

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

LOK SABHA
UNSTARRED QUESTION NO. 1011
ANSWERED ON 29.07.2024

Scientific Achievements in Schools and College Curriculum

1011 Shri Vishnu Datt Sharma:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the Government has not given space, in school and college curriculum, to pioneering and foundational scientific achievements of Indians like Aryabhata's discovery of Pi & Heliocentric model, Brahmagupta's theory of gravitation, Kanad's atomic theory, Sushrut's on surgery and earliest advances made in trigonometry, geometry, metallurgy, chemistry and medical sciences etc.;
- (b) if so, whether the Government has given disproportionately large space, in school and college curriculum, to much late started, so called, pioneering western scientific achievements;
- (c) if so, the details of corrective measures being contemplated or being taken by the Government in this regard; and
- (d) if not, the reasons therefor?

ANSWER

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

(a) to (d) The National Education Policy (NEP), 2020, *inter-alia*, draws inspiration from Indian Knowledge Systems which manifests itself in world-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi which set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across all

backgrounds and many countries. The Indian Education System produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, Panini, Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.

As a follow-up of NEP, 2020, the National Council of Educational Research and Training (NCERT) has developed National Curriculum Framework for School Education (NCF-SE), 2023 which prescribe a balanced approach in including the achievements of people from India and all over the world. Accordingly, the National Syllabus and Teaching-Learning Material Committee (NSTC) has been constituted by NCERT to develop the school textbooks.

The Universities have the autonomy to frame their respective courses/curricula/syllabi as per their statutes/ordinances/rules. However, the Curriculum and Credit Framework for Under Graduate (UG) Programmes contains value-added courses for all UG students. One of the modules is 'Understanding India'. This module enables the students to acquire and demonstrate knowledge and understanding of contemporary India with its historical perspective, Indian knowledge system (IKS), etc.
