

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

**RAJYA SABHA
UNSTARRED QUESTION NO. 2653
ANSWERED ON 18.12.2024**

Reforming Education System

2653 Shri Sanjay Raut:

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

- (a) whether public spending on education has consistently fallen short of the Kothari Commission's recommendation of 6 per cent of GDP;
- (b) the manner in which Government is planning to integrate vocational and life skills education into the curriculum to better prepare students for employment;
- (c) the regulations considered to ensure affordability in private education, while also ensuring that public education does not fall behind in quality; and
- (d) Government's long-term vision for achieving a robust education system by the year 2047 to support India's goal of becoming a \$3 trillion economy?

ANSWER

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

(a) National Education Policy 2020 (NEP 2020) endorses and envisions a substantial increase in public investment in education by both the Central government and all State Governments. The Centre and the States work together to increase the public investment in Education sector to reach 6% of GDP at the earliest. Various schemes/projects/programmes run by Ministry of Education have been aligned with NEP 2020.

As far as Ministry of Education is concerned, there has been increase in budget allocation from Rs. 99,311.52 crore (2020-21) to Rs. 1, 21,117.77 crore (2024-25), which is around 21.95 % increase. As per the "Analysis of Budgeted Expenditure on Education 2019-20 to 2021-22", BE (Centre and States) on Education in India is 4.12% of GDP in 2021-22, which has grown from 3.84% in 2013-14.

(b) The National Education Policy (NEP) 2020 recommends the integration of skill education with general education and mainstreaming of skill education. Under the Skill Education component of the Centrally Sponsored Scheme 'Samagra Shiksha' financial assistance is provided to State/UTs for offering National Skill Qualification Framework (NSQF) compliant skill courses to the students from class 9th to 12th. At the Secondary level i.e., Class IX and X, skill modules are offered to the students as an additional subject. At Sr. Secondary level, i.e., Class XI and XII, skill courses are offered as a compulsory (elective) subject. Exposure of pre-vocational education at Upper Primary level, internships, 10 bagless days etc. have been included under Innovation component of Samagra Shiksha. So far 138 Job Roles (JRs) / Skill Subjects have been approved for implementation. Employability Skill modules including Communication Skills, Self-Management Skills, Information and Communication Technology Skills, Entrepreneurship Skills, and Green Skills are included in the curriculum of JRs.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT), has developed outcome-based curriculum for skill education subjects and trained skill trainers for imparting skill education to school students.

The Government has formulated the National Credit framework (NCrF), a single framework for seamlessly integrating the credits earned through learning in its all dimensions, such as from school education, higher education and skill education.

Under the Government of India's Skill India Mission (SIM), the Ministry of Skill Development and Entrepreneurship (MSDE) delivers skill, re-skill and up-skill training through an extensive network of skill development centres/colleges/institutes etc. under various schemes. The SIM aims at enabling youth of India to get future ready and industry ready skills.

The Government has developed National Internship Portal (<https://internship.aicte-india.org/>) which serves as a marketplace for bringing valuable, industry linked, paid, fulltime or part time internship opportunities to students across the country.

As a part of Skill India Mission, the National Skill Development Council (NSDC), regularly engages with industry stakeholders to develop and implement skill development programs. Sector Skill Councils (SSCs), established under NSDC and led by industry representatives, work closely with industries to design and update curriculum and training modules to ensure they meet current industry standards.

In order to make education more relevant and to create 'industry fit' skilled work force, the University Grants Commission (UGC) has facilitated higher education institutions across the country to provide skill based education under National Skill Qualification Framework. UGC has introduced "Guidelines for Higher Education Institutions to offer Internship/Apprenticeship Embedded Degree Programmes" to integrate apprenticeship and internships into degrees across all disciplines. This initiative links higher education to industry needs, enhancing employability for students in general streams. The UGC also launched "Guidelines for Internship/Research Internship for Undergraduate Students," focusing on real-world work experiences. These internships involve collaboration with various sectors, including government, private organizations, R&D labs, universities, NGOs, and businesses, offering students hands-on, experimental learning opportunities.

(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 inter-alia provides that all education institutions will be held to similar standards of audit and disclosure as a 'not for profit' entity. Surplus, if any, will be reinvested in the educational sector. Similarly, in higher education, all HEIs - public and private - shall be treated at par observing common guidelines. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

As the regulation relating to fees charged by private schools falls under State jurisdiction, the rules/regulations for safeguarding the interests of students and their parents; and taking necessary action against the violating schools comes under the jurisdiction of the respective State Governments. However, under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, every child, of the age of six to fourteen years, has a right to free and compulsory elementary education in a neighbourhood school. Section 12(1) (c) of the RTE Act, 2009 mandates reservation in private

unaided schools for children belonging to weaker sections and disadvantaged groups to the extent of at least 25% seats at entry level and provision of free and compulsory elementary education to such children till its completion. Also, Section 13 of the RTE Act, 2009 clearly prohibits the collection of any capitation fee.

The universities are autonomous bodies which are governed by their respective Acts / Statutes etc. Based on the type of universities, the criteria for fee structure are administered. AICTE has issued instructions that institutions shall not directly or indirectly demand or charge capitation fee or demand any donation by way of consideration for admission to any seat in a course.

(d) National Education Policy (NEP) recognises that education plays an important role in the development of an enlightened, socially conscious, knowledgeable and skilled nation that can find and implement robust solutions to its own problems. Education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. It is a great leveler and is the best tool for achieving economic and social mobility, inclusion, and equality. By integrating technology, fostering innovation, strengthening research and development ecosystems, and creating skilled work force capable of driving sustainable economic growth and societal process, India's education system is to empower the nation to achieve its long-term goals by 2047.
