

Componential Flexible Curriculum for implementing NEP2020: A Stage Specific Subjective Approach.

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Abstract: Presently curriculum is used to develop as a process approach. Step by step process is followed for construction of curriculum. Present paper is suggesting step wise Componential development of curriculum where every steps to be constructed as per its identifying components . Basic objectives of curriculum is to develop knowledge base of any subject and on the basis of which total curriculum structure will be emerged. Finally Eight Step stage wise

subjective approach Componential curriculum has been proposed leading to a Four Quadrant curriculum development model has been explored.

Key word: Componential Subjective Curriculum, Flexible curriculum, NEP 2020, Four Quadrant Approach of Curriculum Development.

1.1 Introduction :

The Indian education system has been upgraded with a challenge of quality blended with a pragmatic vision. In ancient Indian education, the system was rooted in terms of knowledge aspects. Multifaceted knowledge was produced in exercising teaching and learning, either in the leadership of teachers or later on, under the leadership of an institutional set-up. However, after independence Indian education system, though much has been achieved, lacks the isolation of epistemological perspective. We have had tremendous information in the last few decades, regardless of the subject we consider, and we are not sure that information can produce a knowledge base of a content domain.

1.2 Objectives:1. To Develop a curricular approach based on National Education Policy 2020.

2. To Explore a curriculum development model to incorporate different components of curriculum.

1.3 Methodology: The paper is based on Qualitative analysis of NEP2020 . Analysis has been done based on documents extracted from National Education Policy 2020.

1.4 In Philosophical Perspective, a curriculum can be divided into the following dimensions in Indian Perspective:

Types of Curriculum	Developed by	Educational Component	What Should be
Aesthetic Curriculum	Rabindranath Tagore (1861-1941)	Aesthetic Component	Inclusion of performing arts and cultural perspectives in the curriculum.
Basic Curriculum	Mahatma Gandhi (1869-1948)	Experiential Components	Curriculum based on activity and self-supportive mechanism.
Integrated Curriculum	Rishi Aurobino (1872-1950)	Integration of Idealistic, Naturalistic, Pragmatic and realistic curriculum.	Integration of Eastern and western philosophical motives.
Ethical Curriculum	Swami Vivekananda (1863-1902)	Components based on ethical and spiritual dimensions.	Curriculum based on morality.

So, structuring knowledge is one of the most important aspects of the philosophy of education. It helps to develop a logical sequence of any subject matter. Based on a philosophical perspective, we can divide the knowledge domain into the following categories:

Types	Knowledge Domain	Subject Area
1	Disciplinary Knowledge	It means theoretical understanding along with its application.
2	Behavioural Knowledge	Change of cognitive and non-cognitive domain.
3	Practical Knowledge	Knowledge based on practical activity.
4	Social Knowledge	Society is the source of Knowledge.
5	Productive Knowledge	Creative Knowledge
6	Aesthetic Knowledge	Performing Arts and other related activities.
7	Experiential Knowledge	Knowledge based on activity and experience.

Thus, practising philosophy of education entails focusing on knowledge reflected in the curriculum, which is the fundamental viewpoint in teaching and learning. In the present globalised scenario, we have no other alternative but to follow the construction and reconstruction of knowledge for society and individuals too.

1.5 Curriculum and Educational purposes:

Curriculum from philosophical perspectives helps to provide a critical outlook towards a foundation of curriculum. Whether stated explicitly, or implicitly, the purposes of education constitute the reference points for determining the content and organization of curriculum. NEP 2020 stated unequivocally its intention to follow Indian rich cultural heritage to upgrade its education system and its application in the truest sense to materialise the NEP Curriculum2020 in the best possible way in the Indian context:

“The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal.”

The Policy have had the effort to explore the purposes of education in ancient India not just by means of acquisition of knowledge but for the complete realization and liberation of the humanity.

Philosophical Perspectives : Aims and Vision

The aims of education in any society are influenced by various factors like the following:

- 1.Cultural heritage and traditions of the society,
- 2.Social structure,
- 3.Economic and political systems – and
- 4.Environmental and philosophical Perspectives.

Philosophical considerations that give educational aims in any society can contribute towards a general agreement leading to a vision of any curriculum framework. Issues like the development of scientific attitude and commitment to moral and spiritual values, secularism, democracy, and equality of educational opportunity require a thorough examination in order to determine their precise implications for concrete curricular vision in terms of the knowledge base of curriculums indicated in the NEP2020: “Indian culture and philosophy have had a strong influence on the world. These rich legacies to world heritage must not only be nurtured and preserved for posterity but also researched, enhanced, and put to new uses through our education system.”

1.6 Implementation of Curriculum

It is appreciable that the total school curriculum has been divided specifically into four stages in NEP2020 to execute school curriculum in a qualitative way. But it is not very easy to identify their developmental parameters and suggest curriculum structure

accordingly. One thing is good that the proposed curriculum has a global approach to make it a worldwide standard, and the proposed draught curriculum should have a balance between our needs and demand with global aspirations.

The proposed curricula and pedagogical approach on the basis of 4-stage design in a distinctive way is given below as suggested by the National Education Policy 2020, India:

Stage-wise approach	Stage-wise developmental component	Curricular Approach	Pedagogical Approach
Foundational Stage Age :(3+ to 6) & (7 and 8) nursury, KG1, KG2, Class1 and class2	a. Caring education b. Physical Preparation c. Development of Senses	Curriculum based on Play way activity and different non cognitive involvement based on interest of learners.	Play way activity with caring education.
Preparatory Stage 9 to 11 class 3, class 4 and class 5	a. Habit formation b. Attitude formation c. Nature study	Education must be based on hand on experiences.	Curriculum based on Self activity and self-supportive mechanism.
Middle Stage class 6, class 7 and class 8.	a. Field Study b. Experiments c. Activities	Group activity based on particular content areas. Practical based learning to be enhanced.	Group discussion Teaching based on practical classroom related activity.
Secondary level Class IX ,X & XI & XII	a. Theoretical background b. Practical based classroom c. Project activity	Knowledge base of any content to be developed both the theoretical perspective and practical understanding.	Innovative pedagogy i.e. pedagogy based on concerned teacher and no specific recommendations.

1.7 Stage wise specific curriculum recommendations:

Stage-wise approach	Stage wise curriculum component	Recommendation of Specific Curriculum
Foundational Stage	a. Caring education b. Physical Preparation c. Sense Training	1. Curriculum will be flexible 2. Curriculum based on 3R.
Preparatory Stage	a. Attitude formation b. Habit formation c. Nature study	1. Curriculum based on hand on experiences. 2. Curriculum based on activity and self-supportive mechanism.
Middle Stage	a. Field Study b. Experiments c. Activities	a. General orientation of Core academic Subjects. b. Development of independent personality through curriculum and pedagogy.
Secondary level	a. Theoretical background b. Practical based activity c. classroom based Project activity	a. Knowledge base of any content to be developed both the theoretical perspective and practical understanding. b. Core subjects are gradually introduced and enhanced. c. Curriculum may be divided in the following category: 1. Core subjects based on Science, Arts, Commerce to be selected as per interest from learners. 2. Elective courses for Multidisciplinary approach. 3. Language group as per language policy. 4. Aesthetics: Any one performing Art to be selected.

1.78 Conclusion: A model based on Componential Flexible curriculum is suggested to carry out the programme :

First Step: Identifying Knowledge base of Curriculum:

Knowledge Domain
Disciplinary Knowledge
Behavioural Knowledge
Practical Knowledge
Social Knowledge
Productive Knowledge
Aesthetic Knowledge
Experiential Knowledge

Second S Step : Identifying components relevant for the Curriculum

The present paper deals with the following components:

Aesthetic Curriculum
Basic Curriculum
Integrated Curriculum
Ethical Curriculum

Third Step: Identifying Content area:

Content Area
It means theoretical understanding along with its application.
Change of cognitive and non-cognitive domain.
Knowledge based on practical activity.
Society is the source of Knowledge.
Creative Knowledge
Performing Arts
Knowledge based on activity and experience.

Fourth Stage: Stage-wise Curricular Approach:

Curricular Approach
Curriculum based on Play way activity and different non cognitive involvement based on interest of learners.
Education must be based on hand on experiences.
Group activity based on particular content areas. Practical based learning to be enhanced.
Knowledge base of any content to be developed both the theoretical perspective and practical understanding.

Fifth Stage: Draft Curriculum: To be prepared stage specific draft curriculum in flexible mode and output based approach.

Sixth Stage: Pedagogical Approach:

Pedagogical Approach
Play way activity with caring education.
Curriculum based on Self activity and self-supportive mechanism.
Group discussion
Teaching based on practical classroom related activity.
Innovative pedagogy i.e. pedagogy based on concerned teacher and no specific recommendations.

Seventh Stage: Validation of Curriculum and Development of Study Material : It will be validated by means of several parallel qualitative approach:

1. **Experts viewpoint.**
2. **Collaborative approach**
3. **Stakeholders attitudes**

Eighth Stage: Final Shape: All the components have to be combined together after validation to make it into a final shape and consequently development of study material is essential for implementation of curriculum really in practice.

Therefore, componential flexible curriculum is opposed to both the systematic approach of curriculum as well as curriculum as a process . It is willing to accelerate the subjective approach of the curriculum on the basis of curriculum components as fit for the stage-specific curriculum.

Conclusion: The discussed curriculum approach may be concluded as Four Quadrant approach of Curriculum Development placed below:

Four Quadrant Approach of Curriculum Development

Identifying content area & activities	Knowledge base of curriculum & Identifying Components
Stage wise curricular approach & Pedagogical implementation	Validation of Curriculum & development of Study Material

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