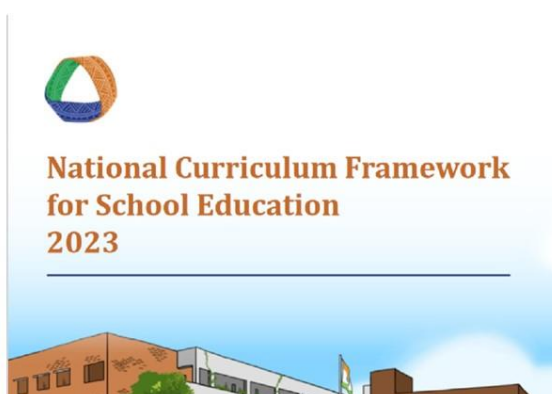


HIGHLIGHTS OF RECOMMENDATION AT SECONDARY STAGE IN NCFSE-2023

National Curriculum Framework for School Education-2023



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Highlights of Recommendation at Secondary Stage in NEP 2020 Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

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). (NEP 2020, Page-11)

The Secondary Stage will comprise of 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 *National Education Policy 2020* 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. (NEP 2020, Page-11)

a. This Stage is for students aged between 14 and 18.

b. Phase 1 — Grades 9 and 10:

i. All students would continue to engage with all the Curricular Areas as in the **Middle Stage**.

In addition, students would study Environmental Education as an Interdisciplinary Area of study. They would develop capacities for reasoning and argumentation for issues in the public sphere along with ethical and moral reasoning. They would use these capacities in the context of Environment Education.

Learning Standards have been set for these areas of study.

c. Phase 2 — Grades 11 and 12:

i. **Choice-based courses are to be offered to enable flexibility and choice for students and to remove hard separations between disciplines and academic areas.**

ii. **Students need to study two subjects from Language Education (called Group 1, see Figure 1.4i), at least one of which must be a language native to India. Literature subjects are also contained in Language Education at this level.**

iii. **Students need to choose four subjects (with an optional fifth subject) from at least two of the following three groups (see Figure 1.4i):**

1) Group 2: Art Education, Physical Education, Vocational Education

2) Group 3: Social Science and Humanities, Interdisciplinary Areas

3) Group 4: Science, Mathematics and Computational Thinking

iv. **This scheme allows for both breadth of study** as well as gaining disciplinary depth. To allow for interesting combinations, there should be no further restrictions for students to choose specific streams.

v. An illustrative list of subjects that can be made available within each Group is given below.

vi. Some illustrative combinations possible with this scheme are given in Figure 1.4ii.

d. Textbooks play a significant role in organising content in Grades 9 and 10. In Grades 11 and 12, students should be encouraged to source content from multiple channels. Course compendiums can be utilised in Grades 11 and 12 to make the choice of content more dynamic and flexible.

e. Pedagogy at this Stage should expect more independent learning from the students. More opportunities for self-study and group work should be encouraged. Classroom interactions should also be diverse — didactic, Socratic, and inquiry-based methods are all appropriate for this Stage.

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Combinations for Commerce	Combinations for Science	Combinations for Social Science	Multidisciplinary Combinations
<p>Combinations 1</p> <p>Hindi, English</p> <p>Business Studies, Accounting, Economics from Group 3</p> <p>Business Mathematics from Group 4</p>	<p>Combinations 1</p> <p>Classical Telugu, Sanskrit</p> <p>Mathematics, Physics, Chemistry from Group 4</p> <p>Sustainability and Climate Change from Group 3</p>	<p>Combinations 1</p> <p>Marathi, French</p> <p>History, Economics, Psychology from Group 3</p> <p>Contemporary Music from Group 2</p>	<p>Combinations 1</p> <p>Classical Tamil, Hindi</p> <p>Gardening from Group 2</p> <p>History, Journalism from Group 3</p> <p>Mathematics from Group 4</p>
<p>Combinations 2</p> <p>Bengali, English</p> <p>Business Studies, Accounting from Group 3</p> <p>Business Mathematics from Group 4</p> <p>Fine Arts from Group 2</p>	<p>Combinations 2</p> <p>Gujarati, English</p> <p>Biology, Physics, Chemistry from Group 4</p> <p>Indian Classical Music from Group 2</p> <p>[Optional] Mathematics from Group 4</p>	<p>Combinations 2</p> <p>Assamese, Sanskrit</p> <p>Geography, Political Science from Group 3</p> <p>Indian Classical Music from Group 2</p> <p>[Optional] Mathematics from Group 4</p>	<p>Combinations 2</p> <p>Pali, Malayalam</p> <p>Folk Music from Group 2</p> <p>Automobile Servicing from Group 2</p> <p>Business Studies from Group 3</p> <p>[Optional] Business Mathematics from Group 4</p>

f. Assessments and Board Examinations:

- i. Students should be given opportunities to engage with higher-order capacities of analysis and synthesis through meaningful yet challenging assessments.
- ii. Board examinations for Grade 10 should be based on the Competencies set for each of the Curricular Goals in that area. Art Education, Physical Education, and Vocation Education would have local assessments with Board certification.
- iii. To get a Grade 12 certificate, the students should pass the following Board examinations:

1) 2 examinations in Languages

2) 4 examinations from at least 2 Groups (with one additional optional exam)

3) Subjects in Group 2 (Art Education, Physical Education, and Vocational Education) would have local assessments with Board certification.

g. Implications for Schools and Boards of Examinations:

- i. Schools and Examination Boards should be prepared to offer and assess subjects from all the ten Curricular Areas for Grade 10 right from the beginning of the implementation of this NCF.
- ii. **Schools and Examinations Boards should be prepared to offer a minimum of two languages for Grades 11-12 from the beginning of the implementation of this NCF.**
- iii. All Board examinations must move towards becoming 'easier' without any compromise on assessing genuine learning, by testing basic concepts and Competencies across subjects, rather than rote learning.
- iv. Schools should be prepared to offer subjects from at least two Groups amongst Groups 2, 3, and 4 immediately. Within 5 years, schools should be ready to offer subjects from all four Groups. Within 10 years, schools should offer many more subjects covering all **Curricular Areas, and students should study subjects across all four Groups.**
- v. The Secondary Stage has been divided into two Phases — Grades 9 and 10, and Grades 11 and 12. In 10 years, all school systems should move to a single Secondary Stage, where students have choice and flexibility right from Grade 9, following the current curricular structure of Grades 11 and 12. Thus, realising the NEP vision of the Secondary Stage as being 'four years of multidisciplinary study' across all Curricular Areas.
- vi. The current system of study in annual and two-year patterns should move to a semester and/or annual design. This would allow for greater flexibility in the design of courses as well as course options for students.
- vii. In ten years, Boards of Examination should be prepared to offer certification through modular examinations — 'that each test far less material and are taken immediately after the course is taken in school.' [NEP 2020, 4.38]

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Combinations for Commerce	Combination 1	Hindi, English Business Studies, Accounting, Economics from Group 3 Business Mathematics from Group 4	Combination 2	Bengali, English Business Studies, Accounting from Group 3 Business Mathematics from Group 4 Fine Arts from Group 2
Combinations for Science	Combination 1	Classical Telugu, Sanskrit Mathematics, Physics, Chemistry from Group 4 Sustainability and Climate Change from Group 3	Combination 2	Gujarati, English Biology, Physics, Chemistry from Group 4 Indian Classical Music from Group 2 [Optional] Mathematics from Group 4
Combinations for Social Science	Combination 1	Marathi, French History, Economics, Psychology from Group 3 Contemporary Music from Group 2	Combination 2	Assamese, Sanskrit Geography, Political Science from Group 3 Indian Classical Music from Group 2 [Optional] Mathematics from Group 4
Multidisciplinary Combinations	Combination 1	Classical Tamil, Hindi Gardening from Group 2 History, Journalism from Group 3 Mathematics from Group 4	Combination 2	Pali, Malayalam Folk Music from Group 2 Automobile Servicing from Group 2 Business Studies from Group 3 [Optional] Business Mathematics from Group 4

Figure 1.4ii

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