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Teaching and Learning in School Curriculum: Emerging Trends and Challenges

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Abstract

The teaching and learning process is an integral part of school education, which plays a role in the intellectual, social, emotional, physical and moral development of learners. Technology, shifting societal needs, educational reform, and the emphasis on competency-based learning are all driving significant changes in the school curriculum in today's educational environment. The traditional teaching style, in which students are taught mainly by memorization and teachers, is slowly being replaced by the teaching method of the learner-centered, experience-oriented, cooperative, inclusive, and technology-assisted teaching method. The two policies of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023 highlight conceptual understanding, critical thinking, creativity, multilingualism, vocational education, holistic development, integration of knowledge and real life. It explores the aims, procedures, advantages and applications of modern pedagogical methods. The article also underscores the importance of digital learning, AI, project-based learning, competency-based assessment, inclusive education, interdisciplinary approach, and formative assessment for boosting educational outcomes. Meanwhile, it presents problems like insufficient infrastructure, digital divide, lack of preparedness of teachers, curriculum overload, unequal opportunities for learning, examination oriented practices, and challenges to implement the changes in education. The study is descriptive and conceptual, using secondary data such as educational policies, curriculum documents, literature and institutional publications.

Keywords:
Teaching and learning, School Curriculum, Emerging trends, Learner-centred education, Competency-based learning, Digital education, NEP 2020, Inclusive education, Educational challenges.

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Introduction

Education is a key tool for personal development, social development, national development and knowledge-based society. School education is the basis for learning knowledge, learning skills, learning values, learning to be competent in participating in society. The effectiveness of school education also depends on who provides the teaching, on how well the

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learner engages with the content, on how it is presented to the learner and the approach taken to assessing the learner's educational progress.

School curriculum is a holistic plan that contains learning goals, subject matter, teaching methods, learning activities, assessment processes, values and competences that will be developed by students. This is not limited to books or classroom instruction, but also encompasses hands-on learning, physical exercise, art, vocational training, learning about the environment, socialization and life skills training. Hence, the relationship between educational aims, classroom practices and learners' real life experiences should be meaningful in curriculum implementation.

This has led to a growing appreciation of the teaching-learning process as an interactive one. The expectation for teachers to be simply information carriers has been removed. The focus of educational reforms in India has been on changing the teaching-learning process. The National Education Policy 2020 suggests a paradigm shift from memorization to conceptual understanding and from mere learning to learning with competence, critical thinking and creativity, experiential learning (Ministry of Education, 2020). New possibilities for the delivery of curriculum are emerging on digital platforms, with the aid of AI, adaptive learning, flipped classrooms, blended learning, project-based learning, competency-based learning, and through interdisciplinary approaches. These changes can help enhance access to learning resources, meet a variety of learning needs and offer possibilities for customized teaching.

The central topic of interest thus is not just the new educational technologies or new learning methods. It is the creation of the coherent school curriculum that supports meaningful learning, equitable participation, effective assessment and the overall development of all learners. This article discusses the developments in the teaching and learning process, looks at the advantages and disadvantages along with the possibilities of enhancing the implementation of the curriculum in Indian schools.

2. Objectives of the Study:

The key aims of this present article are as follows:

- To explore the meaning, nature and significance of teaching and learning in the school curriculum.
- To recognize the new trends in teaching-learning in the modern school education system.
- To investigate the impact of NEP 2020 and NCF-SE 2023 on curriculum development and classroom pedagogy.
- To experience the advantages of learner-centred, experiential, collaborative and technology-integrated practices.
- To discover challenges of teachers and schools in adopting modern teaching and learning approaches.
- To analyze teacher, learner, parent and school responsibilities for enhancing the effectiveness of the curriculum.
- To propose practical solutions to enhance teaching, learning content and inclusive education.

3. Hypotheses of the Study:

The following conceptual hypotheses are the basis for the article:

- H1: The use of learner-centred and activity-based teaching methods can facilitate deepers conceptual learning and involving students in learning activities.
- H2: The use of digital technology in teaching and learning that fits well into the classroom practice of teachers can enhance access to learning resources and opportunities for differentiated instruction.
- H3: CbL and continuous formative assessment can support the development of critical thinking, creativity, communication and problem-solving skills.

  The following is an important condition of the effective implementation of contemporary curriculum reform:
- H4: Teacher preparedness, adequate infrastructure and institutional support.
- H5: Inclusive and flexible instructional strategies can assist in meeting the needs of diverse learners in terms of ability, interests, language and educational background.

These hypotheses serve as a conceptual background to study

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the connection between emerging pedagogical practices and quality of school education. They are not given in the form of statistically tested hypotheses.

4. Methodology:

The type of research used in the present article is descriptive research, conceptual research, and document research. It considers the learning that occurs in the school curriculum by analyzing and evaluating relevant educational policies, curriculum documents, academic literature and institutional publications.

4.1 Type of study

The study is qualitative in nature that aims to understand the emerging pedagogical trends, their educational meaning, and the difficulties involved in their implementation. It is not a primary survey, experimental intervention or original statistical data collection from schools.

4.2 Sources of Data

The discussion is based on secondary source information such as:

- National Education Policy 2020.

The National Curriculum Framework for School Education 2023.

- Publications, educational resources released by NCERT and the Ministry of Education.
- Study literature regarding learner-centred pedagogy, educational technology, assessment, inclusive education and teacher development.
- Reports and models from international education institutions that are relevant to the subject, such as the UNESCO report.

4.3 Method of Analysis

Examination of the collected literature and policy documents is done through thematic analysis. They focus on the following major themes: curriculum transformation, innovative teaching methods, technology integration, competency development, assessment reform, teacher preparedness, inclusion, and educational equity.

4.4 Scope and Limitations

This article deals with school education in India and references other educational concepts, if applicable. It is not comparing schools or states, but presents general patterns and implementation issues. Because the study is secondary data-based, the results are conceptual interpretations and policy recommendations and not empirical evidence of the hypotheses stated.

5. Concept and Importance of Teaching and Learning in the School Curriculum:

Teaching and learning are interdependent yet different. Teaching is engaging in the planning, organization, facilitation and evaluation of learning experiences. Learning is the way students gain knowledge, improve their skills, change their understanding and form their attitude and values through reflection and experience.

The curriculum gives guidance to these processes, by identifying the learning outcomes of what these learners should know, understand and be able to do. The curriculum is however, meaningful only if its objectives are translated to appropriate classroom experiences.

Likewise, the value of mathematics is enhanced by using measurement, budgeting, estimation and data interpretation in real-life contexts. The learning of language is more effective when the learner is involved in storytelling, reading, discussion, creative writing and communication activities than when he/she is only engaged in grammatical exercises.

The significance of effective teaching and learning can be perceived in the following aspects:

- Numeracy skills: Promotes the development of number sense, numeration, and calculation.
- Skill development: Develops communication, collaboration, creativity, digital literacy and practical skill.

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- Social development: Encourages working cooperatively, respecting differences, taking responsibility and participating in a democratic society.
- Emotional development: Promotes confidence, motivation, self knowledge, resilience and emotional control.
- Moral development: Promotes honesty, empathy, fairness, respect and responsible decision making.

Thus, teaching and learning should be viewed as an unified process, in which the curriculum knowledge is linked to the holistic development of the individual.

6. Emerging Trends in Teaching and Learning:

6.1 Learner-Centred Teaching-

Learner-centred teaching focuses on the students' needs and interests, their prior knowledge, skills and experiences. The teacher provides the opportunity for the student to ask questions, make comments, explore issues and engage in meaningful activities rather than relying solely on lectures. This method acknowledges that students learn in various ways and will need various modes of explanation, practice and support. Group discussions, peer learning, demonstration, reflective writing, and individual assignments can be used to boost participation for teachers.

For example, if the topic being taught is a science topic, the teacher might start by asking students to describe something they are familiar with. Students can then observe, do some basic investigations and then discuss what they have found out. The teacher leads the way and corrects errors of understanding.

Motivation and independent thinking can be enhanced with learner-centred teaching. However, it needs careful planning, proper classroom management and adequate chances for all the learners to engage in.

6.2 Competency-Based Education-

Competency-based education focuses on the knowledge, skills, attitudes and abilities that should be acquired following a learning experience. It moves away from mere coverage of the syllabus to the question of whether students have reached meaningful learning outcomes.

This method involves getting students to use their knowledge and not just regurgitate what they have memorized. For instance, rather than just giving students the task of finding percentages, the teacher can give them the task of calculating discounts or comparing prices or reading simple financial statements. Competency based education aligns with NEP 2020 and NCF-SE 2023 that highlights conceptual understanding, application and development of essential capabilities. It will need to be implemented with clear learning outcomes, appropriate classroom activities, performance based tasks, and assessment tools that will measure understanding. Teachers will also have to determine what needs more practice and then let the students learn the additional concept. New concepts and learning that are introduced through activities that elicit a student's prior knowledge and experiences. Experiential learning involves relating concepts to experience. This can include experiments, visits, demonstrations, educational games, simulations, community activity and reflective tasks.

Activity based learning is especially useful for primary education as it provides children with opportunities to learn through first hand experiences and explore their environment. At higher school levels, experiential approaches are also relevant when they are used to investigate scientific problems, look at evidence from the past, carry out surveys or analyze social problems.

For instance, an examination of local biodiversity, noting the characteristics of plants and insects, categorizing species and talking about protecting the environment. This is a process that links science, language, math and environmental awareness.

The educational value of such activities will depend on the alignment with learning objectives. Activities should not be added just for fun; they should be used to make students understand the concepts, acquire skills and think about what they have learnt.

6.3 Project-based and inquiry-based learning-

Project-based learning enables students to pursue a question or

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problem for an extended period of time, and come up with a meaningful product. Inquiry based learning starts with questions, and it asks students to collect evidence and explore explanations and formulate conclusions.

These strategies encourage questioning, working together, investigation and thinking for oneself. Students can choose to create projects related to water conservation, local history, renewable energy, public health awareness, or waste management.

The problem areas are time constraints, differential participation, limited resources, and the danger that projects may be geared towards pretty presentations rather than meaningful learning.

6.4 Digital and Blended Learning-

Digital learning has increased opportunities for teachers and learners to access learning resources. For classroom instruction, the digital textbook, educational videos, interactive exercises, virtual laboratories, online quizzes, and learning management platforms can be used.

The Government of India has taken several steps to promote utilizing digital education resources, including the National Digital School Initiative (DIKSHA) and the Government of India's PM eVIDYA initiative. When teachers are looking for more resources to learn from or students want to tweak a lesson, these efforts can be helpful.

Blended learning is a learning model that integrates the use of face-to-face classroom learning and selected digital learning to create a blended learning experience. For instance, students can watch a basic video prior to class, and then discuss, practice and problem solve in class.

Digital resources should be used to enhance, not supplant, successful classroom instruction, however. They are useful provided content quality, accessibility, language appropriateness and teacher support are high, and student needs are met.

6.5 Artificial Intelligence in School Education-

AI is a new player in the teaching-learning arena. There are practice questions, explanations, language support, personalized feedback and support for educational materials preparation that can be offered by AI-enabled applications. Some adaptive systems fine-tune exercises to the learners' responses.

It is important, then, for schools to set guidelines on responsible use of AI technology. Teachers should clarify what is the best way to check information, how to safeguard personal data, how to cite any work that has been aided by AI and how to differentiate between independent work and work that has been assisted by AI. AI must work in tandem with human relationship and professional judgement and not be a replacement for them.

6.6 Collaborative and Cooperative Learning=

Collaborative learning is when students learn as a group to understand concepts, solve problems or accomplish a task. Cooperative learning techniques may be implemented in the form of a cooperative group with clearly defined roles and objectives.

For instance, a class that is researching a historical event could have a person assign themselves to research, then another person to prepare a timeline, another person to analyse their sources, and the last person to present the work. Each member has an impact on a common result.

6.7 Inclusive and Differentiated Instruction-

Inclusive education is an approach that aims to enable all children to be part of the learning process, irrespective of disability, language, gender, socioeconomic status or differences in learning needs.

Differentiated instruction is defined as adjusting instruction to meet the needs of learner diversity in a variety of ways: materials, instructional approaches, activities, and/or assessment. For instance, a teacher could explain a concept verbally, using diagrams, demonstrations, written instructions and practical activities.

Other factors include accessible classrooms, appropriate learning materials, supportive peer relationships, and working with families and special educators when they are available, are important to the concept of inclusive teaching. Children's

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school enrolment isn't enough – they need to be offered meaningful learning opportunities and opportunities to show progress.

6.8 Multilingual Education and Mother-Tongue Based Learning-

Language is integral to understanding, engagement in class, and building knowledge. It is possible for students to be unable to grasp the concepts if the language used for the teaching of the concept is not their native language.

NEP 2020 proposes that home language/mother tongue/local language/regional language be used as the medium of instruction till at least Grade 5 and then as far as possible, beyond, with all the practical and contextual factors taken into account.

These could enhance engagement, understanding and cultural involvement. But schools should also provide opportunities to develop the skills needed to access the widest range of educational and employment opportunities by developing proficiency in other languages.

7. Benefits of Emerging Teaching-Learning Practices:

Some of the teaching-learning practices are emerging, and they provide opportunities to enhance relevance, quality and effectiveness in school education.

7.1 Improved Conceptual Understanding

The contemporary educational practice allows the students to grasp the essence of concepts and use them in practice, instead of memorizing the concepts without an understanding of their meaning and use. Experiments, demonstrations, talk and real-life examples enable a link to be made from theory to practice. This can improve retention and enable students to apply what they have learned in new contexts.

7.2 Critical Thinking and Creativity Development

Inquiry-based learning, project work, problem solving, and open-ended questions allow students to think about information, consider options, weigh evidence and make new discoveries. These are beneficial experiences for the learners to become more independent thinkers, who are able to respond to new and unusual problems in a constructive way.

7.3 Student engagement and motivation improved

Learning can be more interesting through interactive lessons, group work, games and activities. Opportunities for students to express opinions, ask questions and make decisions may lead to a greater sense of ownership over the learning.

7.4 Personalized Learning Opportunities

Digital resources and differentiated teaching can support the individual learning needs of teachers. When required, students who need further help will be given more explanation and practice; and those who need more challenge will be given more challenging exercises. The added value of personalization is particularly rich when it is taught by a teacher who has a good understanding of the student's strengths and background.

7.5 Twenty First Century Skills Development

Today's pedagogical approaches can enhance communication, cooperation, creativity, critical thinking, digital literacy, adaptability and problem-solving. These skills are relevant for additional learning, work, social engagement and lifelong learning.

7.6 Promote Inclusive Education

A range of teaching techniques, flexible learning resources, multilingualism and assessment methods can help increase participation of learners with diverse abilities and backgrounds. Inclusive practice also fosters the development of empathy, respect and appreciation of diversity.

Assessment and feedback of student learning and teaching are enhanced.

Formative assessment allows teachers to detect learning gaps in the middle of the teaching-learning process. Positive and prompt feedback to students assists them in identifying areas of strength, errors and further steps in learning. It also helps teachers to reflect on their teaching practices.

7.7 Greater Awareness of School and Society Issues

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Students learn through community-based projects, vocational activities, environmental studies and local surveys. These can foster practical skills, citizenship, ecologic awareness and respect of local knowledge.

7.8 more flexible access to learning resources

Classroom learning can be supplemented with digital textbooks, recorded lessons, broadcasts for education, and offline resources. These resources can be used to aid revision, remedial teaching, and continuity of learning if appropriate and made accessible. A holistic view of learning acknowledges that there are other indicators of student success, such as physical health, emotional development, social responsibility, and moral development.

These benefits are important, but are dependent on the quality of the implementation. It is not an automatic assumption that all innovative teaching methods automatically result in enhanced learning. It is important that it has clear aims, the right resources, competent teachers and engaged students.

8. Challenges in Teaching and Learning within the School Curriculum:

Remarkable pedagogical practices are now available, yet there are a number of challenges when trying to employ them effectively.

8.1 Lack of adequate infrastructure and learning resources

Many schools are challenged with issues of classroom space, library, labs, electricity, Internet access, digital devices and teaching materials. Access to the basic facilities may make it challenging to implement practical activities and/or to use technology to facilitate instruction. In remote and economically disadvantaged communities, schools may also have other restrictions. Educational reforms should thus be accompanied with sufficient funding, infrastructure development and equitable distribution of resources.

8.2 The Digital Divide

Inaccessibility to devices, connectivity, digital skills, and supportive learning environments result in differences in learning opportunities for students that lead to inequities in the benefits of technology. A student who has a personal computer with a good internet connection can easily be able to access the interactive lessons while another might need to use a shared mobile phone or print-outs.

The digital divide is more than just a technological gap, it is a social and economic gap as well. Schools need to ensure technology does not leave disadvantaged learners behind by using a mix of online, offline, print and in-school resources.

8.3 Poor Quality and Unpreparedness of Teachers

While teachers play a vital role in the implementation of the curriculum, many lack adequate training in digital pedagogy, competency-based evaluation, inclusive teaching, interdisciplinary teaching, and AI literacy.

New policies that are not supported by teachers over time may only be superficially implemented. Professional development should feature real-world examples, instructional exercises, tutoring and coaching, collaborative work with peers, and debriefing.

8.4 Resistance to Change

Some teachers, parents, school leaders and institutions might opt for familiar teaching methods due to the easiness of organising them or their believe that this type of teaching would be more appropriate for an exam. New strategies might seem difficult to implement, unclear or time consuming.

Consultation, demonstration of effective practices, supportive leadership, and gradual implementation can help bring down resistance. Teachers should be encouraged to try out things, learn from their errors and make adjustments when needed in order to suit their students' needs.

8.5 Examination-Oriented Teaching

Competitive tests and high expectations for exam grades can lead to rote learning, practising over and over again, and overemphasis on finishing text books. Teachers have a short amount of time to plan a project, discussion, hands-on activity or reflective activity.

Assessment reform should thus come with a shift to classroom

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practices, school expectations, and an understanding of achievement. Assessing understanding and application as well as essential knowledge and subject specific skills.

8.6 Curriculum Overload and Limited Instructional Time -

Students will experience an excessive burden of subject matter to master and too little time to do so. Too much content can keep learning from exploration to revision, discussion, and actualization to minimum. It is easy for teachers to feel a necessity to complete the syllabus without ensuring students' understanding of what was taught.

Essential concepts and competencies should be emphasized and learning goals should be realistic, giving sufficient time for practice and feedback. There should be sufficient attention given to the depth of understanding as well as curricular coverage.

8.7 Diverse Learning Needs and Unequal Learning Levels

Within the classroom, some students may have more or less background knowledge, knowledge of the language, speed in learning, preferences, disability needs, and access to classroom support or assistance at home. One type of teaching technique might not be appropriate for all students.

Teachers must be provided with a range of diagnostic assessment, flexible grouping, differentiated activities, accessible materials, and remedial support. But group size and workload can present challenges for individual attention.

8.8 Language Barriers

When a student's textbook and class language is not what they speak best, they may find this difficult. This challenge may impact their engagement, understanding, and self-assurance.

These barriers can be overcome through the use of multilingual resources, bilingual explanations, familiar examples and suitable language scaffolding. Meanwhile, systematic growth in the learners' proficiency of the languages required for higher education goals should be cultivated in schools.

8.9 Excessive Administrative Workload

Teachers frequently perform administrative activities, record keeping, reporting, documentation of assessment, and other tasks besides teaching. If these tasks take significant time, then opportunities for lesson preparation, feedback, and support to students may be limited.

Schools should make documentation as easy as possible, where possible, to use digital documentation systems, and to protect instructional time. Technology should help ease the burden, not add on to it.

8.10 Technology and Ethical Use

Digital platforms and AI applications can spread misinformation, privacy issues, perpetuate bias, or foster reliance on automated solutions. Students might also be exposed to inappropriate content or cyber bullying.

A set of clear policies covering the following issues are vital for schools: privacy, digital citizenship, responsible use of AI, information verification and online safety. To critically assess digital information and to use technology in ways that promote authentic learning, teachers should help students evaluate digital information critically.

9. Findings of the Study:

Based on the conceptual analysis of policy documents and educational literature the following major findings are observed.

- Lifestyle changes in teaching and learning practices. In contemporary schooling, instead of relying on memorization, the focus is on application of knowledge, competency development, conceptual understanding, and active involvement in learning.
- The curriculum is deeper than what is covered in the textbooks. The meaningful curriculum implementation includes classroom learning, hands-on activities, assessment, values education, arts, sports, vocational experiences and possibilities for social and emotional development.
- Quality of teaching and learning continues to be a key factor. Digital platforms and new pedagogies can

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complement education, but largely rely on teachers' knowledge of their subject matter, pedagogical skills, professional judgement and knowledge of the diversity of learners.

- Technology can be used as a tool to address learning issues – it is not a solution itself. Digital tools have the potential to increase access to resources and facilitate differentiated learning, but limited infrastructure, privacy issues and access can hinder their effectiveness.
- Assessment has an impact on teaching and learning. If examinations assess only recall, teachers and learners might focus on memorization. Assessment incorporating explanation, application, problem solving, projects, and real world demonstrations can better measure broader learning goals.
- The need for flexible classroom practices. Language, disability, socioeconomic, and prior learning differences should be met via instructional support, not by standard approaches for all students.
- Institutional support is needed for curriculum reforms. This alone is not sufficient to change classroom practices. The teacher preparation, facilities, instructional time, leadership, materials, and positive surveillance are critical.
- The curriculum should be balanced in order to achieve holistic development. Academic learning should be linked to communication, creativity, PE, vocational exposure, values and life skills and not be diminished for the sake of subject knowledge.
- The digital divide is a manifestation of broader educational disparities. Technology strategies must be complemented with offline options, available content, suitable language options and investing in disadvantaged schools.
- Working together enhances curriculum delivery. The cooperation between teachers and school leaders, between parents and children, between communities and schools, and between school and educational authorities is essential to enhance learning opportunities and address the challenges that exist in the locality.

Findings are conceptual conclusions made as a result of secondary sources and policy analysis. They are not statistically correlated or tested empirically using primary data to support the hypotheses. However, they highlight significant issues for educational planning and research.

10. Suggestions:

Effective, inclusive and relevant teaching and learning will need coordinated action at the classroom, school, institutional and policy levels. These are some ideas on how curriculum might be enhanced in its implementation.

10.1 Improve Teacher Professional Development

Teachers need to be provided with continuous professional development in learner centered pedagogy, competency based education, inclusive teaching, digital literacy, assessment design and classroom management. Theoretical lectures alone should not be the only form of training, but it should be accompanied by demonstrations, lesson planning, peer observation, mentoring and practice in the classroom.

Teachers should also be encouraged to join professional learning communities to share experiences, consult with others on challenges and find workable solutions.

10.2 Use flexible and learner-centred teaching methods.

Teachers need to choose teaching methods based on learning objectives, content, age and situation of students. Lectures might be suitable for some ideas, while discussion, experiments, projects, story-telling and collaborative activities might be better for other things.

A balanced method rather than abandoning all traditional methods for a new technique. The goal of the activity should be to enhance learning, not to add more activities to the classroom.

10.3 Enhance school infrastructure and availability of resources.

Education authorities need to focus on having enough

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classrooms, libraries, labs, facilities that are accessible, teaching-learning materials, electricity, and other suitable digital resources. Innovation in education must be focused on rural and disadvantaged schools, as a way to avoid further exacerbating inequalities.

There are offline digital materials available and community involvement can support practical lessons when resources are limited, along with locally available resources, all of which can be used with low-cost teaching materials.

10.4 Integrate Technology Responsibly

Digital technology to be used when it has an educational purpose. The use of educational videos, digital textbooks, interactive simulations and online assessments to complement in-class teaching.

AI responsibility, digital citizenship, privacy, and information verification are also topics that should be addressed in schools. Pupils should be encouraged to give reasons, to recognise support properly and show their understanding independently.

10.5 Reform Assessment Practices

Assessment should encompass a combination of formative and summative assessments that target knowledge and use of the content. The following combination of questioning, observation, portfolios, projects, practical tasks, oral presentations and written examinations may be used.

Feedback should be given to pinpoint areas of strengths, misconceptions and areas for improvement of students. Assessment results should be used to inform instruction, and not only to rank students.

10.6 Reduce Curriculum Overload

Essential concepts, competencies and learning outcomes should be identified by curriculum planners. Time for explanation, practice, revision, and reflection should be provided for teachers.

Repetition and needless content is not desirable. Wherever possible, interdisciplinary projects should be planned so as to consolidate what is already being learned in the subjects, not to introduce uncoordinated additional exercises into the busy curriculum.

10.7 Support Inclusion and Multilingualism in classrooms.

Accessible learning materials, differentiated activities, classroom support, and accommodations should be provided to schools. Teachers need to be aware of the varied learning needs of pupils and not judge their failure to learn as a lack of ability to learn.

It is important to use familiar languages and local examples to aid comprehension, where appropriate. Additional language learning needs to be built up systematically to enable students to make a successful transition to larger learning contexts.

10.8 Facilitate experiential and community based learning

Schools should arrange for purposeful projects, outings, lab work, local surveys, environment projects, and work experiences. It should be linked to the learning outcomes and accompanied by discussion or reflection.

People and cultures, local occupations, community knowledge, and environmental factors can be valuable resources for learning. These experiences can also help to reinforce links between learning and everyday life.

10.9 Enhance School Leadership and Institutional Planning

School leaders should assist teachers in planning, trying out suitable approaches and reviewing teaching in classrooms. Schools need to have realistic plans for improvement, be strategic about their resource utilization and keep an eye on student learning without generating unnecessary paperwork.

Laying out curriculum purposes in regular academic discourse and during collaborative planning can promote the alignment of curriculum purposes with classroom content and evaluation.

10.10 Ensure parents and the community are more involved.

Parents need to be made aware of the meaning of competency-based learning, formative assessment, holistic development and constructive feedback. Schools may hold meetings, workshops, exhibitions and student presentations to convey

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the learning progress.

The role of community participation in learning should be complementary, not intrusive, in the teacher's work. Cooperation is particularly beneficial for career awareness, vocational training, local culture and environmental projects.

11. Conclusion:

Teaching and learning in school curriculum are now under rethinking in the face of technological changes, new social expectations, educational reforms and the need for holistic development of learners. Modern education does not only involve the 'learning of information' but also 'learning about the information, learning how to use information, learning how to solve problems, learning to communicate, learning to collaborate, and learning to develop appropriate life values'.

New trends and methodologies offer great potential to innovate school education. Strategies like learner-centred teaching, competency based education, experiential and project based learning, learning from digital resources, artificial intelligence, interdisciplinary learning, and formative assessment, can be effective in engaging children for meaningful learning, promoting conceptual understanding and addressing individual learner needs. They are likely to help make education more connected to real life and effective in achieving learning goals.

But it must be borne in mind that 'innovative' does not always mean 'better'. Effective teaching is more than using new strategies; it also involves time tested methods like telling, explaining, demonstrating, practicing, reading, writing and so on. A balanced mix of new and old approaches according to context and learner needs, is likely to be most effective in achieving curriculum goals.

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