INTRODUCTION

A. Unnikrishnan “An analytical-critical study of the Kerala primary curriculum”
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Education is in fact nothing other than the whole life of a community, viewed from the particular point of learning to lead that life. So the influence of persons upon one another must result in education of some kind good, bad or indifferent.

If education is described as a preparation for life or for complete living, we may say that the ancient Indian educators have fully accepted this doctrine. But it would have included preparation not only for this life but also for a future existence. The harmony of these two purposes in due proportions has always been a difficult task for educators.

The National Policy on Education (1986) has also described the role of the education as follows:

1. In our national perceptions education is essentially for all. This is fundamental to our all round development both material and spiritual.

2. Education has an acculturating role. It refines sensitivities and perceives that contribute to national cohesion.
3. Education develops man power for different levels of the economy. It is also the substrata on when research and development flourishes which is the ultimate guarantee of national self reliance.

4. In short, education is a unique investment for the present and the future. This is the cardinal principle of N.P.E.

One of the most characteristics of Indian education is the deep relationship between pupil and the teacher. There is no country in the world except only in India, where the responsibilities and opportunities of the teacher are really greater. Effective teaching requires critical thinking, understanding of situations, clearly identifying problems and exploring possible optional solutions.

A teacher should have a powerful grasp of the ways of teaching there by the subject can be taught effectively. Knowledge cannot simply be given to the learner. He must work to make sense of what is offered. In other words knowledge finds its usage through the application of skills.

There is no one way to teach but there are several factors which contribute to the success of a teacher. The purpose of teaching is to help pupil to learn. This is the major objective of school teaching.
Skinner (1968) found “Teaching is the arrangement of contingencies or reinforcement under when students learn. They learn even without teaching in their natural environments but teaching involves arranging of special contingencies which expedite learning hastening the appearance of behaviour which would otherwise be acquired slowly or making sure of the appearance of behaviour which might otherwise never occur.”

A teacher has an important role in learning of an individual. He can observe the individual and try to understand his present abilities and interests. He can also stimulate and encourage him to explore them further and help to provide further experiences of such a nature, as he can probably use in, satisfying the needs and curiosities which he feels at the moment of learning.

Good teaching is an extremely difficult job. It is exhausting and challenging even under the most helpful and ideal circumstances. Knowledge of subject matter along with the warmth of enthusiasm is an element for instructional effectiveness. Effective instruction needs the accomplishment of all the tasks. Mostly teaching takes place in classrooms. A classroom needs very careful and insightful management
if it is to work in support of learning. Teachers need to know how class
rooms work. Teaching also include the measurement of learning
experiences in classrooms.

Successful teachers like other artists should also develop their own
ways and means of getting results that they aim at what is in common is
the desire to inspire and to guide their students to the predetermined goal.

The role of a teacher is emphasized by various Education
Commissions and Committees. Education Commission (1964-66) says
"Of all the different factors which influence the quality of education
and its contribution to national development the quality competence
and character of teachers are undoubtedly most significant. Nothing
is more important than securing a sufficient supply of high quality
recruits for the teaching profession, providing them with the best
possible professional preparation and creating conditions of work in
which they can be fully effective."

According to Commonwealth Report (1974) "The teacher has a
major role in educational development. Whether he approaches his
work actively or passively, whether he can influence development
adversely by opposing innovations or merely by remaining mute in
the face of a growing need for reform. On the other hand he can participate actively as an initiator himself or as an interpreter of the plane devised by others."

Since teachers are the members of an elite group who can truly change the world, they have to understand and effectively discharge the new roles in the educational system.

Students and teachers work very hard in class rooms but the work often doesn't promote learning. This is partially because children seem to see classroom work on a production line since their goal is to complete their quota on time. Because of their focus on work management they frequently miss the deeper conceptual purpose of their activities. Another reason for the above problem is that, a significant proportion of the syllabus is too easy or too difficult for the children. And some of it is poorly designed and does not require the sorts of efforts which teachers are intended.

The aim of secondary education is not to prepare the educational for higher education but to impart to him certain professional skills which he can employ in order to earn his livelihood, and then raise the standard of economic prosperity.
School is the sole agency of education. Even if an individual does not possess higher degrees he should have gone to school to gain fundamental knowledge of Mathematics and language which is the basis of education.

Schools all over the world are faced with the exacting task of optimising pupil achievement. In the absence of this objective, enormous expenditure on education cannot be justified.

Secondary Education Commission (1952) points out that "The educational system make its contribution to the development of habits aptitude and qualities of character which enable the citizen to bear the responsibilities of democratic citizenship and to counter act all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook "It also points out that the defective techniques of teaching will hinder child’s development.

We are now living in an era of knowledge explosion. By traditional methods of verbal instruction it is not possible to keep pace with the development of knowledge.

Good teachers should always adopt dynamic techniques of teaching in which the educand gets the greatest opportunity to be
active. Teaching techniques should be modified according to the intelligence level and psychological needs of the educand.

A teacher should have a basic information about the organization and use of educational technology. A judicious use of educational technology can bring about more efficient and effective learning skills.

Educational technology is the systematic blending, designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives.

The objectives can be achieved through dynamic methods of teaching and application of instructional technology. For this the teachers need to be prepared with appropriate teaching and learning materials.

Now a days educational planners and policy makers, have laid more emphasis on the need for improving the quality of education. It need designing and implementing suitable curriculum at all stages of education and aim at intensive and extensive use of educational technology.

The rapid technological changes have brought about new educational problems. In order to arrest the deterioration in standards the quality of teaching methods should be improved. It is only through
research we can have better educational methods and make curriculum changes to meet the challenges of a highly technical and rapidly changing society.

All normal human beings are born with the hidden potentialities of acquiring language. From an early age, most children are aware that there are rules underlying the construction of what they say, but their ignorance of these rules, handicaps them in formulating new utterances to deal with novel situations. Thus the learning of language becomes an essential haphazard process. This indicates the importance of specific language teaching. Since the language is an essential aspect of every life and that the better command of it, the better our potential for operating effectively within that life.

Instead of learning subjects through languages, subjects are used to learn languages. Minimum competence in language must be a precondition to the study of subjects which in turn enlarge the scale of language learning.

So we can say that the language teacher is imparting a skill or rather a set of skills. Important thing is that language should be taught in a relevant and supportive way.
In the teaching process the achievement of instructional objectives depends on the methods of teaching. Teachers follow fixed ways such as Herbartian methods, demonstration, story telling etc. in the classrooms. But the teachings fail to achieve a variety of instructional objectives for which teaching is designed and performed. Pupils are with different learning style and multi dimensional personalities. This throws light on the fact that the teacher should use the strategies of teaching to match the objectives of teaching and student capacities. Here arises the need for models of teaching.

The perspective teaching strategies which help to realise specific instructional goals are known as models of teaching. Joyce and Weils (1972) transformed prevailing theories and theoretical knowledge into different models of teaching. According to them “Teaching is a complex activity which is a cluster of different roles and responsibilities. A teacher has to master multiple roles in order to become more professional. The professional competence can be expanded in two ways. Firstly increasing the range of teaching strategies that are needed to be employed Secondly by becoming increasingly skilful in the use of these strategies.”
The models of teaching is the models of learning. The major role in teaching is to create powerful learners. Hence the duty of the teacher is to teach the students how to learn. For the effectiveness of instruction the teachers should adopt vide variety of teaching strategies.

Researchers have made efforts to identify the strategies or styles of teaching with the objectives of instruction and pupils learning styles. Dann and Dann (1979). Fischer and Fischer (1979), Ellis (1979), Joyce and Weil (1980) also believe that the strength in education resides in the intelligent use of powerful variety of approaches matching them to different goals, and adopting them to the student styles and characteristics.

Eggen (1979) points out that a teacher considering the choice of a teaching model first identifies what is to be taught and then select a model in accordance with the goal. The model chosen is specifically designed to achieve a particular set of objectives and will determine the large part of the action of the teacher.

Radhakrishnan Commission, Muthaliyar Commission and Kothari Commission are land mark in education history of India and
worthy to be mentioned. All of them categorically emphasised the need for transforming education for National development. In a world based on Science and Technology. It is education that determines the level of prosperity welfare and security of the people. The educational system though developed and expanded by the British had innumerable inconveniences in the path of its progress.

Providing education facilities to a huge mass was the real problem faced by India at the time of independence. Changes all on a sudden was impossible. The task of educating the public was taken up step by step, stage by stage in a phased manner. The National Policy on Education 1986 is worthwhile to mention here because of the high importance it gave to primary education. Terms like Universal access to education, Universal enrolment, Universal retention and Universal quality at all levels of schooling came to be well discussed in the educational seen of India, even in the schools situated in remote areas after the advent of new education policy. The best formative years in one's life is childhood. That is why, the repeated expression catch them young. It is a known fact that the mind of the children are just like bees wax. It could be shaped and
moulded to the required shape easily. Teachers in primary classes influence the young minds to a very great extent leaving a lasting impression. Primary stage is of paramount importance for the development and building up of character in the earlier stages of education. Primary education plays an important and significant role in the development of youngsters with character and creativity. Education including elementary education in particular is an investment both to the individual and society at large, producing not only huge direct economic benefits but also an immense magnitude of externalities, economic, social, and political.

Curriculum in Primary Schools should comprise an exposure to work experience imparted through manual instruction to the students which will kindle creative impulses in them. According to George Bernadshaw 'imagination is being of creation'. The education being imparted today is purposeless. In devising the curriculum, it seems that the goals set out have been started so as to enable students to appear for examinations and not for their development as truly contributing citizens. While at the macro level it may take decades before one can hope for changes that are needed to bring about meaningful curriculum reform. Given the present
structures that support the system there is no scope whatsoever for innovation in education in the classroom. Innovative reforms commenced in many schools at the classroom level can demonstrate how effective and purposeful curricula devised by them can serve as building blocks for macro level. Curriculum planners to build with confidence on educational system which focuses on the needs of the future.

Opportunities for the development of variety, creativity and originality have generally been withheld primarily; it is suspected to prove a liability on the 'production' line not only in the works sport but also in the classroom. There have been made possible, to a large extent because of fragmented curricula, authoritarian methods and suffocating hierarchy of examination together with the sterile and limited objectives. Having taken stock of the present scenario and being aware that drastic changes are to be brought about if the citizen of tomorrow is to play a global role, effective changes have to be carried out the classroom.

The progress of a Nation depends on many things of which quality education is the most important. Government of India and
State Government have taken up this matter seriously years back. Though a number of measures have been taken up already for the improvement of the quality of education, the probable answer to a question “Are you satisfied with quality of education today?” Is usually a no from the public?

A number of measures were taken up by the government for the qualitative and quantitative expansion of education. The latest in this series is the new curriculum proposed for primary education enlightened and educated public of Kerala have welcomed this curriculum with a critical view. Naturally the curriculum was subjected to in depth studies from different concerns.

The new curricula is a box news in our dailies today since its implementation in 1996. Only a close scrutiny of curriculum will help the researcher to trace out limitations if any and to suggest solutions.

The Researcher is a faculty member of DIET who is very much interested in education especially at primary level. He has gone through the new curriculum being implemented at the primary level in detail.
The present curriculum is undergoing many criticisms public opinion and educational experts of Kerala are totally against the new curriculum. The investigator personally involved in the implementation of new curriculum was interested in comparing the achievement in the new curriculum. Only a close scrutiny of curriculum will help the researcher to trace out limitations if any and to suggest solution. In this circumstances the investigator has decided to evaluate the curriculum prevailing in primary education in the State of Kerala.

STATEMENT OF THE PROBLEM

The present study is entitled as “AN ANALYTICAL-CRITICAL STUDY OF THE KERALA PRIMARY CURRICULUM.”

DEFINITION OF KEY TERMS

Analytical

Using methods that help for examine things carefully, especially by separating them into their difficult parts. Analytic approach expressing the elements of a proposition or complex notion by distinct words, instead of combining several with one word
resolving compounds in to their critical elements.

Critical

Given to judging, fault finding, involving or exercising careful judgement or observation, occupied with or skill in criticism.

Primary Curriculum

Concerning the education of children between five and eleven years old in the primary schools in Kerala State. Curriculum is an inclusive concept which refers to all the educational activities of the school in the widest possible sense.

OBJECTIVES OF THE STUDY

The following are the objectives fixed for the present study.

1. To critically evaluate the existing primary school curriculum in the light of its educational objectives.

2. To critically evaluate the contents of the existing primary school curriculum with reference to social and individual needs.

3. To critically evaluate the instructional strategies followed for curriculum transaction.
4. To critically evaluate the role of the teacher envisaged in the existing primary school curriculum.

5. To critically analyse the evaluational system followed in the existing primary school curriculum.

METHODOLOGY OF THE STUDY

In the present study it is proposed to document analysis in order to collect necessary data needed for the study. For this the investigator is proposed to analyse the following documents.


The investigator also intended to analyse the curriculum frame work developed Government of Kerala and at the national level. As secondary source the investigator is intending to gather expert opinion from educational experts at National and International level. The investigator will also intending to hold discussions with
supervising teacher and other curriculum experts, subject experts, etc. for collecting the necessary data by using the appropriate tools developed for its purpose.

STATISTICAL TECHNIQUES USED

It is proposed to use the following statistical techniques for analysing the data collected.

1. Arithmetic Mean
2. Measures of Central Tendency
3. Dispersion
4. Test of Significance.

LIMITATIONS OF THE STUDY

It may not be a hand felt job to change the present trends in primary education scenario. Induction of teachers friendly handbook, child centred and activity oriented class rooms and scientifically arranged text books can make the job easy.

Instead of imposing managerial function motivational aspects through democratic means can mould the human resource in a substantial way. The study had been limited to Lower Primary Class
I to IV due to several constraints including time. The new curriculum had been implemented six districts with the aid of DPEP and eight districts without any special financial help and hence the researcher concentrated in the DPEP district of the State. As the programme is new the investigator found it difficult to collect related literature preparing to the subject. In spite of all these limitations the investigator will try his best to make the study comprehensive and objective as far as possible.

IMPLICATIONS OF THE STUDY

The present study is very useful in the field of education. This study help us to understand the need of curriculum change and the quality of primary education if any in the primary schools of Kerala state. This study is also designed to find out the present trend of primary education in Kerala.

ORGANISATION OF THE REPORT

In Chapter I Introduction, need and significance of the study, statement of the problem, definition of key terms, objectives of the study, brief methodology, sample, tools, statistical techniques, scope
and limitations, organizations of the report are presented. Chapter II deals with Curriculum: Theoretical Overview. Chapter III Review of Related Literature. Chapter IV refers to the details of Methodology intended for the study.