

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

LOK SABHA
UNSTARRED QUESTION NO. 813
ANSWERED ON 12.12.2022

AUTHORISATION OF SCHOOL SYLLABUS

813 SHRIMATI MANEKA SANJAY GANDHI:

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

- (a) the details on the criteria followed by the Government for authorisation of school syllabus at present;
- (b) whether the Government is planning to establish a single regulator for both Central and State bodies for regulating, standard setting, funding, accreditation and authorisation of school education; and
- (c) if so, the details thereof?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SMT. ANNPURNA DEVI)

(a): The National Curriculum Framework (NCF) sets the guidelines and direction for the development of syllabi and textbooks for all stages of School Education. As a follow up to the NCF, model curriculum, syllabi, text-books and other supplementary material are developed by the National Council of Educational Research and Training (NCERT). The Central Board of Secondary Education (CBSE) follows NCF developed by the NCERT. Further, consequent upon announcement of the National Education Policy (NEP), 2020, NCERT has undertaken the work of preparation of a new National Curriculum Framework for School Education (NCFSE). The NEP 2020, *inter-alia*, provides that States will prepare their own curricula (which may be based on the NCFSE prepared by NCERT to the extent possible) and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed. While doing so, it must be borne in mind that NCERT curriculum would be taken as the nationally acceptable

criterion. Also, 'Education' being a subject in the Concurrent List of the Constitution and majority of schools are under the jurisdiction of State/UT Governments, it is for the respective State/UT Governments to decide about the syllabus and curriculum for their schools.

(b) & (c): NEP, 2020 envisages a shift from summative assessment to regular and formative assessment, which is competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. In view of implementation of NEP 2020, a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been notified as a constituent body under NCERT. PARAKH is a standard-setting body that fulfils the basic objectives of setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes in the country, and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century. The role of this Centre is also to advise school boards regarding new assessment patterns and latest researches and promoting collaborations among school boards. It is an instrument for sharing best practices among school boards, and for ensuring equivalence of academic standards among learners across all school boards.
