

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

LOK SABHA
UNSTARRED QUESTION NO.2348
TO BE ANSWERED ON 08.07.2019

Diversity in School Curriculum

2348. SHRI RITESH PANDEY:

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

- (a) the steps taken by the Government to promote empathy among school students and in school curricula for different regional cultures and languages;
- (b) the steps taken by the Government to promote integration in schools and school curricula for those identifying as LGBTQ, SCs, STs, OBCs, and religious minorities;
- (c) whether school curricula includes diversity training modules for teachers, students and administrative faculty;
- (d) if so, the details of these modules; and
- (e) if not, the reasons therefor?

ANSWER
MINISTER OF HUMAN RESOURCE DEVELOPMENT
(SHRI RAMESH POKHRIYAL 'NISHANK')

- (a) National Curriculum Framework (NCF) 2005, developed by the National Council of Educational Research and Training (NCERT), which sets the guidelines and direction for the development of syllabi and textbooks at all the school stages, draws attention on promoting values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers, concern of others' well-being, respect for human dignity and rights, etc. Besides, the Government has adopted Three Language Formula in order to promote language harmony and equality among languages in school education.

(b) The NCF 2005 stresses on building a citizenry committed to democratic practices, values, sensitivity towards gender justice, problems faced by the Scheduled Castes and the Scheduled Tribes, needs of the disabled, and capacities to participate in economic and political processes. It also stresses that schools must be conscious of the importance of creating equitable classroom environments in which students are not subjected to unfair treatment and denied opportunities on the basis of their sex or membership of a caste, tribe or minority group. The syllabi and textbooks developed by the NCERT in the light of NCF, 2005 have taken care of the concern of all these issues in an integrated manner including various age-appropriate and context specific transactional strategies. The NCERT textbooks address, through their content, portrayals and visuals, all these issues such as gender bias, stereotypes, marginalisation, inequality and discrimination, safety and security, etc.

(c) to (e) NCERT has developed teachers training packages and resource material for teachers, teacher educators and state functionaries and also supplementary material for students which take into account the concerns related to diversity in our country. The textbooks developed by the NCERT also provide adequate space to diversity concerns.
