Education (SE), Teacher Education (TE) and Adult Education (AE). The National Curriculum Framework for Early Childhood Care and Education (NCFECCE), at the Foundational Stage, has been developed by NCERT. It is the first ever integrated curriculum framework for children between ages 3-8 in India. It is a direct outcome of the 5+3+3+4 ‘curricular and pedagogical’ structure that NEP 2020 has come out with for school education. Some transformative ideas for implementation of quality school education are included in the Framework, which are toy-based pedagogy, play as the core of the teaching-learning process, a lifestyle for the environment, and learning about the external world. The framework has provided for stimulating experiences for the child’s development in all dimensions—cognitive, social-emotional, and physical, to enable the achievement of foundational literacy and numeracy for all children.
2. Launch of National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission for strengthening foundational literacy and numeracy including skills of critical thinking, problem-solving, decision-making, etc.
3. Launch of a collection of Learning -Teaching Material entitled – Jaadui Pitara for the foundational stage to help teachers for the holistic development of children through play as a core pedagogy.
4. National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), an integrated teacher training programme, has been launched for Secondary Stage, Foundational Literacy and Numeracy (FLN) and ECCE.
5. Central Board of Secondary Education (CBSE) has advised its schools to integrate 21st-century skills with curriculum and teaching methodology to ensure students develop these skills. A handbook on 21st-century skills for teachers has also been designed. The board has also introduced new subjects such as Artificial Intelligence, Design Thinking, and Data Science, etc to equip students with the knowledge and skills needed to succeed in the 21st century. The Board has been organizing Adolescent Peer Educators Leadership Program to develop life skills among students. With regard to the steps taken by CBSE to reduce curriculum load, they have released their syllabi for the year 2022-23 with reduced contents as per the deductions done by NCERT.

These all initiatives are towards achieving the objectives of strengthening foundational literacy and numeracy, early childhood care and Education, holistic development of children, etc, which are the broader objectives of NEP-2020.
