

## CRITICAL EVALUATION OF CURRICULA AT SCHOOL STAGE

Existing curriculum in the schools suffers from a number of defects and needs complete overhauling. It mainly emphasises intellectual development and neglects the development of other aspects of personality of the child. A critical evaluation of the curricula at school stage suggests following defects in the existing curriculum:

1. **Narrowly conceived:** The present curriculum is narrowly conceived. Only knowledge items are included. It only prepares the students to pass the examination. The facts and ideas acquired in one field are not used in other fields and areas.
2. **Dominated by examinations:** The present curriculum is too much dominated by examinations. The ability of the child is determined on the basis of marks secured in the examination. Stress is laid on the academic work needed for the purpose of examination.
3. **Emphasis on memory:** The present curriculum encourages rote memorisation. It does not give real or first-hand knowledge to the students. Students are required to memorise the subject matter to pass the examination.
4. **Unpsychological:** The existing curriculum is unpsychological in nature and has a very limited scope for 'learning by doing'. It is not framed according to interest, likes and dislikes, needs and demands, abilities and capacities of the child in teaching learning process. It is framed from the point of view of adults.

5. **Bookish and mechanical.** The existing curriculum is bookish and mechanical. In this curriculum bookish knowledge is imparted to the students. Students can not think beyond their text books. The knowledge gained becomes quite bookish in nature.
6. **Rigid and uniform.** The present curriculum is rigid and uniform. There is no provision for diversification of courses. It ignores individual differences. All students are required to learn the same subjects.
7. **Not related to life.** The present curriculum is not related to life and aspirations of the students or of community. It does not prepare the students to face the challenges of the modern day world.
8. **Unprogressive.** The existing curriculum is unprogressive in nature. It is not according to the changing needs and demands of the society. It does not keep pace with the developments in the field of science and technology. It is static and does not conform to changing social needs.
9. **Neglects cultural heritage:** The existing curriculum does not include our long cherished cultural values. It does not reflect Indian traditions, arts, crafts, moral and spiritual values, folk lore etc.
10. **Heavy and overcrowded:** The existing curriculum is heavy and overcrowded with multiple subjects. Most of the subjects have no relevance to real life situations.
11. **Lack of moral and spiritual values:** Values are inseparable from life of the individual. Human development cannot be conceived in the absence of values. The aim of education is growth or development both intellectual and moral values. However, present curriculum lacks in the development of moral and spiritual values among the learners.
12. **Lack of technical and vocational skills:** The curriculum at school level in our country is not helpful for economic development of the nation and rapid social transformation. No man-power training is possible in the present set-up of secondary education in India. Our youth lacks technical and vocational skills to meet the requirements of global workforce.

## Reformative Measures

Reform means to reshape, to reconfigure or to make different. So, reforms in curriculum mean bringing desirable improvements in the existing curriculum. The students need to be armed with skills that are needed by industry and these are definitely not provided by schools with 'bookish' curriculum that stress the students. Following are the various measures which can be adopted for bringing reforms in the existing curriculum keeping in view the various defects:

1. **Preparation of advanced curricula:** Efforts should be made to prepare advanced curricula in all subjects keeping in view the challenges of modern life.
2. **Emphasis on science and mathematics:** Emphasis should be laid on science and mathematics teaching in the school. Process skills like observing, investigating, describing, predicting and experimenting contribute broadly to academic achievement of the students.
3. **Emphasis on manual work:** Stress should be laid on manual work at all stages of education to develop various practical skills among the students. Every student should be given training in manual labour.
4. **Emphasis on moral and spiritual values:** Emphasis should be laid on moral education and development of spiritual values among the students. Special lectures of great scholars, visionary persons, social workers, religious gurus, saints etc. should be organised in the school from time to time.
5. **Social service activities:** Social service activities should form an integral part of the curriculum. Students should be given opportunities to participate in social service activities to develop various social qualities among them.
6. **Organisation of co-curricular activities:** Co-curricular activities should be given a due place in the curriculum. Different types of co-curricular activities should be organised in the schools for the all-round development of the students.



7. **Work-centred education:** Work-centred education should be made an integral component of the school curriculum. It should be provided to the children in relation to their habitat, natural resources and livelihood.
8. **Health and physical education:** Health and physical education should be made an integral part of the school curriculum. Students should be given opportunities to grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides, etc.
9. **Emphasis on experiential learning:** Emphasis should be laid on experiential learning in the school curriculum. It is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.
10. **Visual and performing arts:** Art education should be included in school curriculum. Visual Arts include painting, sculpture, watercolour, graphics, drawing and architecture. Performing arts, on the other hand include acting, singing, dancing, theatre, mime, spoken word, recitation and public speaking. These art forms introduce many life skills into school students everyday life.
11. **Industry oriented education:** Industrial education should be given a due place in the school curriculum. Industry oriented education is an approach to prepare the students keeping in view the needs and demands of the industry. Traditional subjects such as mathematics and science are taught in the context of application of that knowledge to product design, development and operation.
12. **Digital education:** Things are becoming more and more digital in today's world. Students need to master a new skill—digital skill to succeed in an increasingly digital world. Thus, it is important for educators to teach digital literacy to the students.