NEW CURRICULUM DESIGN IN EDUCATION

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ABSTRACT

Curriculum forms the backbone of any educational system. It may be defined as the totality of students experience since the child enters the school till the time he/she leaves the school. The present research is a qualitative philosophical research. Philosophical research is based upon the propositions which are realized in life of man. It makes realization that there is something more important than the basic needs of a man. Many new curriculum designs can be constructed for converting machine making education to man making education specifically, Living Curriculum, Integrity Curriculum and Vocational curriculum.

Keywords: Curriculum; Living Curriculum; Integrity Curriculum and Vocational curriculum.

INTRODUCTION

Curriculum forms the backbone of any educational system. It may be defined as the totality of students experience since the child enters the school till the time he/she leaves the school. In the globalized world, curriculum framework must have an international reference; what is the structure of curriculum in other countries both advanced like the industrialized countries as well as comparable countries like China, India is probably the most dominant multi-cultural society in the contemporary world. New curriculum must be developed on adequate research on multi-cultural curriculum. In the development paradigm, India lives simultaneously in three or more centuries. Challenge is to develop multi-level programmes, courses, and curriculum so that students can choose ordinary or advanced level programme. In science education specifically, curriculum plays a vital role as it does not only enrich the child’s memory but also works on the psychomotor skill of a child so that the children of this generation could get better vocational opportunities in this scientific as well as technological driven society.

OBJECTIVES

1. Analysis of the existing curricular models.
2. Developing an approach to frame a new curricular model.

METHODOLOGY

The present research is a qualitative philosophical research. Philosophical research is based upon the propositions which are realized in life of man. It makes realization that there is something more important than the basic needs of a man. It is related to human truth of life. In a philosophical research, the major philosophical aspects that are concerned are- Logic, Metaphysics, Epistemology and Ethics. Basically, philosophical research has few characteristics-
To engage in philosophical research is to theorize, to analyze, to critique, to raise questions about, and to pose as problematic that which researcher is investigating.

It is concerned with the nature of reality, knowledge and values.

Philosophical research can be descriptive, normative or analytic. It can be interpretative and/or critical.

Modes of philosophical research have interests, interpretative has interest in understanding and critical inquiry has interest in emancipation.

Philosophical researches are based on deductive method where human experiences and encounters are paid maximum heed and the researcher moves from general to something specific.

**Analysis of Existing Curricular Models**

**Traditional Indian Model**

Importance of knowledge in education cannot be denied. Purpose of education has unfortunately been misunderstood to mean acquiring as much academic knowledge as possible, leading towards award of degrees. But equally important is inculcating skills in all the vocations according to aptitude of different individuals through practical training for overall development of nation. Training in different vocations should be given when minds of individuals are still in formative stage. Training becomes necessary for applying knowledge in real life.

There is no doubt that modern education has given to India the key to the treasures of scientific and modern democratic thought. It is the west that has led the world in advancement in technology and science. It opened up the doors for liberal and rational thinking. It widened the mental horizons of Indian intelligentsia during nineteenth century. However, somewhere it got derailed and now the system of education at all the stages, from preliminary through secondary right up to the college stage makes mind just a store-house of knowledge and discourages creative thinking.

Today, more than ever it has become very clear that a national system of education and capacity building is required that would enable all to take full advantage of their right of education. It also implies that opportunity should be available to each one under conditions that one may avail the opportunity throughout one’s entire life span. It would mean that these arrangement should be accessible, flexible in the choices they offer and flexible in accommodating consequences of these choices. Traditional Indian models have proved to be focused more on surface learning than on deep understanding. Concept formation is weak in these models and emphasizes to the rote method.

Contrasting to which, to make the scenario more acceptable and flexible modern techniques like concept of smart classes, Montessori methods, project works have been adopted. This approach undoubtedly made teaching-learning process more interactive, but, still the focus is on cramming and promotion. The competition that is created in students has turned out be pessimistic these days due to lack of values and civic sense. Thus, for building an ideal structure for education, an amalgamation of eastern culture and western methods, liberal thinking and advancement in science and technology of the West would be the best for future generations. The world is now a global village. Thanks to revolution in areas of information, communications technology and travel apparatus. It will be good if the forces of both – culture and systems – could be combined and a charter of an ideal education blueprint could be evolved for future generations. Why not we combine the forces of both these, Culture and Mechanics, and evolve a charter of an ideal education blueprint for our future generations.

**Alternative School Models**

The concept of non-formal education emerged as a reaction to the rigidity and inflexibility of the formal system. The schooling is being used as a contrast to explain the concept of alternative schooling as a deliver system for formal education. The dictionary defines “alternative” as occurring by turns, one following the others in succession. Another defines it by extrapolation is empowered to deputize from normal. If these interpretations of alternative are accepted then all arguments relating to
alternative schooling being in a place of or parallel to formal education should be given a careful thought. School is essentially a delivery mode rooted in a well-defined system, to a degree of being rigid to serving the clientele. The rigidity itself has become an issue of concern; hence another issue emerging in terms of alternatives is the search for clientele-oriented rather than system-oriented delivery mode.

**Approach to Frame a New Curricular Model**

**Living Curriculum**

Living curriculum is only adopted by New Zealand for undergraduate students, where hands on training are given to students pursuing different courses. In India, where primary education is being taken care and a leniency is seen at secondary level, we can adopt this method of curriculum establishment where the adolescents would utilize their energy in comprehending the content themselves and teacher would work as a guide. This idea can make lot of differences in the quality of secondary school teaching. This would instigate the students to experience their curriculum rather than cramming the whole content of the text books. Following are the few characteristics of “living curriculum”-

- It would create an environment of activity.
- This type of curriculum would make teaching- learning process interactive.
- It would lead to student’s interest in different subjects.
- Teacher-taught relationship would get stronger.
- This curriculum would enhance student’s creativeness and innovativeness.
- Living curriculum would surely prove to be a landmark in secondary education as it would lead children to create prototypes of their idea.
- It would help teacher convert theory into practices and the concepts of the students would be clear.
- This curriculum would help students experience the theories and it would reduce the monotonies of passive classroom teaching.
- Students would learn to behave in a group and their personality would get exemplified.
- Global exposure to students by shaping their ideas and putting it in school magazines and cross country magazines.
- There should be classes for stress and anger management.
- Yoga classes should be there early morning.
- Studies about civic rights and duties should be mandatory at secondary level.

**Integrity Curriculum**

Today, India is facing so many challenges and the basic problem of today’s world is loss of morals and integrity. This fact cannot be neglected that the blame of all of it is on the head of “THE EDUCATION SYSTEM”, BUT THE TRUTH IS JUXTAPOSED TO IT- reason being, it is not because of education system that moral values are being diminished but people look up the education sector to balance the pessimism with an optimistic approach as it is only education through which an individual can become “a good human being”. Here, education does not mean only subject oriented knowledge but it means everything that a child learns from his peer, family, environment, follies and school. A drastic change is visible in the values, behaviour and etiquette of a new educated neo-rich youth of elitist class, which has emerged especially in Metros. Their life style and value system are being gradually replaced by the Western ones. They want to enjoy pleasures of modern life at any cost.
without any restriction. They are more conscious of their rights and want to enjoy life fully in any possible way without any bondage. They do not like any restriction/comment on their behaviour or way of life. Loosening grip of social bondage and observances has made many of them selfish, self-willed and arrogant. Some of them have become so intolerant and aggressive, that they out-rightly discard all social norms and etiquette. With growing cult of materialism and consumerism, finer values of life are disappearing fast. Lust for material gains, comforts, craze for luxurious and glamorous life style has made them so insensitive that they hardly feel anything about the hardships and agonies of the ‘have-nots’. Friendship/relationship prospers only if these cost-effective. Otherwise people do not hesitate in showing their helplessness due to lack of time or energy. The persons, who readily help people in need, are considered fools in modern society. What this present-day education which alienates a child from his parents, estranges brother from brother or has disintegrating influence on families? Thus to make education more meaningful, convincing and therefore, more acceptable to the people, the inculcation of values through education the researcher has thought about a curriculum named- “integrity curriculum”. Following are its some characteristics.

- It would inculcate moral values in students.
- In adolescent age, children tend to get deviated from their goal, thus to counter it integrity curriculum would suggest ways to handle adolescents and their viewpoints.
- In secondary level, there must be books giving examples of day-to-day life where moral values are being appreciated.
- This curriculum would check all the cheatings done by any student and then the student would be counselled for the same.
- There would be a strict procedure of following norms if one gets caught up doing any immoral activity but this would only be done after counselling session.
- Integrity curriculum would integrate cultural values among students.
- Monthly Sessions would be formulated where students would come dressed up differently according to different cultures and would bring out the specialities of various cultures, so that students get to know about various cultures.
- This curriculum would also include sessions with parents where family ethics would be discussed and education would be provided accordingly.
- No religious constraints would be hovered among students.

Vocational Curriculum

The basic problem of Indian education is lack of vocational subjects and training. Thus a curriculum should be formed that focuses on the needs of youth and train them in different vocational subjects. This curriculum would have following characteristics-

- All subjects should have its vocational importance written at the back of the books.
- A subject that does not have any vocational importance should be discarded from the course.
- At secondary stage, students are perplexed about the optional subjects, thus a proper guidance about optional subjects should be given to students beforehand.
- Courses like- fine arts, creative writing, tailoring, stitching, cooking, painting should be mandatory at secondary level.
- Apart from aforementioned courses there should be compulsory classes of electrical appliance repairing so that a child gets exposure to the field of mechanics.
- Music and novel writing classes should be initiated at secondary stage.
Guest lecturers for appropriate career should be available.

CONCLUSION

It can be very well concluded that the present system of education is making children hollow from inside by restraining them from actual life, values of life, a happy life and making the children more artificial by teaching them in an artificial environment. Today’s education does not provide any guidance about job opportunities, thus this paper gives a new light to develop new curricular models like living curriculum, vocational and integrity based curriculum.

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