

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
RAJYA SABHA
QUESTION NO 27.11.2009
ANSWERED ON
CONSULTATIONS WITH STATES FOR REFORMS IN EDUCATION .

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Shri Shantaram Naik

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :-

- (a) the issues which Government has discussed with the State Governments in the last three months for the purpose of bringing in reforms in education;
- (b) the reactions in brief of various State Governments on each of the issues, State-wise; and
- (c) the decision of Government on each of these issues? ANSWER

ANSWER

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(SMT. D. PURANDESWARI)

(a) to (c): The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the field of education. The CABE also acts as a forum for coordination and exchange of views between Central & State Governments/Union Territories and Non-Governmental Agencies and eminent persons from different walks of life on education policy and progress. The CABE consists of Education Ministers of States/UTs and eminent educationists.

CABE unanimously endorsed the general need for reforms at all levels of education and felt that while there may be different view points on the pace and process of reforms, there was unanimity on its direction in the interest of children who are India's most precious assets. Members reiterated their commitment to a meaningful partnership between Central and State Governments, non-government and civil society organizations in the national endeavour for the future of children in our country. CABE emphasized the need for all States to modify their curriculum, syllabi and textbooks on the basis of National Curriculum Framework (NCF) 2005, so that all children in the country have access to child-centric, constructivist teaching and learning process. CABE emphasized that curriculum and textbooks should be fully in line with constitutional values and child centered pedagogies. CABE endorsed the necessity of a core curriculum in science and mathematics at secondary and higher secondary levels across all Education Boards in the country, so as to provide a level playing field to all students to join professional courses. CABE noted the efforts of CBSE to introduce a grading system in lieu of marks for its Class X examination from next year with the objective of reducing unhealthy competition, and thereby reduce stress, and suggested to the States that they explore the possibility of following suit. CABE was unanimous that there is a need to reduce examination stress among students. CABE noted the attempt of CBSE to make class Xth examination optional for students who will continue in the same school in Class – XI, while replacing the same with an efficient comprehensive and continuous evaluation (CCE) system so that standards of learning outcome are not compromised.

CABE approved the proposal for an autonomous overarching authority for higher education and research with its policy related functions being distinct from regulatory functions— some States felt that there should be scope for the involvement of States. The Task Force constituted to follow up on the proposed National Commission for Higher Education and Research would consult States in this regard. CABE also approved the proposal of a self-selecting Collegium of eminent persons for greater objectivity and assistance to search committees in the selection of Chairperson and Members of the proposed National Commission and in the selection of Vice Chancellors and other eminent academic and research positions. CABE endorsed the need for a law to prevent, prohibit and punish malpractices in higher education – some States felt that the scope of the proposed law should be widened to include all sectors of education, and it was explained that the present proposal was in keeping with the legislative competence of Parliament. CABE approved mandatory assessment and accreditation in higher education – the proposed law should take into consideration the concerns expressed by some of the

States with regard to the autonomy of the processes of accreditation.