

AMPLIFICATION ON CURRICULUM RENEWAL FOR VALUE BASED EDUCATION SYSTEM

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ABSTRACT:

The paper has tried to explain the need for a new policy as its predecessors failed to realize fully the goals enshrine. "Though India has made significant progress in terms of enhancing access to and participation in all levels of education, the overall picture of education development in the country is mixed and there are many persisting concerns and challenges relating to access to and participation in education, quality of the education imparted, equity in education, system efficiency, governance and management, research and development, and financial commitment to education development," it says. The elements of a value-based education can be found not only in the subject matter, but in the learning styles which are employed, the scheduling of the classroom, extracurricular activities, and parental involvement. The VBE is therefore organized so as to secure the fullest possible development of body, mind and heart; and a fruitful channelization of the life-energy in pursuits that contribute to the growth of both internal and external personality. The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

Key Words: Value Based Education, Enshrine, Enhancing, Persisting, Pursuit

INTRODUCTION:

The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a

knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry.

The New Education Policy (NEP) "envision a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast changing, ever-globalizing, knowledge-based economy and society," it adds.

The curricula also need to define the standards of educational performance and learning outcomes through which objectives of education are realized and the attainment of which can be assessed/monitored with a view to revision and upgrading of the curricula.

In order to reform the examination system in our country, the **Mudaliar Commission** laid stress on the use of objective type tests and internal assessment. Kothari commission too repeated these reforms. This Commission boldly suggested that the certificate of the student should bear his complete performance but there should be no remark to the effect that he has passed or failed in the whole examination. This is very good suggestion and can be easily implemented.

As the first practical step in changing the present pattern of examinations, the All India Council for Secondary Education was set up by the Central Ministry of Education in October 1995. It gave top priority consideration to resolve the problem of examination system. The well-known International Commission on Education sponsored by **UNESCO** in 1992 gave their valuable comments and suggestions for reforming the system of examination.

The Programme of Action (POA) suggested several specific short- term and long-term measures for carrying out examination reform at the school level as well as at the university level. It also suggested that, "to formulate a national examination reform work the Department of Education would, inter-alia, constitute an inter institutional Committee with representations from **UGC, NCERT, AICTE** and state level organizations including Board of Secondary Education".

II.NEED FOR A VALUE BASED EDUCATION SYSTEM [VBES]:

HRD's New Education Policy emphasis on value-based education system

The suggestions in the document are based on the simple instrumental principle cause-and-effect: India needs to teach its students what is needed in the world; if a certain thing is taught, the students must be able to reproduce and apply it; where there is autonomy, there must be accountability; learning must lead to employability.

10 recommendations of Subramanian Committee on new education policy

Here are top 10 recommendations of the **Subramanian Committee** suggesting measures that the Govt must take to improve the education sector that caters to over 300 million students in the country

The T.S.R. Subramanian committee, entrusted with preparing a new education policy for India submitted the report to the government in May suggesting measures that the country must take to improve the sector that caters to over 300 million students in the country. Here are top 10 recommendations of the report:

1) An **Indian Education Service (IES)** should be established as an all India service with officers being on permanent settlement to the state governments but with the cadre controlling authority vesting with the **Human Resource Development (HRD)** ministry.

2) The outlay on education should be raised to at least 6% of **GDP** without further loss of time.

3) There should be minimum eligibility condition with 50% marks at graduate level for entry to existing B.Ed courses. **Teacher Entrance Tests (TET)** should be made compulsory for recruitment of all teachers. The Centre and states should jointly lay down norms and standards for TET.

4) Compulsory licensing or certification for teachers in government and private schools should be made mandatory, with provision for renewal every 10 years based on independent external testing.

5) Pre-school education for children in the age group of 4 to 5 years should be declared as a right and a programme for it implemented immediately.

6) The no detention policy must be continued for young children until completion of class V when the child will be 11 years old. At the upper primary stage, the system of detention shall be restored subject to the provision of remedial coaching and at least two extra chances being offered to prove his capability to move to a higher class

7) On-demand board exams should be introduced to offer flexibility and reduce year end stress of students and parents. A National Level Test open to every student who has completed class XII from any School Board should be designed.

8) The **mid-day meal (MDM)** program should now be extended to cover students of secondary schools. This is necessary as levels of malnutrition and anemia continue to be high among adolescents.

9) **UGC Act** must be allowed to lapse once a separate law is created for the management of higher education. The **University Grants Commission (UGC)** needs to be made leaner and thinner and given the role of disbursement of scholarships and fellowships.

10) Top 200 foreign universities should be allowed to open campuses in India and give the same degree which is acceptable in the home country of the said university.

The National Policy on Education, 1986 emphasized on continuous and comprehensive evaluation and the introduction of semester system from the secondary stage. The National Policy on Education, 1986 recommended a new approach to examinations in the following words:

1. "Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education.
2. The objective will be to recast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for Improving teaching and learning; in functional terms, this would mean:
 - The elimination of excessive element of chance and subjectivity

- The de-emphasis of memorization
- Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.
- Effective use of the evaluation process by teachers, students and parents.
- Improvement in the conduct of examination;
- The introduction of concomitant changes in instructional materials and methodology;
- Instruction of the Semester system from the secondary stage in a phased manner, and the use of grades in place of marks.

Curriculum Renewal and Examination Reforms: NEP 2016 Policy Framework

Improving the assessment of student learning assumes greater importance in the context efforts to improve learning outcomes. Systems are in place for continuous formative and summative assessment, term- end and year-end examinations, and class X and class XII examinations. However, the overall assessment practices at the school level remain unsatisfactory. In most cases the learning assessment is limited to testing the students' ability to reproduce content knowledge.

The whole assessment system needs to be revamped to ensure comprehensive assessment of the students, including learning outcomes relating to both scholastic and co-scholastic domains. There is also a need to institutionalize a system which tracks student progress in both the scholastic and co-scholastic domains across years.

The following policy *initiatives* will be taken:

1. Curricular reforms will be carried out to meet the emerging aspirations and align to national goals of social cohesion, religious amity and national integration. Curriculum should be outcome-based and aim for overall development of students through imparting life-skills in an increasingly technology driven environment. All students will be taught both fundamental duties and rights so that they can become responsible citizens both within the country and in the world.

2. National Council of Educational Research and Training (NCERT) will undergo a re-orientation to address issues of deteriorating quality of school education and periodic renewal of curricula and pedagogy to move from rote learning to facilitate understanding and encourage a spirit of enquiry.
3. For science, mathematics and English subjects, a common national curriculum will be designed. For other subjects, such as social sciences, a part of the curricula will be common across the country and the rest will be at the discretion of the states.
4. From Class V onwards, digital literacy will be introduced in the curriculum in a graded manner. However, ICT as a subject can start from class VI. ICT curricula at all levels will be revised to make these application oriented.
5. It is well recognized that concepts of science are best understood by students through demonstration and lab experiments. Hence for teaching of science subjects, practical components will be introduced gradually from class-VI onwards.

The new national education policy (NEP) was an election promise by the Modi government and repeated delays, including setting up of a new committee under former Indian Space Research Organisation (ISRO) chief K Kasturirangan in June 2017, has raised a question mark whether it will be adopted before the term of the government ends in May, 2019.

The draft of the Kasturirangan Committee is ready and the Ministry of Human Resource Development plans to move forward towards an education policy soon. However, with the next elections drawing close, it is not clear whether the government has enough time to finalise the policy and implement it.

The current education policy was framed in 1986 and revised in 1992, which is why there was a need to review it and bring in necessary changes.

As per the report, the policy has been framed with a 20-year-vision.

"This has also been a reason for the delay as they keep updating the draft. Big restructuring in the regulatory framework is one of the focus. There will be increased stress on traditional knowledge, Indian languages and mathematics at school level,"

CONCLUSION:

The current instructional practices and resource provisions are a hindrance to competence based curriculum which requires situations that can build the expected competencies in education system. Continuous assessment, standards in paper-setting, transparency in evaluation criteria, etc. are some steps that can be taken in this direction. In order to introduce flexibility and reduce year-end examination stress, the government will make an attempt to introduce on-demand board examination.

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