

**GOVERNMENT OF INDIA  
HUMAN RESOURCE DEVELOPMENT  
LOK SABHA**

STARRED QUESTION NO:562  
ANSWERED ON:16.05.2012  
AGRICULTURE IN SCHOOL CURRICULUM  
Singh Shri Rakesh

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

- (a) whether agriculture related subjects are taught in schools curriculum in the country;
- (b) if so, the details thereof;
- (c) if not, whether the Government proposes to include such subjects in the curriculum at school level in order to keep the students abreast of the developments taking place in the agriculture sector and also to check exodus of educated people from this sector; and
- (d) if so, the details thereof and the steps being taken in this regard?

**Answer**

MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI KAPIL SIBAL)

(a) to (d) A statement is laid on the Table of the House.  
STATEMENT REFERRED TO IN THE REPLY TO PARTS (a) to (d) OF THE LOK SABHA STARRED QUESTION NO. 562 FOR 16.05.2012 ASKED BY SHRI RAKESH SINGH REGARDING AGRICULTURE IN SCHOOL CURRICULUM.

(a) to (d) Agriculture is being offered as an elective subject at Senior Secondary level for classes XI & XII in the schools affiliated to Central Board of Secondary Education (CBSE). In addition, three agriculture based vocational courses namely Horticulture, Dairying and Poultry are also being offered by CBSE at Senior Secondary Level. As far as schools affiliated to State Boards are concerned, preparation/ adoption of curriculum is the responsibility of the concerned State Board.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSC/VE), Bhopal, a constituent unit of National Council of Educational Research and Training (NCERT), has developed vocational curriculum for 31 agriculture related topics for classes XI & XII. The curriculum has been adopted by some States/UTs. Agriculture related topics are also included in NCERT's text books of Science, Social Sciences, Economics, Sociology, History, Biology and Geography.

2ND POSITION

LOK SABHA STARRED QUESTION NO. 562 ASKED BY SHRI RAKESH SINGH REGARDING AGRICULTURE IN SCHOOL CURRICULUM, DUE FOR ANSWER ON 16.05.2012

NOTE FOR SUPPLEMENTARIES

1. THRUST OF THE QUESTION

2. REPLY

(a) to (d) REFERENCES OF CONTENTS ON AGRICULTURE IN SCHOOL CURRICULUM.

Some components on Agriculture have been incorporated in NCERT's text books as per list placed at Annexure - Details of Agriculture related topics in CISCE syllabus are at Annexure -.

VOCATIONAL EDUCATION

3. NATIONAL POLICY ON EDUCATION (NPE), 1986/92

3.1 The National Policy on Education (NPE) 1986/1992 recommends that the national system of education will be based on a national curriculum framework, which contains a common core along with other components that are flexible. NPE states that the common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. It states that these elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers, observance of small family norm and inculcation of scientific temper.

3.2 NCERT has been entrusted with the responsibility of developing the National Curriculum Framework, and reviewing the Framework at regular intervals. NATIONAL CURRICULUM FRAMEWORK (NCF) -2005.

4.1 NCERT has developed the National Curriculum Framework in 1984, 1988, 2000 and 2005.

4.2 The NCF-2005 was formulated through a process of nation wide consultation and dialogue, specifically addresses the issue of curriculum load, which has made learning a source of stress for young minds during their formative years. A National Steering Committee was set up in 2004 under the Chairpersonship of Prof. Yash Pal. In addition 21 National Focus Group were set up on different subject areas concerning school education. The Steering Committee prepared draft NCF after a series of intensive deliberation organized throughout the country. The draft NCF was discussed and approved by the CABE in its meeting held on 6th & 7th September 2005.

4.3 The fact that learning has become a source of burden and stress on children and their parents is an evidence of deep distortion in educational aims and quality. To correct this distortion, the present NCF - 2005 is based on the following five guiding principles:

(i) Connecting knowledge to life outside the school.

(ii) Ensuring that learning is shifted away from rote methods.

(iii) Enriching the curriculum to provide for overall development of children rather than remain textbook centric.

(iv) Making examinations more flexible and integrated into classroom life.

(v) Nurturing an overriding identity informed by caring concerns within the democratic policy of the country.

PROCEDURE FOLLOWED IN NCERT FOR INCLUSION OF CONTENT IN TEXTBOOKS.

4.1 The NCERT, by virtue of its being the apex organization in relation to school education in the country, develops the National Curriculum Framework periodically of which the latest is the National Curriculum Framework-2005.

4.2 Following the approval of the NCF-2005 by the Central Advisory Board of Education (CABE), and its adoption by the NCERT, Syllabus Committees were constituted for different subjects.

4.3 Based on the guiding principles of the NCF-2005 and taking into account the recommendations of the National Focus Group on Teaching of (a part of the NCF-2005), the Syllabus Drafting Committee developed the syllabus -

4.4 Once the syllabi were developed and then approved by the National Monitoring Committee, NCERT constituted Textbook Development Committees for each subject [consisting of the Chairperson, Advisory Committee, Chief Advisor, Advisor (of the concerned textbook), Members and a Member-Coordinator], which developed the different textbooks based on NCF-2005.

4.5 Textbooks thus prepared were examined and approved by the National Monitoring Committee before being published by NCERT for circulation.

5. PREPARATION OF SYLLABUS AND TEXTBOOKS BY NCERT.

5.1 Following the approval of NCF, 2005, by the CABE, Ministry of Human Resource Development constituted a National Monitoring Committee on 13.9.2005, under the Chairpersonship of Prof. Minal Miri and Prof. G. P. Deshpande, to oversee the process of syllabus and textbooks preparation by NCERT.

5.2 NCERT initiated the process of preparation of the syllabi for all subjects and all classes, in consonance with the NCF-2005. It constituted Syllabus Committees for different subjects. The syllabi thus prepared were approved by the National Monitoring Committee in its meeting held on 04.10.2005.

5.3 The syllabus design is based on the following principles:

Resonance of the values enshrined in the Constitution of India Sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities Infusion of environment related knowledge and work related attitude in all subjects and at all levels Linkages between school knowledge in different subjects and children's everyday experiences Appropriateness of topics and themes for relevant stages of children's development and continuity from one level to the next Inter-disciplinary and thematic linkages between topics listed for different school subjects, which fall under discrete disciplinary areas Nurturing aesthetic sensibility and values by integrating the arts and India's heritage of crafts in every aspect of the curriculum

5.4 Subsequent to preparation of syllabi, NCERT initiated the process of textbook development, which was to be completed in following three phases:

2006-07: Classes 1, 3, 6, 9 and 11 2007-08: Classes 2, 4, 7, 10 and 12 2008-09: Classes 5 and 8

5.5 For the development of textbooks NCERT constituted Textbook Development Committees for all subjects, comprising of scholars on the subject. The textbooks thus developed were approved by the National Monitoring Committee. The textbooks were introduced in the aforementioned three phases.

6. ADOPTION OF NATIONAL CURRICULUM FRAMEWORK BY STATES.

6.1 Central Board of Secondary Education (CBSE) has adopted/ adapted NCERT Syllabi for schools affiliated to it, and generally prescribes textbooks prepared by NCERT.

6.2 Considering the prevailing diversity and the federal character of our nation, serious efforts are being made to engage States and Union Territories in translating the vision of NCF - 2005 into reality. NCERT is consequently providing support to States/UTs for curricular reforms. The following table indicates the status of implementation of NCERT's syllabi and textbooks in the States/UTs: States/UTs adopted NCERT's syllabi and textbooks at different stages States/UTs revised their syllabi in tune with NCF - 2005 ideas and NCERT's syllabi are:

States/UTs which are in the process of revising their syllabi and textbooks in tune with NCF-2005 perspectives:

Arunachal Pradesh

Assam

Bihar

Chandigarh

Delhi

Goa

Haryana

Himachal Pradesh

Jammu & Kashmir

Jharkhand

Sikkim

Uttarakhand

Andaman & Nicobar Islands

Punjab

Mizoram

Manipur

Uttar Pradesh

Madhya Pradesh

Meghalaya

Kerala (in the process of revising syllabi for higher secondary stage)

Lakshadweep

Nagaland

Orissa  
Karnataka  
Gujarat  
Maharashtra  
Andhra Pradesh  
West Bengal  
Tripura  
Rajasthan (Initiated process of revising syllabi and textbook at elementary stage. Follows NCERT's syllabi and textbooks at secondary and higher secondary stage and NCERT's science syllabi and textbooks for upper primary stage)  
Daman and Diu  
Puducherry  
Dadra and Nagar Haveli  
Tamil Nadu  
OTHER SIGNIFICANT ISSUES

A meeting of the Parliamentary Forum on Children was held on 27.3.2012 under the chairmanship of Shri Navin Jindal, M.P., Convenor, Parliamentary Forum. In the meeting, the Chairman pointed out discrepancies in the data used in the Social Science and Economics text books of NCERT. It was pointed out that India is shown as the 8th largest steel producing country in the world while it is the 3rd largest steel producing country and likely to become 2nd largest steel producer in the next decade. Other instances of old data being used in the context of literacy, population etc. were mentioned and it was stated that the data used in the text books should be updated annually before the text books are printed. The need for using the latest census data was emphasized. A note from the Principal, O.P. Jindal Public School, Raigarh, Chattisgarh was handed over pointing out some discrepancies in NCERT text books and other issues. NCERT and CBSE were asked to update their text books and issue advisories to the schools for using the correct data.

NCERT carried out a comprehensive review of its text books including on the suggestions made in the meeting and the discrepancies in the data pointed out by the Principal, O.P. Jindal Public School. A comprehensive note on the corrections carried out by NCERT was sent to Parliamentary Forum on Children on 7.5.2012. A copy of the note is enclosed. NCERT has also informed CBSE regarding the corrections and the CBSE is in the process of issuing circular to its schools. NCERT has placed the corrections on its website. NCERT has informed that the books being printed after 30.3.2012 are being printed with the revised data while the approx. 1.5 cr. text books printed before 30.3.2012 carry the earlier data.

A meeting of the Parliamentary Forum on Children was held on 6.5.2012. The issue of the information contained in the text books was again discussed. The Members stated that they would go through the factual corrections in data carried out by NCERT but insisted that NCERT should carry out the corrections even in the text books already printed and distributed through Errata stickers in the books. The Members expressed strong displeasure on the cartoons contained in the Civics text books of Class IX and X and in the Political Science text books of Class XI and XII which, according to them show disrespect to politicians and depict them in a very poor light. It was expressed that depicting politicians in a poor light in text books to children at impressionable age erodes their faith in democracy and in politicians in general. It was mentioned that there are cartoons in the text books which show stalwarts of Indian politics like Shri Jawaharlal Nehru, Shri Atal Bihari Vajpayee and Dr. Manmohan Singh in a poor light. There are cartoons which show politicians begging for votes before elections while after the elections, the politicians have become big and public is begging before the politician which does not depict the reality and should not be part of any text book. It was desired that such content should be removed immediately and the distribution of such text books should be stopped forthwith. Next meeting of the Forum is scheduled to be held on 18.5.2012. A reference was also received from Shri regarding removal of cartoon of Dr B.R. Ambedkar from the text book "" . NCERT was advised vide letter issued on 28th April, 2012 to remove the cartoon from the said textbook.