

**COURSE- VIII B(1.4.8B)**

**KNOWLEDGE AND CURRICULUM PART-II**

***Q. Develop your argument to prove how modern curriculum fit in with the community around socio-cultural in Indian context.***

***Ans.***

***Introduction:*** *The expectation and aspiration of a changing society are reflected through the educational system of a country. Education is a process that takes place in a society for society and by society. The changing nature of culture has its impact on education. Education has to adjust itself to the changing situations. Curriculum is relevant, should take out of these changes and promote desirable changes in learners.*

***Curriculum should be based on:***

- 1. Conditions, problems and needs of the society.*
- 2. Prepare child for global/world society.*
- 3. An agent for transmission of basic values of culture.*
- 4. Flexible and changeable for the effective realization of socially determined objectives.*

**IMPACTS OF MODERN CURRICULUM AROUND SOCIO-CULTURAL COMMUNITY IN INDIAN CONTEXT:**

❖ ***Education for a cohesive society:***

➤ *Social change:* All education comes from some assumption about the future. If taught of a society about the future is clearly wrong, then, youth education system will be betrayed. Anyway as we make plans for curriculum, we need to think about abilities and possibilities that may occur in the future. These include terrorism, human rights, pollution, etc. We shall educate citizens that can make decisions based on science. One curriculum must be open *and* flexible against uncertain and intangible consequences.

➤ *Education for girls:* Equality among sexes is a fundamental right under the Constitution of India. As a result, the curricular and training strategies for the education of girls now demand more attention. Besides, making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction is absolutely necessary. After all, India gave her women the right to vote without any prolonged battle for it unlike in the west. There is a need to develop and implement gender inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals, and not as adversaries.



➤ *Education for learner with special needs:* A flexible educational system in desegregated schools accommodates wide ranges of learners' background and ability in designing improved learning experiences. The importance of individualising instruction for all learners with special needs recommends unit concepts as a succinct means to integrate educational experiences. Curriculum planning must 9 National Curriculum Framework-2000, NCERT interrelate the facets of classroom services, special support services and personnel

and co-curricular activities in creating a new and vital programme which will facilitate curricular integration in its most specific situations.

- *Education for learner from disadvantaged groups :* Implications of the multilingual and multicultural environment shall have to be taken care of through specifically devised methodology. Contextualisation of curriculum shall have to be effected through curricular materials. The fundamental rights of the disadvantaged groups have to be consciously incorporated in the curriculum. Even the problem of educating the migrating population shall have to be handled through specific condensed educational programmes based on the main ingredients of the national curriculum.
- *Education of the gifted and talented:* Education is increasingly called upon to liberate all the creative potentialities of human consciousness. education of gifted and talented children assumes great importance. A curricular programme while on the one hand should identify such children, on the other it should also nurture their diverse creative abilities by paying them special attention. It is also important that the identification and nurturance begins right from the earliest stage of education. Moreover, the task of identifying the gifted and talented must be accomplished on the basis of a broad conceptualisation of the process from multiple perspectives rather than as a search for a unitary human attribute. Not only their IQ (Intelligence Quotient) but also their EQ (Emotional Quotient) and SQ (Spiritual Quotient) ought to be assessed. A suitable mechanism for locating the talented and gifted will have to be devised. Education will also have to help the nation achieve social cohesion by preparing the young generation for 'learning to live together', a concept which in the Indian tradition has been hailed as Sahridaya Sarvabhutanam.

- **Transmission of culture:** Culture is a complex which includes knowledge, beliefs, arts , morals, customs any other capabilities acquired by man as a member of the society. This implies that culture is not static but dynamic and it responds to external influences, which brings about changes and curriculum development in schools.

➤ **Strengthening NATIONAL IDENTITY and preserving CULTURAL HERITAGE IN THE CURRICULUM:**

- **Beliefs:** Every culture has some beliefs which are accepted as true. These beliefs are sometimes called superstitious beliefs because of lack of empirical knowledge or lack of scientific proof. These beliefs are valued and so are accepted by majority of people in the community.



- **Values:** Values are those aspects of cultural practices, actions or objects that are valued in high esteem in the society. The values of a society are also those aspects of the culture that society wants to

preserve because their traditionally valued and they want to pass it from generation to generation. The values of the society are the aspect of the culture, which is needed in the society.

- ***Routines and customs:*** Routines and customs are also very important aspects of culture. Different societies have different ways prescribed by their culture in performing naming, burial, marriage ceremonies and so on. Routines and customs refer to the actual doings and the regularities of those cultural actions or elements.



## **CONCLUSION:**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators, however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The education system of India has undergone with various transformations. The present modern curriculum always praisers of equal education for all, learner-centric, constructivist and flexible. Due to this, it will keeps on upgrading which is needed to establish and updated. the society which never segregates and binds their culture altogether without discrimination helps in establishment of the whole nation.