



Changing Dimensions of School Curriculum and Pedagogy on the Perspective of New Education Policy 2020

1.Dr.Jyothi.D.B. Associate Professor of Sociology, G V P P Government First Grade College, Hagaribommanahalli

2.Dr. Satish Patil. Associate Professor of Kannada , Government First Grade College, Hadagalli

Abstract:

This article presents the changes in the school curriculum and teaching from the perspective of NEP-2020. As we all know, curriculum is a way of learning and pedagogy is considered as an art of teaching skill. The National Education policy is an approach to many issues. NEP-2020 is changing the education model and hence it needs to create a clear curriculum for all levels. School education is the foundation of the education of every child in society. Therefore, NEP2020 develops appropriate, useful and useful information for school education. This research is taken from NEP-2020 report, government websites etc. It is based on secondary data collected. Research results show that the new curriculum is a change from rote learning to how to learn, and the learning model is more tailored, student-cantered, and based on research and justification.

Introduction:

Education is an important tool for the development of a country. As we all know, school education is the gateway or foundation to the success of every child in a society. The word curriculum is derived from the Latin word "Currere" meaning "to run" or to follow. Therefore, curriculum is the way to achieve learning objectives and achieve good learning outcomes.

Cunningham believes that "instructions" are the tools at the artist's disposal to create his material according to his intention in the studio. In this context, teachers are artists, materials are students, goals are different learning objectives, and studios are schools. It can be seen that students, teachers, and schools play an important role in curriculum development. Our government has made many strategies to improve the education system of our country, and the way to strengthen the educational institutions in our country is the National Education Policy. Basically, the National Education Policy is a comprehensive guide to different education programs in our country. NEP-2020 is a new way of changing the education policy of 1986. The new education policy was announced by the Union Cabinet headed by ISRO director Krishnaswamy Kasturirangan on July 29, 2020. Rooted in Indian values and culture, the main vision of this policy is to transform our country into a social and well-educated society by providing good education to all, thus making India a world-class knowledge superpower. Essentially, the curriculum and teaching methods of school education will be revised to meet the needs and preferences of students at different developmental levels. Therefore, the new knowledge model is a change from teacher-cantered to student-cantered learning. NEP-2020 specifically focuses on the integration of the curriculum from early

Childhood care to higher education. Therefore, integration is present throughout the curriculum at all levels of education.

Objectives of the study:

- To know the different fundamental or key principles of National Education Policy 2020
- To know the changing dimensions of curriculum and pedagogy in school education formulated by NEP-2020.

Research Questions of the study:

- What are the different fundamental or key principles of National Education Policy 2020?
- What are the changing dimensions of curriculum and pedagogy in school education formulated by NEP-2020?

Methodology:

It is a qualitative research. Mainly the data has been collected from secondary sources like different journals, Draft of NEP2020, survey report and various others publications.

Objective wise Analysis:

Objective: 1

Different Fundamental or Key Principles of National Education Policy 2020

- New Education Policy recognizing, identifying the unrivalled capabilities of each student, sensitizing teachers as well as parents to promote comprehensive development of each student in both academic and non-academic spheres.
- To achieve Foundational Literacy and Numeracy to all students by grade 3.
- There exists flexibility in the choice of learning according to their talents and interest.
- To promote multidisciplinary and holistic education across the sciences, social sciences, arts, humanities and sports.
- To emphasize on conceptual understanding rather than rote memorization.
- To ensure critical and creative thinking to foster logical decision making and innovation.
- To promote multilingualism and power of language in teaching learning.
- To promote life skills such as communication, cooperation, teamwork and resilience.
- Extensive use of technology in teaching learning process, removing the language barriers, increasing access for differently able (Divvying students) and educational planning and management. Always keeping in the mind that in India Education is enlisted in a concurrent list, so it is need to respect for diversity in all curriculum, Pedagogy, and Policy.
- Full equity and inclusion in the education system.
- There is need to continuous professional development of all the faculty members.
 - Integration of Curriculum across the all levels of education.
- A „light but tight“ regulatory framework to ensure integrity, transparency and resource efficiency of the educational system and to encourage everyone to think divergently and innovative.
- Prominent research is prerequisite for educational development.
- In a research work there is need to continuous review and regular assessment.
- To ensure and promote the ancient and traditional culture and knowledge system.
- Education is the basic need for every child; they all can access the quality of education.
- There is substantial and strong investment in public education system as well as to facilitate and engagement in true philanthropic private and community participation.

Objective: 2

- **Changing dimensions of curriculum and pedagogy in school education formulated by NEP-2020:**

- Restructuring the School Curriculum and Pedagogy in a new 5+3+3+4 design:

- The Curricular and Pedagogical structure of school education will be restructure and ensure to make it more interesting for each and every learner. The 5+3+3+4 design consisting of the **Foundational Stage** (3 years of Anganwadi / pre-school + 2 years in primary school in Grades 1-2; both together covering 3-8 years of ages), **Preparatory Stage** (Grades 3-5, covering 8-11 years of ages), **Middle Stage** (Grades 6-8, covering 11-14 years of ages), and **Secondary Stage** (Grades 9-12 in two phases 9-10 first and 11-12 in second covering 14-18 years).

- **New Curricular and Pedagogical Structure by New Education Policy 2020**

The Foundational stage will consist of five years of flexible, play-based, activity based and inquiry oriented learning basically it is known as Early Childhood Care and Education (ECCE). The Preparatory stage comprised of three years of education based on building of play, discovery, and activity based pedagogical and curricular style comprised of some light textbook, interactive classroom learning in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, languages, science and mathematics. The Middle stage comprise of three years education, building on Pedagogical and curricular style of Preparatory stage student will prepare for Sciences, Mathematics, Arts, Social Sciences, and Humanities. The Secondary stage will comprise of four years multidisciplinary study, building on subject oriented pedagogical and curricular style of Middle stage, with a greater critical thinking and in-depth study with a greater flexibility in subject choice. It is mentioned that there is an option of exiting after Grade 10 and reentering in the next phase to pursue any other courses available in Grade 11-12.

- **Focuses on Holistic development of the learners:**

The main thrust of NEP-2020 is move from the education system towards real understanding and towards how to learn. The main aim of education will not only for the cognitive development but it also try to focuses on holistic development of learner. The main aspect of curriculum and pedagogy will be reoriented and attempt to specific goals. Specific sets of skills and values will be incorporated in each stage of learning. NCERT will identify these required skills for the development of National Curriculum Framework for early childhood and education.

- Reduce Curriculum content to enhance essential learning and critical thinking:

Curriculum content should be more inquiry based, holistic, discovery based, analytic oriented. Content must be focuses on key concepts, ideas, application, and problem-solving. Teaching and learning will be conducted in a more interactive manner, questions will be more encouraging and the classroom session will contain more fun, creative, exploratory activities for students for deeper understanding of learning.

- Empower students through flexibility in course choices:

Students have a more flexibility to choice their subjects to study in secondary school, including subjects in Physical education, arts and crafts, and vocational skills so that they can design their own path of study. One more interesting thing is that there is hard separation between „Curricular“, and „Extracurricular“, or „Co-curricular“, among „Arts“, „Humanities“, and „Sciences“, or between „Vocational“ or „Academic“ streams. Subjects such as Physical Education, the Arts and Crafts, Vocational skills, in addition to Science, Humanities, and Mathematics will be included in a school curriculum with a greater flexibility of choices of students.

- **Integration of essential subject's skills and capacities in curriculum:**

Though students have a more flexibility in choosing their individual curricula, subjects, skills and capacities so they become innovative, inquisitive, successful, and productive in today's rapidly changing world. It has been emphasis on scientific temper, evidence-based thinking, creativity and innovativeness, sense of aesthetics and art, oral and written communication, health and nutrition, physical education, fitness, wellness, and sports, collaboration and teamwork, problem solving and logical reasoning, vocational exposure and skills, digital literacy, coding, and conceptual thinking, ethical and moral reasoning, knowledge and practice of human and constitutional values, gender sensitivity, Fundamental Duties, citizenship skills and values, knowledge of India, environmental and current affairs and knowledge of critical issues facing by local communities, states, and the world.

- In curricular and pedagogical activities there must be include the introduction of contemporary subjects such as Artificial Intelligence Design Thinking, Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc.
- It is mentioned in the draft that mathematics and mathematical thinking is much important for India's future and also leadership role in numerous new fields and profession that will involve artificial intelligence, machine learning, and data science. Thus, the mathematical and logical thinking will be start from the foundational stage. There are varieties of innovative and creative methods like, puzzles and games etc make learning enjoyable and interesting. In Middle stage coding activities will be introduce.
- According to NEP-2020 vocational education should start from class 6. Each and every student will take a fun course from 6-8, they should involve in vocational crafts such as carpentry, electric work, mental work, gardening, pottery making etc. NCERT design the NCFSC 2020-21, practice based curriculum for Grades 6-8. All students will participate in a 10 days bag less period and sometimes during Grades 6-8 intern programme with local vocational experts such as carpenters, gardeners, potters, artist etc.
- All curriculum and pedagogy, from Foundation stage will strongly rooted in Indian and local context and ethos in terms of culture, tradition, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional way of learning etc.
- NEP-2020 strongly focuses on "Knowledge of India" will include knowledge from ancient to modern and its successes and challenges. School curriculum should be transacted by scientific manner. These incorporated into Indian knowledge systems, including tribal knowledge and indigenous and traditional way of learning, it should covered mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistic, sports, literature governance, polity, games etc. Also include a specific courses available in forest management, ethno-medicinal practices, traditional (organic) crop cultivation, natural farming etc. There is an engaging course on Indian knowledge systems will available for Secondary school as an elective.
- At a young age students will be taught the importance of "Doing what's right" or moral and ethical values will incorporate to the students. Different traditional Indian and Constitutional values such as seva, ahimsa, swachchhata, satya, nishkam, karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for elders, respect for all people, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, fraternity etc developed in all students. Students will opportunity to read the original story of the panchatantra, jataka, hitopadesh including preventive health, mental health, good nutrition, personal and public hygiene first-aid disaster response etc included in the curriculum.

▪ **National Curriculum Framework for School Education (NCFSE):**

The one of most important dimension of curriculum change is to incorporate new curriculum framework. Formulation of new and comprehensive National Curricular Framework for school Education, NCFSE 2020-21, will be undertaken by NCERT- based on the principles of NEP2020. To study the needs of the learners and after discussions with all stakeholders like State Governments, Ministries, Central Government and other expert bodies etc. It will be available in all regional languages and updated once every 5-10 years.

- National Textbooks with Local Content and Flavour:

To promote constructive learning textbooks will be contain the essential core material (together with discussion, analysis, examples and applications) deemed important on a national level, but sometimes necessarily contain shade and supplementary material as per local context and needs. NCERT and SCERT will provide high quality textbook in a lowest possible cost to all learners. Collected efforts through suitable changes in curriculum and pedagogy will be made by NCERT and SCERT, schools, educators to reduce the weight of school bag of every learner.

Conclusion:

In the conclusion we can remark that Curriculum and Pedagogy is the pathway to achieve optimal learning outcome. Curriculum is dynamic, every 5-10 years it can be changed according to the changing need of the society. NEP-2020 is very significant policy in 21st century and aims to address the many governmental imperatives of the nation. The proposed revision and restructure of all aspect of curriculum and pedagogical structure is most relevant for the 21st century's learner. The main vision of NEP-2020 to removing the rote learning and promoting the constructive culture of education which is most scientific and logical for the growth and development of every learners in our society.

References:

1. **Report of National Education Policy-2020**, Ministry of Human Resource Development; Government of India, New Delhi
2. **Verma, H. K. A. (2021)**. New Education Policy 2020 of India: A Theoretical Analysis. *International Journal of Business and Management Research*. 9(3):302-306. DOI:10.37391/IJBMR.090308
3. **Singh Kaurav, R., Narula, S., Baber, R. and Tiwari, P. (2021)**. Theoretical Extension of The New Education Policy 2020 Using Twitter Mining. *Journal of content, community & communication*, 13. ISSN: 2395-7514. DOI:10.31620/03
4. **Retrieved from:** <https://www.ugc.gov.in>
5. <https://assets.kpmg.com>
6. <https://indianexpress.com>
7. <https://ncert.nic.in>
8. <https://pib.gov.in>