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BRINGING QUALITATIVE CHANGES IN TERMS OF CURRICULUM AND PEDAGOGY IN SCHOOL EDUCATION OF INDIA: A REFERENCE TO NEP 2020

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ABSTRACT

Since independence India acquires drastic development in the Education sector. The Indian Education system is unique in its kind and is also considered vast. School education is very important for the holistic development of any child. However, many pupils in India do not get a high-quality education. As a result of low-quality schooling, children in India are experiencing poor learning results, which eventually lead to their expulsion from the educational system and their exposure to forced child labor, abuse, and violence. Many classrooms continue to be defined by rote learning centred on the instructor, physical punishment, and prejudice against students. Our country requires high development in providing quality school education. Many policies since 1952 have talked about quality education and the latest version is NEP 2020. It mentions a number of initiatives aimed at improving the quality of education in schools. We all know that curriculum and pedagogy play a very important role in our educational system. Curriculum and pedagogy is supposed to inculcate important value inputs in multidimensional development of our children. This paper is going to discuss some of the suggestions to bring good qualitative changes with regard to curriculum and pedagogy in school education to meet the goals set by NEP 2020 to develop children according to the increasing demands of present job market.

Keywords: Quality Education, School Education, Multidimensional Development, Curriculum And Pedagogy.

I. INTRODUCTION

India has a unique education system designed to uphold its nation's culture, history, values, and customs. Indian Education system is the largest and most complex education system in the world (Cheney, Ruzzi et al. 2005). Education is the act of helping people learn new things, such as new skills, values, beliefs, and habits. (Lamichhane 2018). It's important to make sure that students learn the skills they need, that gender equality is kept in mind, and that schools have the right infrastructure, equipment, resources, scholarships, and teachers(Robinson 2008). Curriculum and pedagogy play vital role in holistic developments of child in schools. From this point on the central and state governments shared formal responsibility for funding and administration of education. The Indian education system has made significant progress in recent years to ensure that educational opportunities are available to all segments of society (Varma, Patel et al. 2021). Recently Government of India has formulated the National Education Policy 2020 which claims to provide quality education in schools. The NEP 2020 succeeds the NPE 1986, which has been in existence for 34 years and is the first education policy of the twenty-first century. Access, Equity, Quality, Affordability, and Accountability are the pillars of the foundation (Joshi and Panigrahi 2020). As part of India's commitment to the 2030 Agenda for Sustainable Development, this policy aims to transform the country into a thriving knowledge society and global knowledge superpower by making both school and college education more holistic and flexible while also being multidisciplinary and suited to the needs of the twenty-first century. It also aims to bring out the unique capabilities of each individual student(Banerjee).

Curriculum and pedagogic reforms in school education of India: A historical perspective

After independence if we look at the history of school education in India then we will find many policies and commission are there to bring quality in school education.

1. Secondary Education Commission (1952-53)

It suggests Curriculum should be according to the abilities of students. It Focus on technical and vocational subjects like, agriculture, home science, applied science, craft as compulsory. It Relate schools education to community life. It emphasizes Inter related curriculum with variety and elasticity. The Pedagogy according to this commission are like, Inculcation of desirable value in the students, Love for work, Emphasis on reality,

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Individual centered teaching, Clear thinking and expression, overall it suggest for holistic development of child (Roy and Srivastava).

2. National Education Commission (1964-1966)

It was an ad hoc committee set up by the Government of India to review all elements of the educational sector in India, to design a general pattern of education, and to suggest rules and policies for the development of education in India. It was widely known as the Kothari Commission. It recommended that the Curriculum be implemented in a 10+2+3 educational system. This commission has produced a report on India's common school system. Science and technology, mathematics, agriculture, social studies, art and craft, and moral worth are all highlighted. It places a strong emphasis on mother tongue or regional language, which should be required at the lower primary level. On this commission's recommendation, the three-language formula was first used in the educational system (Pachauri 2018).

3. National Policy on Education (NPE) 1986 and POA 1992

It suggest the new thrust of elementary education giving emphasis on three aspect, Universal access, enrolment, retention, quality education, Child centered approach, activity based learning, improving skills by practice, No detention policy, exclusion of corporal punishment, Operation blackboard and Non formal education programs for school drop outs (Mehrotra, Raman et al. 2014).

This policy recommends a curriculum that includes science, humanities, social science, computer literacy, and human values and culture. Education policy is developed at the national and state levels by the Central Government and State Governments. The 1986 National Policy on Education (NPE) mandated environmental education, science and technology education, and the incorporation of traditional components such as yoga into the Indian secondary school system (Patra and Mete 2014). Secondary education in India places a strong focus on diversity and inclusion, especially among the country's most disadvantaged students. Vocational training typically relies on the expertise of professionals from well-known institutions(Chandra 2014).

India's secondary school system emphasises vocational instruction to assist pupils acquire the skills necessary for selecting a career of their choice(Agrawal and Agrawal 2017). The expansion of SSA to secondary school under the Rashtriya Madhyamik Shiksha Abhiyan is a key new element. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is the Government of India's most recent endeavour to attain the aim of universal secondary education (USE). It aims to increase and improve secondary education standards up to class X (Abhiyan 2016, Bala 2018). A proper understanding of work ethos, pace setting residential schools and Navodaya Vidyalaya Sangathan will be established(Ranganathan and Wadhwa 2019). Prior to the twenty-first century, the National Policy envisioned providing free and obligatory education of sufficient quality to all children under the age of fourteen (Katz 1976). The government pledged to allocating 6% of Gross Domestic Product (GDP) to education, with half of that amount going toward basic education (Anjalmose and Arumugam 2018).

NEP 2020 on Curriculum and pedagogic reforms in school education

This strategy proposes to replace the existing 10+2 structure in school education with a new 5+3+3+4 pedagogical and curricular restructure spanning the ages of 3-18(Kaur , RAINA 2020). ECCE from the age of 3 is also incorporated in the new 5+3+3+4 framework, which aims to improve overall learning, development, and well-being for children (Siraj-Blatchford, Mogharreban et al. 2016). The NEP 2020 curriculum and pedagogical structure is made up of the Foundational Stage (three years of Anganwadi /pre-school and two years of primary school in Grades 1-2, both together covering ages 3-8), the Preparatory Stage (Grades 3-5, covering the ages of 8-11), the Middle Stage (Grades 6-8, covering the ages of 11-14), and the Secondary Stage (Grades 9-12, covering the ages of 13-16). (Grades 9-12 in two phases,i.e.,9 and10 in the first and 11 and12 in the second, Covering ages 14-18)(Govinda 2020).

1. The Foundational Stage

It is made up of five years of flexible, multi-level, play/activity-based learning that can be changed. It talks about alphabets, languages, numbers, colours, shapes, indoor and outdoor play, puzzles and logic, problem-solving, painting and other visual art, craft, theatre and puppetry, music, and other things that kids can do. The programme also places a lot of emphasis on developing social skills, sensitivity, good behaviour, civility, ethics, personal and public hygiene, collaboration, and cooperation, among other things. It will be the main goal of ECCE to make sure that kids grow up with the best possible physical, cognitive, social-emotional, cultural, and

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artistic skills(Marg). NCERT will design a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE).

2. The Preparatory Stage

This programme also includes three years of education based on play, discovery, and activity-based pedagogy and curricula to lay a strong foundation in a wide range of subjects, including reading and writing as well as talking in front of people and public speaking. It also includes three years of education based on play, discovery, and activity-based pedagogy and curricula (Davis 2003)**.**

3. The Middle stage

Subject instructors are brought in at this point to help students understand more abstract ideas. The curriculum will include experiential learning and a cross-curricular pedagogical approach. Multidisciplinary approaches, critical thinking, and life objectives will be emphasized in the second phase (McPhail 2018). The three-language formula and multilingualism will continue to be used. Curriculum and pedagogy will be modified to better reflect Indian and regional contexts. According to NCERT, a new version of the NCFSE (National Curriculum Framework for School Education) would be developed every five to ten years. It is planned to establish up PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) in schools. Guidelines for the education of talented kids will be developed by NCERT and NCTE**(**Amuthan**).**

4. The Secondary Stage

An interdisciplinary approach to learning that includes four years of study, as well as a focus on critical thinking and life objectives, as well as increased flexibility and student choice of courses. However, even in a more specialized high school, pupils would still be able to pursue vocational or other courses in grades 11-12, even if they were to leave the school at the end of Grade 10.

Challenging area of NEP 2020 in terms of Curriculum and pedagogy in school education

- It is possible that many low-income kids may miss out on opportunities to build their professional abilities since vocational education will be given from grades 6 to 8, during which students will acquire vital practical trades such as carpentry, electric work, gardening, and so on. Parents will coerce their children into entering any career as soon as possible in order for them to become a source of revenue for their household. If this is the case, they will not pursue their further education as originally planned.
- In accordance with the National Education Policy (NEP), the medium of teaching should be "whenever feasible" in the mother tongue or local language until at least Class 5, but ideally up to Class 8 and beyond. As for the medium of teaching at Kendriya Vidyalayas, the centre is unlikely to follow its own National Education Policy (NEP) directives in this respect. Using students' native languages or regional dialects as the medium of teaching at KVs and CBSE schools would be impractical since they are geared toward individuals who need to relocate for work.
- Especially for migrant and Adivasi households, the problem of children's 'mother tongue' and home languages differing from the local language utilized in school teaching has not been addressed.
- Indian knowledge systems, such as yoga and Indian philosophy, as well as indigenous teaching methods are included in the policy's mandate for educators. Even while teachers already struggle to teach the basic curriculum, it will be difficult for them to get the necessary skills to integrate these complex concepts in a way that is both secular and inclusive.
- In NEP2020, there is a large list of ways for teachers to follow in the classroom. This may cause confusion for teachers. Additionally, this might lead to a lack of concentration and a lack of success in any particular strategy.

II. SUGGESTIONS

- Vocational courses should be completed in a phased manner, and after achieving mastery level skills, a certificate should be provided to the students during their final year of high school. This will ensure that no child will drop out of school as a result of receiving vocational training.

- A counselor should be provided in each school so that they trained their mind for not to drop out schools and pursue their higher education.
- The school's teacher should be plurilinguistic, which will enable him or her to tackle the difficulty of teaching in the mother language of migrants in schools.
- Especially in the case of high-performing government school systems like Kendriya Vidyalayas (KVs) and other CBSE-run schools, a separate language strategy is required.
- Professional training should be provided to the Educators for integrating 'Indian knowledge systems' in schools.
- The government should make cellphones and internet connection more available to low-income kids, as well as give instruction on how to use technology for educational purposes, including the benefits and drawbacks of doing so.

III. CONCLUSION

As a result of this debate, we can conclude that NEP 2020 has made significant measures to improve the quality of school education in India. In order to secure the success of excellent school education in India, we must be more critical in terms of curriculum and pedagogy in light of the theoretical framework. It is believed that the forthcoming NEP 2020 paper would provide such a structure. The need for clarity and unanimity on the goals of high-quality school education is also critical at this point. Furthermore, it is critical to recognize that the curriculum and pedagogy of a school contribute to the holistic development of a kid.

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