



**PARLIAMENT OF INDIA**

**RAJYA SABHA**

DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE ON  
EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS

**THREE HUNDRED AND THIRTY FIRST REPORT  
REFORMS IN CONTENT AND DESIGN OF SCHOOL TEXT  
BOOKS**

*(Presented to the Rajya Sabha on 30<sup>th</sup> November, 2021)*  
*(Laid on the Table of Lok Sabha on 30<sup>th</sup> November, 2021)*



**Rajya Sabha Secretariat, New Delhi**  
**November, 2021 /Agrahayana, 1943, (Saka)**

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Hindi Version of this publication  
is also available

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**RAJYA SABHA SECRETARIAT**  
**NEW DELHI**

**November, 2021 / Agrahayana, 1943, (Saka)**

## CONTENTS

	PAGES
1. COMPOSITION OF THE COMMITTEE	(i)-(ii)
2. PREFACE	(iii)-(iv)
3. ABBREVIATIONS	(v)
4. REPORT	1-37
1 INTRODUCTION	1-3
2 DEPOSITION OF WITNESSES	
2.1. Department of School Education and Literacy	3-9
2.2. Director, NCERT and Chairman, CBSE	9-12
2.3. State-Level Organizations	12-14
2.4. Other Organizations	14-22
2.5. Subject Experts	22-27
3 COMMENTS FROM STAKEHOLDERS/PUBLIC AT LARGE	27-29
4 OBSERVATIONS OF THE COMMITTEE	29-32
5 RECOMMENDATIONS	32-37
5. MINUTES	

**DEPARTMENT-RELATED PARLIAMENTARY STANDING**  
**COMMITTEE ON EDUCATION, WOMEN, CHILDREN, YOUTH &**  
**SPORTS**

*(Constituted w.e.f. 13<sup>th</sup> September, 2021)*

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29. Shri Rajveer Singh (Raju Bhaiya)

30. Shri S. Venkatesan  
31. Shri Ashok Kumar Yadav

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\* Nominated w.e.f. 27.09.2021

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Smt. Oindrila Roy, Deputy Secretary  
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Smt. Suman Khurana, Executive Officer (in-situ)  
Shri Agam Mittal, Assistant Executive Officer

## PREFACE

I, the Chairman of the Department-Related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Thirty First Report of the Committee on “Reforms in Content and Design of School Text books”.

2. In the Indian education system school textbooks prepared by NCERT and its manner of presentation of content, designing and coverage of the subject is the primary tool that guides the education of school students across the country. In this backdrop, noting their role in shaping our future generations and their learning, the Committee had decided to take up the subject for examination and seek inputs from all stakeholders for their improvement. In this regard, the Committee heard the views of the Secretary, Department of School Education & Literacy alongwith Director, NCERT and Chairman, CBSE in the meeting held on 13<sup>th</sup> January, 2021 on the subject. The Committee also heard the views of Prof. J.S. Rajput, Former Director, NCERT and representatives of Bhartiya Shikshan Mandal on the same day. The Committee also held discussions with representatives of Janana Probodhini, Pratham Education Foundation, Central Square Foundation and Vidya Bharathi on 21<sup>st</sup> January, 2021 and of Public Policy Research Centre on 21<sup>st</sup> June, 2021. The Committee also heard the views of Samvit Research Foundation and Professor Nachiketa Tiwari, IIT Kanpur alongwith Shri Hukmdev Narayan Yadav, Ex-MP, Lok Sabha in its meeting held on 23<sup>rd</sup> July, 2021. The Committee issued an advertisement inviting suggestions from organizations/individuals across the country on the subject for consideration of the Committee. The Committee received approximately 20,000 representations from experts, individuals and organizations on the subject pointing to discrepancies /omissions in the school textbooks. The Committee also undertook a study visit to Pune and heard the views of Maharashtra State Bureau of Textbook Production & Curriculum Research and SCERT on the subject. The Committee in its meeting held on 12<sup>th</sup> November, 2021 discussed the draft Report in length and the changes suggested by the Chairman and the members of the

Committee were incorporated in the draft Report. The Committee also gave an opportunity to a class 9 student to present his views on the subject in its meeting held on 26<sup>th</sup> November, 2021. Based on the above interactions, the Committee formulated the draft Report.

3. The Committee considered the Draft Report and adopted the same in its meeting held on 26<sup>th</sup> November, 2021.

NEW DELHI

26<sup>th</sup> November, 2021

Agrahayana / 1943 (Saka)

Dr. Vinay P. Sahasrabudhe

*Chairman*

*Department-related Parliamentary*

*Standing Committee on Education, Women,*

*Children, Youth and Sports*



## ABBREVIATIONS

AICTE	All India Council of Technical Education
BARC	Bhabha Atomic Research Centre
CBSE	Central Board of Secondary Education
CISCE	Council For The Indian School Certificate Examinations
CPA	Concrete Pictorial Abstract
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DTH TV	Direct-to-Home Television
GST	Goods and Services Tax
IIT	Indian Institute of Technology
INFLIBNET	Information and Library Network
ISRO	Indian Space Research Organization
KV	Kendriya Vidyalaya
MoE	Ministry of Education
MoU	Memorandum of Understanding
NISHTHA	National Initiative for School Heads and Teachers Holistic Advancement
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFSE	National Curriculum Framework for School Education
NEP	New Education Policy
NIOS	National Institute of Open Schooling
NROER	National Repository of Open Educational Resources
NSSO	National Sample Survey Office
PARAKH	Performance Assessment, Review and Analysis of Knowledge for Holistic development
QR	Quick Response
RTE	Right To Education
SCERT	State Council of Educational Research and Training
SCF	State Curriculum Framework
SIL	Sports Integrated Learning
SSA	Sarva Shiksha Abhiyan
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
UGC	University Grant Commission
UNICEF	United Nations Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
U.T.	Union Territory
VR	Virtual Reality
WHO	World Health Organization

# REPORT

## 1. INTRODUCTION

1.1. Education is the foundation of a nation. It provides the framework for achievement of full human potential, development of an equitable and just society and promotion of national development. The changing employment landscape and global ecosystem necessitates a shift in the orientation- purpose of education from being totally content driven to being the vehicle for enhancement of critical thinking and problem-solving ability of the learners together with encouraging creativity. Imparting education should adopt a multi-disciplinary approach and help learners to innovate, adopt and adapt to new ideas and skills. Education must build character, bring change in the learners to be ethical, rational, compassionate and caring and at the same time prepare them for gainful employment.

1.2. The primary pedagogical tool available for the impartation of education is the school textbook. School Textbooks, in our educational system, remain the easiest way of sharing a single narrative across millions of students through the multitude of diversity that defines our country. They also thus become a great tool to ensure that all children get the same level of education, regardless of location or economic capacity of the school by ensuring standardization and continuity. The basis of writing and development of textbooks in India is the National Curriculum Framework (NCF). Since the new National Curriculum Framework is going to be revised consequent to the announcement of the New Education Policy (NEP) 2020, the development of these textbooks would include inputs not only from the Centre but also from States in the form of State Curriculum Framework (SCF). This exercise has led to a widespread public discourse on the content and design of school textbooks and fuelled discussions in the academic circles and public at large.

1.3. In this perspective, the Department-related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports took up the subject "Reforms in the content and design of School Text Books" focusing on:

- a. Removing references to un-historical facts and distortions about our national heroes from the text books;
- b. Ensuring equal or proportionate references to all periods of Indian History; and
- c. Highlighting the role of great historic women achievers, including Gargi, Maitreyi, or rulers like Rani of Jhansi, Rani Channamma, Chand Bibi, Zalkari Bai, etc.

1.4. The Committee heard the views of the representatives of the Department of School Education and Literacy, CBSE, NCERT and various organizations and experts on this subject. The Committee also issued a public notice inviting suggestions from organizations/individuals across the country on the subject for consideration of the Committee. Approximately 20,000 representations were received from experts, individuals and organizations on the subject pointing to discrepancies /omissions in the school textbooks. A list of all the organizations, experts and non-government organizations who deposited before the Committee is as under:

Sl. No.	Name of the Central/State Government Organization/ Non-Government Organizations	Date on which deposited before the Committee
<b>Ministry/Department and Statutory Body</b>		
1.	Department of School Education and Literacy represented by Secretary	13/01/2021 & 23/07/2021
2.	CBSE represented by Chairman	13/01/2021& 23/07/2021
3.	NCERT represented by Director	13/01/2021 & 23/07/2021
<b>State Level Organizations</b>		
4.	Maharashtra State Bureau of Textbook Production & Curriculum Research, Pune	01/09/2021
5.	SCERT, Maharashtra	01/09/2021
<b>Various Other Organizations</b>		
6.	Bhartiya Sikshan Mandal	13/01/2021
7.	Siksha Sankriti Uthan Nyas	13/01/2021
8.	Jnana Prabodhini	21/01/2021

9.	Pratham Education Foundation	21/01/2021
10.	Vidya Bharati Akhil Bhartiya Siksha Sansthan	21/01/2021
11.	Central Square Foundation	21/01/2021
12.	Public Policy Research Centre	21/06/2021
13.	Samvit Research Foundation, Bangalore	23/07/2021
<b>Subject Experts</b>		
14.	Shri J. S. Rajput, Ex-Director, NCERT	13/01/2021
15.	Shri Shankar Sharan, Author	13/01/2021
16.	Prof. Nachiketa Tiwari, IIT Kanpur Dr. Prerna Malhotra	23/07/2021
17.	Shri Hukmdev Narayan Yadav, Ex-MP, Lok Sabha	23/07/2021
<b>Others</b>		
18.	Master Tanish Venkatesh	26.11.2021

## 2. DEPOSITION OF WITNESSES

### 2.1. Department of School Education and Literacy

2.1.1. The Department of School Education and Literacy informed the Committee that at the central level, NCERT is involved in developing National Curriculum Framework, Syllabi and Textbooks across the stages of school education. At the State levels, SCERTs/SIEs play a major role in developing Curriculum Framework. Department of School Education and Literacy highlighted the major roles of various State education institutions.

2.1.2. It was informed to the Committee that the process of the development of new National Curriculum Framework (NCF) and the State Curriculum Frameworks has started. The whole process will reorient and revamp all aspects of the curriculum and pedagogy in the light of the

National Education Policy 2020. There are 4 National Curriculum Frameworks to be prepared (Early Childhood Care and Education, School Education, Teacher Education and Adult Education). They will follow the new structure of 5+3+3+4 for all the curricular and pedagogical processes. Once the NCF will be prepared syllabi and new textbooks will be also be developed for all stages and classes.

2.1.3. The National Curriculum Framework for School Education on the basis of National Education Policy 2020 is in the process of conceptualization, designing and development. The strategy proposed for the development of four NCFs focuses on bottom-up approach, i.e., States will prepare their State curriculum framework first, which will provide inputs for all the four NCFs.

2.1.4. The changes required in new NCFs over NCF-2005 as per the recommendations of NEP, 2020 and RTE, 2009, inter-alia, includes-restructuring of stages of curriculum and pedagogy as 5+3+3+4, more focus is on Early Childhood Care and Education and Foundational Literacy and Numeracy, Integration of Pre-vocational Education from classes 6 to 8, Integration of Knowledge of India across the stages, focus on the holistic development through experiential learning, flexibility in choice of subjects etc. are going to be in the heart of proposed NCF.

2.1.5. They further added that physical education and art education were recommended as curricular areas of school education as well as arts and crafts education as value education and pre-vocational education to be integrated through all stages of school education. It was informed that they have been integrated in the present syllabi and textbooks. It was further clarified that the upcoming NCF will follow the recommendations of the NEP, 2020, to reorient curriculum and pedagogy in consonance with the new proposed structure – 5+3+3+4 with a focus on the aforesaid areas, process for which has already been initiated by NCERT for the preparation of NCFs. A strategy document had been developed for carrying out the whole process of the NCF preparation including these areas. Working papers on value education, art education, vocational education, health and physical education were already in the process.

2.1.6. The Department of School Education and Literacy further informed about new ways for promotion of experiential learning, art integrated learning, sports integrated learning and competency-based learning, including internships, 10 bag less days, peer tutoring, interdisciplinary and multidisciplinary projects and development of fun-based student appropriate learning tools to promote and popularize Indian arts and culture etc. However, other pedagogies found to be

appropriate for the subject and suitable for the age group of students such as group discussions, mock drills, excursion trips, visits to various places, such as zoo, museum, local store or restaurant; field study, classroom interactions, etc. were also being used to support experiential learning. Also, opportunities were provided to break subject boundaries by integration of art forms (visual or performing arts, such as dance, design, painting, photography, theatre, writing, etc.), stories, pictures, fun activities or games, sports, etc. for holistic learning of concepts of science and mathematics without burden.

2.1.7. Further, it was added that the future syllabi and textbooks will be based on goals and competencies which will lead towards mapping of core essentials with competencies hence lessening the curriculum burden and focusing on holistic learning and development.

2.1.8. The Department of School Education and Literacy submitted that constitutional values and concerns have always been integrated across the stages and subject areas while preparing curricular material by NCERT. Capacity building programmes of teachers and teacher educators, including NISHTHA also provide adequate space to constitutional values. As per the NEP, 2020 perspectives, more focus on experiential learning, art education, physical education, and vocational education will help inculcating these values in students through their continuous engagement with peers, in groups, projects, internships, etc.

2.1.9. The availability of textbooks in regional languages with simplified illustrative and graded content (reading material) will make an impact on learning to be enjoyable and engaging for all. Researchers have also shown that using the language the child is most comfortable with, particularly in the early school years increases classroom participation and improves learning outcomes. NEP, 2020 also recommends textbooks with local flavor across the States.

2.1.10. The Department informed that currently, NCERT publishes textbooks in Hindi, English and Urdu medium. Textbooks of different subjects in other languages are prepared/ translated by the States, as per their need. Based on the recommendations of NCF, NCERT would consider preparing bilingual textbooks, particularly in Science and Mathematics in future.

2.1.11. As per the strategy document of the Ministry of Education and NCERT, NCFSE will be developed by August, 2023 in the line of NEP, 2020. This will draw its inputs from the State Curriculum Frameworks in consonance with the recommendations of the NEP, 2020 on curriculum and pedagogy for 5+3+3+4 structure, focus on experiential learning, foundational literacy and

numeracy, pre-vocational education, assessment reforms, etc. The NCF Committee will discuss about the periodicity of subsequent upgradation of such curriculum.

2.1.12. The Department submitted that NEP 2020 recommends to develop National Textbooks with local content and flavor. The diverse nature of Indian society needs variety of textbooks and other supplementary materials, and the same is also recommended by NEP 2020. NCERT develops model textbooks and supplementary materials on the basis of syllabi developed as per the guidelines provided by National Curriculum Framework. It is expected that states/UTs will adopt or adapt these textbooks as per their local context and needs. Presently, NCERT is involved in the process of developing National Curriculum Framework (NCF). Also, the State Curriculum Frameworks (SCFs) will also be developed simultaneously and every SCF will include existing practices and local ethos in their frameworks. On the basis of the recommendations and guidelines finalized for SCFs and NCF, the curricular materials including syllabus and textbooks will be developed.

2.1.13. They further stated that as per the NEP, 2020, the curriculum and syllabi will provide lots of space for experiential learning and textbooks will be based on competencies rather than content. This perspective of developing textbooks will reduce not only the information burden but also the weight of school bag. Moreover, it is suggested in the Policy on School Bag, 2020 released by the MoE, that time table of the school is to be revamped including long periods of one or two subjects so that children will not need to bring books for all the subject areas every day.

2.1.14. NEP, 2020 recommends integration of knowledge of India across the stages and subject areas in the curriculum. Under this concern, as per the directions of new National Curriculum Framework for school education, various activities including development of digital and audio-video materials will be taken up. Keeping in view the vision of NEP-2020, NCERT has initiated action in development of digital resources including energized textbooks and e-Contents *i.e.*, audios-videos, interactives, infographics, augmented reality contents etc. Digital resources like audio books and ISL videos are being developed to address the concerns of children with special needs. e-Courses for teachers and students are also being developed. These are being disseminated through multiple modes *i.e.*, PM e-VIDYA, DTH TV Channels, Radio broadcast, DIKSHA, e-Pathshala, NISHTHA, NROER, SWAYAM etc.

2.1.15. The NCERT continuously receives the feedback from students, parents, teachers and general public on the content given in school textbooks. Accordingly, the text is modified at the time of

bringing out the reprint editions. All such feedback and suggestions are also considered while developing the frameworks, syllabi and textbooks.

2.1.16. The task of updating the data in textbooks is accomplished at the time of producing the reprint editions of all the textbooks, which is a routine annual academic exercise. The updating is done on the basis of data from authentic and reliable official sources such as Economic Surveys, National Statistical Organization (formerly NSSO) surveys, Census of India and other important reports from ministries. Economic data is also updated on the basis of latest international agencies' reports such as Human Development Report and World Development Index.

2.1.17. The present textbooks include activities, figures, tables, box items etc. to ensure the lucidity, precision and conceptual clarity. Textbooks are also embedded with QR code to provide additional materials. Further, to make the textbooks more lucid, precise and provide conceptual clarity, contents (audios, videos, infographics etc.) have been developed and mapped with textbooks and uploaded on e-Pathshshala, DIKSHA, NROER portal and apps for easy access and its use anytime and anywhere by the students, teachers, parents etc.

2.1.18. Now, as per the perspective of NEP, 2020, the development of new National Curriculum Framework for School Education will provide roadmap for the development of new generation of textbooks providing more space to experiential learning for bringing in students the conceptual clarity and motivate students for self-learning and self-assessment to improve not only cognitive skills but also the social -personal qualities.

2.1.19. In this age of online education, initiatives are being taken by the Department to align Text Books with digital learning. All NCERT textbooks are supported with different ICT materials and made available to all students and teachers through portals like National Repository of Open Educational Resources (NROER), DIKSHA, PM e-VIDYA channels, e-Pathshala and QR codes, etc. Almost all the states are partners in these activities and along with the NCERT materials, textbooks and other materials have been digitized in state languages for dissemination through these portals.

2.1.20. The Department further added that National Curriculum Framework and position papers are based on various researches and studies and provide the guidelines for the development of curriculum at various stages of school education. Accordingly, the task of development of curricular material including the textbooks is accomplished in consultation with experts and teachers.



2.1.21. Textbook Development Committees discuss and decide the contents for the textbooks according to children's age, class level, interests, language etc. NEP, 2020, recommends that learning outcomes and literature available in different languages and regions to be considered as well. The content is developed by the textbook author teams keeping in view the principles laid down in the National Curriculum Framework. In this regard, real stories, case studies, newspapers reports, authentic websites and children's literature from different sources are also used for creating content.

2.1.22. There was a need to ensure uniformity of core content material in textbooks prescribed for Central Education Board *vis-a-vis* State Education Board and as per the NEP, 2020, there would be focus on core essentials in the syllabus developed as follow-up of new State and National Curriculum Frameworks. This core essential will cut across all the stages and subject areas which will be finalized through wide consultations as suggested in the strategy laid down for their preparation. Local flavor will be added to the core essentials in textbooks of the States, to showcase the diversity of the country.

2.1.23. NCERT proposes to achieve reduction of content load while encapsulating and incorporating all necessary data in school textbooks. As recommended in the NEP2020, the content will be kept limited to core essentials and will be mapped with competencies. This would lead to a reduction in the load. Methods of experiential learning have been the part of curricular materials and teacher training. More emphasis will be laid upon experimental learning in the light of NEP 2020 recommendations.

2.1.24. The Department informed about the steps and measures conceptualized by it and NCERT for revamping History and other subject textbooks in the light of the inter-disciplinary approach envisaged in NEP, 2020. NCERT has initiated the process for the development of National Curriculum Framework as a follow-up of the NEP, 2020. New NCF for School Education will guide the development of new generation textbooks across the subject areas. The new generation textbooks across subject areas will take care of the thematic, inter-disciplinary and multi-disciplinary approaches to highlight Indian culture and traditions, national heroes including women achievers and great regional personalities besides providing coverage to different phases of Indian history. These textbooks will also emphasize upon experiential learning through multi-disciplinary projects, age-appropriate activities besides visually rich with illustrations, photographs, maps, etc.

2.1.25. The proposal in pipeline to bring out school textbooks to meet the requirement of differently-abled children/ Divyang children, for e.g., textbooks in Braille script, audio textbooks, simplified reading material for dyslexic, etc. The Department added that NCERT has been instrumental in printing of tactile textbooks and additional resources different subjects, including Social Science, Mathematics and Science for classes VI and VII. The NCERT has also prepared audio textbooks for children with hearing impairment. NCERT has been working towards bringing dictionary on Indian sign language, which will help in developing material in sign language. The upcoming books and other materials based on the new NCFSC will follow the same pursuit in future.

2.1.26. The Department further informed that NCERT has taken initiatives to make its textbooks accessible for all children including Children with Disabilities/Divyang Children (terminology used as per the RPwD Act 2016). The NCERT textbooks are being converted in Braille Scripted textbooks by the National Institute for Empowerment of Persons with Visual Impairments, Dehradun. The Council has also signed MOU with the Indian Sign Language Research Training Centre, New Delhi to convert its textbooks and other resource materials in Indian Sign Language. Both the specialized institutions are apex level bodies in the area of visual disabilities and Indian Sign Language respectively, functioning under the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice, Government of India.

## **2.2. NCERT and CBSE**

### **Director, NCERT**

2.2.1. The Director, NCERT in his presentation submitted that the NCFSE will be developed in consonance with the perspectives of the NEP-2020, which will provide guidelines for syllabus and textbook developers across the subject areas and classes. He informed that NCERT has already started groundwork for the development of NCFSE. In this regard, the discussion regarding Social Science Textbooks including history textbooks has also been initiated. The new generation textbooks in general, and specifically of History will, take care of the following concerns-

- Thematic, interdisciplinary and multidisciplinary approaches to highlight Indian Culture and Traditions, our National Heroes including women achievers and great personalities from different regions of the country and perspective of equity, integrity, gender parity, constitutional values and concern for environment and other sustainable development

goals.

- Experiential Learning through projects and age-appropriate activities, simple language, glossary, more in-text and end-text assessment questions and reduction of curriculum load to core essentials
- All textbooks will be visually rich with illustrations, photographs, maps, etc., the illustrations and activities will be age/class appropriate.
- All textbooks will be available in print and digital modes, with Quick Response (QR) codes embedded with additional digital materials.

2.2.2. The Director, NCERT on the topic of removing references to un-historical facts and distortion about our national heroes from the text books, submitted that NCERT is in the process of constituting a Committee to immediately analyze and address some of the issues with regard to un-historical facts and distortions about our national heroes as well as events if any raised by different stakeholders.

2.2.3. Textbooks of Indian History will ensure proportionate references to all periods of Indian History, *i.e.*, ancient, medieval and modern. NCERT was highlighting the role of great historic women heroes, including Gargi, Maitreyi, rulers like Rani of Jhansi, Rani Channamma, Chand Bibi, Zalkari Bai etc. Great historic women have also been represented in the supplementary materials and other subject textbooks such as Sociology prepared by the NCERT. However, coverage of great historic women belonging to different periods of Indian History will be taken up in the new textbooks, supplementary materials and e-content.

2.2.4. The Director, NCERT further added that the review of syllabi and textbooks developed as a follow up of NCF-2005 was carried out in the year 2017-18. The feedback from teachers and other stakeholders received formed the basis of the review process. Further, some of the national initiatives such as *Swachh Bharat*, *Digital India*, '*Beti Bachao Beti Padhao*', '*Demonetization*', *GST* etc. were also integrated in the new textbooks. Again in 2018-19, contents were added in history textbooks regarding knowledge, traditions and practices of India. For example, addition of material on *Vikram Samvat*, *Metallurgy*, *Shivaji Maharaj*, *Paika revolt*, *Subhash Chandra Bose*, *Swami Vivekanand*, *Ranjeet Singh*, *Rani Avantibai Lodhi* and *Sri Aurbindo Ghosh*. He further added that all the updated textbooks are available from 2018-19 session onwards.

2.2.5. Once the Curriculum Frameworks is finalized at national level, Syllabus Committees are

constituted which decide State wise and class wise themes based on the guidelines provided by the Curriculum Framework. NCERT prepares model syllabus and textbooks which are adopted and adapted by different states. Moreover, education comes under the ‘Concurrent List’ of the Indian Constitution which provides states an option of adoption or adaptation as per requirements.

2.2.6. The great Upanishadic thinker Gargi has been included in the class VI History textbook *Our Pasts I*. The bravery of Rani Channamma is lauded in class VIII History textbook, *Our Pasts III*, which mentions that when the British tried to annex the small state of Kitor (in Karnataka today), Rani Channamma took to arms and led an anti-British resistance movement. Similarly, in the same textbook and in other textbooks of History, there are narratives which mention how Rani Lakshmbai joined the rebel sepoys and fought the British along with Tantia Tope, the general of Nana Saheb.

2.2.7. In Class VII Hindi, textbook there is a whole chapter on Zhalkari Bai which mentions her contribution/sacrifice in helping Rani of Jhansi in her fight against Britishers. In the textbook of Hindi of class VIII, there is a story on Chand Bibi. In the English textbook of class VIII, Maitreyi has been mentioned as a prominent woman Vedic scholar. Similarly, historic personalities like, Rani Avantibai, Tararani Shinde, Pandita Ramabai, Rani Durgawati also find space in the textbooks of NCERT. The role of women *bhakti* saints like Ammaiyar, Andal, Mirabai also find adequate space in History textbooks. Great historic women have also been represented in the supplementary materials and other subject textbooks such as Sociology prepared by NCERT.

2.2.8. The Director, NCERT further added that different departments of NCERT conduct small studies on different aspects to evaluate the textbooks, taking feedback from stakeholders including students. However, for the current textbooks no such study to evaluate psychological impact related with course material/ curriculum has been conducted. All periods of Indian and world history are covered as per the established historical scholarship in India. The content pertaining to each period of history is decided by the Syllabus Committee based on the guidelines provided by National Curriculum Frameworks.

### **Chairman, CBSE**

2.2.9. The Chairman, CBSE in his presentation before the Committee submitted that Central Board of Secondary Education recommends textbooks developed by NCERT and is not responsible for the coverage and quality of content in the textbooks. CBSE provides syllabus, advises schools on

pedagogy and conducts examination. The Board had, however, facilitated a feedback survey on the quality of NCERT textbooks through its website in the year 2018-19 and NCERT, subsequently, revised its textbooks. On the issue of highlighting the role of great historic women heroes, including Gargi, Maitreyi, or rulers like Rani of Jhanshi, Rani Channamma, Chand Bibi, Zalkari Bai etc. he submitted that Rani of Jhanshi has been described in detail in one poem in the Hindi Textbooks of class VI and also referred in the Social Science Textbook of class VIII, Rani Channamma has been mentioned in class VIII textbook of Social Science. One complete chapter on Chand Bibi is there in the NCERT textbook of Urdu class VII, one complete chapter on Zalkari Bai is there in the NCERT textbook of Hindi 'Durva' of class VII. References of Gargi and Maitreyi are in class VI textbook of Social Science.

2.2.10. The Chairman, CBSE further added that CBSE through its syllabus for classes IX-XII advises schools to facilitate students in expansion of their knowledge on any theme by way of different learning enrichment activities with the help of teachers. Curriculum encourages schools to make use of material appropriate to the local context while developing projects and other co-curricular activities focusing on local history, national or local heroes. Students are required to conduct projects/case studies in almost all subjects and interdisciplinary areas. The Board has taken many initiatives to make pedagogy innovative, child friendly and context oriented, and empower teachers for using these pedagogies.

2.2.11 CBSE has also taken steps for training of teachers on different areas, including online pedagogy, from April till December, 2020. Several bite-sized modules were also prepared and disseminated post training to augment the capacities of teachers. Teachers have also been trained under National Initiative for School Heads and Teachers Holistic Advancement (NISHTHA) program of the Government of India.

### **2.3. State-Level Organizations (Study Visit to Pune)**

2.3.1. As part of its efforts to examine the initiatives and innovations attempted by various organizations in the area of text book and curriculum design, the Committee visited the Maharashtra State Bureau of Textbook Production & Curriculum Research, Pune Campus and had an interaction with the representatives of the Maharashtra State Bureau of Textbook Production & Curriculum Research, State Council of Educational Research and Training along with Department of School Education & Literacy, Ministry of Education.

2.3.2. The representatives of Maharashtra State Bureau of Textbook Production & Curriculum Research (better known as Bal Bharti) informed the Committee that the Bureau was established by the Government of Maharashtra in 1967 with the objective of creation of text books for grades I to X as per the approved curriculum as well as prepare and publish other educational material in the State conforming to the requirements of quality and affordability. One of the most important functions of the Bureau is to undertake research in areas of both curriculum and text books as they are strongly interconnected. This research is carried out by the Bureau's Council for Curriculum and Textbook Research. It carries out testing of new books and also assesses the results of these tests, thereafter advising the Bureau in the fields of curriculum and text book design and production.

2.3.3 The Committee was briefed about the efforts and initiatives taken by the organization to ensure that the school textbooks are not only informative but also that they are designed and printed in a manner to make them attractive and able to retain the attention of the children, highlighting that all the text books for classes I to XII are in color and in A-4 size, they have laminated covers and attractive binding and are printed using advanced printing technology. The Bureau even publishes a bilingual (English-Marathi) pictorial dictionary for students. The Books are published in 10 languages *i.e.*, Marathi, English, Hindi, Urdu, Gujarati, Kannada, Sindhi, Telugu, Bengali, Tamil.

2.3.4 Further, as per Section 4.6 of NEP 2020, the Bureau had started designing integrated books on a pilot basis to incorporate Art Integrated Learning (AIL) and Sports Integrated Learning (SIL). This pilot project was running in 488 model schools declared as such by the State government. The Committee was also briefed about one major innovation undertaken for which another pilot project for primary education has been started in this year wherein lessons on Marathi, English, Mathematics and 'Play, Do, Learn' for Class I students are integrated quarter wise, into one book by the name 'Srijan Balbharti' (Marathi medium). The quarter-wise integration has been done on the basis of one theme being designated for every trimester. The four themes are 'Me and My Family', 'Water', 'Animals' and 'Transport'. This integration of text books is aimed at reduction in the burden of carrying the number of text books to school, thus reducing the weight of the school bag for the children and helps adhere to the Supreme Court guidelines in this regard.

2.3.5. Director, SCERT in his presentation informed the Committee about the steps taken by them to give effect to the provisions of NEP 2020 and also for the preparation of the State Curriculum Framework (SCF) based on the principles of NEP 2020. The preparation of the State curriculum was being undertaken with the involvement of various stakeholders coming together to form a SCF

Preparation Expert Team. This Team comprises school teachers, university professors, District Institute of Education and Training (DIET) experts, NGO and education experts, entrepreneurs and other department officials and experts.

## **2.4. Other Organizations**

### **Bharatiya Shikshan Mandal, New Delhi**

2.4.1. The representatives of **Bharatiya Shikshan Mandal** while submitting that the objective of teaching history was to instill high self-esteem in students, National Renaissance, National unity, Social Inclusion and establish links with cultural roots mentioned that the following points are to be kept in mind while writing text books:

- Depicting cultural unity
- Linguistic heritage- importance of Sanskrit, Prakrit and Pali for national unity and international spread.
- Linking Indian languages.
- Civilization development -Vedic to present.
- Comparison of scientific temper with other civilizations on scientific and objective ground.
- History of sacrifices of various segments of Indian society for saving cultural values.
- Social inclusion.
- India and its cultural boundaries.
- Civilization proofs of India in other countries of the world.
- Religio-cultural emissaries from India should have proper place.
- Local, national as well as international influence of any event or thought should be highlighted.

2.4.2. The representatives of **Bharatiya Shikshan Mandal** suggested the following points on the issue of text book design: -

- Cover page of book should include the pictures which show the continuum of history not only political but social-economic, legal, arts and educational aspects.
- The portion which enhances self-esteem and national pride and unity should be highlighted and emphasized; images of historical proof should also be published with the text.
- Publication agency should be able to provide proof and evidence of the text.
- Exercises and questions should be formed in such a manner by which the student's sense of pride self-esteem feeling of national unity and linked with on cultural routes can also be evaluated.
- Separate Detailed Manual should be prepared for teachers.
- Textbooks should not just contain syllabus but curriculum.
- Audio Visual aids and Drama and simulation exercises should be added in teaching

methodology.

- Proper weightage should be given to the History of People with History of Rulers.

#### **Shiksha Sanskriti Uthan Nyas, New Delhi**

2.4.3. **Shri Desh Raj Sharma**, representative from **Shiksha Sanskriti Uthan Nyas** deposed before the Committee that the organization is working towards the progress of the country's culture, education and environment protection. He also mentioned that researchers belonging to the organization are working on 14 different subjects including designing/ reforming Indian text-books from many years with focus on content development and its availability for school going children.

#### **Vidya Bharti, New Delhi**

2.4.4. The representatives of **Vidya Bharti** also put forth their views on the subject and pointed out certain factual distortions about vedic tradition, incompatibility of certain facts with constitutional ideals and values in the school textbooks. They suggested a thorough review and removing of such distortions/discrepancies from the school textbooks. They also mentioned about 'My NEP' programme launched to reach non-academic people and to make them learn about the things in the National Education Policy in a nutshell.

#### **Jnana Prabodhini, Pune**

2.4.5. **The** representatives of **Jnana Prabodhini, Pune** suggested for forming of committees on textbooks to look into the aspects of Content, Process and Design. In this regard they made the following suggestions:

##### **A. Content:**

- Inclusion of History of North East India: Bhakti and social movements in Assam and Manipur, tribal heroes who fought against British, contribution of Arunachal and Manipur with reference to Azad Hind Fauj and 1962 war, dynasties in Assam, Manipur, Tripura, Meghalaya.
- Regional history content needs to be introduced as supplementary reading material in NCERT syllabus schools, CBSE schools in the respective regions so that those students do not feel alienated with the history of that specific region.
- More emphasis on role of women: Role of women as rulers, their role in knowledge sector, social reforms, Bhakti movement, art and culture, freedom struggle.
- There can be more emphasis on interdisciplinary approaches: geography in history, chemistry in history – so that students inclined towards other disciplines than humanities may also learn the value of history.



- Apart from history of political dynasties, there must be proportionate representation on History of knowledge: history of mathematic learning in India, history of Indian medicine, history of Indian architecture, history of philosophy.
- Post-independence History of Indian pride also needs to be stressed: Story of ISRO, story of BARC, story of cooperative movement (Story of Amul), story of restorations (Somnath, Hampi, archaeological sites such as Lothal) etc.
- Shortcomings of the Indian society (in sectors such as social structures, industrialization, and governance) with thoughts of eminent persons to overcome those shortcomings.
- Changes in religious practices of various religions over centuries, commensurate to changing times.

**B. Process:**

- Project based learning in formative assessment to explore historical events, thinking and to practice historical skills.
- Ability to process information: acquiring information, organizing information (classifying, analysing, synthesizing, summarizing), Using information (interpreting, evaluating, decision making)
- Interpersonal relations and social participation which can lead to empathy and harmony: Interaction with community elders and Field visits from neighborhood to different states.
- Emphasis on Activities to promote enquiry in History.
- Comprehensive and Continuous teacher training programmes for Innovative pedagogy with focus on history.
- Comparative chronology can be made integral part of Textbooks so that students can reflect upon national progress by studying century wise concurrent events in other continents and societies.

**C. Design:**

- Curriculum of history can be organized in an ascending order. The scope of curriculum grows with the growth of experience sphere of students from local to global.
- Digitization of textbooks to make them attractive and dynamic document to go beyond text/ printed form: need to add audio-visuals with QR codes.
- Inclusion of intellectual games, simulations. VR Games modeled to let students experience the historical times (for example 'Real lives')
- Digitization of workbook that can be integrated with digitized textbooks so that students can access what they have learnt in previous standards, what they have expressed in previous standards. Just as digital locker can keep their personal documents, similar processes need to be coupled with education so that expression of students as regards to

history may be stored and accessed digitally.

- Efforts can be taken on National level to integrate Artificial Intelligence and Machine learning in evaluation or assessment of education. A pilot project is underway at Jnana Prabodhini to make use of chat-bots so that students can ‘teach’ software so that we can assess students for what they have learnt.

### **Central Square Foundation, New Delhi**

2.4.6. The representatives of **Central Square Foundation** gave the following suggestions:

- Textbooks to be structured around grade-specific and highly-targeted learning objectives, with clear and developmentally-appropriate scope and sequence and reasonable width of content coverage. This will ensure that students are taking systematic, micro-steps in mastering each concept, and that teachers’ focus moves from simply covering ‘portions’ to learning outcomes.
- Textbooks to follow evidence-informed pedagogical strategies, de-emphasizing rote-memorization/drilling bereft of understanding. The textbooks should be based on updated, evidence-based pedagogical principles and strategies that enable active and sustained learning in children. Broadly, this could translate into using the Concrete Pictorial Abstract (CPA) approach for mathematics and the Balanced/Comprehensive Approach for literacy. Currently, the textbooks are largely not based on these approaches or they do not overtly orient teachers to their significance and application.
- The textbook should enable/guide teachers to foster conceptual understanding. This can be done by: (1) Structuring lessons through the entire “I do - We Do - You do” sequence, (2) Use of real-life examples, graphic organisers, highlighting key concepts/messages/vocabulary, and (3) Enabling skill-acquisition and higher-order thinking through worked out examples, hands-on activities, real-world projects and open-ended/inquiry-focused questions.
- Text length, vocabulary and semantic complexity to be aligned to the reading abilities and cognitive levels of young learners. Young children require exposure to different levels and types of texts, as well as different ways of engaging with those texts for them to develop their literacy skills. This means children benefit greatly from teacher read-alouds of stories, poems and other texts, but they also require texts at the correct level of challenge for them to practice and apply their emerging reading skills.
- The content in the textbooks should provide both “Mirror” and “Window” functions for children’s development. That is, the content should be appropriate to the age, cultural, linguistic and socio-economic context of the learner. The content should also expose learners, over time, to the rich social, cultural, gender/ability and geographical diversity of the nation and the world.
- Textbooks as “Single-Gateway” for the teacher. Textbooks can integrate pedagogical

instructions/tips for teachers with reference to Teaching Learning Materials, student workbooks, assessment/practice tools, and at-home-learning for children. This way, teachers have everything they need in one place to ease their cognitive load and to make better use of limited instructional time.

- Textbooks would benefit from visually engaging design with intuitive flow of information, story-telling approach and use of illustrations, appropriate fonts and iconography. Instead of simply adding images and graphics to existing content; the logic and simplicity aspects need to be considered in an effective design, wherever appropriate Ed-Tech solutions can be used to supplement content for learners and enablers.

### **Pratham Education Foundation, Mumbai**

2.4.7. Pratham Education Foundation suggested the following steps to help children in Std III-V “catch up” on foundational skills:

- **Move from “over-ambitious” curriculum and textbooks to materials at the “right level”:** In terms of helping children in Std III to V to “catch up” and build their foundational reading and arithmetic skills, it is important to enable children to do activities and use learning materials at their current level rather than at the level of the grade in which they are. Teaching at the right level helps children to progress rapidly.

- **Access to variety of graded texts, primers and learning materials:** Teachers should have access to variety of graded material to enable them to teach different groups of children at their level. Instead of a single textbook, “catch up” of basic foundational skills in Std III-V requires a variety of simple, short graded texts with large font, simple language and content that children can connect to their everyday lives. If children have materials and activities appropriate to their current level and the flexibility and support to move to subsequent levels, then progress can be fast and accelerate further. In the last few years, when state governments have undertaken focused foundational learning programs, supplementary reading materials are produced by the state and its partners to help children learn to read. Rather than being “supplemental”, each school should have multiple copies of graded learning texts that can be used flexibly as needed by different grades in the primary school. In fact, a school repository or library of texts and books would be a good addition to the school’s resources. Graded workbooks can be designed such that children of different levels can use and benefit from the same materials. Similar interventions are needed in foundational numeracy as well.

- **Flexibility to States:** Given the wide variations in reading levels for the same grade across states implies that each state should have the flexibility to examine their current reality and design their texts, books and other materials accordingly. To ensure universal foundational skills for all primary school children, the “catch up” plans for each state must start from their current reality and be developed according to the achievable learning pathways and milestones for the next few years.

### **Public Policy Research Centre, New Delhi**

2.4.8 The representatives of Public Policy Research Centre( PPRC) in their presentation before the Committee mentioned about their Research Report evaluating study on History Textbooks in India, its main objectives and the methodology followed. They also shared their findings and suggestions about the curricular framework of History teaching in India. Important substance of some of their important suggestions was as follows :

- (i) As far as the Mughal period is concerned, invader Babur has been given too much importance and so have his ancestors who, like the Sultans before them, established a reign of terror in the country. As against this, Rajput kings like Maharana Pratap and Rana Sanga have not received enough weightage. This needs to change immediately. The contributions of the Marathas, the Sikh Gurus, the Satnamis and others in opposing the Mughal Empire need to find a place in Indian history textbooks.
- (ii) As far as the Modern period is concerned, some leaders have received more weightage as compared to others. The role of Subhash Chandra Bose, Sardar Patel, Bhagat Singh, Ram Prasad Bismil, Lala Lajpat Rai, Khudiram Bose, Surya Sen, and even the women revolutionaries must be highlighted. The contribution of Veer Savarkar needs to be given enough weightage.
- (iii) Also, the contributions of mathematicians, astronomers, philosophers, etc., in the ancient period, needs to be adequately highlighted.

### **Samvit Research Foundation, Bengaluru**

2.4.9. The **Samvit Research Foundation** in their presentation before the Committee submitted that in today's history textbooks, certain things are detrimental to the ideals espoused by the country. Far from informing our children about the rich legacy of our past and instilling a sense of pride in them for their grand history, the textbooks gradually prepare them to bemoan it. They proposed following solutions suggested to address the imbalances were as follows:

- Proportionate representation across region, time period, and events
- Cultural dimensions of the history of Bhāratavarṣa
- Bhārata's political/cultural influence on the world (from Southeast Asia to Europe)

2.4.10. The representatives pointed out that proportionate representation across Region, Time Period, and Events should be given in the Textbooks. South and East Indian dynasties have been highly under-represented. The history of great kingdoms like the Marāṭhas, Coḷas, and Vijayanagara

as well as the early Kāśmīra dynasties, Kalīngas, Gaṅgas, Gajapatis, Kākatīyas, Ahoms, Ceras, Pallavas, Pāṇḍyas, Pālas, Senas, and Pratihāras either get a passing mention or not even that. The crucial role they played in our history must be elaborated. They further added that we must include these dynasties, which represent the very spirit of Bhāratīya Civilization that the Radhakrishnan Committee wanted every student to imbibe.

2.4.11. The **Samvit Research Foundation** also pointed out that Cultural dimensions are as important as the political landscape in shaping the history of any nation and Bhārata is no exception. The history of art, music, dance, literature, architecture, agriculture, astronomy, industry, and science in general must be read along with dynastic history. They further added that the elements of our history that must be presented in a comprehensive manner in the textbooks should include the following:

- (a) Bhāratīya saṃskṛti has been widespread from Mesopotamia in the West to Japan in the East, from the Himalayas in the North to Indonesia in the South
- (b) The Zend Avesta has significant relationship with the late Ṛigvedic period
- (c) Our Itihāsas and Purāṇas, particularly the Rāmāyaṇa, have been an integral part of the culture of many regions of Southeast Asia.

2.4.12. The representatives also added that the history curriculum hardly emphasizes the role played by women in our history. It is important for students to learn –

- the importance our civilization has given to women and how women participated in all aspects of life over the centuries
- the freedom and opportunities available to women in public life
- the great achievements of women from ancient times until the present day
- the temporary change in status of women in the wake of invasions
- to progressively appreciate that our *paramparā* has a beautiful and holistic perspective of *strītvā* that is far beyond modern formulations.

They further suggested that this can best be accomplished by exposing the children to factual information from the past:-

- Introduce the three great goddesses of the *Vedas* – Bhāratī, Ilā, Sarasvatī. Introduce a few *Veda-suktas* for which women are the *mantra-draṣṭāriṇīs*. In the *Vedic* period, mention woman scholars, *brahmavādinīs*, and *mantra-draṣṭāriṇīs*, including instances of where women learnt the *Vedas*.
- Present the dynamic role played by women in the *Rāmāyaṇa* and *Mahābhārata*. Give a complete picture of women-related references in the *smṛtis*
- Portrayal of women in various classical literary accounts (e.g. Kālidāsa's *Mālavikāgnimitra*) that indirectly shows how the society was shaping up at that time

- The critical contributions of queens in every century and every region across communities. Prominent rājamātas who played a role in shaping their children as rulers; important women warriors, scholars, poetesses, philanthropists, public personalities, sanyāsinīs, philosophers, saints, and freedom fighters
- In modern times women academicians, researchers, scientists, institution builders, administrators, and astronauts.

2.4.13. The **Executive Director, Samvit Research Foundation, Bengaluru** highlighted the role played by Indian women in development of Indian culture and also threw light upon the women heroes. It was further suggested that respect and freedom should be given to women in public life in accordance with critical role that women have played since Vedic time in Indian society. While emphasizing upon the women heroes, he cited the examples of Kakatiya Queen Rudrama Devi and Razia Sultan and stated that the facts have been presented in Indian Textbooks in a biased manner and lack clarity. He suggested that the facts should be aligned with the vision of the nation. It was also stated that the narrative should bridge the gap and it should help to repair the fault lines and not widen them further. Further, he stated that history is to be viewed from the Bhartiya perspective and not how America, Japan and other countries are looking at it. Modernity is not merely about incorporating the Western viewpoint.

#### **Indian History Congress**

2.4.14. The **Indian History Congress** in their submission emailed to the Committee stated that the School textbooks written for the NCERT by some of the tallest scholars in the country, like Romila Thapar, R.S. Sharma, Satish Chandra and Bipan Chandra were actually removed, and in their place books with a clear sectarian, majoritarian bias were introduced in 2002. The textbooks of the NCERT have always been authored by eminent scholars in the field of Indian history with enormous research experience and expertise, and after considerable deliberation and discussion. The Indian History Congress submitted that while a review process is always necessary, this should be done involving recognized scholars from all over the country and with adequate attention to the academic content, derived from a research-based understanding of different historical periods. Further, the textbooks are meant to present a synoptic understanding of Indian history to school children, and hence must also keep pedagogical concerns in constant view.

2.4.15. It was stated that the argument about the presentation of 'unhistorical facts' is completely

incorrect. The column on primary sources clearly indicates that throughout the books, an attempt has been made to base the presentation of history on texts, epigraphic records, chronicles, archival material and all pertinent sources necessary for the reconstruction of history. Also, adequate discussion of over 120 national heroes is available in the existing textbooks and there is no deliberate neglect that may be imputed. There is ample representation of different periods of history and historical developments within the broad chronological periods of ancient, medieval and modern history. This proportionate discussion is in terms of political and socio-economic developments, the emergence and flourishing of religious ideas and institutions, of civilizational achievements in the fields of art, science and technology, as well as the social and cultural movements in different periods of Indian history. And lastly, there are several references to great women who contributed to different fields - political, religious and social.

## **2.5. Subject Experts**

2.5.1. **Prof. J.S. Rajput, Former Director, NCERT** in his submission before the Committee stated that Reforms in the content and design of Textbooks should focus on the following aspects:

- a. *Distortion of historical facts where one ruler is remembered and other equally prominent one's finds no mention.*
- b. *Not only periods, history must be just and objective to considerations of regional imbalances, historical contributions of the communities, people and practices.*
- c. *Social and cultural distortions must not be presented by those bound by prejudices and biases.*

2.5.2. He stated that the content and design of textbooks is a product of Policy on Education, Curriculum Framework to be developed after its sensitive comprehension, followed by the process of preparing detailed syllabus for each textbook; for each grade /class. The quality and content of the textbook shall depend on the quality of the authors; that include depth, seriousness, professional competence and commitment of individuals and institutions assigned the task. A good textbook can be authored only by those who are lifelong learners.

2.5.3. The Committee was informed that a good quality textbook inspires, elevates, fires ideas, imagination and ignites the curiosity to learn and explore 'more'. It was added that NCERT is the lead National institution in the area of developing textbooks on modern lines, in accordance with the expectations of the National Policy on Education, which may be revised from time to time. Textbooks need a regular watch, review and revision. In this task, the NCERT is supported by the

SCERTs, State Textbook Corporations, School Education Boards- National and State level; academics, experts and institutions of higher learning.

2.5.4. It was emphasized that National level textbooks are essential for several reasons, but it must be remembered that local element of curriculum also cannot be ignored. A class three textbook on environmental education just cannot be same in Tripura and Thiruvananthapuram. Hence, it is necessary to strengthen expertise and institutions at the State level. We need high level experts in textbook writing, evaluation, assessment, growing up, guidance, and all that children could need.

2.4.5. NCERT has developed an elaborate system of curriculum preparation, syllabi preparation and printing textbooks. Its books are appreciated, as at each stage, the quality of professional inputs is of the highest order and caliber. The NCERT has worked dexterously on gender issues, education of the weaker sections, minorities, differently-abled children, tribal people, and also specific needs like multi-grade teaching, and others. One could safely infer that the NCERT and other institutions have already begun the process on all these aspects. Incidentally, now education is not only about/through textbooks, but textual materials for online learning, self-learning, digital learning, open and distance learning, and a couple of other terms that are in vogue. It has to be hybrid teaching and learning in future. Things have changed drastically in 2020, and some of the impacts shall continue in future as well.

2.5.6. He further Stated, “The future of India is being shaped in its classrooms” is a famous quote from the National Education Commission (1964-66); also known as Kothari Commission. He pointed out that the idea finds full reflection in the NEP-2020. Over the last fifty years, India has gained considerable experience at national level, and also at international level, in varied aspects of education. The title of the Report of the International Commission on Education for the Twenty-First Century, appointed by the UNESCO “Learning the Treasure Within” reminds one of the famous words of Swami Vivekananda: “Education is manifestation of perfection already in man”. This UNESCO Report identified four-pillars of education: Learning to know; Learning to do, learning to be, and learning to live together, and these are universally acceptable.

2.5.7. The Committee was informed that everyone associated with curriculum development, syllabus preparation and textbook writing needs to be familiar with one sentence that was spoken at the release of the UNESCO Report: “Education in every country must be rooted to culture and committed to progress”. He opined that we have continued with the transplanted alien system of



education even after independence and a sincere effort was made by the Kothari Commission and the 1968 National Policy on Education. Now with considerable experience gained, it is time to set things right and ensure that all the four pillars are strengthened in the learning and growing up of our generations ahead.

2.5.8. The fourth Pillar 'Learning to live together' brings a very special focus on India. Globally it is realized that we have the experience in respecting diversity and accepting diversity, of every conceivable kind. Countries new to changing demography that brings along diversity of faith, religion, culture, language and traditions are looking towards India and India just cannot afford to shy away from this responsibility.

2.5.9. It was also pointed out to the Committee that in Indian context we have to consider few other aspects/ principles also which have contributed towards the growth and progress of India. In this regard, he stated that he has already highlighted the importance of such basic principles in the Para 8 and Para 13 of the 86<sup>th</sup> Report of the Committee. Further, in order to improve the quality of school text-books and level of education in India, the importance of the Teacher Education Institutions for imparting quality professional training in the field of designing the contents of school text-books was also highlighted by him.

2.5.10. Historians generally agree to a famous statement of eminent scholar E.H. Carr that history is a continuous dialogue between the present and past. New discoveries are taking place, new facts are coming up, and textbooks just cannot remain the same. This is worsened if the history is written with certain pre-conceived biases resulting out of politically-constrained ideological bindings. History writing in India has suffered on these unacceptable considerations, and it must be extracted - and liberated -out of gross subjectivity and ideological bias to transparent objectivity, and openness of mind, willingness to enter into dialogue with those holding diametrically opposite views. New facts have emerged around us; say; Aryan Invasion theory, Saraswati River, Ram Setu, and so many more solely because of new scientific advancements and new tools that have led to new researches. These just cannot be ignored in preparing new textbooks.

2.5.11. Because of ideological biases and political considerations suffered by it in past, Indian history writing needs a thorough professional review. As it was determined to highlight certain individuals, regimes and eras, it suffers from serious imbalances of every possible type. He further pointed out the British tried to downgrade the great contributions of ancient India in philosophy,

science, mathematics, spirituality, medicine and other fields and it was continued to be neglected in our textbooks. While considerable initiatives were taken for removing gender bias and caste discriminations, history writing remained confined to the hegemony of a select group of few academics for over five decades.

2.5.12. The post- independence history books are deficient on ‘linking Indians to India’; and this includes history, heritage and culture. In fact, this aspect needs serious informed and scholarly deliberations before textbooks are prepared in response to the NEP-2020. The importance of textbooks up to class X is to be appreciated as after standard X, children diversify and some of them may no more read history or even social studies.

2.5.13. The second most important aspect that no textbook writer could ignore pertains to the need for strengthening social cohesion and religious amity. Racial discrimination and caste considerations - in varied connotations – have not vanished fully even in what are known as most advanced societies. We must accept that these challenges still exist even before us; and these require an attitudinal transformation. Our Children must know that different religions are a reality, that no religion could claim superiority over any other.

2.5.14. The Committee was informed that the Curriculum Framework of the NCERT released on November 14, 2000-postulated that children must learn the basics of all religions; they should know the commonalities and learn to respect differences wherever these exist. No rituals and no dogmas are to be taken up in schools. This issue was taken to Supreme Court of India, and a Three Judge Bench ruled on September 12, 2002 that it should have been done fifty years ago and it would have strengthened secularism.

2.5.15. One should be convinced that textbooks should not hesitate to talk about equality of all religions; it should uniformly apply to every school, irrespective of its categorization or denomination. *Ekam sat Viprah Bahudha Vadantih* is a great secular statement, it should not be a ‘no-no’ to talk about it in India. He also mentioned how this approach on religions was arrived at and referred to in two paras of the DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE ON HUMAN RESOURCE DEVELOPMENT; EIGHTY-FIRST REPORT ON VALUE-BASED EDUCATION:

*8. Truth (Satya), Righteous Conduct (Dharma), Peace (Shanti), Love (Prema) and Non-violence (Ahimsa) are the core universal values which can be identified as the foundation-stone on which the value-based education programme can be built up. These*

*five are indeed universal values and respectively represent the five domains of human personality: intellectual, physical, emotional, psychological and spiritual. They also are correspondingly co-related with the five major objectives of education, namely, knowledge, skill, balance, vision and identity.*

*13. Another aspect that must be given some thought is religion, which is the most misused and misunderstood concept. The process of making the students acquainted with the basics of all religions, the values inherent therein and also a comparative study of the philosophy of all religions should begin at the middle stage in schools and continue up to the university level. Students have to be made aware that the basic concept behind every religion is common, only the practices differ. Even if there are differences of opinion in certain areas, people have to learn to co-exist and carry no hatred against any religion.*

This Report of the Parliamentary Standing Committee also referred to as Chavan Committee; strongly recommended education about religions as an instrument of social cohesion and social and religious harmony.

2.5.16. It was highlighted that even the best of textbook is of little worth if the teacher is not fully equipped professionally and culturally to perform his/her duties with self- assurance and does not derive a sense of satisfaction from the task performed.

2.5.17. **Prof. Nachiketa Tiwari, Indian Institute of Technology, Kanpur** deposed before the Committee in its meeting held on 23<sup>rd</sup> July, 2021 "We should write history books which help us make good decision-making capabilities, good judgment-making capabilities, which help us learn from our mistakes of the past. For instance, in our history books, partition has not been analyzed. It was a big catastrophe for us, as a nation. It has not been analyzed; it has not been understood. We should understand it. We should figure out how to ensure that that does not get repeated. It should identify models of good and responsible citizenship".

While replying to a query related to Indian History Congress, he stated that "I actually read the entire statement which the Indian Historical Congress came up with. I think they released it yesterday or day-before-yesterday. I got a copy of that and I read it. What they argue is that they have presented facts in the history textbooks. That may be partly true. You can present facts, but the adviser and under his advisership, have presented those facts in a particular way. They themselves say that the choice of the historian is to select some facts, to erase some facts, to present some facts, to present them in a particular narrative. So, technically the document which you are alluding to, IHC document, maybe technically correct".

2.5.18. **Shri Hukmdev Narayan Yadav, Ex-MP, Lok Sabha** emphasized the importance of the

subject and suggested for detailed discussion with more stakeholders and eminent educationists. He while quoting the example of write-up from the book written by Dr. Lohiya named as 'Interval during Politics, language' mentioned that focus should not 'be only on facts and figures while writing Indian history but it should focus on the deep essence of the nature of Indian history in order to make it more understandable. He also highlighted one of the important issue that at international level, Indian history is presented in different context which does not matches to that of the real events that occurred in Indian history. Therefore, he suggested for formulation of a Committee for reviewing such facts at international level.

2.5.19. **Shri Shankar Sharan, Eminent Educationist** also deposed before the Committee on the above subject and highlighted various topics for inclusion/ exclusion in NCERT text-books. He drew the attention of the Committee Members as to why the text-books had references to unhistorical/ distorted facts and why a section of intellectuals insisted on keeping it. Focusing on this will only help in removing such discrepancies. Secondly, the Committee while recommending should deliberate on choosing the contents made available to them for proportionate representation. Thirdly, what is to be written about the forgotten heroes should also be deliberated upon.

### **3. COMMENTS FROM STAKEHOLDERS/PUBLIC AT LARGE**

3.1. The Chairman, Committee on EWCY&S informed the Members in the meeting held on 23<sup>rd</sup> July, 2021 that in response to Notice issued by the Committee inviting comments/suggestions from public at large, scholars/institutions, as many as more than 20,000 e-mails were received. The Chairman of the Committee also informed the Members that although it was a herculean task to analyze each and every e-mail, an effort was made to prepare a gist of major topics covered. Based on key searches, an indicative number of e-mails on major topics have been arrived at which is summarized as under:

<b>Topics</b>	<b>Total</b>
NCERT- class wise changes	3314
Women Heroes	1732
Sikh History	1568
Chapter on Shrimad Rajchandraji	1177
Vedas	1046
Maratha Empire	838
Sanskrit Language- made compulsory	643
Gurjar - History	515
Inclusion of kings like Raja Bhoj and Raja	490

Vikramadiya	
Buddhism	465
Tribes- History and Leaders	334
Jats- History and leaders	211
Indian Epics	197
About life of Dr APJ Abdul Kalam	108
Sindhi revolutionaries like Hemu Kalani	35
Chapter on Civic Sense	24
Total Number of e-mails as per above categorization out of the total e-mails received(around 20000)	12697

3.2. A perusal of these e-mails reflect that most of them lack the depth and seriousness with which a Parliamentary Committee should be responded to. A sizeable number of e-mails are blank i.e., without any content, any salutation or any reference to subject matter. Such e-mails have not only increased their total number, but made it difficult to locate more serious ones. Further, to compound the difficulties in identification of some meaningful contents, many individuals have expressed their wishful thinking and are based on hearsay. Such suggestions were not backed up by any concrete or satisfactory evidences. Approximately 3500 e-mails suggested changes in NCERT history textbooks of classes VI to XII. However, all the e-mails contained the same text of suggestion and have been forwarded by multiple people, schools and organizations.

3.3. In the suggestions received from public at large it was suggested that a chapter on Ahilya Bhai Holkar and Rani Durgawati, their contributions to society and how they uplifted the status of women in that age should also be included in NCERT textbooks.

3.4. The e-mails have also talked about regional disparities in the history from different eras across the country citing influence of local heroes being adversely or negligibly represented. Several e-mails have highlighted the poor representation of Sikh history and requested that the same may be given its due representation in the history textbooks. Contrary to the suggestions received, many scholars, especially scholars from Indian History Congress (IHC), made suggestions that the history textbooks have been written after due deliberations and research based on all pertinent sources necessary for the reconstruction of history and IHC opposes any attempt to present a distorted understanding of the historical past. Based on the broad outline enumerated as above, the Committee decided that all the e-mails having some substances be forwarded to NCERT for further examination and inclusion of relevant materials based on scientific analysis and historical perspective and in the

light of mandate of notice issued.

## **OBSERVATIONS OF THE COMMITTEE**

4.1. The Committee observes that although students learn in different environment and through different ways and learning takes place beyond the boundary of textbooks and the classrooms through a diversity of learning materials and experiences; textbooks do play an important role. After all it is textbooks that are used as teaching material by teachers and also as a primary source of self- learning by students. It is therefore that development of Quality textbooks, including both printed and electronic textbooks (e-textbooks) becomes most important. The Committee also observes that such quality textbooks can help develop ability of students to learn through reading and arouse the interest of students enhancing their capacity to actively engage and involve them in the learning process.

4.2. The Committee in its discussions with the stakeholders observes that the United Nations, through one of its most important agencies, namely UNESCO, had formulated comprehensive guidelines for history which would foster world peace, tolerance and advancement of universal values of democracy and human rights. They emphasized on the need for highlighting social, economic, cultural and scientific history and requirement for toning down the history of conflicts. Hitherto marginalized groups, especially women, and the values of 'Unity in Diversity' and 'pluralism' should gain prominence in the teaching of history. UNESCO has emphasized the importance of learning about local cultural heritage and safeguarding of the same. In one of its recommendations concerning the safeguarding of as well as the contemporary role of historic areas, as recorded in the General Conference in Nairobi in 1976, it stated ---

*"Awareness of the need for safeguarding work be encouraged by education in schools [...] The study of historic areas should be included in education at all levels, especially history teaching, so as to inculcate in young minds an understanding and respect for the works of the past and to demonstrate the role of heritage in modern lives. Education of this kind should make use of audio-visual media and visits to groups of historic buildings."*

4.3. The Committee in its discussions with the NCERT and Department of School Education & Literacy observes that there is no internal mechanism to verify mistakes, erroneous and debatable facts in the text books by NCERT. The Committee was of the considered opinion that any error/mistakes in the textbooks should be investigated thoroughly and should be rectified and the

controversial or erroneous facts should be removed or deleted by NCERT at the earliest.

4.4. The Committee during its interaction noted that many of the historical figures and freedom fighters of Indian freedom struggle have been portrayed in an incorrect manner as offenders. Therefore, the Committee is of the view that wrong portrayal of our heroes of freedom struggle should be corrected and they should be given due respect in our history textbooks.

4.5. The Committee, in the context of the unequal representation of various periods and dynasties in the history textbooks by the stakeholders, observes that NCERT should take a relook at the guidelines for the writing of the history textbooks so that equal weightage and importance is given to the various eras, periods and events in the history textbooks. Similarly, it was observed that school textbooks do not give adequate coverage to some of the great Indian empires like that of Vikramaditya, Cholas, Chalukyas, Vijaynagar, Gondwana or that of Travancore and Ahoms of North-Eastern region, whose contributions in expansion of India's standing on the world stage cannot be ignored.

4.6. The Committee is of the view that there should be an appropriate comparison of the portrayal of women heroes like Rani Laxmi Bai, Zalkari Bai, Chand Bibi etc *vis-a-vis* their male counterparts. The Committee observes that the women heroes from different regions and eras should be given equal weightage highlighting their contributions in the history textbooks.

4.7 The Committee also observes that notable women in all fields, and their contributions, like that of Ahilyabai Holkar, Abala Bose, Anandi Gopal Joshi, Anasuya Sarabhai, Arati Saha, Aruna Asaf Ali, Kanaklata Deka, Rani Ma Guidinglu, Asima Chatterjee, Captain Prem Mathur, Chandraprabha Saikini, Cornelia Sorabji, Durgavati Devi, Janaki Ammal, Mahasweta Devi, Kalpana Chawla, Kamaladevi Chattopadhyay, Kittur Chennamma, M. S. Subbulakshmi, Madam Bhikaiji Cama, Rukmini Devi Arundale, Savitribai Phule and many others have not found adequate mention in NCERT textbooks.

4.8 The Committee observes that generally Women are underrepresented in school textbooks, many a times shown through images in traditional and voluntary roles, leading to formation of gender stereotypes in the impressionistic minds of students and feels that there is a need to undertake an analysis of the textbooks from the Gender perspective as well.

4.9 The Committee observes that in the suggestions received regarding updation of NCERT books, emphasis was laid on providing equal representation to the North-East Indian States and their

History. It was suggested that developmental models and economic policies should have sections dealing with and talking about the complex realities and demographics of the North-East along with the history of civilizations and tribal communities of the North-eastern region. Furthermore, the textbook content should also ensure adequate balance in representing Hill areas and Plains areas so as to recognise both communities adequately. The Committee also observes that there is also a sentiment in the public about poor representation of Sikh and Maratha history in the School textbooks and many have rightly suggested to give both, their due representation in the history textbooks. In this case a representation by a Class 9 student from Gurugram should be considered as a case in point.

4.10 The Committee observes that in respect of NCERT History syllabus, it was proposed that brief information regarding other three Vedas *i.e.* Samaveda, Yajurveda and Atharvaveda, Bhagvad Gita, as also Agam Literature should also be included along with Rigveda as they are also important sacred books. Further, some of the important teachings of all religious scriptures should also be adequately included in the text books. In many countries abroad, there are full fledged University departments for religious studies while in India, we have ignored this discipline for whatever the reason. It may also be pointed out here that at the University of Tehran, Iran, Upanishad is taught as a subject but in India, very few Universities teach the same.

4.11 The Committee also observes that there is no uniformity in the coverage of the development of different Indian regional languages and scripts in the NCERT history text book. For example, languages like Punjabi, with the Gurmukhi script, and Tamil, the first classical Indian language, do not find weightage commensurate to their importance. The journey of such languages should find place in the context of education on the development of Regional Cultures. The great Tamil literary treatise Thirukural by Thiruvalluvar, considered one of the best works on ethics and morality, is one of the varied such examples from regional literature which should get incorporated in the text books.

4.12 The Committee observes that modifications suggested in updation of syllabus/ topics in NCERT books related to all the subjects should also be adopted by SCERT and the same should be reflected in their textbooks too and local/ vernacular languages should be used for proper dissemination of information in respective mother tongue.



4.13 The Committee also observes that the content of those books that are officially recommended for further reading published by private publishers/ authors should also be duly scrutinized at some level. This may ensure commonality of approach and thereby cause no confusion.

4.14 The Committee noted the submissions made by Director, NCERT that different departments of NCERT conduct small studies on different aspects to evaluate the textbooks, taking feedback from stakeholders including students. However, it is also noteworthy that for the current textbooks no such study to evaluate psychological impact related with course material/ curriculum has been conducted.

4.15 The Committee observes that feedback survey by CBSE on the quality of NCERT textbooks through its website in the year 2018-19, led to the revision of NCERT textbooks.

## **5. RECOMMENDATIONS**

**In view of the evidences gathered throughout the process, the Committee strongly recommends that:**

**5.1. While creating the content for textbooks, inputs from experts from multiple disciplines should be sought. This will ensure balance and diversity of views. It should also be ensured that books are free of biases. The textbooks should instill commitment to values enshrined in the constitution and should further promote national integration and unity.**

**5.2. There is a pressing need to develop high-quality textbooks and effective teaching methods. Thus mandatory standards related to text-book content, graphics and layout, supplementary materials, and pedagogical approaches should be developed. Such standards are needed for printed as well as digital textbooks.**

**5.3. There is a need to have more child-friendly textbooks. This is possible through enhanced use of pictures, graphics, QR codes, and other audio-visual materials. Children should be taught through enhanced used of games, plays, dramas, workshops, visits to places of historical importance, museums etc. as such approaches will ignite their inquisitiveness and analytical abilities.**

**5.4. The initiative of Maharashtra State Bureau of Textbook Production & Curriculum Research known as Ekatmik Pathya Pustak conceived in 2018-19 to lighten the school bag is**

appreciable. Towards this, the Bureau has created quarter-specific integrated material for Marathi, English, Mathematics and 'Play, Do, Learn' for Class I students into a single book. A similar approach may be adopted by others. Such initiative will be aligned to the School Bag Policy of New Education Policy (NEP), 2020 as laid out in Section 4.33.

5.5. Education must be provided in the light of values enshrined in the constitution which cannot be taught by mere delivery of information. The pedagogy woven around textbooks has a lasting impact on the minds of the student and hence learning-by-experiment methodology should be compulsorily used by all teachers. Such an approach will enhance positive attitude towards learning amongst students.

5.6. The prioritization of development of foundational skills amongst primary students is required by the NEP-2020, and therefore necessitates the use of information technology and digital devices. Therefore, digital content should be created and disseminated using satellite technology to enhance our students' capabilities and potentials. Such approaches will further curriculum reform and will also help develop more effective operational models for content delivery, and learning. Introduction of modern technologies/ methodologies for the dissemination of information as part of teaching strategies should be undertaken preferably after enabling the possibility of the same uniformly in every part of the country. Schools in remote corners of the country should be suitably equipped for the same.

5.7. The primary school textbooks should serve two purposes; provide strong foundation in core areas such as reading, writing and arithmetic, and provoke curiosity so that students can rapidly expand their knowledge in later years. This is also in alignment with NEP 2020's goal of promoting competency-based learning.

5.8. The NCERT and SCERTs should primarily focus on providing core content through their textbooks. Detailed information and supplementary materials may be provided through other texts, videos, reference books, A/V files, etc. Further, textbooks should be anchored in facticity. Any presentation of data or survey results should be appropriately referenced. Textbooks should be designed to provoke curiosity and analytical abilities, should be tuned to cognitive capability of the student, and should employ simple language. Further, efforts should be made to design textbooks in ways such that project-based, art-integrated, and experiential learning models can be deployed for effective education. In this way, our

textbooks will promote scientific temper, innovation, and also the four Cs; Communication, Collaboration, Creativity, and Critical Thinking.

**5.9** The Ministry should explore the possibility of developing a core class-wise common syllabus for various subjects for implementation by CBSE, CICSE and various other State education Boards as this will go a long way in maintaining uniformity in educational standards of school students across the country.

**5.10.** Our textbooks should highlight the lives of hitherto unknown men and women from different states and districts who have positively influenced our national history, honour, and one-ness. This may require content production teams to dig deeper into local sources of knowledge, including oral ones, and identify linkages between the local and the national. In this way, our textbooks should elicit “Unity in Diversity” of India emphasizing that diversity in India is in fact diverse manifestation of the innate one-ness or intrinsic unity.

**5.11.** The textbooks should include content on world history and India’s place in the same. In this regard, special emphasis must be placed on the histories of other countries of the world. This is aligned with international guidelines which argue for study of history through a multi-perspective approach. Further, sufficient emphasis must also be placed on the connects between histories of South-East Asia and India. This would be very useful in the context of India’s Look East policy.

**5.12.** Our history textbooks should be continually updated, and account for post-1947 history as well. In addition, an option of conducting review of National Curricular Framework at regular intervals should be kept.

**5.13.** The Department of School Education & Literacy and NCERT should carefully study how other ancient civilizations/ countries teach their own histories to their respective citizens through textbook content, and areas of emphasis. The results of such a study should be used to improve our own history textbooks and teaching methods taking into consideration history at the grassroots level preferably at the district levels. Further, the State Boards may prepare district-wise history books that will impart knowledge about local historical figures to the students.

**5.14.** The NCERT should consider the suggestions received by this Committee, while framing the NCF and syllabus of the textbooks. For avoiding content overload on students,

**NCERT in collaboration with SCERT should identify State-specific historical figures for inclusion in respective SCFs. Efforts may also be made to incorporate and highlight the contributions of the numerous local personalities in various fields in State curriculum.**

**5.15. The NCERT and SCERT should incorporate the ancient wisdom, knowledge and teachings about life and society from Vedas and other great Indian Texts/ Books in the school curriculum. Also, educational methodologies adopted in the ancient Universities like Nalanda, Vikramshila and Takshila should be studied and suitably modified to serve as a model reference for teachers so as to benefit them in improving their pedagogical skills for imparting education in the present day context.**

**5.16. Contributions of ancient India in the fields of Philosophy, Science, Mathematics, Medicine, Ayurveda, Epistemology, Natural sciences, Politics, Economy, Ethics, Linguistics, Arts, etc may also be included in the textbooks. The traditional Indian knowledge systems should be linked with modern science and presented in the contemporary context in NCERT textbooks.**

**5.17. New technologies should be adopted for better pedagogy for the education of History. Further a permanent mechanism to make suitable rectifications through additions or deletions in the textbooks in a structured manner needs to be established.**

**5.18. All books especially history books other than published by Government agencies used for supplementary reading may be in consonance with the structure/ content of NCERT books to avoid discrepancies. Also, Ministry of Education should develop a monitoring mechanism for ensuring the same.**

**5.19. There is a need for discussing and reviewing, with leading historians, the manner in which Indian freedom fighters, from various regions/parts of the country and their contributions get place in History textbooks. This will result in more balanced and judicious perception of the Indian freedom struggle. This will go a long way in giving due and proper space to the freedom fighters hitherto unknown and oblivious in the freedom movement. Review of representation of community identity based history as of Sikh and Maratha history and others and their adequate incorporation in the textbooks will help in a more judicious perspective of their contribution.**

**5.20. In order to address the underrepresentation of Women and girls in school textbooks or**

them being depicted only in traditional roles, a thorough analysis from the view point of gender bias and stereotypes should be undertaken by NCERT and efforts be made to make content portrayal and visual depiction gender inclusive. The textbooks should have greater portrayal of women in new and emerging professions, as role models with a focus on their contributions and pathway of achieving the same. This will help in instilling self-esteem and self confidence among all, particularly girls. Also, while examining the textbooks, other issues like environment sensitivity, human values, issues of children with special needs etc can also be looked up for adequate inclusion in the School textbooks.

5.21. The significant role played by women in the freedom movement and in various other fields needs adequate representation in the textbooks as it would go a long way in understanding the issues in a better way for the next generation of students.

5.22. One of the major social ills afflicting our society in the present times is the malaise of drug addiction cutting across the class divide. It has far-reaching adverse effects on the socio-economic structure of the country, and that concerted efforts are required to be made by the government agencies as well as the civil society to combat this menace. As part of these efforts, the ill effects of such addiction must be adequately and suitably highlighted in strong words, in the content of school text books to caution the impressionable young minds of students against falling prey to luring tactics of anti-social elements and resulting in waywardness. Similarly, the textbooks should have separate elements spreading awareness against internet addiction and other such aspects that are harmful to the society.

5.23. Taking into account the voluminous number of suggestions received from teachers, students, Institutions for updating the syllabus of NCERT textbooks incorporating various subjects, an internal Committee be set up by Ministry of Education and NCERT to examine the suggestions so received and incorporate the same in curriculum as deem fit.

5.24. All NCERT and SCERT textbooks must be published in all Eighth Schedule languages of the Constitution of India, besides Hindi and English. Further, efforts for developing textbooks in local languages (those not part of the Eighth Schedule) be also made. These will help the children in understanding the subjects better as the content will be in their mother tongue.

5.25. To supplement the textbook content, field visits/ excursions should be introduced as a

**compulsory part of learning experience. As an initiative in this regard, textbooks can introduce a "Box Format" near the name of the place being mentioned stating the importance of that place whether religious, historical, etc. promoting the readers to visit it. This would further promote North-South and East-West integration.**

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