



Structural and Pedagogical Reforms in School Education

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Abstract

Curriculum is the pivot and the hub around which all activities in the school revolve. It is the sum-total of experiences that the child receives in and outside the classroom through the study of different subjects and which is designed to implement specific educational aims. It is a plan to explain what concepts are to be transacted and what knowledge, skills and attitudes are to be deliberately fostered. It includes statements of criteria for selection of content and choice of methods for transaction of content as well as evaluation. Pedagogy refers to the theory and practice of learning, and is influenced by, the social, political and psychological development of learner. In India, the National Education Policy 2020 helps to transform the country's sustainability into an equitable opportunity, an excellent knowledgeable society and it provides high standard of education to all. This paper is focus on the existing structure of 10+2 education system in school education and that it will be replaced by a new pedagogical structure of 5+3+3+4. It is covering the age group of children from 3 to 18 years and should understand the comprehensiveness of the holistic development of learners. It should reduce the curriculum content and to enhance the essential learning, critical thinking and the Experiential learning. It is providing practical experience, to know the multilingualism and the power of language in teaching learning process. It is also transforming the assessment for class room student progress and support for gifted students with special talents in the educational environment.

Key Words

Pedagogical structure of School Education, Curriculum, Holistic development, Experiential learning, transaction of content.

Introduction

Curriculum is the pivot and the hub around which all activities in the school revolve. It is the sum-total of experiences that the child receives in and outside the classroom through the study of different subjects and which is designed to implement specific educational aims. It is a plan to explain what concepts are to be transacted and what knowledge, skills and attitudes are to be deliberately fostered. It includes statements of criteria for selection of content and choice of methods for transaction of content as well as evaluation. Pedagogy refers to the theory and practice of learning, and is influenced by, the social, political and psychological development of learner. The English word "Curriculum" is derived from the Latin word "Currere" which means to run. The course of a race, with time came to mean the course of study. Thus, the traditional definition of curriculum is a course of study or training leading to a product of education.

The curriculum consists of the following goals, methods, materials and assessments to support instruction and learning in the teaching learning process.

1. Goals

Goals are made explicit in the form of a scope and sequence of skills to be addressed. Curriculum is the standards-based expectations for teaching and learning. Goals must contain the breadth and depth to which a student is expected to learn.

2. Methods

Methods are useful for imparting the subject matter to the students based on the instructional decisions, approaches, procedures, and routines that teachers use to engage all students in meaningful learning. These choices support to promote a student's ability to understand and apply content and skills. Methods are differentiated to meet student needs, interests, tasks, and learning environment. Methods are adjusted based on ongoing review of student progress towards meeting the goals.

3. Materials

Materials are the tools selected to implement methods and achieve the goals of the curriculum in teaching learning process. Material choices reflect student interest, cultural diversity, world perspectives, and address all types of diverse learners.

4. Assessment

Assessment is the ongoing process of gathering information about a student's learning. This includes a variety of ways to document the knowledge of students, understanding students with their skills. Assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.

Pedagogy

Pedagogy refers to the theory and practice of learning. It is influenced by all round development such as the social, political and psychological development of learners. Pedagogy is the study of imparting the subject knowledge and skills in an educational context. It considers the interactions that take place during teaching learning process. Both the theory and practice of pedagogy vary and reflect different social, political, and cultural contexts.

Pedagogy is an act of teaching that it is adopted by teachers to shape actions, judgments, and other teaching strategies by taking into consideration of theories of learning, estimate the student's capabilities, needs, backgrounds and interests.

Importance of structural and pedagogical reforms in school education

The teacher is required to employ suitable instructional methods and procedures to achieve the aims of education. For that purpose, he has to know the structure of pedagogy and he can put the efforts to make the content of curriculum which consists of subjects, activities and experiences. Its need and importance may be as follows:

1. To achieve the aims of education

There should be well planned efforts are necessary to achieve the aims of education. The knowledge of the content, activities, experiences help to the achievement of aims of education.

2. Criteria for required teachers

Teachers are required to prepare the curriculum for schools. Eminent and subject oriented teachers required to know the type of work and do this according to the requirements of curriculum.

3. Selection of teaching methods

Curriculum enables the teacher that they should select suitable teaching methods to teach the subject matter and it has 'How to teach' and 'what to teach'.

4. Reflects the trends

Curriculum is a means to achieve the aims of education and changing with social requirements. The curriculum will reflect the trends in education.

Example:

- a) **Provide knowledge:** Curriculum should include suitable knowledge to help in the achievement of aims of education.
- b) **Provide activities and experiences:** Curriculum includes selected activities and experiences for the development of students according to social requirements.
- c) **Provide school programmes:** Curriculum should provide wholesome school programmes to develop the desirable behaviour patterns in the students.

Pedagogy can improve the quality of teaching and the way of students learning, helping them gain fundamental material. The way of teaching can help the students for better understanding and help students achieve deeper learning. It also helps students to improve a simple form of thinking as defined in the Bloom's taxonomy, such as basic memorization and comprehension, complex learning processes such as analysis, creation and evaluation. Students can prefer learning styles with a teaching process that supports them.

Objectives of structural and pedagogical reforms in school education

1. Modify the existing 10+2 structure of school education with a new pedagogical and curricular restructuring of 5+3+3+4 covering the age groups from 3 to 18 years
2. Understand the role of Early Childhood Care
3. Provide Experiential learning to gain practical experience
4. Empower the students through flexibility in course choices
5. Explain the importance of the multilingualism and the power of language in teaching learning
6. Know the process of curricular subjects, skills, and capacities
7. Establish National Curriculum Framework for School Education to prepare the curriculum
8. Transform assessment for student development
9. Support gifted students with special talents

Methods and Procedures

The paper presenter has been collected information and materials as secondary data from the draft of NEP 2020 and other sources.

New Education Policy 2020

Prime Minister of India Narendra Modi and his council of ministers approved the National Education Policy 2020 in the cabinet meeting on July 29, 2020. Dr. K. Kasturirangan, former chairman of the Indian Space Research Organization has chaired the Committee for Draft National Education Policy and submitted it to the Ministry of Human Resource Development on December 15, 2018.

The National Education Policy 2020 is consisting four parts such as school education, higher education, 'Other Key Areas of Focus' such as adult education, promoting Indian languages and online education and 'Making it Happen'.

Principles of New Education Policy 2020

The following are the some of the principles of New Education Policy 2020.

- ❖ Identifying, fostering and recognizing the competencies of students.
- ❖ Concentrate on conceptual understanding rather than rote learning.
- ❖ To develop to take logical decision-making and encourage innovation by using creativity and critical thinking.
- ❖ Improve human, constitutional and ethical values such as empathy, respect others etc.
- ❖ Apply Information and communicative technology tools in teaching and learning.
- ❖ Take initiative to start the process of faculty recruitment.
- ❖ Analysis the progress of sustained research and regular assessment by educational experts.

Structural and pedagogical reforms in school education

Developmentally appropriate structure for school education is 5+3+3+4 design. It consists of the following stages.

1. Foundational Stage

This stage covers the age group of 3-8 years children for five years. Out of 5 years, 3 years of Anganwadi or Pre-school and 2 years in Primary School of Grades 1 and 2.

2. Preparation Stage

This stage consists of three years of education for children between the age groups of 8-11 years. In this stage the children will study Grades 3, 4 and 5 in 3 years.

3. Middle Stage

It consists of three years of education for children, the age group of 11-14 years. In this stage children will complete Grades 6, 7 and 8 in 3 years. It is building the formal pedagogical and curricular style within each subject.

4. Secondary phase or stage

In this phase 4 years of education for children of 14-18 years age group and it also covers the Grades 9, 10, 11 and 12. The “higher secondary” and “junior college” will be eliminated. The goal of all the above stages of school education is to generate or create holistic and complete individuals with 21st century skills by adapting more of interactive, creative, collaborative, joyful, engaging, and exploratory activities and more experiential learning.

Result and Discussion

The new pedagogical structure for school education i.e., 5+3+3+4 design is for the cognitive development and it will inform the development of National and State curricula for the use of teaching-learning strategies at each stage.

Holistic improvement of learners

The curriculum and pedagogical reforms in all stages will be moved to real understanding of the education system. It is also avoiding the culture of rote learning as is largely at present education environment. The aim of present education system will help to cognitive development, building character, creating holistic and all-round development of individuals equipped with the 21st century skills.

Reduce curriculum content and increase indispensable learning and critical thinking

Curriculum content makes space for discussion-based, inquiry-based, discovery-based, critical thinking and analysis-based learning at reduced curriculum in each subject. The content of the subject is based on an interactive manner and students are motivated and encouraged to make questions in the classroom. The classroom sessions should be engaged regularly.

Experiential Learning

The experiential learning will be adopted such as story-telling-based pedagogy, arts-integrated, sports-integrated education, hands-on learning experience in all stages of pedagogical structure of school education.

Art-integrated education and the experiential learning will be focused on classroom transactions for creating joyful classrooms. Sports-integration is also based on cross-curricular pedagogical approach that it utilizes physical activities.

Multilingualism and the power of language

Local communities are spoken the mother tongue. There can be a home language spoken by multi-lingual families etc. Mother tongue or home language or local language or regional language should be used up to Grade 5, but it should be better to use at Grade 8. Mother tongue in case of where home language or mother tongue textbook material is not available. Bilingual approach and bilingual teaching-learning materials will be used by teachers. The three-language formula will continue and keeping in mind the constitutional provisions.

Curricular integration of subjects, skills, and capacities

Students should have a freedom and flexibility in selecting and choosing their individual curricula, certain subjects, skills, and capacities. In today's rapid changing world, students should become good, successful, innovative, adaptable, and productive human beings. The students should develop different useful skills such as evidence-based thinking, creativity, innovativeness, scientific skills, oral and written communication etc.

Preparation of National Curriculum Framework

All the State Governments of the country and ministries, various departments of the Central Government and expert bodies will discuss on NCFSE and will give suggestions on curriculum for making the National

Curricular Framework for School Education (NCFSE - 2020-21), as per the principles of the National Education Policy 2020. The National Curricular Framework for School Education document shall be revised and revisited and updated once every 5 to 10 years by taking into consideration of curriculum.

National Textbooks with Local Content

The aim of all the textbooks is to contain the essential core material such as discussion, analysis, applications and examples.

Assessment for Student Development

The purpose of assessment will indeed for learning to the development of all students' progress. The progress card of all students is school-based assessment and it will be designed by the concerned department of education at various levels. The progress card reflects each student cognitive, affective, and psychomotor domains.

10 Grade and 12 Grade Board examinations will be continued. Examinations reforms will be taken in the Board and entrance examinations by the concerned department and there will be a need of elimination of coaching classes. Board examinations will be encouraged in a holistic development manner. The subjects of the Board examinations will be chosen by students by depending on their interests. The core capacities or competencies will be tested by the Board examinations rather than months of coaching and memorization. Examinations will be conducted by the appropriate authority and all the students will take school examinations in the Grades of 3, 5, and 8.

Support for gifted students

Supplementary material and guidance will be given to students by teachers to encourage them to extract their talents in the classroom. Competitions and Olympiads will be conducted in various subjects across the country.

Conclusion

National Education Policy 2020 will play an important role in the transformation of the Indian education system. Now it is expected to help India in reaping its demographic dividend. NEP 2020 will play a significance role for development of pre-primary education to higher education system in India. The present paper focused on pedagogical structure and reforms, holistic learning, multilingualism and role of teacher in teaching learning process. Teacher is to shape the minds of the younger generation. The students- teacher interaction is very significant in the new education era.

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