

A STUDY OF THE RECONSTRUCTION OF THE SCHOOL CURRICULUM

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Abstract:

Education, in a very fundamental sense, can be defined as the attainment of valuable Knowledge, Capacities, Values, and Dispositions. If that is so, one of the key questions for any curriculum framework is: which Knowledge, Capacities, Values, and Dispositions are valuable? In other words, what is worth teaching? 'Learning Standards' and the processes associated with them, for example the 'flow-down' from 'Aims of Education' to 'Learning Outcomes,' is central to this NCF (National Curriculum Framework for School Education) — to ensure alignment and integration of broad Aims of School Education. NCF in line with NCrf (National Credit Framework) is a comprehensive framework encompassing academic education and vocational education.

The National Education Policy (NEP) 2020 is a transformative initiative to usher India to prepare itself to meet the challenging demands of a 21st century knowledge society. The NCF-SE is one of the key components of NEP 2020, that enables and energises this transformation, informed by its aims, principles, and approach. Its objective is to realise the highest quality education for all our children, consistent with realising an equitable, inclusive, and plural society as envisaged by our Constitution. This is the first ever integrated Curriculum Framework for children between ages 3-18 in India. It is a direct outcome of the 5+3+3+4 'curricular and pedagogical' structure that NEP 2020 has come out with for School Education.

Keywords: Curricular and Pedagogical, learning standards and Outcomes, Competencies

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Introduction:

The National Education Policy 2020 (NEP 2020) demanded that India's educational system be completely redesigned to meet the requirements and expectations of the nation's citizens both now and in the future, as well as to be of the greatest calibre for all students equally. The aim of the National Curriculum Framework for School Education (NCF-SE) is to facilitate these changes by positively transforming India's school curricula in unison. The term "curriculum" describes the overarching objectives, schedules, configurations, and procedures that mould students' school experiences. Therefore, the term "curriculum" encompasses more than simply the subject matter covered in textbooks and other teaching-learning materials (TLMs) as well as its pedagogy; it also refers to elements like the school's culture and the environment. It is true that the only way we will be able to significantly improve our kids' overall learning experiences is if we make such holistic and integrated adjustments to curriculum. NCF would aim to help bring consonance and harmony across the curricula in the country.

Objectives: -

1. To study the need of reconstruction of school curriculum
2. To study the parameters included for reconstruction of school curriculum

Research Methodology:

This paper is descriptive in nature. In this paper, the study of the change in curriculum in school, vocational, skilling is attempted. the data for the same is retrieved from *National Curriculum Framework- 2023* and *CBSE training portal*.

Delimitations of the Study:

1. This study was limited to CBSE board approach for inclusion of NEP 2020 policy.
2. This study was limited to Secondary (Grade 6 to Grade 10) and Senior Secondary Section (Grade 11 and Grade 12) of CBSE School Curriculum.

1. Analysis and Interpretation:

In the present study the **First Objective** was to study the need of reconstruction of school curriculum NCF which would work to promote harmony and coherence throughout the nation's curricula.

In this regard, it is crucial to create aspirational and robust National Curriculum Frameworks (NCFs) that will guarantee that all students, regardless of their background or place of birth, receive the best education possible with full system support.

Therefore, NCrF is included along, which functions in line with NCF. – NCrF is National Credit Framework which is a *comprehensive framework encompassing academic education and vocational education*

The National Credit Framework: Mandate of NEP 2020

Jointly by UGC, NCERT, CBSE, AICTE, NCVET and NIOS

NCrF is a comprehensive framework	NCrF provisions
Integrates Academics, Vocational, Skills, and Experiential Learning	Enables Assignment, accumulation, Storage, Transfer and redemption of Credits
Vocational Education	Allows Multidisciplinary and Holistic education through Outcome based approach
Higher/Technical Education	Enables multiple entry and exits in and between general and vocational Education
School Education	Removes distinction between general and vocational Educations, establishes equivalence & allows mobility
Elementary Education	Supports existing qualification frameworks NHEQF (National Higher Education Qualification Framework) and NSQF (National Skill Qualification Framework)

There is a need for a workforce with deep human capacities, including those involving multidisciplinary capacities, as many jobs globally may be fundamentally impacted by various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence.

Skills involving empathy, care, communication, and ethical reasoning—across languages, mathematics, sciences, social sciences, vocational education, and art—will be more and more in demand.

Individuals' health and well-being continue to be crucial for success in all other spheres of life. For an individual's holistic development, education in all academic areas, physical education, health, and well-being are equally essential.

The development of all aspects and capabilities of learners, as well as the enhancement of education that is more useful, engaging, and fulfilling for the learner, are the reasons why it is crucial that students receive a multidisciplinary education that encompasses Art and Craft, Physical education and Well-being practices, vocational education, Languages and Literature, as well as Mathematics, Science, and Social Science.

All students, regardless of subject area, should also acquire a few essential abilities, attitudes, and dispositions (such as what are frequently referred to as "21st century skills") in order to become good, contented, and productive human beings in the quickly changing world of today. These capacities, values, and dispositions include:

- a. scientific temper and evidence-based and critical thinking
- b. creativity and innovativeness
- c. sense of aesthetics and art
- d. oral and written communication
- e. multilingualism
- f. health and nutrition
- g. mental and physical fitness and well-being
- h. collaboration and teamwork
- i. problem solving and logical reasoning
- j. ethical and moral reasoning
- k. digital literacy
- l. coding, and computational thinking
- m. knowledge and practice of human and Constitutional values
- n. empathy, inclusion, and pluralism
- o. Fundamental Duties
- p. citizenship skills and values
- q. environmental awareness and sensitivity
- r. cleanliness, sanitation, and hygiene
- s. cultural literacy and hygiene
- t. rootedness and pride in India while being a productive global citizen

- u. knowledge of current affairs
- v. critical issues facing local communities
- w. States, the country, and the world

In order to create time and space for more effective pedagogy, such as more multi- and inter-disciplinary, experiential, discussion-based, and activity-based learning where appropriate, it will be necessary to reduce the content load in each subject to the essentials.

2. In the present study the **Second Objective** was to study the parameters included for reconstruction of Secondary school curriculum

Guidelines for implementing the NCrf in schools-

- Attendance of students must be made mandatory. Minimum attendance in a session may be fixed. (at least 75%)
- The credits shall be reflected in the marks statement/Grade Card for final examinations along with marks and grades.
- The credits earned shall be deposited in the academic Bank of Credit of a student which will be linked with the DigiLocker of the student.
- Credits can only be earned in full or nil, that is student can earn full credits upon passing a subject after assessment or NIL credit for not passing a subject.
- Credits earned shall be independent of marks obtained.

The scheme of studies for classes 6 - 8 and 9 - 12:

- It must be redesigned/updated and should mention the credits and hours against each subject/component of assessment.
- As per the scheme of studies of the respective board, the number of hours per subject may be fixed and accordingly credits to be earned per subject need to be fixed.
- The curriculum of each subject must be divided as per the hours allotted. Each chapter may then be allotted National Hours accordingly. After the release of the National Curriculum Framework (NCF) hours may be allocated to each topic/concept of the chapter.
- All types of learning shall be credited under NCrf. The learning will be subjected to the following:
Firstly, clearly prescribing the learning outcomes with pre-defined NCrf credit level of such course/qualification/activity as per NCrf by the respective regulators/autonomous institutions concerned.
Secondly, carry out assessment against these prescribed learning outcomes through a well- defined assessment process and award credits for achieving the desired outcomes.

The regular/autonomous institutions concerned will define the credits required to be earned from academics, skill, experiential learning including internship/apprenticeship/OJT under a programme.

The below data shows that:

NCrF enables Creditisation of All Learnings

Academic Band/Hours of Learning per Year	Academic Grade/Levels- School Education & Higher Education	National Credit Framework (NCrF)	Credit Earned per Year	Credit Points Earned	Assessment Stage and Equivalence
Doctoral Degree	PhD	8.0	40	320	–
PG degree	PG 2 nd Year completion	7.0	40	280	PG degree Certificate
4 Year UG with Honours OR 3 Year UG with 1200 Hrs per year	UG- 3 rd Year	5.5	40	220	UG degree Certificate
2 Year - Senior Secondary (1200 Hrs per year)	Grade 12	4.0	40	160	Grade 12 Certificate (CBSE Board /NIOS/School Board)
	Grade 11	3.5	40	140	Grade 11 Certificate (CBSE Board /NIOS/School Board)
2 Year -Secondary (1200 Hrs per year)	Grade 10	3.0	40	120	Grade 10 Certificate (CBSE Board /NIOS/School Board)
	Grade 9	2.5	40	100	Grade 9 Certificate (CBSE Board /NIOS/School Board)
3 Year -Middle School (1035 Hrs per year)	Grade 8	2.0	40	80	Grade 8 Certificate (NIOS/School Board)
	Grade 7	1.67	40	67	–
	Grade 6	1.33	40	53	–

TABLE-1: The allocation of credits for different subjects in **Grades 6 - 8** (proposed as per NCF-SE) will be as follows:

Secondary Section (Middle School): Grade 6 – Grade 8						
Sr. No.	Curricular Areas	Subjects	Hours	Marks	Credits	Examinations
1	Languages	Language 1	70	100	3	Local Assessment
2		Language 2	70	100	3	Local Assessment
3		Language 3	70	100	3	Local Assessment
4	Mathematics	Mathematics	135	100	5	Local Assessment
5	Science	Science	135	100	5	Local Assessment
6	Social Science	Social Science	125	100	5	Local Assessment
7	Art Education	Art Education	110	NIL	4	Local Assessment
8	Interdisciplinary areas	Environmental Education	120	100	4	Local Assessment
9	Physical Education and Well-being	Physical Education	90	NIL	3	Local Assessment
10.	Vocational Education	Skill Subject	110	100	5	Local Assessment
TOTAL			1035		40	

TABLE-2: The allocation of credits for different subjects in **Grades 9 – 10** (proposed as per NCF-SE) will be as follows:

Secondary Section: Grade 9 – Grade 10 (NCF + NCeF)						
Sr. No.	Curricular Areas	Subjects	Hours	Marks	Credits	Examinations
1	Languages	Language 1	120	100	4	External Examination
2		Language 2	120	100	4	External Examination
3		Language 3	120	100	4	External Examination
4	Mathematics and Computational Thinking	Mathematics (Standard/Basic)	150	100	5	External Examination
5	Science	Science	150	100	5	External Examination
6	Social Science	Social Science	150	100	5	External Examination
7	Art Education	Art Education	60	NIL	2	Local Assessment with External Examiner
8	Interdisciplinary areas	Environmental Education	120	100	4	External Examination
9	Physical Education and Well-being	Physical Education	60	NIL	2	Local Assessment with External Examiner
10.	Vocational Education	Skill Subject	150	100	5	Local Assessment with External Examiner
TOTAL			1200		40	

TABLE-3: The allocation of credits for different subjects in **Grades 11 - 12:** No hard separation between different areas of learning: arts and sciences, curricular and extra-curricular activities, vocational and academic streams. Relevance and weightage of experiential learning and proficiency levels (subject to assessment) also to be added to total credit points earned.

Senior Secondary Section: Grade 11- Grade 12 (NCF + NCeF)						
Subject 1	At least ONE of the two languages	Group 1	Languages			External Examination
Subject 2			Ranging from basic proficiency to literacy level			
Subject 3	At least FOUR subjects from at least 2 of these groups	Group 2	Art Education – Music, Dance, Theatre, Sculpture, Painting	Physical Education and Well-being	Vocational Education aligned to NSQP (National Skills Qualifications Framework)	Local Assessment with External Examiner
Subject 4			Group 3	Social Science- History, geography, Political Science, Economics, Philosophy, Sociology		Interdisciplinary areas- Commerce, Environmental Education
Subject 5 Subject 6		Group 4		Mathematics and Computational Thinking- Mathematics Programming and Coding, Business Mathematics		Science-Physics, Chemistry, Biology
Subject 7 (Optional)						

Findings from the above tables:

From Table 1: For Middle School- Grade 6 – 8, students passing will be eligible for 40 credits- if the student passes in 10 subjects-

The total National Learning hours for assignment of credits for higher education and vocational education/ skilling have been agreed to be 1035 Hours per year.

From Table 2: For Secondary Section- Grade 9 - 10, students passing will be eligible for 40 credits- if the student passes in 10 subjects-

The total National Learning hours for assignment of credits for higher education and vocational education/ skilling have been agreed to be 1200 Hours per year.

From Table 3: For Senior Secondary Section- Grade 11 - 12, students passing will be eligible for

40 credits- if the student opts for and passes with 5 subjects

47 credits- if the student opts for and passes with 6 subjects

The total National Learning hours for assignment of credits for higher education and vocational education/ skilling have been agreed to be 1200 Hours per year. For the purpose of credit calculations under National Credit Framework (NCrF), 30 notional hours will be counted as one credit.

As per the scheme of students, a student has to pass in 5 subjects (1 language and 4 main subjects) to be eligible for obtaining the credits. The credits of 6 subjects shall only be counted if the student has been declared pass. Grade may be calculated per subject based upon the marks obtained as per existing pattern of 9-point scale.

Conclusion:

The Policy recommends the formulation of a new and comprehensive National Curriculum Framework for School Education (NCF-SE) to realise the above vision for school education.

This NCF-SE thus aims to continue the transformative journey initiated by NEP 2020.

The Learning Standards to achieve the above values and dispositions, capacities, and knowledge are articulated at four levels:

- Curricular Aims — Curricular Aims have been articulated within each of the Curricular Areas. These aims are to be achieved by the ends of each of the four Stages of schooling.
- Curricular Goals — Curricular Goals are more specific statements that give direction to curriculum development and implementation in order to achieve the Curricular Aims.
- Competencies — Competencies are specific learning achievements that are observable and can be assessed systematically
- Learning Outcomes — Learning Outcomes (LOs) are granular milestones of learning and usually progress in a sequence leading to the attainment of a Competency. The National Education Policy 2020 (NEP 2020) is an ambitious Policy document aiming to improve educational outcomes in the country for all children.

NEP 2020 aims to respond positively to these changes and makes clear recommendations for education at all levels, starting with education for children of age 3 to higher education.

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