

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

LOK SABHA
UNSTARRED QUESTION NO. 1267
ANSWERED ON 11.12.2023

National Curriculum Framework for School Education

1267. SHRI CHANDRA SEKHAR BELLANA:

SHRI MARGANI BHARAT:

Will the Minister of EDUCATION be pleased to state:

- (a) whether the National Curriculum Framework for School Education (NCF-SE) places a strong emphasis on promoting multilingualism and proficiency in local languages;
- (b) if so, the details thereof;
- (c) the details of the 5+3+3+4 Curricular and Pedagogical restructuring of School Education as envisioned in the NEP 2020 and how the NCF-SE is reflecting this structure; and
- (d) the manner in which the NCF integrates vocational education in all schools and promotes the equal status to all subjects and learning domains?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION

(SMT. ANNPURNA DEVI)

(a) & (b) The National Curriculum Framework for School Education (NCFSE), 2023 lays emphasis on promoting multilingualism and proficiency in local languages keeping in view of the social linguistic diversity and how the social multilingualism enables children in school develop multilingual proficiency beginning their schooling in their mother tongue / home language / local language and move on to add many more languages i.e. mother tongue based multilingualism.

(c) The NCF-SE, 2023 provides suggestions for context, pedagogy, competencies and assessment for all the stages taking care of development concerns as envisaged in NEP 2020. The 5+3+3+4 Curricular and Pedagogical restructuring includes 5 years of foundational stage, 3 years of preparatory stage, 3 years of middle stage and 4 years of secondary stage. NCERT has also brought out NCF for Foundational Stage separately keeping in view the needs of children in the age groups of 3-8 years

(d) The NCF-SE, 2023 provides comprehensive guidance to help students make informed decisions about their educational and career paths, considering both academic and vocational options. It emphasizes the importance of holistic development, recognizing that academic and vocational skills are both crucial for a well-rounded education. It recommends ways of integrating vocational elements into academic subjects to emphasize their interdependence at the Preparatory, Foundation, Middle, and Secondary stages of education. The NCFSE has provided outlines for designing an interdisciplinary curriculum that combines traditional academic subjects with vocational courses. At the first phase of Secondary stage (Grades 9 & 10), vocational education is contextualized within the broader academic curriculum to help students understand the relevance of academic subjects to their vocational pursuits and vice versa. At the second phase of Secondary stage (Grades 11 & 12), the general education will allow students to choose vocational subjects alongside traditional academic subjects.

The NCFSE also promulgates establishing dual enrolment programs that allow students to simultaneously earn academic credits for general education courses and gain practical experience in vocational subjects under the National Credit Framework (NCrF). This will help bridge the gap between academic and real-world applications. Competency-based assessment methods that evaluate both academic understanding and practical skills will be adopted, including project assessments, portfolios, and performance-based evaluations to promote holistic development of children in schools and development of competencies. Ensuring equal access to both academic and vocational opportunities for all students would be crucial for promoting inclusivity and equity in education.
