GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION
LOK SABHA
UNSTARRED QUESTION NO. 385
ANSWERED ON 05.02.2024

Improvement in Education System by National Education Policy

†**385**. **SHRI SATYADEV PACHAURI:**

Will the Minister of EDUCATION be pleased to state:

(a) the changes which took place in the education system after the implementation of the New Education Policy which was brought to improve the education system in India;

(b) whether the Government is aiming to make India a global knowledge superpower thereby making it one of the leading countries in the world in terms of education and research; and

(c) the efforts being made by the Ministry to promote equality and inclusion in the field of education?

ANSWER

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

(a) & (b): National Education Policy 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

A number of transformative changes has taken place both in school and higher education after announcement of NEP 2020. In School Education changes includes introduction of early childhood care and education; emphasis on Foundational Literacy and Numeracy; National Curriculum Framework for all levels, extensive use of technology to enable multi-mode access to education; Digital Infrastructure for Knowledge Sharing (DIKSHA); Teacher Education Programme in Multi-disciplinary environment; Performance Assessment, Review, and Analysis of Knowledge for Holistic Development; National Digital Education Architecture (NDEAR) for creating a unifying national digital infrastructure; "New India Literacy Programme or ULLAS" targeting all non-literates aged 15 years and above, etc.

Similarly in higher education, various transformative changes include providing much-needed flexibility, allowing creative combination of subjects, providing multiple pathways, establishing equivalence and mobility to the students through National Credit Framework (NCrF), National Higher Education Qualification Framework, Academic Bank of Credit (ABC), multiple entry/exit; offering of courses and books / course materials in Indian Languages; entrance exams such as JEE, NEET, CUET are conducted in 13 Indian languages; use of technology to enhance access to education and for administration and governance of Universities and HEIs; permitting learners to avail upto 40% credit Courses from SWAYAM platform; industry academia collaboration for internships and to develop courses and curriculum to meet the industry and societal needs, offering of industry-aligned courses; promoting Indian and Foreign HEIs setting of campuses abroad and in India respectively; enhanced reputation of the Indian HEIs in international ranking; embedding of Indian Knowledge system in the education etc.

To achieve global standards of quality and foster culture of research & innovation, regulations on foreign HEIs setting up campuses in India, regulations on academic collaboration between Indian & foreign HEIs have been issued. Regulations providing autonomous status to colleges, guidelines for admission & supernumerary seats of international students in UG & PG level course in Indian HEIs have also been issued to that effect. Ministry of Education releases funds under different research schemes such as Uchchatar Avishkar Yojana (UAY), Impacting Research Innovation and Technology (IMPRINT), Scheme for promotion of Research and Academic Collaboration (SPARC), Scheme for Transformational and Advanced Research (STARS), etc., for promotion of research ecosystem of country's Higher Education Institutes.

As a result of consistent effort, Indian HEIs/Universities have substantially improved their global ranking in last 9 years with 45 HEIs/ Universities ranked in Quacquarelli Symonds (QS) World University Ranking 2024 as against 09 in QS 2014 ranking. India remains the most represented higher education system with 148 universities out of 856 featured in the QS World University- Asia Rankings 2024 and has also contributed the highest number of 37 new entrants. 7 Indian Institutes were amongst the top 100 Asian universities with 5 IIT's, 1 - Central University and IISc. Indian Universities have achieved the second best regional results in the Papers-per-Faculty metric among the Higher Education systems with more than 10 universities ranked. India achieves its best average score for the Staff-with-PhD indicator, signalling strong research output and a highly qualified faculty body and showing the potential for Indian institutions to enhance their global standing. 44 courses, in their respective subject categories, have been ranked among the Global top 100 in QS Rankings 2023. As per R&D statistics at a glance 2022-23, India occupies 3rd rank in terms of the number of PhDs awarded in Science and Engineering (S&E). As per Scimago Journal & Country rank number of publication in all discipline in 2022 is more than 2.73 lakhs as compared to 1.45 lakhs publication in 2015. As per IP India Annual Report filing of patents has increased from 42,763 in 2014-15 to 66,440 in 2021-22, i.e., more than 55% increase in a span of 8 years and there has been nearly 5 times increase in grant of patents in 2021-22 (30,073) as compared to 2014-15 (5,978). India has improved its Global Innovation Index Ranking from 76th rank in 2014 to 40th rank in 2023.

(c): National Education Policy 2020 (NEP 2020) aims to ensure that no child loses opportunity to learn and excel because of the circumstances of birth or background. It proposes special emphasis to be given on Socially and Economically Disadvantaged Groups (SEDGs). Accordingly, the Government has been taking various initiatives for making higher education accessible to the socially and economically marginalized sections such as scholarships / fellowships offered to SC/ST students, fee exemption or partially reimbursed; 10% reservation for Economically Weaker Section; reservation for SC/ST/OBC; preparatory classes for SC/STs for appearing in JEE exam; JEE exam being conducted in local / regional languages.

The Government has mandated all Centrally Funded Institutions to comply with the statutory provisions of the Central Education Institutes (Reservation in Admission) Act, 2006, as amended from time to time, for admission of reserved category candidates to various programmes.

'Accessibility Guidelines and Standards for Higher Education Institutions and Universities' have been issued by UGC to develop an inclusive mechanism to provide an accessible environment for persons with disabilities including persons with Specific Learning Disabilities (SLDs).

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