

**Addition of skill development in school curriculum**

1692. SHRI SAMBHAJI CHHATRAPATI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government proposes to introduce compulsory skill training during school education up to Matriculation or Higher Secondary level to enable the passouts to earn employment in case the student is not bright enough to pursue higher education or is disinterested otherwise;

(b) if not, the reasons therefor;

(c) whether the draft National Education Policy, 2019 has made any recommendation on this aspect to tackle the state of unemployment amongst educated youth in the country; and

(d) if so, the details thereof?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI RAMESH POKHRIYAL 'NISHANK'): (a) Ministry of Human Resource Development is implementing the Scheme of Vocationalisation of School Education under the umbrella of 'Samagra Shiksha - an integrated scheme for school education'. Under the scheme a vocational subject is offered for Classes IX to XII along with the general education to provide necessary employability and vocational skills for variety of occupations. The scheme has been implemented in 9735 schools. National Skills Qualifications Framework (NSQF) compliant vocational courses are also taught to the students of Classes IX to XII who opt for vocational subjects in the schools covered under the scheme.

(b) Does not arise.

(c) and (d) The draft National Education Policy (DNEP) 2019, *inter-alia*, recommends that 'all undergraduate liberal education programmes shall have a robust element of skills and professional competence. Curriculum and pedagogy shall have a strong connection with the world of work, so as to develop capacities for employment and livelihood, along with those for being an engaged citizen. Students must also be prepared to respond to changes in the workplace'.

The DNEP 2019, *inter-alia*, further recommends that - all institutions will ensure occupational readiness in their students. The curriculum will help students develop capacities for the world of work. In addition, institutions will help students in other

ways: viz through placement/counselling assistance to help them clarify their occupational choices, facilitate processes to identify employment opportunities, set up interactions with potential employers, workshops and short courses on specific workplace skills that may not be part of the regular curriculum.

The NEP is, however, still under finalization.

**Permanent campus for six NITs**

1693. SHRIMATI VIJILA SATHYANANTH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether it is a fact that Government has approved setting up permanent campuses for six National Institutes of Technology (NITs);
- (b) if so, the details thereof;
- (c) whether it is also a fact that these have been functioning from temporary structures after being set up in 2009; and
- (d) if so, the details thereof?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI RAMESH POKHRIYAL 'NISHANK'): (a) and (b) Amongst thirty one National Institutes of Technology (NITs) functioning in the country, ten new NITs were established by the Government of India in the year 2010, including six new NITs in the States/Union Territories of Arunachal Pradesh, Delhi, Meghalaya, Mizoram, Nagaland and Puducherry in respect of which the Union Cabinet in its meeting held on 22nd January, 2020 has approved the Revised Cost Estimates of ₹4,371.90 crore for setting up of permanent campuses of above mentioned six NITs, till financial year 2021-2022.

(c) and (d) These new NITs started their first academic session from 2010 - 2011 onwards. Out of six NITs, four NITs (Delhi, Meghalaya, Mizoram and Nagaland) started functioning from their well established old NITs declared as Mentor Institutes and remaining two NITs (Nagaland and Puducherry) started functioning from their temporary campuses provided by the respective State Governments.

All the six NITs have got land transferred by the respective State Governments. The construction activities at the permanent campuses of these Institutes are in various stages of completion.