

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

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UNSTARRED QUESTION NO. 352
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Curriculum integrity and exam stress

352 Dr. Santrupt Misra:

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

- (a) whether a maker-checker or independent review system exists to prevent erroneous, outdated or inappropriate content from entering curricula and textbook;
- (b) if so, the details thereof and the number of cases detected in the last three years; and
- (c) the steps taken by Government to ensure that the curriculum stays relevant to the future demands of the economy and the global outlook, details of specific steps taken towards ensuring this?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHAUDHARY)

(a) to (c): The National Education Policy 2020 provides the overall vision for transforming school education by emphasizing competency-based learning, critical thinking, creativity, communication, collaboration, problem-solving, experiential learning, skill exposure, multilingual education, digital literacy, scientific temper, ethical reasoning and holistic development of learners. In pursuance of NEP 2020, NCERT has developed the National Curriculum Framework for the Foundational Stage 2022 and the National Curriculum Framework for School Education 2023, which provide the basis for the development of new syllabi, textbooks and other teaching-learning materials.

The National Council of Educational Research and Training (NCERT) follows a multi-layered academic review and approval process for the development of curriculum, syllabi, textbooks and other teaching-learning materials.

Textbook development is undertaken under the guidance of National Syllabus and Teaching-Learning Material Committee through duly constituted Curricular Area Groups and Textbook

Development Teams comprising scholars, subject experts, school teachers, pedagogues, language experts, professionals, illustrators and other relevant resource persons. The draft material is reviewed at different stages by academic experts, internal faculty members and concerned committees. The process includes content review, pedagogical review, language review, cultural, environmental and gender sensitivity review, and review from the perspective of age-appropriateness, inclusivity, constitutional values and curricular alignment.

For the finalisation of new textbooks in the context of NEP 2020, NCF-FS 2022 and NCF-SE 2023, NCERT has also put in place a system of review and approval through the National Syllabus and Teaching-Learning Material Committee (NSTC) and National Oversight Committee (NOC) and other expert groups, wherever applicable. The draft textbooks and learning materials are examined with reference to curricular goals, competencies, learning outcomes, stage-wise expectations, subject-specific requirements and pedagogical suitability.

The review process is iterative in nature. Suggestions and observations received from reviewers, experts, teachers, committees and other stakeholders are examined and, wherever considered appropriate, incorporated before finalisation and publication. This system is intended to minimise the possibility of erroneous, outdated or inappropriate content entering textbooks and learning materials.

NCERT undertakes continuous academic review and revision of draft materials as part of the textbook development process. Observations received during different stages of review are treated as part of the normal academic refinement process and are addressed before finalisation of the material. Specific instances, if any, are examined on a case-to-case basis and appropriate corrective action is taken.

NCERT has taken several steps to ensure that the school curriculum remains relevant to the future demands of the economy, emerging knowledge systems, technological developments and the global outlook, while remaining rooted in Indian values, constitutional ideals and local contexts.

In order to ensure future relevance, NCERT has involved scholars, subject experts, school teachers, teacher educators, professionals from different fields, artists, sportspersons, practitioners and other domain experts in different committees, Curricular Area Groups and Textbook Development Teams. Their participation helps in envisioning a curriculum that is not limited to present requirements alone, but is also responsive to future social, economic, technological and global needs.

The updated curriculum and textbooks emphasise competency-based education, conceptual understanding, application of knowledge, inquiry-based learning, interdisciplinary approaches and life skills. These are intended to prepare learners for future challenges, including changing employment patterns, technological advancement, sustainability concerns, democratic participation and global interconnectedness.

Cross-cutting concerns have also been integrated across curricular areas. These include not only Indian Knowledge Systems, rootedness in India, constitutional values, environmental awareness, inclusion, gender sensitivity and multilingual education, but also digital education, computational thinking, Artificial Intelligence-related awareness, media literacy and responsible use of technology. The aim is to prepare learners to engage meaningfully with both Indian contexts and global developments.

As a follow-up to NEP 2020, NCERT has introduced new curricular areas and subjects to make school education more relevant to contemporary and future needs.

At the Preparatory Stage, NCERT has introduced **The World Around Us** as a new curricular area. At Grade 9, two new subjects, namely **Individuals in Society** and **Computational Thinking and Artificial Intelligence**, have been introduced. At Grade 10, **Environmental Education** has been introduced.

Further, from Grade 3 onwards, **Arts Education** and **Physical Education and Well-being** have been introduced as mandatory subjects up to Grade 10. From Grade 6 onwards, **Skill Education** has also been introduced up to Grade 10. Moreover, from Grades 11 to 12, a variety of subjects are offered in different baskets, providing students with greater flexibility and choice to select subject areas according to their interests and future aspirations.

The school curriculum, developed in alignment with NEP 2020, has been designed to address the emerging and future needs of learners, society and the economy. The curriculum seeks to promote holistic development, creativity, well-being, environmental awareness, digital readiness, computational thinking, skill development, responsible citizenship and preparation for future academic and professional pathways.
