

N.E.P. 2020: STREAMLINING THE CURRICULUM FOR CITIZENSHIP EDUCATION

Abstract

Education for citizenship implies provision of resources to help understand one's own background. Training youngsters to live together in a society and to equip one to realise the nature of one's identity are significant in citizenship education. NEP 2020 integrates liberal arts education in all areas of learning at all levels. National Curriculum Framework 2023 identified multidisciplinary domain as part of curriculum so that the holistic approach is developed among citizens.

This article explores the scope of NEP 2020 for streamlining citizenship education. CRP (Culturally Responsive Pedagogy) is suggested to strengthen citizenship education. Some suggestions for citizenship education such as integration of arts education for integral development and value orientation, training teachers as potential cultural managers etc. are also made.

Keywords: *NEP2020, CRP, Citizenship Education.*

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The prevailing system of education is criticized for its neo-colonial orientation in content and discourse. It is considered elitist, imitative and out of context without enough sensitivity to the weaker sections located in rural areas of the country. Liberal arts education is sidelined in curriculum leading to boredom and alienation. NEP 2020 addresses all the above issues with a clear cut target to be achieved in 2030 as envisaged in SDG 4. The values and dispositions that the schools should promote can be addressed through the introduction of liberal arts education into the curriculum at all levels and thereby avoiding curricular hierarchy. Education to nurture empathy, respect and sensitivity can be introduced through literature, music, dance, theatre and many areas of artistic activity. Arts is the best option to train a student in patience, caring, responsibility and perseverance. Introduction to liberal arts education helps in promoting a multidisciplinary approach leading to holistic, man-making education.

NEP attempts to address citizenship education and global citizenship education by suggesting reorganisation of the educational discourse aimed at universal values. Therefore honesty, integrity, *Satya*, patriotism, equity, *Seva*, scientific temper, rootedness and pride in India are significant constituents imparted through a discourse and culture and organisation supplemented by the integration of indigenous arts tradition in education.

Integration of arts into STEM courses in schools and colleges will help in increased creativity and innovation, higher order thinking, teamwork, communication skills, and mastery of curricular areas across fields. Liberal arts education contributes to the aesthetic, emotional, social and moral capacity of the learner. Arts education in all science subjects and more science for students of humanities and social science students will prepare them for the challenges of 21st century.

NEP 2020 and National Curriculum Framework 23 are significant milestones as they strike a balance to the four fundamental aims of education *viz.* learning to know, learning to do, learning to live together and learning to Be. National Curriculum Framework complies with the policies enshrined in NEP 2020 and SDG 4. Focus on equity, quality and access is common in both documents with a clear trajectory of goals to be achieved by 2030.

Hundred percent GER (Gross Enrollment Ratio) for higher secondary education and 50% GER in colleges is a commitment in NEP in tune with the suggestions in SDG 4.

NCF 23 is anchored on the epistemic approach of Indian schools of thought as exemplified by the Panchakosa Vikas theory applied in NCF 23. The approach has the following characteristics:

1. Teacher student relationship is the core value of education.
2. Education should be contextual. It should be related to local resources, practices, languages and history.
3. Increased investment in Early Childhood Education and Care.
4. No hierarchy in curricular areas.

One of the most significant policy changes in NEP 2020 is the removal of the compartmentalization of education into curricular and extra-curricular. Globally liberal arts education has been able to create quality leadership and management skills, human engineering and strengthen creativity in all imaginable form. Liberal arts education was part

of the Gurukula system where the 64 *Kalas* constituted the ancient system of learning. The textbook oriented limited curriculum model dampened the energies of the youth in India, creating a morbid atmosphere where originality is being stifled. The education system evaluated outcomes based only on conformity and comprehension, discouraging all out of the box thinking among the learners. An increased focus on liberal arts education combined with vocational training as options for any undergraduate will help him develop his inner resources.

A Liberal arts education will help the individual to open his mind and expand it to include multiple perspectives. It will help to create intellectual rigour creates new knowledge in any field and therefore all students in HEIs may learn a liberal arts course for promotion of free intellectual enquiry. Liberal arts include Philosophy, History, Political Science, Literature, Music, Performing arts etc. Liberal arts education in science programmes will help them to be sagacious scientists which ultimately will contribute to global citizenship education leading to universal welfare. Civic and citizenship education can be imparted through liberal arts education in HEIs which ultimately helps improve socio cultural and economic development.

I. WHY INTANGIBLE CULTURE?

Culture is reflected in a nation's common practices and products. The intangible culture denotes the process, the knowledge and skill transmission in a society. Analysis of the deep culture in a society is an academic challenge for a person who is very much part of the culture subjected to analysis. The cultural distancing of the academic world from the intangible culture of the country, adversely affected the quality of curriculum design and evaluation strategies. The Bombay, Calcutta, and Madras Universities established a model which influenced the new Universities in Post Independence India. As a result a large number of degree producing factories came up which served to manage lakhs of educated youth in a conventional mode, with a low key status to original thinking, research and innovation in HEIs in India.

II. CITIZENSHIP EDUCATION AND GLOBAL CITIZENSHIP EDUCATION

The *gurukula* system fostered literacy along with cultural literacy through an integrated approach. Citizenship education was integral to the holistic approach followed by the ancient *gurukula* system that produced scholars like Aryabhata, Charaka, Chanakya, Panini, Bhartrihari, Nagarjuna, Maitreyi and so on.

In Indian cultural tradition, every small act has an ontological significance. This is the case in every traditional society and therefore the deep culture of the nation significantly influence the choice of the individual both in production and consumption. But in a neo colonial epistemology propagated through HEIs after 1947, Indian academia created an artificial behavior that distanced the educated class from the common man. This neo colonial epistemology tilted the balance towards an imitative culture, that neglected Indian arts, Indian languages and literature. The discourse generated in academic exercises originated from the Euro-American academic establishment influenced curriculum and research leading to a delinking from India's intellectual tradition.

A value neutral atmosphere was created in HEIs that shied away from discussing religion and philosophy in comparative terms and debating the role of ancient texts in Sanskrit. The prevailing classroom discourse in an undergraduate course fails to provide significant indigenous knowledge to raise his self-esteem. The learner is alienated from his cultural referents through an elitist text book oriented curriculum.

The suggestion in NEP 2020 to promote Indian languages in classrooms and to introduce bilingual texts is a significant step in the decolonization process. Culturally Responsive Pedagogy will help in achieving holistic development through a sustainable model based on indigenous resources drawn from intangible culture of India. Gloria Ladson defines CRP as an “approach that empowers students intellectually, socially, and emotionally by using cultural referents to impart knowledge, skills and attitudes”.

The remarkable suggestions in NEP include multidisciplinary approach, holistic integrated inquiry driven curriculum, the removal of compartmentalization of curricular and extra-curricular activities, vocational and academic streams, and increased focus in early childhood care and education (ECCE). The policy thereby significantly contributes to prepare the citizen to be creative in thought, spirit, and intellect and also in action.

Suggestions for Citizenship Education

1. Teacher training may focus on teachers as potential cultural managers.
2. Culturally Responsive Pedagogy and Culturally Responsive Teacher to create a culturally responsive classroom.
3. Teacher as culturally intelligent, empathetic to intangible culture.
4. Teacher as a model to impart citizenship lessons.
5. Teacher as a mediator to perceive the bias in each cultural model
6. Teacher prepares the learner to be globally competitive with self awareness
7. Recognition of the relationship between the affective domain and cognitive domain
8. Arts education for integrated development and value orientation

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