

- (b) if so, whether the recommendations of Department of Expenditure have been overlooked by Ministry of Human Resource Development;
- (c) whether recommendations of Peer Review Group of tapering of Grants-in-Aid over a period of five years were also ignored in this regard;
- (d) if so, the details thereof; and
- (e) the decision taken by Government for disbursement of pension to the existing Indian pensioners of CTSA through a Government agency?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) Government has decided to provide funds at the rate of Rs. 43 crore per annum plus an annual increment of 5% to the Department of Education, Central Tibetan Administration (CTA) for running the schools proposed to be transferred to the CTA from the Central Tibetan Schools Administration (CTSA) and for meeting any other related expenditure provided the number of students remain the same *i.e.* 2220 residential students and 6455 day scholars. The funds would be reduced pro-rata in case of any reduction in student strength. During the transition period of 3 years, the grant would be paid on a pro-rata basis depending on the number of schools transferred and the enrolment in these schools.

- (b) The observations of the Department of Expenditure were taken into account and it was envisaged that the proposal is expected to lead to savings.
- (c) and (d) The Peer Review Group had recommended tapering of the *grant-in-aid* over a 10 years period.
- (e) No final decision has been taken on this issue.

#### **National Curriculum Framework 2005**

4134. SHRI C.P. NARAYANAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether Government considers National Curriculum Framework (NCF) 2005 as an improvement over earlier attempts in that field;
- (b) how many States have approved it as a guideline for improving curriculum, its transaction in the classroom and textbooks;

(c) whether Government has received any criticism and demands to change NCF 2005;

(d) if so, whether Government has taken steps to modify curriculum on that basis; and

(e) whether Government would use the opportunity to drastically reorganize higher Secondary curriculum so as to make imbibing skills an essential element of its content?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) Yes Sir, the National Curriculum Framework (NCF) 2005 is considered an improvement over earlier attempts in view of the following salient features and guiding principles:

- (i) Connecting knowledge to life outside the school,
- (ii) Ensuring that learning is shifted away from rote methods,
- (iii) Enriching curriculum for the overall development of children rather than being textbook centric,
- (iv) Making examinations more flexible and integrated into classroom life, and
- (v) Nurturing an overriding identity.

(b) The status of State syllabi and textbooks at all the stages of school education in the light of NCF-2005 is given in Statement (*See* below).

(c) to (e) No, Sir. The National Council of Educational Research and Training (NCERT) enjoys functional autonomy in matters of development, finalisation of content and publication of textbooks. The NCERT has constituted a Textbook Development Committee (TDC) for each case of the concerned subjects for its suggestions/modifications. The National Monitoring Committee (NMC) constituted to oversee the syllabi and textbooks developed by the NCERT in the light of NCF-2005, takes a final decision on whether any modification is to be made in the content of the NCERT textbooks, and if so, what that modification would be based on the comments of the TDC and the NCERT. The NCERT annually updates the content of its textbooks and also revises the content of the textbooks based on the recommendations of the TDC and the NMC on the suggestions received from various forums.

**Statement***The status of State syllabi and textbooks*

| Curriculum Revision                            | I-V (Primary)  | VI-VIII (Upper Primary)  | IX-X (Secondary)  | XI-XII (Higher Secondary)   |
|--|--|--|---|---|
| Revised Syllabus based on NCF-2005             | (19 States/UTs)<br><br>Karnataka, Andhra Pradesh, Kerala, Odisha, Bihar, Mizoram, Manipur, Nagaland, Meghalaya, Tamil Nadu, Punjab, Assam, Himachal Pradesh, Chhattisgarh, Uttar Pradesh, West Bengal, Madhya Pradesh, Maharashtra and Jammu and Kashmir | (19 States/UTs)<br><br>Karnataka, Andhra Pradesh, Kerala, Odisha, Bihar, Mizoram, Manipur, Nagaland, Meghalaya, Tamil Nadu, Punjab, Assam, Himachal Pradesh, Chhattisgarh, Uttar Pradesh, West Bengal, Madhya Pradesh, Maharashtra and Jammu and Kashmir | (17 States/UTs)<br><br>Karnataka, Andhra Pradesh, Kerala, Odisha, Bihar, Mizoram, Manipur, Nagaland, Meghalaya, Tamil Nadu, Punjab, Assam, Himachal Pradesh, Chhattisgarh, Uttar Pradesh, Maharashtra and West Bengal | (10 States/UTs)<br><br>Karnataka, Odisha, Mizoram, Manipur, Nagaland, Meghalaya, Tamil Nadu, Punjab, Chhattisgarh and Uttar Pradesh |
| Developed their own Textbook based on NCF-2005 | (14 States/UTs)<br><br>Kerala, Bihar, Mizoram, Manipur, Manipur,   | (12 States/UTs)<br><br>Delhi, Haryana, Chandigarh*, Nagaland,  | (10 States/UTs)<br><br>Kerala, Mizoram, Manipur, Nagaland,  | (7 States/UTs)<br><br>Mizoram, Manipur, Nagaland, Chhattisgarh,   |

|   |   |   |  |   |
|---|---|---|--|---|
|   | Nagaland, Meghalaya,<br>Tamil Nadu, Uttar<br>Pradesh, Chhattisgarh,<br>Uttarakhand, Haryana,<br>Jammu and Kashmir,<br>Lakshadweep and<br>Puducherry               | Arunachal Pradesh*,<br>Sikkim, Andaman and<br>Nicobar* Islands,<br>Uttarakhand, Jharkhand,<br>Assam, Jammu and<br>Kashmir, Punjab and<br>Andhra Pradesh<br>(For class VI Hindi<br>books)                                    | Assam, Meghalaya,<br>Maharashtra, Tamil<br>Nadu, Lakshadweep<br>and Puducherry   | Madhya Pradesh,<br>Meghalaya and<br>Tamil Nadu  |
| Implemented Syllabi and<br>Textbooks of NCERT<br>(obtained copyright<br>permission) | (11 States/UTs)   | (12 States/UTs)   | (17 States/UTs)  | (17 States/UTs)   |
| *procure Textbooks and<br>Resource books from<br>NCERT                              | Delhi, Haryana<br>Chandigarh*,<br>Arunachal Pradesh*,<br>Jharkhand, Sikkim,<br>Andaman and<br>Nicobar* Islands,<br>Assam, Goa, Punjab<br>and Jammu and<br>Kashmir | Delhi, Haryana,<br>Chandigarh*,<br>Arunachal Pradesh*,<br>Sikkim, Andaman and<br>Nicobar* Islands,<br>Uttarakhand, Jharkhand,<br>Assam, Jammu and<br>Kashmir, Punjab and<br>Andhra Pradesh<br>(For class VI Hindi<br>books) | Delhi, Haryana, Goa<br>(except History),<br>Uttarakhand,<br>Chandigarh*,<br>Rajasthan, Himachal<br>Pradesh, Bihar,<br>Jharkhand, Arunachal<br>Pradesh*, Sikkim,<br>Andaman and Nicobar,<br>Islands Lakshadweep*,<br>Jammu and Kashmir,<br>Punjab and Assam | Delhi, Haryana, Goa,<br>Uttarakhand,<br>Chandigarh*,<br>Rajasthan, Karnataka,<br>Himachal Pradesh,<br>Bihar, Andhra Pradesh,<br>Jharkhand, Arunachal<br>Pradesh*, Sikkim,<br>Andaman and Nicobar<br>Islands*, Lakshadweep*,<br>Kerala and Assam |

\*UTs.