

GOVERNMENT OF INDIA  
MINISTRY OF EDUCATION  
DEPARTMENT OF SCHOOL EDUCATION & LITERACY

**RAJYA SABHA**  
**UNSTARRED QUESTION NO. 1948**  
**ANSWERED ON 20.12.2023**

**Agriculture as a subject in School Education**

1948 **Smt. Mamata Mohanta:**

Will the Minister of *Education* be pleased to state:

- (a) whether Government agrees with the view that for integrating education with rural development, agriculture should be a subject in primary schools in both rural and urban areas;
- (b) if so, the steps taken/proposed to be taken by the Government in this regard;
- (c) whether it is a fact that the school education should be adopted in such a manner where agriculture and related sciences are included in the school curriculum for introducing agricultural courses as a preferred option for the students under the New Education Policy (NEP); and
- (d) if so, the details thereof and if not, the reasons therefor?

**ANSWER**

**MINISTER OF STATE IN THE MINISTRY OF EDUCATION**

**(SMT. ANNPURNA DEVI)**

(a) to (d) Government has integrated education with rural development and agriculture. The theme of agriculture and development including rural is spread out in different subject matters and is integrated with the curriculum.

The fundamental principles of NEP 2020 which guides education system at large, as well as the individual institutions within it are based on following broad themes-

- (i) Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- (ii) Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- (iii) Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education;

National Curriculum Framework for School Education (NCFSE-2023) based on NEP 2020 has given emphasis on inclusion of content related to agriculture at Middle and

Secondary stages of school education. NCFSE 2023 says that *Sources of learning were drawn from various disciplines —language and grammar, philosophy, logic, history, architecture, commerce, governance, **agriculture**, trade, archery. Creative arts developed a sense of aesthetics and sensitiveness to beauty in all aspects of life. (NCFSE p.145).*

Further it points out that “In the **Middle and Secondary Stages**, through an **integrated approach with other disciplines** as well as in the form of an essential area of study in Grade 10, students deepen their conceptual knowledge, and are able to use this to **acquire an understanding of how Indian cultures and traditions evolved across the country.**

Moreover, several Curricular Goals and Competencies related to Agriculture have been included in NCFSE 2023, e.g. at Middle Stage, Curricular Goal -6- highlights that Content should incorporate Indian and local knowledge and perspectives. It must engage the student with indigenous knowledge and viewpoints and enable them to present their analysis and findings through different mediums and perspectives. For example, **(i) Cropping patterns (ii) Reviving lost crops (iii) Sustainable practices that have both evolved historically but have been lost in the country such as drainage, cooling, water systems, cultural traditions related to agriculture, forests, flora and fauna (p. 410) and Organic agriculture (NCF-SE p. 411).**

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