

Curriculum Analysis: An Indian Perspective

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Abstract— The purpose of this paper is to review the current state of the art of language education in India under the framework of the National Policy on Education (1986/92). This paper lays emphasis on the importance of Sanskrit as an element of a fused course of Hindi and the provincial languages as mother tongue at a fitting point of the primary or the secondary stage. The importance of mother tongue or home language as the means of tutoring in primary and pre-primary is supported by investigation and the novel strategy by stressing this offers a basis for executing it in government sponsored schools. It materializes as if the nationalized course of action has made an effort to make all the diverse languages of India get impartial footing.

IndexTerms—Curriculum, Curriculum development, Socio cultural aspects, academic studies, changes (keywords)

I. Definition of Curriculum-

According to Albert Oliver, curriculum is the learning program consisting of three vital rudiments, such as studies, actions and supervision. The second notion, portrayed by Philip Phenix, depends on a cautiously designed idea of principles which comprise of the endeavors and objectives, or rationale of education. Etymologically, the expression curriculum comes from the Latin word “currere” which implies run or run-way or an ongoing course.

II. Curriculum as an instrument of language education in India-

As philologists depict it, language is an impressionistic construction of verbal and realistic signs with which the acquaintances of a civilization team up and amalgamate. Therefore, language is an equipment of expressing one’s conviction and approach and search for consistency and support, of enlightening one’s necessities and seeking its accomplishment, of giving out information, comprehension and perception and of diffusing the standard of behavior in all stages of life, individual, societal and communal. Moreover, it is an apparatus of an entity of conversing with himself, occasionally, in his most clandestine instants. His spoken or quiet monologue demand language too. It is generally assumed that the exactitude of a person’s spoken or written expression is an instantaneously familiar corroboration of the articulacy of his contemplation. A superior clasp on language offers even a toddler the skill not only to precede information but also to understand, reflect and internalize and inflate insight.

Evidently, therefore, language has turned out to be a shared experience, both impacting the society and being fashioned by it in a two-pronged approach. Its circumspect and effectual exercise helps form a flagrant combined opinion and disposition and assist optimistic behavioral initiatives within a societal group. Sensitive cohesion among the patrons of a particular lingo happens to be a vital reason behind some religio-cultural and socio-political activities that may or may not constantly be very favorable to the human society’s welfare taken together. In a plurilingual nation, therefore, it is vital to make sure that this poignant bonding of diverse language groups does not oppose the benefit and wellbeing of one another and the nation does not endure pain because of any inter-lingual disagreement. This would need a healthy and gracious approach of shared admiration for others’ languages and an aspiration to be taught some of them depending upon the personal ability and the chance obtainable.

All individuals, language experts think, are born with an inborn scheme of language which increases with age. With appropriate and sufficient education this inherent language construction can be developed to any echelon of expertise and complexity in a normally gifted person. But nature approves a human being with the seed construction of only one language which in accepted terms is known as the Mother Tongue or the First language. Any other language has to be entrenched in the learner’s intellect from outside and needs ample nurturance in an unrelenting manner. This makes it essential to have a sound strategy of language learning in the general educational system of a nation and an appropriate action plan in the didactic programme to be put into practice with association and genuineness.

In the Indian milieu, as in nearly all other nations, language education dwells in a major place in the overall didactic course of action. The diverse commissions and committees linked to education in India have unambiguously emphasized the necessity for offering superior language education to all the students. Most of the pedagogues concur that the mother tongue should be given valued importance in the educational structure from the initial days of learning and that ought to be the means of instruction in succeeding years if learning is anticipated to assist the student primarily to develop in the substantial, academic and divine spheres of life. We must endorse the cramming of a second language so as to converse outside our own language group for any realistic rationale like trade, travelling, intellectual exchange, management and community labor. It will also help uniting the populace of a country. But that is not adequate. Mortals cannot survive as isles in themselves; they must rise above the ecological borders of states and nations goaded on by their individual, artistic or trading needs. For them it is essential to be taught a foreign language of their preference.

Derived from these reflections, the foremost pedagogues of India constructed a Tri-Language Formula which was also acknowledged by the Indian Parliament. The government guidelines, the National Policy on Education (1986/92) approved that formula and highlighted its recognition in the didactic state of affairs of the nation. The National Curriculum Frameworks approved the Three Language Formula in 1968, 1975-76, 1988, 2000 and 2005. In conjecture, still educational round-tables resonate with the

praise of this Formula and a resolution to execute it. Nonetheless, in actuality even after five decades of construction of the 'Three language Formula' it is yet to be successfully executed in its novel strength. Regardless of all the modifications in the socio-economic circumstances, market demands and the conduct pattern of the Indian youth, the Formula still remains pertinent.

III. The Formula

I The First language to be premeditated by a child must be the native speech or the provincial language.

I The second language –

- (i) In Hindi speaking states, the second language should be any other Modern Indian language (MIL) or English, and
- (ii) In non-Hindi speaking states the second language should be Hindi or English.

I The Third language –

(i) In Hindi speaking states the third language will be English or any contemporary Indian Language (MIL) not learnt as the Second language

- (ii) In non-Hindi speaking states the third language will be English or Hindi not learnt as the Second language.

The fundamental aim behind the 'Three Language Formula' was, and still is, national harmony and effortless intra-state, inter-state and global communiqué. This demanded that devotion to it must be guaranteed by the State/ Union Territory administration and the Central Government of India. Negligible alteration in the Formula and its accomplishment in multifaceted linguistic circumstances, as in some north-eastern states, for instance, could, on the other hand, be allowed as per the requirements and prudence of these states and within the all inclusive spirit of the Formula.

Every child's initial speech or local language has to be learnt right from the first standard. In those particular cases where the children's mother tongue is dissimilar from the school language or the provincial languages as is the situation with dialects or ethnic languages, measured and horizontal conversion to the provincial language is to be resulted within a realistic time at the basic phase itself. In states where the official or the co-official language of India has been established as the state language or first language for the reason of preponderance of regional languages, it needs to be learnt from the first standard. Stipulations for the schooling of mother tongue would be made for kids from linguistic minorities wherever they are in sufficient numbers.

The National Curriculum Framework (2000) suggested that throughout the first two years of the primary level, children have to be particularly assisted to obtain the fundamental language proficiency of listening, speaking, reading, writing and thinking. Individual attention must be paid to the procedure of standardization of articulation as per the existing norms. In the similar way, the ability of high-quality handwriting, accurate spelling and the inclination towards hushed reading with conception are also to be developed in addition to cultivating in the children the skill for artistic self expression.

At the higher level, learners' capability in both the languages has to be reinforced further so that they are capable of obtaining real life skills for their routine life. In their first languages, they have to be introduced to the diverse genres of literature. They should nurture sufficient proficiency to respond in speech and in writing to whatever they study and listen to. Impartial prominence on both the practical side and the figurative facets of the language will have to be arranged. The capability to reflect artistically on one's own and articulate these feelings efficiently ought to be encouraged and inspired through language teaching. The spoken structure of language should be sufficiently taken care of. At this phase, practical or convenient syntax should be prearranged so that it may build up the students' insight into the temperament, construction and purposes of the language.

The learning of the third language must also commence at the upper primary stage. Though, the states or associations should make a decision for themselves the particular class / grade in which it is to be started. The learning of all the three languages should be persistent up to the ending of the secondary stage, i.e. class X.

At the secondary stage, i.e., in classes IX and X, sufficient command over the functional structure of the first language and superior acquaintance with its literary structure should be the aim. Students must attain development in spoken and written expression in return to what they listen to or comprehend. Accepting and understanding the profundity and multiplicity of human intellect through fictitious texts in prose and poetry ought to be expected from the students. Cramming of grammar is to be methodically reinforced to aid the comprehension and utilization of the delicate handling of language. Advantageous approach and morals ought to be instilled in the course of carefully choosing language resources. This, standardized communication abilities in the first language, with semantic accurateness and suitability of technique must be duly highlighted as the fundamental objectives of first language learning at this phase.

In English, Hindi and other modern Indian language crammed as Second lingo in higher standards, the ability to utilize the language in communication and documenting whenever required in life, and interpret it with rational pace for information and enjoyment would be the most significant objective. Syntax is not to be learnt as a hypothetical paper for its own welfare. It must be learnt as realistic or practical grammar in context with the smallest amount of theoretical knowledge.

In this regard, further auditory and oral abilities of language are to be stressed at the basic level; all the skills of reading writing, thinking, listening and speaking need to be specified in an unbiased method by the ending of the upper primary stage, and to some extent more consideration is to be paid to the expertise of reading and writing at the secondary developmental stages. The most essential and final mission of language education as all these stages remain to train the learners to make use of the languages efficiently in speech and writing on every occasion and anywhere required in their life situations of all kinds.

IV. The Learning of Sanskrit

The national policy on education (1986/92) lays stress on the study of Sanskrit as it is still indistinguishably connected with the life, sacraments, rites and carnivals of gigantic Indian masses. It is a casement to the grand cultural, idealistic, creative and scientific past of India.

Although whether Sanskrit should be initiated as a self-governing subject under the 'Three Language Formula' that is debatable, it may be initiated as an element of a fused course of Hindi and the provincial languages as mother tongue at a fitting point of the

primary or the secondary stage. It is to be so deliberate that the learning of Sanskrit may not be overlooked. At the upper primary stage, Sanskrit may be accessible as a supplementary selection and at the higher secondary stage appropriate non-compulsory courses in Sanskrit may be made obtainable to all those students who desire to study it. Open school courses for Sanskrit may also be planned for students at all levels. A paradigm shift in scheming Sanskrit courses and planning core curriculum in the subject is that the language is to be taken care of not just as a 'classical' language but also as an existing phenomenon which is still pertinent to the common life requirements of the people of India.

V. Foreign Language

In the modernized world of today, because of the rapidly rising collaboration and communication in didactic, cultural, socio-political and financial spheres, the necessity for learning furthermore foreign languages like French, German, Russian, Japanese, Chinese, Arabic, Persian and Spanish has been realized. These languages cannot be taught under the Three Language Formula. Nevertheless if there is an urgent requirement for the stipulation of instruction of them and the schools have the necessary resources accessible with them, these foreign languages may be presented as added alternatives at the secondary stage.

Stress on effectual language education has been arranged in our educational strategy not only to offer significant knowledge in the concerned languages but also to guarantee the learners' emotional, intellectual and societal growth. The Three Language Formula was initially destined to endorse national assimilation and assist inter-state and global communiqué. Consequently, so as to show respect to the non Hindi states' languages in south India and West Bengal, it was recommended as a guideline that under the 'Three Language Formula' learners from the Hindi speaking areas would learn at least one of the south Indian languages.

VI. The Present Scenario in Language Education

The guideline's proposals in the preceding paragraphs, principally taken from the National Policy on Education (1986/92) and the National Curriculum Framework for School Education (2000), are still pertinent in belief. While much has been printed and argued about the new NEP 2020, the Prime Minister's address at the assembly bringing in the '*jad and jag*' resemblance, restated the position of education in making children beached in one's ethnicity to flourish in the world. In no place is it mirrored more than in the language education directives legislated in the New Education Policy.

Whereas the significance of the utilization of mother tongue in teaching and learning process has caught everyone's mind what has escaped many is the significance given to the indigenous languages of India. While the three-language policy is preserved, and after the preliminary resistance at the drafting period, studying Hindi is not compulsory for Indian children. Certainly, Hindi is barely stated in the policy, neither is English. It materializes as if the nationalized course of action has made an effort to make all the diverse languages of India get impartial footing. In totaling, the policy leaves it to the States to choose which three languages; they have to offer to their learners. The caution, however, is that two of the three languages ought to be indigenous languages of India. Therefore, by default, English turns out to be a foreign language. This may not make several English speakers in India pleased; because English has been taken by countless as a second language and a few even claim it as their first language, or, more precisely, parent language. On the ploy of a synchronized theme, the essential guiding principle has shown a great deal of prudence and that is the signature of this new strategy. It has not made anything obligatory; neither the knowledge of the official languages, Hindi and English, nor the means of training, to be the mother tongue. This will possibly lead to private schools preserving their status quo of English medium education to lure students to be taught in the presumed privileged language.

VII. Conclusion:

Though, the stress on mother tongue or home language as the means of tutoring in primary and pre-primary is supported by investigation and the novel strategy by stressing this offers a basis for executing it in government sponsored schools. Citizens may witness this as a shift which will result in squalor in English language learning; although the truth remains that English language education is in a miserable shape in the alleged English medium schools, albeit a small number of privileged schools. And these schools will not be affected by the novel policy, However, this new policy will perhaps help millions of children especially from rural areas who find it problematic to fit into an unfamiliar language and thus reserve themselves from education altogether.

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