

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

STARRED QUESTION NO:385  
ANSWERED ON:16.12.2009  
MORAL AND SOCIAL GROWTH OF STUDENTS  
Naranbhai Shri Kachhadia;Siricilla Shri Rajaiah

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

- (a) whether the Government proposes to give special attention to the moral and social growth of students besides the usual emphasis on academics;
- (b) if so, the details thereof;
- (c) whether the National Curriculum Framework, 2005 seeks inculcation of values and nurturing of ethical developments;
- (d) if so, the details thereof; and
- (e) the steps taken/proposed to be taken by the Government in this regard?

**Answer**

MINISTER OF HUMAN RESOURCE DEVELOPMENT(SHRI KAPIL SIBAL)

(a) to (e) A statement is laid on the Table of the Sabha.

STATEMENT REFERRED TO IN REPLY TO PARTS (a) TO (e) OF THE LOK SABHA STARRED QUESTION NO. 385 ASKED BY SHRI RAJAIAH SIRICILLA AND SHRI KACHHADIA NARANBHAI REGARDING MORAL AND SOCIAL GROWTH OF STUDENTS, DUE FOR ANSWER ON 16.12.2009.

(a) and (b) The National Policy on Education (NPE), 1986 highlights the need for re-adjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. The policy has stated that in our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism, and also should have a profound positive content, based on our heritage, national and universal goals and perception.

(c) and (d) National Curriculum Framework (NCF) for school education, 2005 seeks to inculcate in the students the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice and equality. It identifies commitment to democracy and values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights as broad aims of school education. NCF, 2005 also states that building a culture of peace is an incontestable goal of education. Education for peace has been suggested in NCF, 2005 as a strategy for ethical development, and promotion of values related to tolerance, non-violence, conflict resolution, inter-cultural understanding and social responsibility. It suggests a curriculum that seeks to develop in children independence of thought and action and carefully considered value-based decision-making.

(e) The new syllabi and textbooks prepared by National Council of Educational Research and Training (NCERT) are in consonance with the vision of NCF, 2005. There is a Central sector scheme called "Assistance for Strengthening Education in Human Values" with the objectives to strengthen human value inputs in the entire educational process at all levels of education. Under the scheme, financial assistance within a ceiling of Rs 10 lakhs is provided to various agencies for taking up specific projects for activities including development of teaching and learning material and audio-visual aids, training of teachers, organization of conferences, workshops and seminars, creative activities, school children theatre, setting up of museum corners etc. for promoting universal values such as truth, peace, love, righteous conduct, non-violence and the values enshrined in the Constitution of India. NCERT has a 6-week programme for training teachers and teacher educators from across the country in "education for peace".