

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

**LOK SABHA
UNSTARRED QUESTION NO. 3907
ANSWERED ON 24.03.2025**

Implementation of NEP, 2020

3907. Smt. Pratima Mondal:

Will the Minister of EDUCATION be pleased to state:

- (a) the steps being taken by the Government to ensure the full-scale implementation of NEP 2020, particularly in rural and underprivileged regions;
- (b) the manner in which the Government plans to balance regional language-based education with global competency standards, ensuring that students are competing in both national and international spheres; and
- (c) the steps being taken by the Government to modernize curricula in colleges and universities, ensuring that courses remain relevant to contemporary industry demands and technological advancements?

ANSWER

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

(a): 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 has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs) which includes female and transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, minorities and other categories. This policy aims at bridging the social category gaps in access, participation, and learning outcomes in school education.

A number of transformative changes have taken place both in school and higher education after announcement of National Education Policy (NEP 2020).

To create awareness and discuss ideas for NEP implementation, a series of workshops / consultation-cum-review meetings have been held with States/UTs, Educational Institutions, other stakeholders from time to time; such as National Education Ministers' Conference held in Gujarat in June 2022; National Conference of Chief Secretaries held in June 2022; 7th and 9th Governing Council Meeting of NITI Aayog held in August 2022 and July 2024; Akhil Bharatiya Shiksha Samagam 2022, 2023 and 2024; Two-day National Workshop on Higher and Technical Education with Secretaries of States/UTs on 12th & 13th November 2024.

Further, a program is being run with 84 Centrally Funded Institutions for Outreach and Awareness of Implementation of National Education Policy 2020. These CFIs in collaboration with State Universities have been identified for organising outreach, seminars, conferences or conclaves on

National Education Policy 2020 regularly in collaboration with around 400 State Universities. So far, 3 Workshops for CFIs for Northern Zone, North Eastern & Eastern Zone, South & West Zone have been held on 28.11.2024, 05.12.2024 and 19.12.2024 respectively.

(b): One of the fundamental principles of NEP 2020 is ‘promoting multilingualism and the power of language in teaching and learning’. It also promotes multilingualism in education at every level, so that students get the opportunity to study in their own language, and can have better learning outcomes. Studying in one’s own language can provide a student the natural space to think innovatively without any language barrier.

NEP 2020 also stipulates in addition to high quality offerings in Indian languages and English, foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and Russian, to be offered at the secondary level, for students to learn about the cultures of the world and to enrich their global knowledge and mobility according to their own interests and aspirations. Also recognising the importance of Global Citizenship Education (GCED), NEP 2020 inter-alia stipulates to empower learners to become aware of and understand global issues.

(c): To make the curricula relevant to contemporary industry demands and technological advancements, various initiatives / reforms have been carried out 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.

Four-year online Bachelor of Science (BS) in Electronic Systems has been introduced by IIT Madras with the key objective to meet the significant and growing demand for skilled graduates in the electronics and embedded manufacturing sector in India. In addition, Bachelor of Science (BS) Degree in Data Science, with options to exit earlier in foundation, diploma or BSc degree level, is being offered by IIT, Madras. In this case one can get an undergraduate degree / diploma from IIT regardless of age, location, or academic backgrounds.

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. AICTE has also signed Memoranda of Understanding (MoUs) with prominent industries and organizations to promote internships, skill development, and faculty upskilling. The council has issued model internship guidelines, making internships a mandatory component of the curriculum. Additionally, the Industry Academia Mobility framework has been launched to bridge the gap between theoretical knowledge and practical application, encouraging strong industry-academia collaborations.
