

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

UNSTARRED QUESTION NO:3654  
ANSWERED ON:18.03.2015  
UNESCO REPORT ON EDUCATION  
Kumar Shri P.;Tharoor Dr. Shashi

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

- (a) whether the 'Education for All- Global Monitoring Report, 2013-14', recently released by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), has identified an over ambitious curriculum as the cause of the widening gap between what is taught and what is understood by the students;
- (b) if so, the details thereof and the reaction of the Government thereto;
- (c) whether the World Bank has also commented adversely about the quality of primary education in our country and if so, the details thereof;
- (d) whether the Government proposes to revise the curriculum as per the learning abilities of its students and to ensure a consistent curriculum across different educational boards; and
- (e) if so, the details thereof and if not, the reason therefor?

**Answer**

MINISTER OF HUMAN RESOURCE DEVELOPMENT(SMT. SMRITI ZUBIN IRANI)

(a): Yes Madam. The Education for All – Global Monitoring Report of 2013-14 released by UNESCO presents a comparative picture of curriculum and students' achievement of Vietnam and India (box 7.1, page 281).

(b): The report states that "Vietnam's curriculum focuses on foundation skills, is closely matched to what children are able to learn and pays particular attention to disadvantaged learners. By contrast, India's curriculum, which outpaces what pupils can realistically learn and achieve in the time given, is a factor in widening learning gaps". The factual position is that National Curriculum Framework (NCF) 2005 recommends learning of language(s) and mathematics in classes I and II. The arts education and health and physical education are integrated in the school life for all-round development of children. The 'environmental studies' has been introduced as a subject in class III. Thus from Classes III to V, children learned language(s), mathematics and EVS. The arts education and health and physical education are integrated in the school life.

(c): World Bank Report on 'Student Learning in South Asia – Challenges, Opportunities and Policy Priorities' in 2014, highlights that South Asia has made considerable progress in improving access to education but faces a major quality challenge in primary and secondary education. The Report emphasises on investing in education quality and the policies to improve student learning outcomes should be embedded within a larger agenda of inclusive growth and governance reform. For India specifically, the report points out that both Sarva Shiksha Abhiyan (SSA) and Right of Children to Free and Compulsory Education (RTE) Act, 2009 have led to impressive increases in enrolment, school infrastructure, provision of trained teachers, free textbooks and ensuring access to elementary schools even in rural areas. The Report points out that overall student achievement is low and the policies to promote equity in education need to focus on reducing the large and growing learning gaps between poor and better-off children.

(d&e): Curriculum reform is a dynamic process. Continuous changes in the society, economy, education, etc. demand new curriculum to address these changes. The National Policy on Education (NPE) 1986 itself recommended periodic review of its own components including curriculum. The NCERT brings out National Curriculum Frameworks (NCFs) from time to time to give direction for curriculum in school education. As a follow-up of the Curriculum Framework, the NCERT develops syllabi, textbooks and other curricular material. The SCERT and State Education Boards either adapt or adopt NCERT's model syllabi and textbooks or develop their own State specific curricular materials, as India is a federal country and education is a concurrent subject of the Constitution of India.