

Paradigm Shift in Curriculum: A Visionary Mission

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Dillip Kumar Khuntia

Lecturer in Education, Boudh Panchayat College, Boudh, Odisha, India

Prasanta Kumar Barik

Assistant Professor, Rajiv Gandhi University, Itanagar, Arunachal Pradesh, India

Abstract

Human beings came to the world along with ideas which got nurtured and transmitted from generation to generation. To upgrade the quality of life, he became educated through formal, informal and non-formal ways. The curriculum was structured formally at different levels of education, which is being upgraded and refined from time to time. Here in this paper an attempt has been made to relocate the paradigm shift in curriculum in a mission mode taking the suggestions as follows: Culture-specific pedagogy; Moral Education for revival; Curricular renovation, reformation and innovation in terms of reality and fact; Vocationalization in true sense; Emphasis on Practical aspect; Meeting the needs of the locality; Imparting Patriotism through curriculum; Preaching and practising Yoga Education; Indian Traditional Culture from the age-old spiritual scriptures; Committee consisting people having practical experience from the grass-root level; Placing importance upon joyful learning; Providing opportunity to prepare the ground for all-round development; Meeting aims of educations from a broader perspective; Adopting innovation of other countries; Fund for conducting Research; Application of Research findings; Finding the Vision and Mission; Making them free from the over burden of examination; Protecting environment through education; Emphasizing experiential learning; To inculcate global human values among the youth; To prepare for global citizenship.

Keywords: Paradigm Shift, Curriculum, Vision, Mission

Introduction

Human beings came to the world along with ideas which got nurtured and transmitted from generation to generation. To upgrade the quality of life, he became educated through formal, informal and non-formal ways. The curriculum was structured formally at different levels of education, which is being upgraded and refined from time to time. It is high time to renovate the curricular structure at all levels to cope with the present fast-changing world. Here an attempt has been made to shift curriculum from rigidity to flexible approach with a missionary zeal having visionary outlook.

Culture-Specific Pedagogy

No doubt, since independence to date, many committees and commissions have recommended a lot for reviving our cultural heritage. Curriculum Framework for Teacher Education (2004) has highlighted that society's cultural root influences and renders sustenance to teachers' motivation, teaching practices, classroom climate, school-community partnership, socialization of children and Teaching-learning strategies and styles are organically linked to specific cultures. Human and material resources, along with cognitive and emotional development are central to qualitative school education. All these are closely interlinked.

There is an urgent need in a practical sense to make the pedagogy culture-specific through which our youth can be the harbinger of our golden culture for the generations to come.

Moral Education for Revival

Present-day Society facing a breakneck speed in the momentum of value crisis. Think, the example of value will be show cased and kept in the museum and gallery for the next generation. Our youths are at the cross road of value crisis who are running towards material pleasure day in day out in the name of science and technology. The curriculum is the only way and means to carry the flow of cherished values to be imbibed among the hearts and minds of the youngsters. Swami Vivekananda on Education (1943) has vividly told that “Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life-building, man-making, character-making, assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library. We want that education by which character is formed, the strength of mind is increased, the intellect is expanded, and by which one can stand on one’s own feet.”

Curricular Renovation, Reformation and Innovation in terms of Reality and Fact

There is the need for renovation and reformation in the traditional can content matters from an innovative point of view, encouraging new ideas and facilitating innovation and experimentation as envisioned by NCF (2005) et.al. The obsolete and outdate the d subject matter in the curriculum must have to be eradicated, and innovations must have a place at first. Innovative ideas to be welcomed and to be included in the curriculum formally and informally. From a broader angle, the frame workers, along with the practitioners, all must have to be free from rigidity from a practical stand point. In toto, innovations should prevail across the Aims and Objectives, Contents, Methods and Evaluation, etc. Swami Chidananda Saraswati (2007) has highlighted the complete transformation in our educational systems. Education should be more than putting

into the human brain a great many facts and figures, and true education is a positive, creative, process designed to draw forth from within the human individual the hidden great qualities of love, unity, harmony, brotherhood and peace. As a result it will enrich the social lifestream, its beauty, virtue and goodness.

Vocationalization in True Sense

For developing a healthy attitude towards work and life, enhancing individual employability, reducing the miss-match between demand and supply of skilled manpower, providing an alternative for those intending to pursue higher education without particular interest or purpose amongst students National Policy on Education (NPE-1986) recommended introduction of systematic, well planned and rigorously implemented programmes of vocational education. The Policy recommended vocational courses based on Agriculture, Marketing, Social Services, etc. National Curriculum Framework (NCF-2005) has recommended designing Vocational Education and Training (VET) for children who wish to acquire additional skills and seek livelihood through vocational education after either discontinuing or completing their school education. It would be an all-inclusive program involving learners coming from the low socio-economic background and also physically and mentally challenged ones. The VET curriculum should be reviewed and updated from time to time. The program can be set up with minimum capital in the vestment, accessing the latest technology, on-the-job experience and exposure to real-life problems of designing, production and marketing. Agriculture, forestry, private and public sector industries (including cottage and small-scale manufacturers), etc. Although students are getting certificates and holding Degrees, Diplomas there are no or a little opportunity in terms of rationalization of subject matters. There is an urgent need of making the curriculum fictionalized, not theoretical. It is a matter of great regret that a massive amount of population being graduated from colleges and Universities are creating mischief and disturbance due to unemployment. Somewhere in our country, some of the Ph.D. holders are applying for Group D posts in Govt. Sectors. The traditional and

theoretical curriculum is no more helping them to get employment and for which the value of education in the eyes of the common people is declining day by day.

Emphasis on Practical Aspect

In the curriculum, there should be emphasis upon practical papers. It is seen that practical papers are neglected in terms of conducting them and documenting along with a recording as well. As a result of which our students are better in theory but not in practical. No doubt, they get good marks in practical papers but pass the course having little idea about that which hampers the value of the subjects. Comparatively, less fundamental innovations and discoveries come to lime light nowadays. To get the benefits of theory papers, practical papers to be emphasized. Shiv Khera (1998) has told that a true broad-based education prepares students for life, without losing their areas of specialization and competence.

Meeting the needs of the Locality

Hardly our curriculum meets the local needs. The statement “School is the mirror of the society” is no way felt by the local public where the institution is situated. There is an urgent need to meet the bare essentialities of the locality where the educational institution is established. Let it be the powerhouse and center of excellence to bring changes on a large scale. Let the Educators and Educands be the property of the locality.

Imparting Patriotism through Curriculum

The true sense of patriotic feelings to be imbibed among the the youngsters through the curriculum. There should be a place of history of contributors, national heroes, events, places, and people. Account to be rewritten and reorganized from a realistic stand point. A.P.J. Abdul Kalam (2002) has proclaimed that for a people and a nation to rise to the highest, they must have a common memory of great heroes and exploits of great adventures and triumphs in the past. If the British rose to great heights, it is because they had great heroes to admire, men like Lord Nelson, etc.

Preaching and Practising Yoga Education

At present Yoga has become a household terminology everywhere to make life easy and enjoyable particularly and to achieve the ultimate aim of life in the long run. Both teachers and students should have to preach and practice YOGA in their daily lives. Honorable Prime Minister of India Shri Narendra Modi while addressing at the 69th Session of United Nations General Assembly (UNGA) on September 27, 2014, proclaimed how Yoga is an invaluable gift of ancient Indian tradition which embodies unity of body and mind; though and action; restraint and fulfilment; harmony between man and nature; and a holistic approach to health and well-being. He proposed to adopt an International Yoga Day and it was approved there that the day of 21st June is observed for the purpose.

Formally, informally and non-formally Yoga has to be recognized on a grand scale in society. As a result, the ideal life can be restored.

Indian Traditional Culture from the Age-old Spiritual Scriptures

Our Country has a high heritage of hoary past having mosaic culture and tradition well acclaimed by the population all over the globe. The cultural breakthrough must have to be widely acknowledged by dint of honesty and sincerity. There should be the authentic place of the golden footprints of our dazzling past in the tent matters of the curriculum. The passed out students have at least minimum knowledge regarding our traditions to be cherished for the generations to come.

Committee consisting of People having Practical Experience from the Grass Root Level

The committee designed for constructing curriculum must have to possess practical experience from the grass-root level. Most of the time, it is absent in India. One experiences, other plans and prepares, and the third practices in the field. This is the reality that becomes one of the causes of failure of the program. Seniors, along with youngsters and persons having practical experience should have a say in the plan, preparation, and execution.

Placing Importance upon Joyful Learning

Learning Without Burden Report (1993) emphatically says learning should be burden free and enjoyable. Both Students and Teachers must have to enjoy the learning, or else everything will go in vain. All the possibilities happen in joy and joviality with the mind set of novelty. Where ever happiness prevails, there exists no negativism; rather, everything turns into positive for a better living. Therefore, in the curriculum, there should be an opportunity for joy and happiness.

Providing Opportunity to Prepare the Ground for All-round Development

The present education system provides a little scope for constructing the wholesome personality of the individual concerned. There is an urgent need to restructure the curriculum from a broader perspective where there should be much scope to practice the values and ideals of a higher order, which will help the individuals to shape his life in the long run. Thus, the aims and objectives of education can be fulfilled.

Meeting Aims of Educations from a Broader Perspective

Curriculum should be so designed that the aims of education may be achieved to create a better world for a living. The world we live in has been politicized and corruption is also rampant in all spheres; education is the only panacea for all ills. Let the curriculum be so structured that the affluent opportunity may be provided for the learners to make their life sublime. Both individual and social life should go hand in hand and the curriculum must have to create the ground to maintain the balance.

Adopting Innovation of other Countries

As a result of the spreading of science and technology, the world has become a global village now. No doubt, our administrators visit overseas to observe the system, but the application side is less spectacular, which needs to be strengthened. Some of the countries of the world are small in size and scanty of resources; the expenditure in the Education sector is eye-catching, which is very pathetic in our country. There is an urgent need for rethinking the issue.

Fund for Conducting Research

Although there is the provision of research at Higher Education Level, the scope for conducting research at school level is less. School Teachers and students should work together in the projects which will be helpful for school and concerned society. Financial support should be provided to the teachers for conducting small scale research and the minor project will be undertaken. Faculties are having a higher qualification working at school level who have a clear understanding of Research. The young teachers may be motivated towards research work. There should be the provision of exchange programs among university teachers and school teachers to orient them with methods and procedure of conducting action research. The curriculum must have to be framed placing research as subject matter duly from school level.

Application of Research Findings

Proper documentation of the research findings should be made available and to be applied where there is scope. The investigators will be inspired by such activities. Day to day class room problems and local specific issues may be resolved by applying the findings at their level.

Finding the Vision and Mission

Vision elevates mankind. Vision and Mission must have to be pre-fixed and predetermined before designing the curriculum. Although our academicians and administrators try their level best to frame the same still, there is an urgent need of resetting the Vision and Mission at all levels. Accordingly, the stakeholders and beneficiaries to be reoriented about that, which can accelerate the momentum.

Making them Free from the Over Burden of Examination

Fear of failure is one of the greatest hurdles in the path of progress. That's why the learners should be kept away from such anxieties; rather, a feeling of freedom should prevail throughout the period, which ultimately helps open new vistas of creativity.

Protecting Environment through Education

Time has come to protect our environment,

or else our lives will become hazardous and troublesome. Seminars, symposiums, focussed group discussion the s are arranged from time to time at the local, state, National and International level where strategies are prescribed for protecting the environment from different types of problems. Very nice documentation is done, but it is a matter of great regret that few of us know those and maximum don't have any idea regarding the happenings. Thus, there is an urgency of acknowledging the resolutions and recommendations through the curriculum.

Emphasizing Experiential Learning

As a result of research findings, Educationists proclaim that experiential learning is much more helpful for students to make them assets of the society. All those learned materials should be experienced by individuals with letter and spirit, which will be ultimately helpful for better understanding of the concept.

To inculcate Global Human Values among the Youth

The curriculum should play a catalytic role for inculcating and imprinting the global human values among the hearts and minds of the learners from an early age, which will ultimately help in enhancing world peace and prosperity. Although values are to be caught still they are to be taught formally also.

To Prepare for Global Citizenship

In Toto, the motto of the curriculum is to prepare global citizens who will act as the changing agent and peace messenger of the modern society. There should be no boundary for entering into the threshold of the world culture and curriculum will be the gateways of the new world. Swami Vivekananda (1993) has well said that "Learn to make the world your own. No one is a stranger, my child; the whole world is your own." When Holy Mother told this to a disciple she was referring to the underlying oneness of all creation.

Author Details

Dillip Kumar Khuntia, Lecturer in Education, Boudh Panchayat College, Boudh, Odisha, India

Prasanta Kumar Barik, Assistant Professor, Rajiv Gandhi University, Itanagar, Arunachal Pradesh, India,
Email ID: prasantabarik120@yahoo.com

Mother seems to be suggesting not 'oneness' but 'belonging.' I am no stranger to myself; nothing in the world should be a stranger to me. The love, care and attention that I bestow on myself must be offered to the whole world, too, because the whole world is also my Self in a different form.

Conclusion

From the aforesaid discussion, it is made clear that through curricular renovation and reformation we can save society and live happily. There should be perfect interrelation among the aspects of curriculum viz. objectives, contents, methods and evaluation. The suggestions may be looked for implementation for yielding a better result.

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