

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

**LOK SABHA
UNSTARRED QUESTION NO.2482
TO BE ANSWERED ON 01st AUGUST, 2016**

Curriculum in Primary Education

2482. SHRI RAYAPATI SAMBASIVA RAO:

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

- (a) whether any major changes have been proposed by the Government during the last two years in the curriculum for primary education;
- (b) whether the Government has set up any committee during the last two years in this regard;
- (c) if so, the details thereof;
- (d) if not, the reasons therefor; and
- (e) the last time changes were brought by the Government in the curriculum of the primary education and the details thereof?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)**

(a): The National Curriculum Framework (NCF), 2005 developed by the National Council for Educational Research & Training (NCERT) provides the broad framework for school curriculum development. As per Section 29 of the Right of Children to Free and Compulsory Education Act, 2009, the State Academic Authority is responsible for designing the curriculum and evaluation framework. All States/UTs have designated suitable academic authorities as stipulated under the provision of the Act who are involved in the work of curriculum and textbook development for their respective States/UTs. All States/UTs have revised their textbooks in accordance with the provisions of NCF, 2005 or adopted the new textbooks developed by NCERT.

(b) to (d): The Ministry had constituted a 5-member Committee in October,2015 for evolution of a New Education Policy (NEP). The Report of the Committee has been received in May, 2016. The report contains suggestions on curricular development.

(e): As a follow up of the NCF-2005, several changes have been brought out in the primary education curriculum, viz. space is created for day-to-day experiences of the child; emphasis is made on moving beyond textbooks and shifting away from rote learning; adequate space is given for children's voices in the classroom and learner-centred pedagogy; learning experiences are designed to pave the way for construction of knowledge and fostering creativity and become source of joy not stress; reduction of information load; curricular transactions are guided to seek hands-on experiences and project based approaches; concerns and issues pertaining to environment, peace oriented values, gender, SC & ST and minorities are integrated in the content; textbooks are made inclusive and interactive, in simple languages, colourful and interesting to cater to the needs of children.
