

Critical Review of NCF-2023 for Secondary Education in the light of NEP-2020

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***Abstract**

India, after 34 years displayed an education policy, which counter the ground level challenges of Indian school Education. National policy on education 2020 suggests various changes in school curriculum, structure of imparting education, infrastructure needs, and motives of learning and holistic development. The policy document, i.e. NCFSE-2023, lays focus on discipline, flexibility, experimental learning and technology based quality learning. Through the extensive review of both the policies, the researcher wants to find out the ground level problem in implementation of these two policies. The researcher thus, wants to resolve the pertaining issues that he finds out through his deep knowledge of multiple disciplines and current requirements of global education. The researcher here suggests some parameters like implementation of advance curricula, life skills education, and special focus on STEM learning. Hence, more of such parameters and ground level strategies can be found out in the research article.

***KEYWORDS:** Secondary Education, NCF, NPE-2020, Curriculum framework, NCFSE-2023

INTRODUCTION

According to the National Education Policy, India's educational system should be profoundly rooted in the Indian culture and should make a direct contribution to changing India (or Bharat) into a more equal and thriving knowledge society in the long run. This will be accomplished by providing education of a high standard to everyone in the country, which will ultimately transform India into a global knowledge superpower. The policy states that our institutions' curricula and pedagogy must instill in their students a strong loyalty to and appreciation for the Constitutional ideals and Fundamental Duties of their country, as well as a sense of community and an awareness of their roles in a dynamic and interdependent global society. The goal of the Policy is to help students become responsible global citizens who have a strong commitment to human rights, sustainable development, and the well-being of all people around the world. This will be accomplished by instilling in them a profound sense of pride in being Indian in all aspects of their being, including their thoughts, spirits, intellects, and deeds. The program's curriculum and teaching methods will be tailored to the specific interests and needs of students between the ages of 3 and 8, between 11 and 14, and between 14 and 18 years old. As a result, the educational program's foundation, methodology, and structure will all be based on a 5+3+3+4 layout. It consists of the Primary Stage (Grades 1-2), which spans ages 8-12, the Middle Stage (Grades 6-8), which spans ages 11-14, and the Secondary Stage (Grades 9-12, split into two phases, i.e., Grades 9 and 10 in the first phase, and Grades 11 and 12 in the second phase, spanning ages 14-18).

NCFSE-2023: An Overview

The National Curriculum Framework (NCF) for K-12 Education was developed to facilitate the implementation of the National Education Policy (NEP) 2020.

The National Education Policy (NCF) covers preschool through high school education across all of India. The 5+3+3+4 Restructuring of School Curricula and Pedagogy proposed by NEP 2020

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is affected by this. A national curriculum framework that promotes coherence and harmony among the many different curricula being developed should be established to lay the groundwork for academic rigour and social fairness.

"practises" allude to more than simply curricular material and pedagogy, but also to the school atmosphere and culture, because the word "curriculum" incorporates a student's whole experiences in school. While ideas are important, the NCF is focused on really changing what teachers do in the classroom. With this all-encompassing overhaul of the curriculum, we will be able to vastly enhance the educational opportunities available to our pupils.

Aims of School Education as visualized by NCFSE-2023

The NEP 2020's vision for education would be realized through schooling through fostering in students the development of desired values and dispositions, capacities, and knowledge. Thus, a curriculum is a systematic articulation of these desired values, dispositions, capacities, and knowledge, as well as how they are to be attained through suitable material and pedagogy selection. These include knowledge, skills, values, and dispositions, as well as rational thought and autonomy, wellbeing, participation in democracy, and participation in economic, cultural, and social activities.

Curricular defect of existing education system:

Teacher-student ratio, funding allocation, high cost of higher education, lack of infrastructure, disregard for regional languages, outdated curricula, lack of practical knowledge, and the brain drain issue.

The present research paper studies and discusses various valuable inputs as given by NPE-2020 for curricular reforms in Secondary Education. This paper also studies defect in existing curricular and new curriculum. Plan as suggested in NCFSE-2023. Paper also suggestion various implementations barrier in the way of NCFSE-2023 and suggest various strategies to remove these barriers.

Objectives:

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- To Study vision of NPE-2020 for curricular reform in Secondary Education.
- To review curricular defects in existing Secondary Education.
- To review and discuss curriculum inputs suggested by NCF-2023 for Secondary Education.
- To discuss implementation barriers before NCF-2023.
- To discuss Strategies for solving these barriers.

Vision of NPE-2020 for curricular reform in secondary education:

The goal of the Policy is to help students become well-rounded individuals who understand and can demonstrate what it means to be a responsible global citizen by advocating for human rights, sustainable development, and the well-being of all people everywhere. The mission of Indian schools is to instill in its students a deep sense of pride in being Indian, not just in their heads, but in their hearts, souls, and minds as well.

Foundational Literacy and Numeracy: An Immediate and Essential Prerequisite to Learning - Reading, writing, and basic maths skills are the building blocks for all future schooling and learning for the rest of your life. Several government and non-government polls say that we are in the middle of a learning crisis. People think that more than 5 crore elementary school students haven't learned basic reading, writing, and math skills. This means that they can't read and understand simple texts or do simple addition and subtraction with Indian numbers. Books that are fun and inspiring for students of all levels will be made, including high-quality translations (with the help of technology as needed) in every language spoken in the area and in India. These books will be widely available in schools and public libraries.

Reducing the Number of Students Who Quit School and Making Certain That Everyone Has Access to Education at All Levels

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One of the primary goals of the educational system should be to ensure that all eligible students are enrolled in and regularly attend classes. India has made great strides in recent years towards reaching nearly universal enrollment in elementary school with the support of programmes like the Right to Education Act and the Sarva Shiksha Abhiyan (now known as Samagra Shiksha). However, information from higher grades reveals considerable difficulties in keeping students enrolled. Graduation rates (GER) ranged from 90.9% in Grades 6-8 to 79.3% in Grades 9-10 and 56.5% in Grades 11-12, demonstrating that many students drop out of school after Grade 5. According to NSSO's 75th wave of household surveys in 2017-18, 3.22 crore children between the ages of 6 and 17 were not in school. It will be crucial to quickly reintegrate these children into the educational system and prevent more students from dropping out if we are to reach a gross enrollment ratio of 100% from preschool through secondary school by 2030. Every kid in the country will have the opportunity to enroll in and graduate from a high-quality, all-around programme that incorporates vocational training from pre-kindergarten through high school. Quality assurance will be crucial after infrastructure and participation have been established if we want to retain children in school, especially girls and students from other socioeconomically disadvantaged groups. To achieve this goal, it will be important to introduce incentives to deploy teachers who are proficient in the local language to areas with high dropout rates, and to revise the curriculum to make it more exciting and useful.

To better serve students from all backgrounds, including those from Socio-Economically Disadvantaged Groups (SEDGs), the purpose of formal education will be broadened to include support for a variety of learning routes that incorporate both formal and non-formal education forms. Open and Distance Learning (ODL) courses provided by the National Institute of Open Learning (NIOS).

School curricula and teaching methods: Learning Ought to Be Comprehensive, Cohesive, Delightful, and Involving

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A new 5+3+3+4 layout for the curriculum and teaching methods in schools -The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18). The above-described stages are purely curricular and pedagogical, designed to optimize learning for students based on the cognitive development of children; they will inform the development of National and State curricula and teaching-learning strategies at each stage, but parallel changes to physical infrastructure will not be required.

Holistic development of learners:

The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. The development of curriculum frameworks and transaction mechanisms will make sure that these values and skills are inculcated through fun teaching and learning activities.

Reduce curriculum content to enhance essential learning and critical thinking-

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Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning. The mandated content will focus on key concepts, ideas, applications, and problem-solving. Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning.

Experiential learning:

In all stages, experiential learning will be adopted, including hands-on learning, arts-integrated and sports-integrated education, story-telling-based pedagogy, among others, as standard pedagogy within each subject, and with explorations of relations among different subjects. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment “as”, “of”, and “for” learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

Empower students through flexibility in course choices:

Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

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Multilingualism and the power of language:

It is well understood that young children learn and grasp nontrivial concepts more quickly in their home language/mother tongue. Home language is usually the same language as the mother tongue or that which is spoken by local communities. However, at times in multilingual families, there can be a home language spoken by other family members who may sometimes be different from mother tongue or local language. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language. Thereafter, the home/local language shall continue to be taught as a language wherever possible. The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. In particular, students who wish to change one or more of the three languages they are studying may do so in Grade 6 or 7, as long as they are able to demonstrate basic proficiency in three languages (including one language of India at the literature level) by the end of secondary school.

A Critical Review of curricular defect in existing Secondary Education:

- *Narrowly conceived: The present curriculum is narrowly conceived. Only knowledge items are included. It only prepares the students to pass the examination. The facts and ideas acquired in one field are not used in other fields and areas.

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- Dominated by Examinations: The present curriculum is too dominated by examinations. The ability of the child is determined on the basis of marks secured in the examination. Stress is laid on the academic work needed for the purpose of examination.
- *less psychological: The existing curriculum has not much psychological base and has a very limited scope for “learning by doing”. It is not framed according to interest, likes and dislikes needs and demands, abilities and capacities of the child in the teaching learning process. It is framed from the point of view of adults.
- *Rigid and Uniform: The curriculum is rigid and uniform. There is no provision for diversification of courses. it ignores individual differences. All students are required to learn the same subjects.
- *Unrelated to life: The curriculum is not related to life and aspiration of the students and community. It does not prepare the students to face the challenges of the modern day world.
- *Neglect of Cultural heritage: The existing curriculum does not include our long cherished cultural values. It does not reflect Indians tradition, arts, crafts, moral and spiritual values etc.
- And many other defects are: Lack of moral and spiritual values, heavy and over crowded, bookish and mechanical, Emphasis on memory, Teacher-Student Ratio, Allotment of Funds, Expensive Higher Education, Lack of Infrastructure, Lack of Infrastructure, Neglect of Regional Languages, Old Curriculum of Study and Lack of Practical Knowledge, the Problem of Brain Drain etc.
- Reviewing valuable curriculum inputs suggested by NCFSE-2023 for Secondary Education:
- “The Secondary Stage will comprise four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility

and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired.”

- “Students will be given increased flexibility and choice of subjects to study, particularly in secondary school - including subjects in physical education, the arts and crafts, and vocational skills – so that they can design their own paths of study and life plans. Holistic development and a wide choice of subjects and courses year to year will be the new distinguishing feature of secondary school education. There will be no hard separation among ‘curricular’, ‘extracurricular’, or ‘co-curricular’, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. Subjects Such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum, with a consideration for what is interesting and safe at each age.

The implications of NCFSE directions for curriculum design of the Secondary Stage:

a) It takes four years of study in many different fields. During that time, students will take a variety of courses, including:

- Courses that all students must take.
- CBCS that every student can choose.
- Professional education, arts, and sports, which will be a big part of the programme.

b) The existing practise of sorting students into distinct academic tracks (science, arts/humanities, and business) will be replaced by a plan that allows students to broaden their horizons by taking classes in multiple disciplines and to delve more deeply into certain topics of interest to them.

c) The required classes that all students will take will ensure a solid foundation in a wide range of topics, while electives will allow for more in-depth study.

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d) As they become ready for the workforce or further education, students will receive more individualised support that takes into account their unique goals and desires.

e) **There will be two parts to the Secondary Stage:**

i) In order to facilitate breadth, courses in broad curricular areas (such as science, social science, and the humanities) will be made available in grades 9 and 10. At this stage, it is expected that all students will have attained the learning principles outlined in the specified Learning Standards.

ii) Depth in each subject area is encouraged, thus courses like history, physics, and language will be available in high school. It is up to the students to pick their own specializations and fields of study. Students make these decisions in light of their passions and their plans for life beyond high school, which may include entering the workforce or continuing their education. Each field of study would have its own set of competences and learning outcomes, but no universal learning ideals would apply to this stage.

● **Design of Grades 9 and 10-**

In order to graduate from high school, students must take 16 required courses, or two from each of eight curricular areas, including but not limited to: humanities (including languages), mathematics and computing, vocational education, physical education, the arts, social sciences, and sciences, and inter-disciplinary areas. The ninth and tenth grades will operate on an annual schedule (a semester schedule is possible to assemble, but unneeded given that all students will complete all required coursework).

At the end of grade 10, students are required to pass eight Board examinations, which test their knowledge of two Essential Courses in each subject area covered in grades 9 and 10.

Essential Courses from each of the Curricular Areas for Grade 10 Certification-

Physical Education, Art Education, Vocational Education, Mathematics & Computing, Humanities, Social Science, Science, Inter-Disciplinary areas.

The final certification will be based on the cumulative result of each of the examinations.

Design Considerations of Disciplinary Courses:

The following are some of the most important factors that were taken into account when creating the Disciplinary Courses:

First, there are four classes dedicated to teaching pupils the fundamentals of each form of control. Each course runs for the duration of a semester.

Second, since students have a wide range of options, teachers shouldn't assume they'll pick subjects that go together. For instance, it would be unreasonable for Biology teachers to presume that their pupils are also taking Chemistry in high school.

Third, one should not set out to "cover" all the fundamental ideas in that field. The resulting shipment would be extremely rich in material. Instead, the strategy should put a heavy emphasis on the techniques of investigation that will be used to test the hypotheses that underpin the important theoretical structures and ideas that will be covered.

Fourth, students need to learn where this field belongs into the broader field of education's curriculum and what questions are currently intriguing researchers in this field.

Discussion of Implementation Barriers before NCFSE-2023:

The ground reality:

The truth is that most schools in India have apathy towards the educational process among students, professors, and administrators. Fraudulent methods are used to complete the process, and many young people with college degrees remain unemployed. It is extremely strange that, despite the fact that the public, the government, and those responsible for its implementation view education as desirable, they prefer to overlook the actual situation on the ground. Most of the time, when discussing education, policymakers, legislators, social activists, and education specialists are seen adopting idealistic stances. Do they genuinely want to maintain and develop the current educational system as it is now? Along with the process' degradation, education as a practice appears to be heading in the wrong direction.

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- Lack of supervisory staff: According to department sources, the significant shortage of supervisory employees has had a negative impact on educational standards. The positions of Block Education Officers (BEO) are unfilled. How can we achieve the goal of constructive learning if our government schools are in such a state? If there is a lack of supervisory staff, who will evaluate the work of the teachers and the results of the students?

Extra burden on Teachers: Due to a lack of staff and facilities in schools, instructors have been given additional tasks, which have an impact on their performance. Although students are innate learners who absorb information from their surroundings, if their environment lacks the necessary infrastructure, neither they nor their teachers can function. Without a question, the instructor is the game-changer and helps the student build his knowledge, but if the teacher has additional responsibilities, what would you want from the teacher?

No emphasis to the learning based on understanding: Even though NCF 2023 placed a strong emphasis on learning that is constructive and solely based on comprehension, the Jug-Mug Theory still receives a lot of attention in schools. Still, no one accepts that children learn in a natural way; in many schools, students still act as passive listeners. The main question that faces us today is: Why are policies and actual ground reality so drastically different? Is it due to ineffective implementation or a lack of administrative motivation?

Rote Learning: More than 80% of school principals in a national poll put the responsibility for students' low proficiency levels on rote memorization. Nearly 70% of principals surveyed felt that there was not enough room for creative thinking in today's curriculum. The 'factory model' of education, developed in the 18th and 19th centuries to meet the demands of the Industrial Revolution, is widely believed by experts to be the educational system adopted by most schools today. Both the classroom and the modern way of life have undergone radical transformations in the intervening years. Academics from all around the world have come to the same conclusion: these problems can only be solved by radically altering how students and teachers approach education. Given the foregoing, it's clear that fundamental changes need to be made to the way

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we educate children. Despite the fact that policies have been drafted to promote constructive or cooperative learning—both of which are grounded in an appreciation for and cultivation of children's growing capacities for understanding and critical thinking—such approaches remain largely theoretical.

Less emphasis on co-scholastic activities: The News also reported that more than 70% of principals agreed that co-curricular activities should be incorporated into the curriculum in order to help pupils develop qualities such as self-assurance, self-control, sportsmanship, teamwork, solidarity, and health. Less than half of those who responded in favour of it indicated that the curriculum for their school does not lay much emphasis on these subjects. Physical education/sports and co-curricular activities including music, art, dance, elocution, and dramatics account for 9% and 10%, respectively, of the time spent in schools. Academic instruction takes up around 60% of class time.

Dominance of Number system: The number system is predominating in education. Schools aren't concerned with teaching; instead, their principal goal is to provide test results that will help these institutions gain more admissions. Parents aren't concerned in their kids' actual education; rather, they are just interested in how well their kids did on their tests. If these are the current tendencies in schools, where is the NCF 2023 implementation?

Therefore, the most important question that is currently arising is: Is there any coordination between the head and hands? What is the reason for the lack of coordination, then, if there is any? If these institutions continue to promote such flawed notions, education will become burdensome. We require a system of education where a child's innate desires to learn cannot be curbed; if it is, then we are all to blame for the state of humanity. If we don't reconsider it and come up with the ideal solution to stop it, the technologically advanced civilization won't spare us.

Discussion of Strategies for Solving the Barriers:

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- Recognising, locating, and developing the one-of-a-kind skills possessed by each and every one of the students in the class. If we make it a priority for all children to acquire the fundamental reading and numeracy abilities, then both teachers and parents will be more motivated to aid each student's overall development in both academic and extracurricular areas if we make it a priority for all children to acquire the essential literacy and numeracy skills.
- Flexibility, so that students are able to choose their own learning trajectories and courses, and can therefore choose their own pathways in life in accordance with their skills and passions;
- There should not be any strict divisions; instead, there should be an elimination of unfavorable hierarchies and silos between different areas of study, such as between the arts and sciences, curricular and extracurricular activities, and academic and vocational streams of study.

An education that is not only multidisciplinary but also holistic, incorporating the arts, humanities, social sciences, natural sciences, and sports for a world that is itself interdisciplinary in order to guarantee the coherence and consistency of all knowledge.

The decision to place a larger focus on conceptual comprehension rather than the rote learning of facts and the preparation for tests;

- the ability to be creative and to think critically in order to inspire the creation of sensible decisions and inventions;
- Ethical principles as well as human and Constitutional values, which include compassion, respect for others, cleanliness, civility, the spirit of self-governance, the courage to serve others, respect for community property, methodical displeasure, emancipation, accountability, pluralism, impartiality, and righteousness;
- Emphasizing the importance of being able to speak multiple languages and the role that language plays in education and training.

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- Capabilities that are helpful in day-to-day living, such as the ability to communicate, interact, and work together with others, as well as flexibility;
- Place a stronger emphasis on consistent formative assessment for learning rather than summative evaluation, which is what promotes today's "coaching culture."
- Extensive use of technology in classroom instruction and student education, including the elimination of language barriers, the expansion of access for Divvying students, and educational planning and management;
- Always keep in mind that education is a parallel theme in all parts of the curriculum, pedagogy, and strategy, and respect for diversity and respect for the local context in each and every one of those components.
- Complete justice and inclusivity ought to serve as the foundation for all decisions pertaining to education; this will ensure that all students are provided with the opportunity to flourish within the educational system.
- Coherence in pedagogy across all stages of education, beginning with early childhood care and education and continuing through primary, secondary, and even postsecondary education.
- The necessity of staffing, continuing professional development, attractive working environments, and advantageous service conditions for teachers and other faculty members, as well as the role that they play in the learning process.
- A regulatory framework that is "light but tight," with the goal of ensuring the integrity, transparency, and reserve efficiency of the educational system through assessment and public reveal, while at the same time encouraging creativity and thinking that is outside of the box through self-sufficiency, good ascendancy, and empowerment.
- If outstanding education and development are to be accomplished, there must be excellent research going on at all times.

- Ongoing research and evaluation by seasoned experts in the subject, both of which are used to form the basis of ongoing assessments of progress.
- Since education is a public service, it should be a fundamental right for every child to have the opportunity to acquire an education that is of an adequate degree of excellence.
- Significant investments are made in a vibrant and successful public education system, in conjunction with the promotion and facilitation of genuine philanthropic participation from the commercial sector and the community as a whole.

Some other Reforms:

- Revamping educational programmes and methodology in accordance with a revised 5+3+3+4 layout.
- The Curricula and Teaching Methods Used in Schools Should Emphasize Holistic, Inclusive, Enjoyable, and Appealing Education.
- The development of students in a holistic manner.
- Reduce the amount of content in the curriculum in order to improve critical thinking and important learning.
- An increased emphasis on learning through experience.
- Give students more agency by allowing them more leeway in their course selections.
- Bilingualism as well as the sway that language can have.
- The inclusion of Essential Subjects, Skills, and Capabilities in the Curriculum.

Suggestion for further study:

Schooling is the means by which the goals of the NEP 2020 for education can be realized, specifically the cultivation of admirable character traits, skills, and knowledge. Therefore, a curriculum is a methodical verbalization of what these favored values and dispositions, capacities and knowledge are and how they are to be attained through appropriate selection of

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content and teaching. Knowledge, Abilities, Virtues, Independence, Physical and Mental Health, Political Engagement, Economic, Educative, and Social Inclusion.

Reformative Measure: reform means to reshape, to reconfigure or to make a difference. So reforms in curriculum means bringing desirable improvements in the existing curriculum. The students need to be armed with skills that are needed by industry and these are definitely not provided by a school with a “bookish” curriculum that stresses the students.

Following are the various measures which can be adopted for bringing reforms in the existing curriculum keeping in view the various defects:

- **Preparation of advanced curricula:** Efforts should be made to prepare advanced curricula in all subjects keeping in view the challenges of modern life.
- **Emphasis on science and mathematics:** Emphasis should be laid on science and mathematics teaching in the school. Process skills like observing, describing, predicting and experimenting contribute broadly to academic achievement of the students.
- **Emphasis on manual work:** stress should be laid on manual work at all stages of education to develop various practical skills among the students. Every student should be given training in manual labor.
- **Work centered education:** It should be made an integral component of the school curriculum. It should be provided to the children in relation to their habitat, natural resources and livelihood.
- **Emphasis on experimental learning:** it should be laid experimental learning in the school curriculum. it is a process through which students develop knowledge, skills and values from direct experiences outside a traditional academic setting.
- **Digital education:** Things are becoming more and more digital in today’s world. Students need to master new skill-digital skills to succeed in an increasingly digital world. Thus, it is important for educators to teach digital literacy to the students.

- **And other reforms:** Emphasis on moral and spiritual values, social service activities , organization of co-curricular activities, health and physical education , industry oriented education .

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