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A Study on the Implementation Status of NCF-SE (2023) with special reference to Teaching Pedagogy and Assessment Activities

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ABSTRACT

The paper discusses the implementation status of the National Curriculum Framework for School Education (NCF- SE) 2023 in Delhi schools, with a focus on teaching pedagogy and assessment activities. Using a mixed-method research approach, data was collected from 60 teachers (30 government, 30 private) via a self-constructed questionnaire. Findings revealed widespread adoption of student-centered pedagogies like drama, hands-on activities, and multi-disciplinary approaches, while technology integration remains moderate. Assessment practices align with NCF-SE's competency-based framework, though project-based evaluations are underutilized. No significant difference was found between government and private schools. Key barriers include teacher workload, inadequate training, and infrastructural limitations. The study underscores the need for targeted teacher training and resource allocation to enhance NCF-SE's effective implementation.

Introduction

"Curriculum should not be a rigid structure but a living framework that evolves with the needs of learners and society." — *John Dewey*

The National Curriculum Framework for School Education (NCF-SE) 2023, introduced under NEP 2020, aims to transform Indian education by promoting competency-based, inclusive, and holistic learning. It emphasizes learner-centric approaches that move beyond rote memorization towards developing critical thinking, creativity, and real-life application of knowledge. NCF-SE 2023 places a strong emphasis on competency-based learning (CBE), which prioritizes skill development above memorization. The plan emphasizes conceptualization, application of knowledge, and solving problems from the real world and not grading students based only on how well they can memorize. This shift in emphasis is an attempt to more adequately prepare the student for the complexity of contemporary society, wherein creativity and resilience are the only means to stay afloat. The program aims to improve students' ability to think critically and communicate effectively. of students while reducing their cognitive load. NCF-SE 2023 also supports multidisciplinary and experiential learning, recognizing that learning need not be confined to narrow topic silos. In terms of teaching pedagogy, NCF-SE 2023 encourages practices like experiential learning, inquiry-based learning, project work, and the use of technology to create engaging and meaningful classroom experiences. It highlights the need for differentiated instruction that caters to diverse learners and fosters active participation. Teaching pedagogy, as per the NCF-SE, must be rooted in real-world context, promote collaboration, and allow students to actively construct knowledge rather than passively receive it. Regarding assessment activities, the framework advocates a shift from traditional summative evaluation to continuous, formative, and competency- based assessments that evaluate not just academic performance but also creativity, problem-solving, socio-emotional skills, and ethical understanding. It promotes tools like Holistic Progress Cards (HPCs), portfolios, peer and self-assessments, and open-book evaluations to track student growth more comprehensively.

Literature Review

A. National Curriculum Framework

The National Curriculum Framework for School Education (NCF-SE) 2023, aligned with NEP 2020, aims to transform education through competency- based, inclusive, and holistic approaches. **(Gupta et al., 2025)** highlighted its focus on Competency-Based Learning within a multidisciplinary setup, while noting challenges like resource gaps and assessment issues. **(Singh, Mishra & Tiwari, 2025)** saw it as a shift

toward tech-enabled, equity-driven teaching. **(Kumar & Ravi, 2025)** emphasized the integration of Indian Knowledge Systems and cultural inclusivity to bridge national traditions with global standards. **(Singh et al., 2025)** emphasized NCF-SE's interdisciplinary approach, blending academic and vocational learning for real-world skills. **(Raj, 2024)** traced curriculum reforms from colonial roots to decolonized, contextually relevant models. **(Bhardwaj, Ranjan & Sharma, 2024)** highlighted its foundation in indigenous knowledge and student- centered flexibility. **(Singh, 2024)** discussed *Panchakosha Vikas*, stressing holistic development. **(Goswami, 2023)** noted low teacher awareness, urging professional development. **(Sharma, 2023)** linked NEP 2020 and NCF-SE in promoting critical thinking and socio-emotional learning. **(Raval, 2023)** called the framework transformative, focusing on sustainability and teacher empowerment. Kumar (2023) stressed the need for updated career counseling. **(Malik, 2020)** viewed NCF-SE as a shift from rote learning to a skill-based, learner-centric model.

B. Teaching Pedagogy

(Chattopadhyay & Biswas, 2024) discussed how the NEP initiates a pedagogical shift toward digital literacy, equity in education, and active student engagement, reflecting broader societal transformations. Their study also identified structural challenges in implementation, including technological adaptation and training needs. **(Tungoe, 2024)** further emphasized the transition from content-heavy methods to those fostering conceptual understanding, life skills, and transdisciplinary learning—key pedagogical pillars of NEP 2020. **(Hart, 2024)** showed that experiential, community- based learning boosts student engagement, reflection, and social responsibility, leading to both academic and life skills. **(Kaur, 2024)** emphasized Sri Aurobindo's Integral Education, focusing on spiritual, emotional, and intellectual growth for 21st-century teaching. **(Gawarikar & Balwaria, 2023)** critiqued past education policies for lacking practical application and offered strategies for effective, need-based pedagogy. **(Maiti et al., 2021)** supported NEP 2020's focus on critical thinking and interdisciplinary learning but noted challenges like poor teacher preparation. **(Devi & Sreedevi, 2021)** endorsed NEP's vision of holistic education rooted in Indian philosophy. (**Bradberry & De Maio, 2019**) affirmed that simulations and hands- on learning enhance communication, decision-making, and long-term student success.

C. Assessment Activities

(Khunyakari & Takker, 2025) contextualize this shift within the broader historical trajectory of Indian education, arguing that a revitalized discourse on assessment must recognize the dynamic interplay between evaluation and learning. They contend that meaningful reform lies not just in changing tools but in transforming the very purposes and philosophies behind assessment. **(Singh et al., 2025)** highlight the

NEP's push for formative assessments, 360-degree reporting, and skill-oriented evaluation methods. Their thematic analysis indicates that while the policy framework is progressive, its implementation is often constrained by infrastructural deficits and limited educator preparedness. Similarly, Ahmad et al. (2024) examine how NEP proposes a structural overhaul of the education system, advocating for learner-centered assessments that go beyond traditional tests. They emphasize the need for modernized curricula and suggest strategies for incorporating holistic assessment methods in Indian classrooms. **(Singh & Kaur, 2023)** trace assessment reforms to earlier policies like NPE 1968 and 1986, noting NEP 2020's shift toward flexible, inclusive, and student-focused evaluation. **(Borah, 2023)** highlights NEP's innovative strategies, such as peer/self-assessments, parental feedback, and competency-based reporting, along with PARAKH's role in standardizing assessments. **(Geeta & Dwivedi, 2021)** discuss the rise of digital assessments, emphasizing their benefits—accessibility, transparency, and instant feedback—while urging caution against over-reliance without adequate support.

Significance of the Study

The National Curriculum Framework for School Education (NCF-SE) 2023 introduces a move towards competency-focused learning, prioritizing understanding, skills, and practical application. This study investigates how these changes are being applied in classroom teaching and assessment.

It looks at teachers' use of learner-focused and inquiry-driven methods and considers how well they are prepared for this shift. The study also reviews the use of alternative assessment practices, including continuous and activity-based evaluation.

By highlighting gaps between policy goals and actual practice, the study offers useful insights for improving implementation. The findings can guide educators, policymakers, and curriculum designers in strengthening educational practices and outcomes.

Objectives of the Study

The following were the objectives of this study:

1. To examine the teaching pedagogy recommended by NCF-SE and its application in schools.
2. To evaluate the assessment activities suggested by NCF-SE and their integration into the schools.
3. To compare the implementation status in government and private schools of Delhi
4. To identify barriers faced by the schools in implementing the NCF-SE with regard to teaching

pedagogy and assessment activities.

Hypothesis of the Study

There is no significant difference in the implementation status of NCF-SE 2023 between government and private schools of Delhi.

Methodology

This study adopted a mixed-method research design, combining quantitative and qualitative approaches to gain a comprehensive understanding of the implementation status of NCF-SE 2023 in selected government and private schools of Delhi. The quantitative component, including t-test analysis, helped identify statistically significant differences between school types, while the qualitative insights offered deeper understanding of the contextual factors influencing implementation, such as teaching challenges, resource allocation, and pedagogical preferences.

A. Sample

The population for the study consisted of teachers teaching up to grade 10 in both government and private schools in Delhi. Based on data from the Directorate of Education (DOE), there are a total of 2,459 recognized schools—1,082 government and 1,377 private schools across 10 districts. A random sampling technique was used. Schools were first divided into 29 zones. From these, 5 zones across 3 districts were selected using a lottery method. In total, 7 government and 10 private schools were chosen. From these, a sample of 60 teachers was selected 30 from government schools and 30 from private schools.

B. Tool

To collect data, a self-constructed questionnaire was used, the tool focused on two core dimensions: Teaching Pedagogy and Assessment Activities and included 26 items—25 closed-ended on a 5-point Likert scale (Strongly Agree to Strongly Disagree), and one open-ended question. The original draft of 39 items was refined through expert validation, and 14 items were removed based on relevance and repetition. Final draft had total of 26 items.

Data Analysis

Objective 1: To examine the teaching pedagogy recommended by NCF-SE and its application in schools.

To evaluate the teaching pedagogy recommended by the National Curriculum Framework for School

Education and its implementation in schools, item numbers 1 to 14 were incorporated into the research tool. The analysis of this objective is presented in Table-

a. Teachers' responses were analyzed based on their ratings, and those who rated the pedagogical methods as 4 or 5 were considered in the final count.

The total number of teachers using each method is summarized in the table below:

Table 1 Teaching pedagogies used by the teacher

Teaching Pedagogy	Number of Teachers Using these Methods
Hands-on Activities	54
Lecture Method	10
Technology Integration	42
Drama and Storytelling	56
Brainstorming Sessions	53
Multi-Sensory TLMs	38
Writing Reflection	53
Multi-disciplinary Approach	54

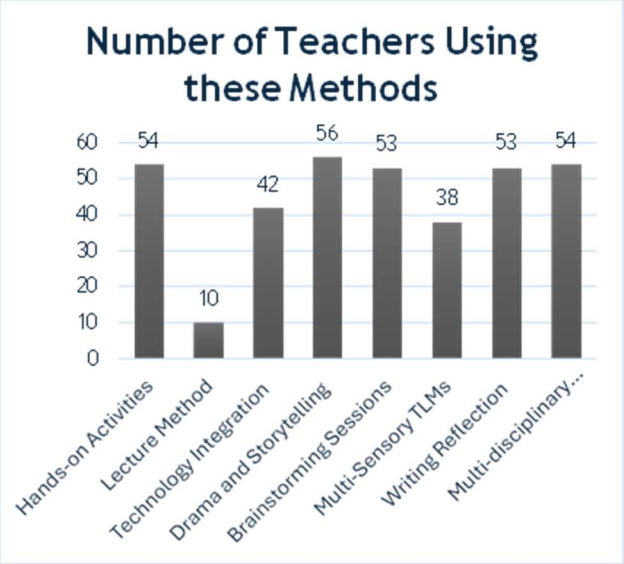

Fig. 1 Distribution of Various Pedagogical Methods used by the Teachers

Data analysis reveals widespread adoption of student- centered strategies promoted by NCF-SE. Popular methods include Drama and Storytelling (56), Hands- on Activities (54), the Multi-disciplinary Approach (54), Brainstorming (53), and Writing Reflection (53), all contributing to interactive learning. Technology Integration (42) is moderately used, indicating scope for improving digital pedagogy. The Lecture Method

(10) is least used, reflecting a shift from rote learning. Low use of Multi-Sensory Teaching-Learning Materials (38) points to the need for more training and resources. While schools align well with NCF-SE goals, greater focus on digital and multisensory approaches could further enhance the teaching-learning process.

Objective 2: To evaluate the assessment activities suggested by NCF-SE and their integration into the schools.

To evaluate the integration of assessment activities recommended by the National Curriculum Framework for School Education (NCF-SE) in schools, teachers' responses were analyzed based on their ratings. Only those who selected 4 or 5 on the rating scale were considered, and the total count for each assessment technique was recorded. The results are presented in the table below:

Table 2 Assessment Activities Used by the teachers.

Assessment Activities	**Numbers of teachers using these techniques**
Track Students Progress Holistically	52
Grade Specific Competencies	54
Holistic Progress Cards	51
Diverse Learning Needs	53
Projects	41
Self-Assessment	53

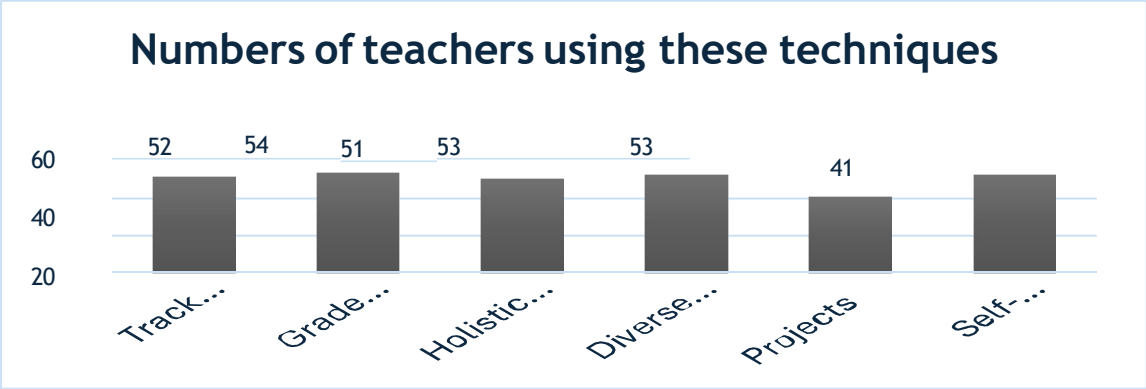

Fig. 2 Distribution of Teachers using various assessment techniques suggested by NCF-SE 2023

The data reveals that schools are successfully carrying out NCF-SE-recommended assessment activities. With an emphasis on grade-specific abilities (54), meeting diverse learning needs (53), and self-assessment (53), the increased use of holistic progress cards (51) and holistic progress monitoring (52) indicates a shift away from traditional exams and toward more extensive student evaluation. Nonetheless, the relatively low adoption of project-based evaluations (41) indicates that practical learning and knowledge application in the real world deserve more attention. Though a greater emphasis on project-based evaluation could improve the assessment framework even further, the data indicates a positive alignment with the NCF-SE's goal of competency-based, inclusive, and reflective assessment procedures.

Objective 3: To compare the implementation status in government and private schools of Delhi.

Hypothesis- There is no significant difference in the implementation status of NCF-SE 2023 between government and private schools of Delhi.

A t-test was used to examine the implementation status between Delhi's government and private schools to compare the state of NCF-SE recommendations. This statistical analysis aids in determining if government and private schools differ significantly in their use of teaching pedagogies and assessment practices.

Table 3. t-Test Table

Compared Groups	Sample Size	Mean	Degree of Freedom(df)	t-value	Significance

Government School	30	110.033333	28	0.668210042	No
Private School	30	111.3			

Note: Significance difference at 0.05 level, Significance difference at 0.01 level

When the t-test analysis of Delhi's government and private schools' adherence to the NCF-SE recommendations is compared, there is no statistically significant difference between the two groups, as shown in the table. The mean scores for private (111.3) and government (110.03) schools are practically identical, with no discernible difference, according to the t-value (0.668) with 28 degrees of freedom. The calculated t-value (0.668) is less than the critical t-value at the 0.05 level of significance. Therefore, there is no statistically significant difference between government and private schools. Hence, the null hypothesis is accepted (failed to be rejected).

Therefore, the null hypothesis is accepted, indicating that there is no significant difference in the implementation status of NCF-SE 2023 between government and private schools of Delhi.

Objective 4. To identify barriers faced by the schools in implementing the NCF-SE with regard to teaching pedagogy and assessment activities.

To determine the state of hurdles faced by schools in applying the NCF-SE for teaching pedagogy and assessment activities. Item number 26 (open-ended type question) was used in the tool to identify the impediments to the implementation of NCF-SE 2023. For this goal, qualitative thematic analysis was used, and pertinent responses were coded using the Grounded Theory Approach.

The analysis is presented below-

A. Thematic Analysis

The responses obtained from participants were classified and organized into key categories based on the type of obstacle. An structured presentation of the findings is provided below, along with quotations from the answers.

Table 4 Barriers to Implementing NCF-SE 2023 with special reference to teaching pedagogy and assessment activities (Thematic Analysis)

S. No.	Barrier Category	Sub-Category	Representative Responses

1	**Teacher-Related Challenges**	Lack of Adequate Training	• "Teachers are not adequately trained." • "Regular training is needed to make teachers aware of new teaching methods." • "A lack of adequately trained teachers to deliver the new curriculum."
		Resistance to Change	• "There is resistance to change in teachers as well as the management." • "Resistance to change from existing teaching practices."
		Workload & Non-Teaching Duties	• "Lack of time as we are occupied with non-teaching duties." • "Administrative work leaves little time for innovative pedagogy."
2	**Resource and Infrastructure Limitations**	Inadequate Facilities	• "Infrastructure and resource constraints." • "Lack of proper funding and infrastructure."
		Limited Teaching Aids & Technology Access	• "Lack of teaching-learning material in school." • "No proper training to integrate technology."
		Funding Issues	• "School needs investment in classrooms, labs, and technology."
3	**Student-Related Challenges**	High Student-Teacher Ratio	• "Student-teacher ratio is too high, making implementation difficult."
		Lack of Readiness & Discipline Issues	• "Large class size makes discipline difficult." "Students lack readiness and awareness."
4	**Assessment-Related Issues**	Adapting New Assessment Methods	• "Not sufficient knowledge on assessment implementation." • "Lack of proper ways to implement new assessments."

		Insufficient Time for Revision	• "Insufficient time for revision and assessment." • "Period distribution is a challenge."
5	**Parental and Stakeholder Engagement**	Lack of Awareness Among Parents	• "Need to improve parental awareness."
		Limited School Authority Support	• "Lack of support from principal and stakeholders."
6	**Perceived Positive Outlook**	Schools in Sync with NCF-SE	• "We are not facing any challenge." • "We are in sync with the framework."

Coded Analysis in percentage

Table 4 Barriers to Implementing NCF-SE (2023) in percentage

Barriers	**Sub-Category**	**Percentage**
Teacher-Related Challenges (65%)	Lack of Training	30%
	Resistance to Change	20%
	Workload & Non-Teaching Duties	15%
Infrastructure & Resource Constraints (55%)	Inadequate Facilities	25%
	Limited Teaching Aids & Technology	20%
	Funding Issues	10%
Student-Related Challenges (40%)	High Student-Teacher Ratio	20%
	Lack of Readiness & Discipline Issues	20%
Parental & Stakeholder Engagement (25%)	Lack of Awareness Among Parents	15%
	Limited School Authority Support	10%
Assessment-Related Issues (20%)	Challenges in Adapting New Assessments	10%
	Insufficient Time for Revision	10%
Perceived Positive Outlook (10%)	Schools feel in sync with NCF- SE	10%

The biggest obstacles to the adoption of NCF-SE (2023) are teacher-related concerns (65%), which include workload (15%), resistance to change (20%), and lack of training (30%). Adoption is also hampered by infrastructure restrictions (55%), such as limited teaching aids (20%) and inadequate facilities (25%). The difficulty is increased by student-related difficulties (40%), such as discipline concerns (20%) and high student-teacher ratios (20%). Assessment problems (20%) include limited revision time and adjusting to new procedures, and Parental engagement (25%) is still low.

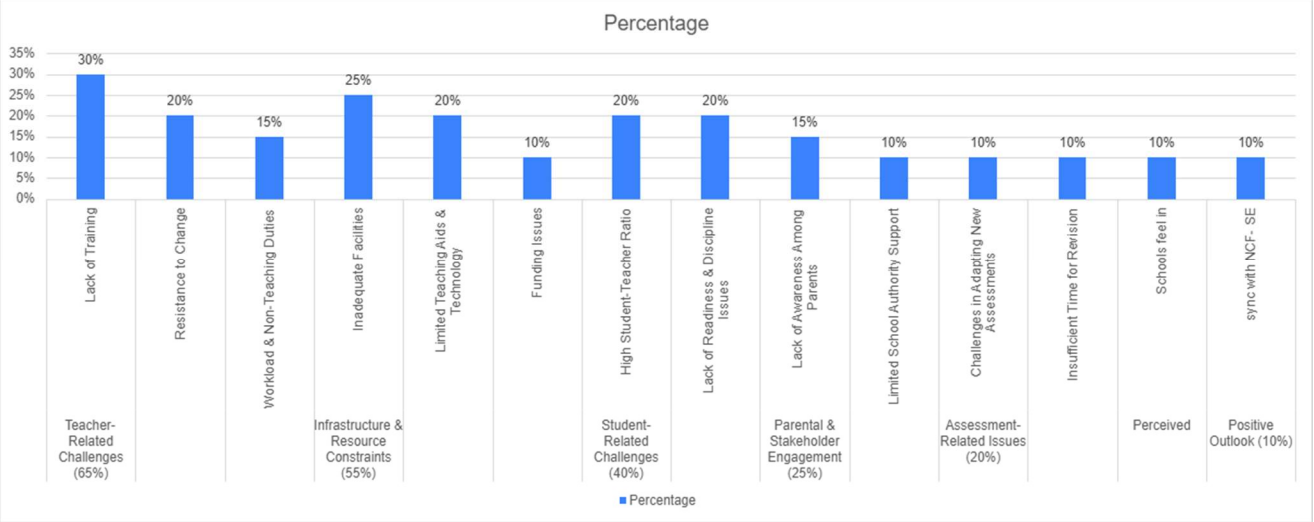

Fig. 3- Barriers to implementation of NCF-SE in Percentage

Findings of the Study

The key findings of the present study are summarized below:

A. Teaching Pedagogy

The study reveals that student-centered pedagogies promoted by NCF-SE—such as Drama and Storytelling, Hands-on Activities, Multidisciplinary Approaches, Brainstorming, and Reflective Writing—are widely practiced. The Lecture Method is least preferred, indicating a shift from rote learning to experiential, participatory methods. Technology integration is moderate, with a need for stronger digital pedagogy. Multi- sensory materials are used less frequently, highlighting the need for better training and resources.

B. Assessment Activities

Assessment practices align closely with NCF-SE, focusing on grade-level competencies, individual learning needs, and self-evaluation. Holistic progress cards and tracking tools are becoming more common,

reflecting a move away from traditional exams. However, project-based assessments remain underused, signaling the need to enhance experiential and application-based learning.

C. Barriers in Implementing NCF-SE

Implementation levels show little difference between government and private schools. Key barriers include teacher challenges such as workload, resistance to change, and lack of training. Infrastructure issues like limited teaching aids and poor facilities also hinder progress. Student-related difficulties, including low student-teacher ratios and discipline problems, further complicate implementation. Additionally, challenges in adapting to new evaluation systems and limited revision time affect smooth integration of NCF-SE practices.

Conclusion

The study examined the implementation status of NCF- SE 2023 in government and private schools of Delhi with special reference to teaching pedagogy and assessment activities. A mixed research methodology was used, and data was gathered from a randomly drawn sample of 30 government and 30 private school teachers. A self-constructed questionnaire was used for data collection. The analysis comprised descriptive and statistics, thematic analysis and coded assessment through QDA Miner.

The findings show a broad adoption of student- centered instructional approaches such as drama and storytelling, hands-on activities, a multidisciplinary approach, brainstorming sessions, and writing reflection, all of which improve engagement and experience learning. However, the integration of technology and multi-sensory learning materials is still limited, highlighting the need for more investment in digital tools and teacher capacity-building initiatives. The report also finds that lecture-based instruction is the least used, suggesting a move toward more interactive methods and away from rote learning. In terms of assessment methodologies, the study discovers that schools are successfully implementing holistic and competency-based evaluation approaches such as self-assessment, skill-based evaluation, and holistic progress monitoring. Nonetheless, project- based assessments are less commonly used, highlighting the need for a greater emphasis on practical learning and real-world applications of concepts.

The paper also identifies critical hurdles to the implementation of NCF-SE 2023. Teacher-related problems, such as workload, resistance to change, and insufficient training, appeared as important barriers. Furthermore, infrastructural restrictions, student- related concerns, assessment constraints, and limited parental participation were found to inhibit the framework's effective implementation.

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