



Curriculum Reform towards Better Education

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ABSTRACT

This article seeks changes in curriculum which could be holistic in its approach. It tries to show special curriculum set up for teacher trainees who are going to execute reformed curriculum in future. It emphasizes the role of Heads and other faculty members of institution for adopting this reformed curriculum. It finally seeks that changes in curriculum is the only way for attaining quality in higher education.

Keywords: Curriculum, Syllabus, Holistic Enrichment, Teacher Education, and Teaching Learning Strategies

1. Introduction

Many education reform efforts focus on curriculum, the knowledge and skills that we want students to learn. These efforts tend to emphasize higher order thinking skills (such as problem solving) and connections to the world beyond the classroom. In contrast, the more traditional curriculum tends to focus on basic skills and academic subjects as they have historically been presented in schools. Unfortunately, curriculum discussions often result in polarization and ideological clashes rather than finding an optimum balance. Some of the most important trends in curriculum based education reform include: Standards. The enlargement of standards is one of the largest part prominent features of the education restructuring landscape. Standards have been developed for many academic areas defining what students should know and be able to do at different grade levels. The road map outlined for curriculum development in this document is undoubtedly a very daunting one but the drive for World Class Quality education requires no less. When the approach has been a systemic one with the concerted effort of each and every one, the road towards quality education can be travelled and will reach its destination.

2. Objectives

- ❖ To understand the aims of national curriculum
- ❖ To analyze present expectations of stakeholders
- ❖ To know the regular activities for professional enhancement

To review responsibilities curriculum setters and heads of institutions

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3. Curriculum for Holistic Enrichment

Curriculum should foster understanding and appreciation of the biological, physical and technological world to enable the learner to arrive at informed decisions about the environment and the changing needs of our society and those of the individual. It should focus learner skills and knowledge to empower and participate meaningfully in an information-driven economy. It has to kindle creative thinking skills and learning competencies required for the future and promotes equity and social justice by providing opportunities for every learner according to his/her needs interests and potential. Goals of the curriculum should be an all-round development of the individual – physical, intellectual, social and emotional – leading to a balanced, active, healthy and productive lifestyle. It must foster national unity by promoting an individual understanding and respect for multicultural heritage and promotes learners' interdependent global context which leads a culture of lifelong learning for greater access to an ever-changing society.

4. Curriculum for Teacher Education

Teachers are the most significant actors in any curriculum change. No reform will ever be effective unless they are trained and supported continuously at all level, prior to the introduction of the change, and also throughout the duration of the reform process. Teachers who are imaginative, creative, resourceful, can go beyond the text-books or the syllabus, so that they can draw out the best in every child and develop in them the joy of learning. This approach will integrate in its regular training programmes all elements of the new curriculum in order to empower teachers with the required knowledge, values skills and attitudes for effective teaching. Its programmes will give emphasis to the practice of key skills grounded in educational theory, as well as the modeling of good pedagogical strategies. All teachers will be required to undergo professional training before they join the profession.

5. Inspection and Supervision

To ensure that the curriculum is effectively monitored at the school level, the Heads of institution must play their role fully. The Heads of institution should demonstrate good practices of leadership and management skills by holding regular staff meetings, and in-house discussions to ensure a correct flow of information at the level of the institution. They must fully involve in assessment processes devised at the level of the school and ensure that feedback is provided to parents and used by teachers as the starting point of their remedial action. They have to follow the teaching practice of teachers and identify further training needs at the level of the school. Both Head of the institution and faculty members will become the supervisory arm for providing information about the teaching and learning problems. They must act as a bridge between the college and other important stakeholders and should be pedagogical mentors wherever necessary. As instructional leader, the Head needs to develop a strong academic interest in the transactions operating at class level. The Head, while imbued with the national vision of education, create environment which is conducive to the advancement of learning. They will Ensure follow up of trainees at higher education and demonstrate good practice of leadership and management skills. They have to monitor procedures and practices used for tasks related to assessment priorities.

6. Suggestions

The following points can be emphasized for reformation in curriculum,

- ❖ The curriculum should be process-oriented rather than focus on the product only.
- ❖ It may emphasis on the development of higher order thinking skills and fosters creativity.
- ❖ The teacher should no longer the authority in the classroom. Instead, he/she performs mainly as a facilitator, serving children
- ❖ It must construct knowledge which is not simply transmitted.
- ❖ Supportive measures should be adopted and extra resources should be provided to schools to help them improve and implement their curricula.

It must recommend that more classroom research be conducted to develop teaching and learning strategies to enhance students' generic skills and the assessment strategies of such skills

7. Conclusion

The current strategy for reform has to be rooted in a realistic evaluation of the economic context. Changing trade patterns are driving countries to make their labour force as competitive and flexible as possible. This means that as a nation look beyond mere academic achievement. The call is now for the professionalization of manpower resources and cultivation of a spirit of entrepreneurship and risk taking. Youth must be ready to work in conditions where jobs are no longer permanent, and where they will have to continuously retrain themselves throughout their career. They must, therefore, be empowered to use productively all the Information and technological tools to become permanent learners. On the social and cultural fronts, they must be prepared to address a number of issues that affect most modern democratic societies. Social and cultural fabric has undergone radical transformations and

as such our youth need to be equipped, through education, with the necessary knowledge and skills for living harmoniously in a multicultural society. Furthermore, it is an urgent to modify curriculum of higher education for better quality in education.

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