

NPE 2020 and National Curriculum

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Indian education, which has remained tedious for ages, is likely to reshape significantly under prime Ministers new mandate. In this term, the incumbent government is planning to follow a liberal approach akin to that of ancient Indian universities like Nalanda and Takshashila with an aim to integrate the rich Indian culture, tradition and knowledge into modern learning, and re-ignite the traditional Indian values .To make this a reality, the government will restructure both higher and school education with a focus on delivering better education, nurturing students' skills, and preparing them to deal with real-world problems.

The last National Education Policy (NEP) was released in 1986 and modified in 1992. Since then major changes have been observed in the world and in our country and the education policy needed to be modified as per the current scenario. In order to make changes and implement new policy from primary, secondary & higher education, a committee was set up (June 2017) to prepare a draft of a new National Education Policy, under the chairmanship of Dr Krishnaswamy Kasturirangan.

The Draft National Education Policy (NEP) 2019's proposal for strengthening early childhood care and education (ECCE) by making it an integral part of school education and bringing it under the purview of the Ministry of Human Resource Development (MHRD) is an excellent idea, say most experts, but the road to its success will have to be paved with difficult administrative reforms in curriculum transaction and training to achieve skilled youth which will reach 62% by 2030.

Although India has made great strides in economic development and is now the 4th largest economy, it is home to one-third of the world's poor. Poverty seriously affects the focus on education.

Sarva Shiksha Abhiyan Brought many children under Formal Education.

Now with the Right to Education (RTE) Act in place, even more improvements can be expected. In spite of these strides, the following challenges remain in India's primary education .According to Report (ASER) the major challenge the issue of quality of education to the center stage. Half of the children in schools are nowhere near their class-age appropriate learning levels. The challenges of quality of education are many – lack of understanding by children and parents, lack of appropriate tools in the hands of parents and community, lack of monitoring by authorities and more. The curriculum transaction and evaluation system in education are major culprits.

The Draft NEP 2019 recognises that there is a severe learning crisis in India, a major part of which is occurring before children even enter Grade-1. to remove the gap the Extension of Right to Education Act 2009 to cover children of ages 3 to 18. - A 5+3+3+4 curricular and pedagogical structure based on cognitive and socio-emotional developmental stages of children:

Schools will be re-organized into school complexes. It also seeks to reduce the content load in the school education curriculum. There will be no hard separation of learning areas in terms of curricular, co-curricular or extracurricular areas and all subjects, including arts, music, crafts, sports, yoga, community service, etc. will be curricular. It promotes active pedagogy that will focus on the development of core capacities: and life skills, including 21st-century skills. The move is to analyze students in terms of IQ, high order skills and core concepts. For instance, in grade 3 census exam,

students would undergo tests related to basic literacy, numeracy, among others.

However, challenges in implementing and monitoring high standards in teaching and learning outcomes across regional, cultural and socioeconomic subsets prevent India from fully achieving this goal.

Improving education is a critical area of investment and focus if the country wants to sustain economic growth and harness its young workforce. A weak foundation in primary education can derail the lives, careers, and productivity of tens of millions of its citizens. We all should contribute our part as well in improving the education system to make a significant difference.

We have seen how both board and entrance exams agonize students and increase their stress levels, eventually affecting their health at an early age. To tackle this issue, the government is planning to introduce a new modular format, which will allow students to appear for the board exam in each subject at the end of a semester. Creating a stress-free learning environment is the need of the hour. With such a heavy curriculum it is a hard choice to create such an environment

It necessary to see, how innovators and private players together play a major role in primary education alongside the Government. This project will support the module to create a healthy environment by reducing curriculum load of the students and improve quality in education preparing activity based modules of language and science subjects strengthening both conceptual and skill enhancements.

Early childhood education is a basis of growth towards better future of child. In early childhood development of physical, emotional, social, ethical and moral values takes place. Child initially learns through its parents and later formal education happens in schools. In School child develop its attitude skills and knowledge based on the curriculum and pedagogy. Traditional curriculum and pedagogy are unable to develop and grow the students to face modern challenges. New Modern curriculum development or pedagogy development or text / book development will encourage improving the learning process, one of the main process of learning in this new curriculum/pedagogy /text or

book development is scientific approach based learning process. The process of developing the ability to think this is a process of discovery learning as meaningful learning.

Meaningful learning is needed by younger children as a learning process that will be the foundation of knowledge in the face of developmental stages of thinking that will ultimately provide a solid foundation in the face of further education stage. The learning process through a scientific approach is very appropriate if delivered through an integrated approach, thematic approach and Holistic approach. Thematic learning integrated is learning that can instill basic concepts of knowledge, to increase knowledge of facts, and can provide interesting learning because the theme is a theme that is very close to the child, simple, attractive, and incidental (according to the event is happening), Using themes while working with young children has been popular since John Dewey, an American philosopher, psychologist, and educational reformer first proposed that the curriculum should be related to real-life experiences. A thematic way to deal with instructing includes incorporating every single branch of knowledge together under one subject. Various teaching and learning methods can be used. Projects, cooperative learning, active participation, experiential learning are often highlighted. Thinking and problem solving skills, observation, critical reasoning, analysis and drawing conclusions are key skills in thematic learning Research into how the brain works and the psychology of learning shows that learning is a process of integration. When we see how facts and ideas connect with one another across subjects, we are constructing meaning. When we're able to communicate that meaning, the learning is further reinforced. This is why theme-based learning is so effective. It's the most natural way to learn any subject and Curriculum.

a. Origin of the research problem

According to Jean-Jacques Rousseau, Johann Pestalozzi, Friedrich Froebel, Carl Gustav Jung, Abraham Maslow, and Carl Rogers Education should be concerned with developing the individual and social potential of all people, over the whole human lifespan, social level should include moral education,

education for citizenship, education for work, and education for everyday life, and many aspects of life and fields of knowledge and know-how as possible in an integrated way, and it should bring together theory and practice. Each individual should obtain basic information, knowledge, and understanding about various subjects, and be taught various skills, especially those needed at work and in everyday life. There is a difference between learning and acquiring knowledge. Learning ceases when there is only accumulation of knowledge. There is learning only when there is no acquisition at all. When knowledge becomes all important learning ceases. The more one add to knowledge the more secure, the more assured the mind becomes, and, therefore it ceases to learn. Learning is never an additive process. When one is learning, it is an active process. Whereas acquiring knowledge is merely gathering information and storing it up. So there is a difference between acquiring knowledge and learning. Education throughout the world is merely the acquisition of knowledge and therefore the mind becomes dull and ceases to learn. The mind is merely acquiring. The acquisition dictates the conduct of life and, therefore, limits experience. Whereas learning is Modern education is making us into thoughtless entities; it does very little towards helping us to find our individual vocation. (Krishnamurti 1964) (Chapter 3)

Right education is to help you to find out for yourself what you really, with all your heart, love to do. It does not matter what it is, whether it is to cook, or to be a gardener, but is something in which you have put your mind, your heart. (Krishnamurti 1974) (Part 1, Chapter 8).

For this Krishnamurti started schools, and for this reason only. If the unity of life and the oneness of its purpose could be clearly taught to the young in schools, how much brighter would be our hopes for the future! (Krishnamurti 1912). These schools follow Holistic Approach through Theme Based Curriculum. Students participate actively in learning by various activities. Such curriculum can be practiced elsewhere in India to remove stagnancy from learning in elementary education.

b. Trans-disciplinary relevance

Source of holistic education is the revolution in scientific thinking that began with relativity theory

and quantum mechanics. The most creative scientists of recent decades—people like physicists David Bohm and Fritjof Capra, biologists Rupert Sheldrake, Humberto Maturana and Francisco Varela, and chemist Ilya Prigogine, to name a few—all reject the Newtonian model of mechanistic cause-and-effect processes in nature. They understand the universe as dynamically unfolding, comprised of intricate patterns and relationships, as being meaningful rather than mechanistic. They argue that reductionism—taking phenomena apart into the smallest possible components—does not adequately explain the essential qualities of living beings or natural processes. They speak about a mysterious “web of life” that knits the world together (Capra, 1996), or about a “morphogenetic field” (Sheldrake, 1991) or an “implicate order” (Bohm, 1980)—the unseen but real context for the design of physical forms. Researchers in neuroscience have been suggesting that the human brain, as well, is vastly more creative and intricate than the calculating machine to which it has often been compared. Classical definitions of intelligence have been challenged by an emerging theory of “multiple intelligences” (Gardner, 1993) that highlights the diversity and complexity of the ways the human mind comes to know the world. The holistic perspective also reflects the growing ecological awareness of the past thirty years. Mainstream society has become more accepting of efforts to reduce pollution, preserve wilderness and endangered species, or to develop new technologies for producing energy and materials from renewable sources. There are still more radical critiques of modern industrial society that question some of the most fundamental assumptions underlying industrial culture’s relationship to the natural world. For example, “deep ecology” (Naess, 1989) challenges the anthropocentric view that humans are, or should be, the dominant species in the global ecosphere. “Social ecology” (Bookchin, 1990) explores the link between authoritarian, hierarchical political structures and humanity’s exploitation of the natural world. In recent years many authors have explored the spiritual and psychological dimensions of humanity’s relationship to other species of life and to nature as a whole (e.g. Roszak, 1992; Fox, 1995; Shepard, 1999). Corporate Social Responsibilities

Education is one such enterprise to improve standards of Primary Education.

c. Societal Relevance

Improving education is a critical area of investment and focus if the country wants to sustain economic growth and harness its young workforce. A weak foundation in primary education can derail the lives, careers, and productivity of tens of millions of its citizens. We all should contribute our part as well in improving the education system to make a significant difference.

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how innovators and together play a major role in primary education alongside the Government will support the module to create a healthy environment by reducing curriculum load of the students and improve quality in education preparing activity based modules of language and science subjects strengthening both conceptual and skill enhancements.

Relevance to National Missions / Priorities

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SarvaShikshaAbhiyan (SSA) and Right to Education (RTE) Act, popularly known as the 'No Detention Policy' (NDP) guaranteed promotion through class 1-8 for all children, irrespective of their readiness. The now amended policy allows states to frame rules that could *re-introduce* detention in class 5 or class 8. To improve this condition it is necessary

to bring out NATIONAL EDUCATIONAL MISSION.

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